

## 27. An evaluation of attitudes and motivation of students learning Turkish as a foreign language

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### Abstract

The aim of this study is to investigate the attitudes and motivation of international students learning Turkish as a foreign language. The study used a quantitative research design to investigate research questions. Quantitative data were gathered through a scale consisting of six constructs and developed by Gardner (2010). The study was conducted at a state university with the participation of 99 students. The results of the study showed that students have high motivation to learn Turkish, positive attitudes toward the target community and a relatively low level of anxiety toward learning Turkish. Furthermore, except for language anxiety, female students' mean scores on five constructs were found to be higher than those of male students. However, the difference between their mean scores is only statistically significant in the motivation construct suggesting that female students are more motivated to learn Turkish than male students. Teachers of Turkish as a foreign language, curriculum developers, school managers and other stakeholders are expected to benefit from the results of the study that should be taken into account in the teaching and learning process.

**Keywords:** Attitudes, motivation, anxiety, Turkish as a foreign language

## Türkçeyi yabancı dil olarak öğrenen öğrencilerin tutum ve motivasyonlarının değerlendirilmesi

### Öz

Bu çalışmanın amacı, yabancı dil olarak Türkçe öğrenen uluslararası öğrencilerin tutum ve motivasyonlarını araştırmaktır. Çalışmada nicel bir araştırma deseni kullanılmıştır. Veriler, Gardner (2010) tarafından geliştirilen ve altı alt birimden oluşan bir ölçek aracılığıyla toplanmıştır. Araştırma, bir devlet üniversitesinde 99 öğrencinin katılımıyla gerçekleştirilmiştir. Araştırma sonucunda, öğrencilerin Türkçe öğrenme konusunda yüksek motivasyona, hedef topluluğa yönelik olumlu tutumlara ve Türkçe öğrenmeye yönelik nispeten düşük düzeyde kaygıya sahip oldukları görülmüştür. Ayrıca, dil kaygısı dışındaki beş alanda, kız öğrencilerin puan ortalamalarının erkek öğrencilere göre daha yüksek olduğu bulunmuştur. Ancak, ortalama puanları arasındaki fark, sadece motivasyonda istatistiksel olarak anlamlıdır. Bu durum, kız öğrencilerin Türkçe öğrenme motivasyonlarının erkek öğrencilere göre daha yüksek olduğunu göstermektedir. Öğretme-öğrenme sürecinde dikkate alınması gereken araştırma sonuçlarının yabancı dil olarak Türkçe öğretmenlerine, program geliştiricilere, okul yöneticilerine ve diğer paydaşlara katkı sağlaması beklenmektedir.

**Anahtar kelimeler:** Tutum, motivasyon, kaygı, yabancı dil olarak Türkçe

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## 1. Introduction

Research on attitudes and motivation in foreign language learning has blossomed in the last four decades. In the nineteenth century, when there was little research compared to that of today on second language acquisition, it was believed that “aptitude” was the only dominant element in determining one’s success or failure in learning a foreign language. Balboni (2006, p. 11) notes that “*in the past, a student was simply a student, but today we take into consideration a variety of different needs and aims, different cognitive styles, and different learning strategies.*” In accordance with this view, the succeeding studies have proved that there are some other factors that improve or limit one’s progress in learning a second language, such as attitudes towards the target language and culture (Gardner & Lambert, 1972), motivation (Balboni, 2006; Gardner & Lambert, 1972), the type of the curriculum (Nunan 1999), learning styles and strategies of the students (Balboni, 2006; Nunan, 1999), learning context, (Syed, 2001) and so forth.

### 1.1. Motivation

Although it is generally accepted in the literature that it is hard to define what motivation is, Dörnyei (2001, p. 8) states that most researchers agree on motivation’s being responsible for “*why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it.*” Researchers both in psychology and education have developed a considerable number of theories, approaches and models to explain the complex nature of motivation so far. For example, Balboni (cited in Caon, 2006) developed a tri-polar model composed of three factors that activate motivation: duty, need and pleasure. In this model, duty refers to the necessity of doing something without being interested in it, such as taking a compulsory course at school. This kind of motivation is not long-lasting. Need-based motivation may also be temporal; that is, when the need is satisfied, the interest is lost. For Balboni, pleasure is “*the only constant source of motivation*” (p. 42). Duty in Balboni’s model is important because motivational studies mainly try to base motivation on positive attitudes and feelings such as interests, wishes, desires, hopes, and aspirations. This model shows that learners’ being aware of their duties, obligations and responsibilities also motivate them. A fairly recent model of Dörnyei (cited in Csizèr & Dörnyei, 2005) also supports this idea; namely, one of the three components of his model is “ought to L2 self”, which refers to duties, obligations, or responsibilities of learners.

Another type of motivational model is presented by Gardner (2001), in which integrativeness and attitudes towards the learning situation are two correlated factors affecting motivation to learn a second language, and motivation and language aptitude are two variables that influence language achievement. In this model, integrativeness refers to “*a genuine interest in learning the second language in order to come closer to the other language community*” (p. 5); attitudes towards the language situation refer to the attitudes towards any aspects of language situation, such as the teacher, the course, classmates, materials, activities and so forth, and motivation refers to “*the driving force in any situation*” (p. 6). Kormos and Csizèr (2008) argue that Gardner’s integrativeness has recently been criticised owing to the fact that in the 21st century many students learn a foreign language in order to communicate with other non-native speakers in an international environment instead of communicating with native speakers.

Research-based literature classifies motivation into four categories: intrinsic, in which learners learn a second language for pleasure, satisfaction, or curiosity; extrinsic, in which the aim of learning is to meet

the requirement of a program (Noels, 2001; Dörnyei, 2001); instrumental, which refers to learning for financial or social benefits (Schmidt & Watanabe, 2001) and integrative, which refers to the wish of the students to identify themselves with the members of the target language community (Gardner, 2001).

Because of its importance in learning a second language, researchers carried out many studies to find out the factors affecting motivation. Among these variables, students' attitudes towards the target language (Kormos & Csizèr, 2008; Crooks & Schmidt, 1991), language teachers (Noels, 2001; Nikolov, 2001; Dörnyei, 2001), family members (Noels, 2001; Dörnyei, 2001), members of the second language community, the shape of language context (Noels, 2001), how foreign language is taught (Syed, 2001), learning opportunities, the quality of the learning tasks (Dörnyei, 2001) and popularity and the global position of the target language (Csizèr & Kormos, 2008) can be listed. Teachers' having knowledge of these variables is important because it is generally believed that one of the characteristics of a good language teacher is to be able to motivate his or her students. In this regard, Caon (2006) notes that explaining the goals of the course and the reasons for the selection of certain methodological choices to students, taking into consideration their requests, teacher's commitment and passion for teaching will increase students' motivation.

### 1.2. Attitudes

Studies carried out on attitudes (e.g. Akdemir, 2019; Çakıcı, 2007; Tahaineh & Daana, 2013; Ushida, 2005; Zayed & Abdel Razeq, 2021) have mostly aimed to discover attitudes towards the target language, culture and society, attitudes motivation relationship and attitudes achievement relationship. Concerning the attitudes-motivation relationship, Gardner (2001) states that unless the positive attitudes towards the learning situation are associated with motivation, they will not lead to achievement. Likewise, motivation that is not supported by positive attitudes will not be long-lasting. Kormos and Csizèr (2008) investigated the motivation and attitudes of learners of English in three distinct groups in one community and found attitudes to be one of the two main factors affecting second language motivation.

The attitudes-achievement relationship seems to be the most investigated field in this context, and studies have generally found a positive relationship between learners' positive attitudes and achievement. For example, in three different studies carried out in the USA, Gardner and Lambert (1972) found out that students with strong motivation and positive attitudes obtained good grades. Similarly, a study by Saracaloğlu and Varol (2007) also found the same relationship. Although there is agreement on this positive relationship among researchers, as Huguet (2006) notes, a disagreement usually appears as to which one causes the other. Contrary to the general belief that positive attitudes lead to competence in learning a second language, Crooks and Schmidt (1991, p. 474) argue that *“successful second language learners might tend to acquire positive attitudes towards both language learning and the target language community as a result of doing well, whereas relatively unsuccessful learners might acquire negative attitudes.”*

### 1.3. Studies on attitudes and motivation in teaching Turkish as a foreign language

The number of studies on attitudes and motivation of students learning Turkish as a foreign language has increased in the past few years. Most of these studies (e.g. Akbaş, 2018; İbili, 2015; Karatay, Güngör & Çangal, 2018) have demonstrated that students are highly motivated to learn Turkish, and they have positive attitudes toward learning Turkish. Yılmaz and Buzlukluoğlu (2014) found that students were

internally motivated to learn Turkish. Biçer (2016) investigated factors improving and weakening students' motivation levels. They found games and fun activities motivate students while repeated and similar activities reduce their motivation levels. In another study, Erol (2021) investigated motivation obstacles experienced by learners of Turkish and found that their motivation obstacles were mostly related to teacher competency and teaching styles.

#### 1.4. The aim of the study

Caon (2006) focuses on the importance of the role of the teacher as gathering information about the needs, interests, and desires of the students to make them compatible with the goals and objectives of the course. As this study was designed to investigate the attitudes and motivation of the students learning Turkish as a foreign language, teachers of Turkish are very likely to benefit from the results of the research. They will be able to improve their teaching methods, styles, syllabuses, teaching materials, classroom activities, and curriculums if they are ever keen on keeping up with what is going on in the field concerned. The study aims to investigate the following research questions:

1. What attitudes do international students have towards learning Turkish?
2. What is the motivation level of students learning Turkish as a foreign language?
3. Are there any statistically significant differences between the means of students' responses to each motivational dimension according to their gender?

## 2. Methodology

The study used a quantitative research design to investigate research questions. Quantitative data were gathered through a scale composed of two parts to assess students' attitudes and motivation.

### 2.1. Setting and participants

The study was carried out at Tokat Gaziosmanpaşa University. The participants of the study were international students learning Turkish at the Turkish Language Teaching Research and Application Centre. Students were notified about the study and were asked to participate in it. Participation was voluntary. A total of 99 students participated in the study. The detailed information about the participants was demonstrated in Table 1.

Variable	Category	f	%
Gender	Male	76	76.8
	Female	23	23.2
Age	16-19 years	34	34.3
	20-23 years	55	55.6
	24 years or more	10	10.1
Turkish level	A1	36	36.4
	A2	44	44.4
	B1	8	8.1
	B2	11	11.1

Country	Chad	16	16.2
	Iraq	14	14.1
	Somali	11	11.1
	Sudan	10	10.1
	Syria	8	8.1
	Ivory Coast	5	5.1
	Egypt	4	4.0
	Morocco	4	4.0
	Senegal	4	4.0
	Gabon	3	3.0
	Indonesia	3	3.0
	Other	17	17.3
Total	99	100	

**Table 1:** Descriptive statistics for students' demographic information

As can be viewed from the table, 76 of the students were male and 23 of them were female. The majority of them were between 20-23 years of age and 80 of them attended courses at A1 or A2 level. Students come from 17 different countries. However, half of the students come from four countries: Chad, Iraq, Somali and Sudan.

## 2.2. Instrumentation

The scale used in the study was composed of two parts. The first part of the scale included items to induce the demographic and educational background of the participants. The items used for this aim were age, gender, the country of the participants and the level of Turkish courses they were attending. The second part included the mini Attitude Motivation Test Battery (AMTB) developed by Gardner (2010). This battery (see Appendix) consists of 12 items, each of which corresponds to a scale on full AMTB developed by Gardner (1985). The mini-AMTB uses semantic differential scaling, which means the items are followed by a scale having a label on the left and another one on the right (i.e. weak-strong, favourable-unfavourable) and the numbers 1-7 between the two ends. The scale was designed to measure students' attitudes toward some aspects of the learning situation and the teacher and their motivation. The scale includes 12 items which are divided into six variables:

*Integrativeness:* This concept refers to the degree to which students are learning a foreign language in order to interact and communicate with the members of that language community. The mini-AMTB measures this construct by three items (items 1-3): attitudes toward target language speakers, interest in foreign languages and integrative orientation.

*Attitudes toward the learning situation:* This refers to students' positive or negative feelings and predispositions about the learning situation. This is measured by two items (items 6 and 9): attitude toward the language teacher and attitude toward the course.

*Motivation:* This construct reflects how motivated students are to learn the language. The mini-AMTB measures motivation by considering the effort, desire, and attitudes of students toward the task of

learning the language. This is assessed using three items (items 4, 5 and 11): motivational intensity, desire to learn language and attitude toward learning the language.

*Language anxiety:* This refers to the students' feelings of discomfort and concern they might have when using the language. In the mini-AMTB, it is measured in terms of two different contexts (items 8 and 10): using the language in and out of class.

*Instrumental orientation and parental encouragement:* Instrumental orientation indicates learning the target language for practical reasons such as getting a better job or a higher social status. Parental encouragement refers to the extent to which parents support their children's learning of the target language. These two variables are measured using single items (items 7 and 12).

The mini-AMTB was developed in a context where English was the target language of the participants. Therefore, the word "English" in items was changed to "Turkish" as this study dealt with Turkish language learners. The reliability of the scale was determined through internal consistency reliability and it was found to be .071 which means it was quite reliable according to Alpar (2010). Furthermore, the reliabilities of subcategories were calculated. Cronbach alpha coefficients for four constructs were as follows:  $\alpha_{\text{integrativeness}} = .066$ ,  $\alpha_{\text{attitudes}} = .042$ ,  $\alpha_{\text{motivation}} = .065$ ,  $\alpha_{\text{anxiety}} = .063$ .

### 2.3. Data collection and analysis

The scale was translated into two more languages, French and Arabic, in addition to English for reliability reasons. The translation process was performed in two stages. First, two specialists in the field of French and Arabic languages and who were also fluent in English translated it into French and Arabic, and then two other specialists in the field of French and Arabic languages checked out the translated items. The original and the translated versions of the scale were piloted with a group of 12 students (4 students for each language) learning Turkish as a foreign language in order to see whether the items are clear enough for students to understand and whether responses provide the required information. As a result of the pilot study, some adjustments to the wording of some items in French and Arabic versions have been made. The students taking part in the pilot study were excluded from the study.

In order to obtain reliable data, participants were informed of the procedures and the aim of the study. The piloted scale was administered in eight different classrooms at the Turkish Language Teaching Research and Application Centre. There were a total of 180 students in these classes. However, 105 of them, who could speak English, French or Arabic participated in the study. The total administration of the scale lasted around 10-15 minutes. During the analysis, it was seen that 6 of the scales had missing information on some items and therefore they were removed from the study. 47 students answered the Arabic version of the scale; 27 students answered the French version and 25 students answered the English version of the scale. The gathered data were analysed by using SPSS 20.0 program. To answer the first two research questions, descriptive statistics were carried out to determine the frequency, the mean and the standard deviation of the gathered data. Besides, the independent samples T-test was conducted to answer the last research question. The findings of the study were indicated in the section below.

### 2.4. Ethical issues

As this research involves human participants, approval was taken from the ethics committee of Tokat Gaziosmanpaşa University on 05/01/2022 with the approval protocol number 117699.

### 3. Findings

In this section, the data on students' attitudes and motivation were demonstrated on a categorical basis. The scaling used in the study ranged from 1-7, i.e. from the lowest (1) to the highest score (7). Table 2 shows the descriptive statistics for each construct of the scale.

Construct	N	Minimum	Maximum	Mean	SD
Integrativeness	99	1.67	7.00	5.83	1.09
Attitudes	99	1.50	7.00	6.04	1.20
Motivation	99	3.33	7.00	6.06	1.02
Anxiety	99	1.00	7.00	3.33	1.73
Instrumental orientation	99	1.00	7.00	5.91	1.51
Parental encouragement	99	1.00	7.00	6.40	1.23

**Table 2.** Descriptive statistics for each construct of the entire scale

Table 2 shows that students have high motivation to learn Turkish, positive attitudes toward the target community and a relatively low level of anxiety toward learning Turkish. Among the categories, parental encouragement has the highest mean score, which means parents of the students encourage them greatly to learn Turkish. Table 3 shows the detailed descriptive statistics for the first construct (integrativeness).

Construct	N	Minimum	Maximum	Mean	SD
Item 1	99	1.00	7.00	5.71	1.54
Item 2	99	1.00	7.00	5.55	1.50
Item 3	99	2.00	7.00	6.22	.99
Integrativeness	99	1.67	7.00	5.82	1.09

**Table 3.** Descriptive statistics for integrativeness

Considering the mean scores of each sub-construct, the highest score belongs to item 3 (My interest in foreign languages is...), suggesting that students are highly interested in learning foreign languages. The students' mean score for item 1 followed this, confirming that students have high motivation to learn Turkish in order to interact with Turkish-speaking people. The lowest score in this construct belongs to item 2. Nevertheless, it shows that students have positive attitudes toward Turkish-speaking people. The second construct of the mini-AMTB aims to investigate students' attitudes toward the learning situation and the gathered data of this construct were demonstrated in Table 4.

Construct	N	Minimum	Maximum	Mean	SD
Item 6	99	1.00	7.00	6.20	1.57
Item 9	99	1.00	7.00	5.87	1.43
Attitudes	99	1.50	7.00	6.04	1.20

**Table 4.** Descriptive statistics for attitudes toward the learning situation

As the mean scores for attitudes (Mean= 6.04, SD= 1.20) and its subcategories (Mean=6.20, SD=1.57; Mean=5.87, SD=1.43) show, students have positive attitudes toward the learning situation. The mean scores for each sub-construct suggest that students have more positive attitudes toward their Turkish teacher than toward their Turkish course. Table 5 demonstrates the descriptive statistics for the third construct (motivation).

Construct	N	Minimum	Maximum	Mean	SD
Item 4	99	3.00	7.00	6.35	1.03
Item 5	99	1.00	7.00	5.84	1.47
Item 11	99	1.00	7.00	5.99	1.44
Motivation	99	3.33	7.00	6.06	1.02

**Table 5.** Descriptive statistics for motivation

As table 5 suggests, students are highly motivated to learn Turkish. When we consider the mean scores of each sub-construct, it is seen that the highest score was attributed to item 4 (My desire to learn Turkish is...) which demonstrates that they have a strong desire to learn Turkish. The students' mean score for item 11 (My motivation to learn Turkish is...) followed this. Item 11 in this construct seems to have the lowest score when compared to other items. However, its mean score suggests that students have positive attitudes toward learning Turkish. The data gathered on the anxiety level of students were demonstrated in the table below.

Construct	N	Minimum	Maximum	Mean	SD
Item 8	99	1.00	7.00	3.62	2.06
Item 10	99	1.00	7.00	3.04	1.98
Anxiety	99	1.00	7.00	3.33	1.73

**Table 6.** Descriptive statistics for language anxiety

Table 6 shows that students have a relatively low level of language anxiety. Furthermore, the mean score for each sub-construct suggests that the learners' level of anxiety in speaking Turkish outside of class is higher than that in their Turkish class. The other two categories of mini-AMTB are based on single items and the related descriptive statistics for them were demonstrated in tables 7 and 8 below.

Construct	N	Minimum	Maximum	Mean	SD
Item 7	99	1.67	7.00	5.83	1.09
Instrumental orientation	99	1.67	7.00	5.83	1.09

**Table 7.** Descriptive statistics for instrumental orientation

The mean score (5.85) of students about instrumental orientation suggests that the students favour instrumental reasons for learning Turkish.

Construct	N	Minimum	Maximum	Mean	SD
Item 12 Parental encouragement	99	1.00	7.00	6.40	1.23

**Table 8.** Descriptive statistics for parental encouragement

This construct aims to assess to what extent students feel their parents' support in learning Turkish. As Table 8 shows, the score (Mean= 6.40, SD= 1.23) is the highest score among all subcategories indicating a very high level of perceived parental encouragement by the students. The mean scores of mini-AMTB considering genders were given in Table 9.

Construct	Gender	N	Mean	SD	t	P
Entire scale	Male	76	5.49	0.79	-1.67	0.98
	Female	23	5.78	0.51		
	Total	99	5.56	0.74		

**Table 9.** Students' mini-AMTB scores in relation to gender

When the students' reported mean scores by their gender were examined, the findings of the study showed that female students (Mean=5.78, SD=0.51) had more positive attitudes and were more motivated than male students (Mean=5.49, SD=0.79). However, the difference between the mean scores of female and male students was found to be statistically insignificant ( $p > 0.05$ ). The mean scores of mini-AMTB sub-scales considering genders were given in Table 10.

Construct	Gender	Mean	SD	t	P
Integrativeness	Male	5.72	1.18	-1.70	.093
	Female	6.16	0.63		
Attitudes	Male	5.97	1.25	-0.93	.354
	Female	6.24	1.00		
Motivation	Male	5.93	1.05	-2.47	.015*
	Female	6.51	0.75		
Anxiety	Male	3.42	1.82	0.97	.334
	Female	3.02	1.35		
Instrumental orientation	Male	5.79	1.59	-1.45	.152
	Female	6.30	1.10		
Parental encouragement	Male	6.36	1.30	-0.72	.475
	Female	6.57	0.95		

**Table 10.** Students' mini-AMTB sub-scale scores in relation to gender

The table shows that, except for language anxiety, female students' mean scores on five constructs are higher than those of male students. However, the difference is only statistically significant ( $p < 0.05$ ) between the scores of male and female students about the third construct (motivation). This result

suggests that female students are more motivated to learn Turkish than male students. Furthermore, their language anxiety is lower than that of male students but the difference between the two scores is not statistically significant ( $p > 0.05$ ).

#### 4. Conclusion and discussion

The aim of the study was to investigate the motivation and the attitudes of international students towards learning Turkish in terms of the six constructs measured by the mini-AMTB. The findings of the study reveal that students have highly positive attitudes towards learning Turkish. This finding is similar to that of the study conducted by Karatay, Güngör and Çangal (2018) with Bosnia-Herzegovinian students learning Turkish in Sarajevo. The findings also reveal that participants are highly motivated to learn the Turkish language. This result is in line with those of Akbař (2018) and İbili (2015).

Overall, the mean scores of students related to the constructs of the mini-AMTB are high, except for the anxiety construct. Among the constructs, parental encouragement has the highest mean score, suggesting that parents of the students encourage them deeply to learn Turkish. Motivation has the second highest mean score followed by attitudes. Instrumental orientation has the fourth-highest mean score and integrativeness is second to last. Instrumental orientation's having a slightly higher score than integrativeness suggests that the students prefer instrumental reasons to integrative ones for learning Turkish. This result should be regarded as natural for students whose main aim is to do graduate study in Turkey and then return to their own countries. The lowest mean score among the constructs belongs to anxiety, indicating that students have a low level of language anxiety.

Integrativeness is assessed using three sub-scales in the mini-AMTB: motivation to learn Turkish in order to interact with Turkish-speaking people, attitude toward Turkish-speaking people and interest in foreign languages. The mean scores of these three items suggest that students are highly interested in learning foreign languages and they have positive attitudes towards Turkish-speaking people. The mean scores of the two sub-scales in the attitudes toward learning situation construct show that students have more positive attitudes toward their Turkish teacher than toward their Turkish course. In the AMTB, motivation is assessed using three items: motivational intensity, desire to learn a language and attitude toward learning the language. Mean scores of each item demonstrate that students have a strong desire to learn Turkish, make a lot of effort in studying Turkish and have positive attitudes toward learning Turkish, suggesting they are highly motivated to learn Turkish. The mean ratings of the sub-scales in the anxiety construct reveal that students have a low level of language anxiety. Moreover, their level of anxiety in speaking Turkish outside of class is higher than that in their Turkish class. The reported mean scores for instrumental orientation suggest that the students, in general, are aware of the importance of learning Turkish for their academic careers and so they are instrumentally motivated to learn Turkish.

The findings related to the last research question show that except for language anxiety, female students' mean scores on five constructs are higher than those of male students. However, the difference between their mean scores is only statistically significant in the motivation construct suggesting that female students are more motivated to learn Turkish than male students. This result coincides with the findings of the studies carried out with students learning English as a foreign language. In some of such studies, Akdemir (2019), Kızıltepe (2003) and Eraldemir Tuyan and Serindag (2019) found female students' motivation was significantly higher than that of males. The current study also revealed that female students' language anxiety is lower than that of male students but the difference between the two scores

is not statistically significant. This finding contradicts that of Eraldemir Tuyan and Serindag's (2019) study which discovered that female students had more language anxiety than male students.

Teachers of Turkish as a foreign language, curriculum developers, school managers and other stakeholders are expected to benefit from the results of the study which revealed students' attitudinal and motivational profiles that should be taken into account in the teaching and learning process. However, this study had some limitations. First, it may not represent all the international students learning Turkish as a foreign language since its participants were 99 students. Further studies should be carried out with a larger sample for a more comprehensive understanding of the attitudinal and motivational profiles of students. Second, the study used a reduced form of AMTB. Further studies can use the full AMTB or other scales that were approved in the literature to gather detailed information on students' attitudes and motivation. Third, a quantitative research design was used in the study. Further studies should also use qualitative methods, such as interviews, along with surveys to obtain much more reliable data.

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## Appendix

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### The mini-Attitude Motivation Test Battery

1. My motivation to learn Turkish in order to interact with Turkish speaking people is:

WEAK \_\_\_1:\_\_\_2:\_\_\_3:\_\_\_4:\_\_\_5:\_\_\_6:\_\_\_7 STRONG

2. My attitude toward Turkish speaking people is:

UNFAVOURABLE \_\_\_1:\_\_\_2:\_\_\_3:\_\_\_4:\_\_\_5:\_\_\_6:\_\_\_7 FAVOURABLE

3. My interest in foreign languages is:

VERY LOW \_\_\_1:\_\_\_2:\_\_\_3:\_\_\_4:\_\_\_5:\_\_\_6:\_\_\_7 VERY HIGH

4. My desire to learn Turkish is:

WEAK \_\_\_1:\_\_\_2:\_\_\_3:\_\_\_4:\_\_\_5:\_\_\_6:\_\_\_7 STRONG

5. My attitude toward learning Turkish is:

UNFAVOURABLE \_\_\_1:\_\_\_2:\_\_\_3:\_\_\_4:\_\_\_5:\_\_\_6:\_\_\_7 FAVOURABLE

6. My attitude toward my Turkish teacher is:

UNFAVOURABLE \_\_\_1:\_\_\_2:\_\_\_3:\_\_\_4:\_\_\_5:\_\_\_6:\_\_\_7 FAVOURABLE

7. My motivation to learn Turkish for practical purposes (e.g., to get a good job) is:

WEAK \_\_\_1:\_\_\_2:\_\_\_3:\_\_\_4:\_\_\_5:\_\_\_6:\_\_\_7 STRONG

8. I worry about speaking Turkish outside of class:

VERY LITTLE \_\_\_1:\_\_\_2:\_\_\_3:\_\_\_4:\_\_\_5:\_\_\_6:\_\_\_7 VERY MUCH

9. My attitude toward my Turkish course is:

UNFAVOURABLE \_\_\_1:\_\_\_2:\_\_\_3:\_\_\_4:\_\_\_5:\_\_\_6:\_\_\_7 FAVOURABLE

10. I worry about speaking in my Turkish class:

VERY LITTLE \_\_\_1:\_\_\_2:\_\_\_3:\_\_\_4:\_\_\_5:\_\_\_6:\_\_\_7 VERY MUCH

11. My motivation to learn Turkish is:

VERY LOW \_\_\_1:\_\_\_2:\_\_\_3:\_\_\_4:\_\_\_5:\_\_\_6:\_\_\_7 VERY HIGH

12. My parents encourage me to learn Turkish:

VERY LITTLE \_\_\_1:\_\_\_2:\_\_\_3:\_\_\_4:\_\_\_5:\_\_\_6:\_\_\_7 VERY MUCH