

An Investigation of Motivation Sources and Problems of the Learners of Turkish as a Foreign Language

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Abstract

This study mainly investigates the motivation sources and problems of learners of Turkish as a foreign language (TFL). For this aim, participants ($n=100$) from Turkish language centres in Türkiye were recruited through convenience random sampling. Within the framework of the socio-educational model and self-determination theory, the participants were asked to complete a scale on motivation sources and problems. The collected data were coded and analysed through SPSS. The results indicated no statistically significant difference in terms of motivation sources and problems. When items were examined separately, the highest mean of the learners' answers was in communication need. Communication with the community is one of the components of Gardner's integrative motivation. This leads us to think that learners of Turkish as a foreign language mainly have integrative motivation. When the results were compared by gender, statistically significant difference was found in one item of motivation problems subdimension. Male participants were found to think language learning is an ability and females are much better on this issue.

Keywords: Turkish as a foreign language, instructed SLA, language learning motivation, motivation sources, motivation problems

Yabancı Dil Olarak Türkçe Öğrenenlerin Motivasyon Kaynakları ve Sorunlarının İncelenmesi

Öz

Bu çalışma yabancı dil olarak Türkçe öğrenenlerin motivasyon kaynaklarını ve bu süreçte yaşadıkları problemleri belirlemeyi amaçlamaktadır. Bu amaçla, katılımcılar ($n=100$) Türkiye'deki Türkçe dil merkezlerinden amaca uygun tesadüfi örneklem yöntemiyle seçilmiştir. Sosyo-egitimsel model ve öz belirleme teorisi çerçevesinde katılımcılardan motivasyon kaynakları ve sorunlarına yönelik bir ölçek doldurmaları istenmiştir. Toplanan veri kodlanmış ve SPSS programı aracılığıyla analiz edilmiştir. Sonuçlar, motivasyon kaynakları ve sorunları açısından istatistiksel olarak anlamlı bir fark olmadığını göstermiştir. Maddeler ayrı ayrı incelendiğinde, en yüksek ortalamaya sahip olan madde öğrencilerin iletişim kurma ihtiyacı olarak belirlenmiştir. Toplumla iletişim kurabilmek için o toplumun dilini öğrenmek Gardner'ın bütünleştirici motivasyonun bileşenlerinden biridir. Bu durum, Türkçeyi yabancı dil olarak öğrenenlerin ağırlıklı olarak bütünleştirici motivasyona sahip olduklarını düşündürmektedir. Sonuçlar cinsiyete göre karşılaştırıldığında, motivasyon sorunları alt boyutunun bir maddesinde istatistiksel olarak anlamlı bir farklılık bulunmuştur. Erkek katılımcıların dil öğrenmeyi bir yetenek olarak değerlendirdikleri ve kadınların bu konuda daha başarılı olduklarını düşündükleri belirlenmiştir.

Anahtar kelimeler: Yabancı dil olarak Türkçe, motivasyon, motivasyon kaynakları, motivasyon sorunları

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INTRODUCTION

Language acquisition is a dynamic process that demands learners to have the skills to comprehend and produce an utterance. Motivation plays a pivotal role in second language acquisition, serving as a driving force that propels learners to overcome challenges, persist in their studies, and ultimately achieve proficiency in a new language (Dörnyei, 2009). It enables learners to achieve their long-term goals in educational contexts. Second language (L2) motivation is a multifaceted construct including environmental and cognitive factors as well as featured personality and social dimensions. Gardner (1985) stated that L2 motivation consists of three components as motivational intensity, desire to learn the language and an attitude towards the act of learning. Crookes and Schmidt (1991) tackled the motivation in terms of the goal orientation by second language learners. One recent definition of motivation comes from Alizadeh (2016) as a combination of learners' desire and attempt by setting the goals to learn a language and acquiring the relevant attitudes towards the target language. Increasing motivation can be a powerful tool to aspire students even in unfavourable circumstances. The best teaching method or lesson design may not yield the desired outcomes because of lack of motivation.

Motivation Theories

One of the first well-known theory of motivation is Gardner's socio educational theory. The socio-educational model encompasses a combination of cognitive and affective factors in defining motivation (Gardner, 1985). In the socio-educational model of Gardner (1985), he defines motivation in two categories as instrumental and integrative. Instrumental motivation is seen as a tool to have high life standards like getting a job or having a high salary and passing the course. That is, learners acquire a language to reach a specific goal like pursuing a career or reading a specific genre. However, integrative motivation refers to the affiliation to be a part of the community by speaking the target language and communicating with the members of the community. Integrative motivation consists of both attitudes towards language learning and language group, and the willingness level of learners to interact with the members of that group (Dörnyei, 2005).

Self-determination theory developed by Deci et al. (1989) defines two types of motivations as intrinsic and extrinsic. Intrinsic motivation describes the level of internal enjoyment of the learners, while extrinsic motivation refers to external rewards such as receiving good scores or applause from the environment. This theory has three basic components as autonomy, competence, and relatedness. As the focus in intrinsic motivation on learners themselves as the regulators of their behaviours, the notion of autonomy occurs. The definition of autonomy made by La Guardia (2009) as learner initiated and controlled actions, is parallel with intrinsic motivation. The students who practice autonomy-support activities have higher level of intrinsic motivation and this reflects on their academic performance (Black & Deci, 2000). Competence is the person's feelings about the mastery or proficiency level in the target language. Relatedness, on the other hand, is the notion to be accepted by the others. It can be said that intrinsic motivation is based on autonomy and competence while extrinsic motivation is based on relatedness. This theory has a great place in motivational psychology (Dörnyei, 2003). In an educational setting, it is highly suggested that permanent learning is possible if learners are intrinsically motivated. Vansteenkiste et al. (2006) found that intrinsically motivated learners engage in the activities more, maintain their focus on the learning material and deeply understand the concepts, while learners with extrinsic motivation have difficulty in learning concepts. However, Thohir (2017) proposed that learners in an EFL context are mostly motivated by external factors.

Another important theory of motivation is self-efficacy theory by Bandura (1986). It basically refers to someone's perception of their own capabilities to fulfil certain tasks. This determines the choice of activities, the level of desire, the rate of effort and the persistence on the goal. People with low self-esteem care the success about their performance. People with high self-esteem, on the other hand, behave in a determined and confident way to maintain the challenging task. Another important theory of motivation that has an effect on students' performance in academic settings is the attribution theory (Weiner, 1972). The causal attributions affect the learners' activities of achievement, the effort they make, and the reactions by learners when they have failures. Attributions also influence rewards and punishments process, so indirectly influence the performance of the learners.

The recent model of motivation proposed by Dörnyei et al. (2006) suggests that learners are motivated to fill in the gap between their actual self and ideal self, so they have instrumental motivation in the beginning of their language learning process like passing the proficiency test, but their overall goal is to be integrated into the L2 speakers and their cultures. From this point of view, Dörnyei describes motivation as the vigorous combination

of goals of learners set for their future direction (Ideal L2 Self) and others (Ought to L2 Self) and their opinions towards the actual learning environment (L2 Learning Experience). However, within the scope of this study, we approach motivation through the perspectives of Gardner's socio-educational model and Deci et al.'s self-determination theory.

The Significance of the Study

Second language motivation studies are important as motivation is a driving force for learners to take the initiative of their learning. When the literature is examined, it is clearly seen that most studies have been conducted to determine the types of motivation of the learners of English as a foreign and/or second language. However, Türkiye has been attracting learners' attention globally over the years. The data in council of higher education of Türkiye showed that 125138 foreign learners had started studying in Türkiye in 2018 (Higher Education Information Management System, 2018) and the last update in the number of foreign learners in Türkiye is 162011 (Higher Education Information Management System, 2023). Most of these learners are being enrolled in Turkish language centres. The studies conducted to measure the level of motivation are intensified in motivation sources of TFL learners (Abubakarı, 2016; İbili, 2015; Mohamed, 2019, Tunçel, 2014). However, there are almost no studies to determine both the motivation sources and the problems of TFL learners. Yılmaz & Arslan (2014) conducted a study to determine the motivation sources and problems of TFL learners, but the participants were limited to TFL learners studying in Turkish language Teaching and Research Centre in Çanakkale Onsekiz Mart University. Therefore, there was a need to conduct a study to discuss both motivation sources and problems of TFL learners from different Turkish language centres. Overall, this study is crucial for creating effective teaching strategies, promoting learner retention, and fostering a positive and motivating learning environment that supports learners in achieving their language goals.

The Aim of the Study

Guilloteaux and Dörnyei (2008) scrutinized the motivational strategies employed in education and divided into two categories as (a) educational interventions implemented by teacher to reveal and guide the students' motivation and (b) the strategies implemented by students through their goals to determine their own motivation levels. This study aims to examine b group motivation resources of TFL learners within the framework of the socio-educational model and self-determination theory and their problems that restrict their motivation. In addition, the current study also aims to determine differences in motivation resources and problems across gender.

Research Questions

The main research question is determined as "What are the motivation resources of learners of Turkish as a foreign language and the motivational problems encountered according to the opinions of those who learn Turkish as a foreign language and do these differ across gender?". This question produces four different questions that we look for answers throughout this study.

1. What are the motivation resources of learners of Turkish as a foreign language in their educational process?
2. What are the motivational problems of learners of Turkish as a foreign language in their educational process?
3. Do the motivation resources of learners of Turkish as a foreign language differ across genders?
4. Do the motivational problems of learners of Turkish as a foreign language differ across genders?

LITERATURE REVIEW

The studies in the literature on motivation have been mainly conducted to investigate the motivation sources of learners in a second or foreign language learning environment. Dörnyei (1990) conducted a study with Hungarian learners to determine the characteristics of integrative and instrumental motivation in a typical foreign language territory and found that instrumental reasons may have great place rather than integrative ones in a foreign language setting. Li (2014) conducted another study with 132 Chinese EFL learners to understand which components of L2 motivation self-system is more effective in an EFL and ESL context. The results suggested that ESL learners have stronger self-images as they are proficient users of the language, but EFL learners have instrumental motivation. Al Othman & Shuqair (2013) investigated the impact of motivation of English language learners in Gulf States and stated that motivation has a key role in language learning. They emphasized the role of

integrative motivation and recommended that tasks should be authentic to promote students' interest, as the artificial tasks can be more challenging for learners to deal with, and they can decrease the level of learners' internal motivation. They also mentioned the importance of boosting intrinsic motivation as well as integrative motivation by placing various activities into the classroom environment. In Obediat's study (2005), Malaysian students were found to have integrative motivation towards learning Arabic, as they have positive views on being bilingual and integrating into Jordanian community. Although the results of this study demonstrated that learners are motivated to learn Arabic by integrative factors, there are also instrumental factors that create lots of benefits for them. In the same study, they also compared the results in terms of gender, and no significant difference was found. Saito et al. (2017) examined the role of motivation in speaking skills of 40 Japanese university students in EFL context. They mentioned that EFL learners in Japan are driven by two goals as short term and long term, but they use their short-term goals to reach their long-term goals, to participate in the international community. It can be inferred that Japanese university students have both instrumental and integrative motivation to access their idealized engagement in international community. As a result of this study, they found that the learners with a certain motivation form showed great improvement in their oral skills over one semester.

Kimura et al. (2001) studied on the types of motivation that 1027 Japanese EFL learners have. The results showed that learners have intrinsic motivation to study English for some instrumental factors like studying overseas, and some integrative ones like knowing other cultures. Tok & Yığın (2013) conducted a study on motivation sources of 57 TFL learners studying in Çanakkale Onsekiz Mart University Turkish Language and Teaching Centre. They found that TFL learners have both instrumental motivation generating from the reasons like economy, education, tourism, politics and marriage and integrative motivation generating from the reasons like history, affinity, and religion. In another study carried out in the same context with 111 students to determine motivation sources and problems, Yılmaz & Arslan (2014) found that the biggest motivation sources of participants as intrinsic motivation and the biggest motivation problem resulted from external factors. Shamiry and Al Fuad (2020) conducted a study to figure out the role of intrinsic and extrinsic motivation in Arabic learners English learning process, it was found that few numbers of students have intrinsic motivation, and they mostly learn English with external reasons. Özgür and Griffiths (2013) researched the relationship between the motivation and the achievement of Turkish EFL learners and they employed four types of motivation as integrative, instrumental, intrinsic and extrinsic motivation. The results displayed that most students were driven by instrumental motivation whereas intrinsic motivation was found to have strong correlation with successful test performance. Jiao et al. (2022) conducted a study on middle school students' motivation in second language learning environment during COVID 19 by focusing on internal structure, gender, and the effect of motivation on learners' L2 achievement. Results indicated that intrinsically motivated learners have better performance in English language learning.

When the studies on motivation are examined by gender, considerable number of studies in language learning environment have shown that female students' level of motivation is higher than their male counterparts' (e.g., D'Lima et al., 2014; Jiao et al., 2022) and females have more positive views toward the speakers and the culture of the target language (Khong, et al., 2017). That could be because female students invest much effort in language learning (Oga-Baldwin & Nakata, 2017) and are extrinsically motivated (You et al., 2016), they receive better academic performance. All these findings strengthen the stereotypical view that "Girls are better than boys at learning a language." (Heinzmann, 2009). As opposed to these studies, Akram & Ghani (2013) conducted a study on the relationship between gender and motivation of 240 twelfth grade Pakistani student who learn English for 11 years and found no statistically significant differences by gender in terms of motivation. They reported that male students' integrative motivation was dominant compared to their female counterparts, this may be because males in Pakistan are expected to pursue a career. In another study by Khong et al., (2017) with 448 university students learning Spanish as a foreign language in Malaysian context, the participants were found to have both integrative and instrumental motivation and no statistically significant result emerged in terms of gender.

METHOD

This study employs quantitative research design. Quantitative research design is a systematic and structured approach that involves the collection and analysis of numerical data to answer research questions or test hypothesis. It relies on statistical methods and aims to provide objective and generalizable findings (Creswell&Creswell, 2017). As this design allows for the measurement of variables, establishing relationships

between them, and drawing conclusions based on statistical significance (Hair et al., 2019), it becomes appropriate for the aim of this study.

Participants

This study consists of learners studying in Turkish language centres in Türkiye between 2018-2019. The participants are chosen by convenience random sampling. The participants are chosen through an online group that are specifically constructed for TFL learners in Turkish language centres in Türkiye. The sample includes 100 participants and 50 of them are males and 50 of them are females. The equal distribution of gender creates a convenient context for statistical analysis. The participants with B1 and B2 level of proficiency are recruited for the study, as they have an experience in learning Turkish. They study in different faculties (e.g., Faculty of Literature, Education, Science, Economics, Communication, Management, Engineering, Arts, Water Sciences, Social Faculty of Sciences) in different universities. The participants are from 35 different countries (e.g., Afghanistan, Bangladesh, Benin, Bosnia and Herzegovina, Burkina Faso, Algeria, China, Ethiopia, Morocco, Palestine, Ghana, South Korea, India, Iraq, Iran, Japan, Cameroon, Montenegro, Kazakhstan, Kyrgyzstan, Congo, Lebanon, Mali, Egypt, Mozambique, Pakistan, Poland, Serbia, Slovakia, Somalia, Syria, Turkmenistan, Jordan, Yemen, Greece), so the data obtained may have generalizable results. However, the participants do not show equal distribution by countries, this limits the findings of the research. 44% of the participants state that they learn Turkish with their own desire, while learning Turkish is mandatory for the others. This shows they have the motivation to learn Turkish.

Data Collection Tool

As the data collection tool, a demographic questionnaire was used in the first part of data gathering process. This questionnaire includes questions related to the participants' gender, nationality, the faculty and department where they study. In line with the aim of this study, a five-point Likert scale developed by Acat and Demiral (2002) for learners of English in Türkiye was employed by adapting it into TFL context in the second part of the study. After the scale was developed, expert opinions were taken. The scale was prepared in three languages as Turkish, Arabic and English by considering the participants' demographic information. In this process, backward translation method was employed. Two experts translated the items to the target languages and then, two different translators translated them into the original language. This version of the items was compared to the original ones and a careful analysis was conducted to examine any discrepancies or differences in meaning arose. After the necessary revisions were completed, expert opinions were taken again, and data collection tool was finalised. This scale measures participants' motivation sources and problems in the process of learning Turkish and includes 27 items in total, 16 items are related to their motivation sources and 11 items are related to motivation problems.

When the scale is examined by motivation sources, the items 1,2,6, and 15 measure the participants' intrinsic motivation, item 3 is prepared through competency in self-determination theory and measures intrinsic motivation, as well. Items 4,9, and 14 measure extrinsic motivation, items 5 and 16 measures integrative motivation and items 7, 8, 10 and 11 measure instrumental motivation. Item 12 is prepared through Weiner's achievement theory and measures extrinsic motivation and item 13 is prepared through Gardner's motivation theory of educational context and measures instrumental motivation. The reliability of the scale is shown in table 1 below.

Table 1. Reliability Statistics of Motivation Resources and Problems Scale

Subdimension/Scale	The Number of the Items	Cronbach's Alpha Reliability Coefficient
Motivation Resources	16	0.955
Motivation Problems	11	0.845
Total Scale	27	0.892

When table 1 is examined, the overall scale and the motivation problems subdimension are determined as very good in terms of reliability. The motivation sources subdimension is also determined as highly reliable.

Data Analysis

The scale was applied through Google Forms and all the items were made compulsory to complete. The data obtained from 100 participants were transferred into Microsoft excel and after necessary coding was completed, the data was analysed through IBM SPSS 22.0.

In the first part of the results section, descriptive and demographic statistics of the participants were reported. In the second part, frequency analysis, the item means, and standard deviation were calculated and reported to determine the total trend of sample in the motivation sources and problems subdimension. The third part of the results includes the statistical analysis of differences by gender and total scores in terms of motivation sources and problems subdimension. The items were measured on an ordinal scale and total values were not normally distributed, so a non-parametric test was used in this part of the study. The Mann Whitney U test was used as it measures the statistical significance of the differences between two groups on the mean rank.

Research Ethics

Ethical principles were followed during every stage of the study. The necessary permissions from the participants were taken and they all agreed to participate the study voluntarily.

FINDINGS

In this section of the paper, the frequency analysis results of motivation sources and problems subdimensions were calculated and reported.

The Frequency Analysis of Motivation Sources Subdimension

The scale items in motivation sources subdimension were prepared to determine 4 types of motivation as integrative and instrumental motivation in socio-educational model and intrinsic and extrinsic motivation in self-determination theory. To answer research question 1, motivation sources subdimension frequency distribution, mean and standard deviation values are shown in table 2.

Table 2. Motivation Resources Subdimension Frequency Analysis

Motivation Resources	Totally disagree		Disagree		I am not sure		Agree		Totally agree		\bar{X}	SD
	n	%	n	%	n	%	n	%	n	%		
	1. I learn Turkish as I enjoy.	14	14	7	7	13	13	32	32	34		
2. I learn Turkish willingly.	15	15	8	8	12	12	31	31	34	34	3.6	1.4
3. I think I have the abilities to learn Turkish.	13	13	7	7	23	23	25	25	32	32	3.6	1.4
4. Learning Turkish enables me to be accepted by the community.	16	16	8	8	18	18	25	25	33	33	3.5	1.4
5. Learning Turkish helps me communicate with more people.	14	14	5	5	3	3	18	18	60	60	4.1	1.5
6. If I learn Turkish, I will easily access to printed sources related to my interests.	15	15	8	8	14	14	20	20	43	43	3.7	1.5
7. Learning Turkish will help me find a job easily in the future.	9	9	9	9	17	17	27	27	38	38	3.8	1.3
8. I'm learning Turkish to get higher salary.	15	15	13	13	21	21	27	27	24	24	3.3	1.4
9. I'm learning Turkish to live comfortably.	12	12	6	6	15	15	22	22	45	45	3.8	1.4
10. Learning Turkish helps me develop my career.	12	12	7	7	13	13	32	32	36	36	3.7	1.3
11. The abilities that I gain through Turkish learning process make me gain the prestige among my friends.	14	14	10	10	26	26	23	23	27	27	3.4	1.4
12. If I know I receive an award, I will be more willing to learn Turkish.	11	11	15	15	17	17	29	29	28	28	3.5	1.3
13. The materials that I use while studying should be attractive.	10	10	7	7	13	13	27	27	43	43	3.9	1.3
14. The willingness of the team that I study together affects me.	9	9	13	13	21	21	29	29	28	28	3.5	1.3
15. The learning process meeting my expectations increases my willingness.	6	6	11	11	20	20	37	37	26	26	3.7	1.2
16. Knowing that I will use the language that I learnt motivates me.	11	11	9	9	10	10	27	27	43	43	3.8	1.4

When table 2 is examined, it was determined that the learners of Turkish as a foreign language agreed to the items about motivation sources generally. When the items are compared, the highest mean score was calculated with the frequency of 4.1 in the item 5 “*Learning Turkish will help me communicate with more people.*” This shows that the motivation sources of most TFL learners are communication which is one of the basic components of integrative motivation in Gardner’ socio-educational model. In addition, the second highest mean score was reported as item 13 “*The materials that I use while studying should be attractive.*” with the frequency of 3.9. Attractive materials increase the motivation of learners in the educational context and students develop positive attitudes towards the course. This affects the level of their instrumental motivation and students try to do their best to pass the target course.

The Frequency Analysis of Motivation Problems Subdimension

To answer research question 2, motivation problems subdimension frequency distribution, mean and standard deviation values are calculated and shown in table 3.

Table 3. Motivation Problems Subdimension Frequency Analysis

Motivation Problems	Totally disagree		Disagree		I am not sure		Agree		Totally agree		\bar{X}	SD
	n	%	n	%	n	%	n	%	n	%		
1.The difficulties that I encountered before are originated as I don’t know Turkish.	18	18	17	17	21	21	21	21	23	23	3.1	1.4
2.I tried to learn Turkish but I couldn’t, and I think I cannot do again.	58	58	15	15	8	8	8	8	11	11	2.0	1.4
3.To learn a language is an ability and I lack this ability.	43	43	20	20	15	15	12	12	10	10	2.3	1.4
4.I cannot focus on learning because of my responsibilities in the family.	48	48	18	18	13	13	7	7	14	14	2.2	1.5
5.I will be more willing to learn Turkish if I have good results.	13	13	9	9	23	23	24	24	31	31	3.5	1.4
6.The reason that I cannot learn Turkish is that I don’t do my best.	29	29	26	26	17	17	18	18	10	10	2.5	1.3
7.I cannot learn Turkish because I become nervous, and I forget easily.	33	33	24	24	15	15	13	13	15	15	2.5	1.4
8.The language problems that I encounter make me tired.	19	19	21	21	28	28	20	20	12	12	2.9	1.3
9.The expectations on learning a language are so high and this affects me negatively.	23	23	23	23	22	22	15	15	17	17	2.8	1.4
10.I don’t learn Turkish, I just memorise it.	37	37	20	20	16	16	16	16	11	11	2.4	1.4
11.The pressure of the people affects my learning process.	19	19	26	26	23	23	18	18	14	14	2.8	1.3

When table 3 is examined, it was found that TFL learners disagreed with the items about motivation problems generally. However, when the items are compared, there are two important findings. Most of the participants stated that they are not sure about item 1 “*The difficulties I encountered before are originated as I don’t know Turkish.*” in this scale with the frequency of 3.1. This result shows that some of the participants may have experienced some problems as they did not know Turkish, and this may urge them to learn Turkish. Item 5 “*I will be more willing to learn Turkish if I have good results.*” is also significant with the mean frequency of 3.5. This value shows that learners’ achievement motivation should be increased. The learners who discover that they could learn Turkish will be motivated to do better.

The Difference Analysis

In this part of the study, the results were evaluated by gender in terms of motivation sources and problems subdimension to answer research questions 3 and 4. For this aim, Mann Whitney U test was implemented, and the results were shown in tables 4 and 5.

Table 4. Mann Whitney U Test Statistics Examining Differences in Motivation Resources by Gender

Motivation Resources	Gender	N	\bar{X}	\bar{r}	z	sig.
1. I learn Turkish as I enjoy.	Female	50	3.860	54.530	-1.446	0.148
	Male	50	3.440	46.470		
2. I learn Turkish willingly.	Female	50	3.700	52.680	-0.781	0.435
	Male	50	3.520	48.320		
3. I think I have the abilities to learn Turkish.	Female	50	3.740	54.490	-1.421	0.155
	Male	50	3.380	46.510		
4. Learning Turkish enables me to be accepted by the community.	Female	50	3.520	51.280	-0.278	0.781
	Male	50	3.500	49.720		
5. Learning Turkish helps me communicate with more people.	Female	50	4.180	53.950	-1.351	0.177
	Male	50	3.920	47.050		
6. If I learn Turkish, I will easily access to printed sources related to my interests.	Female	50	3.640	50.310	-0.069	0.945
	Male	50	3.720	50.690		
7. Learning Turkish will help me find a job easily in the future.	Female	50	3.860	52.630	-0.766	0.444
	Male	50	3.660	48.370		
8. I'm learning Turkish to get higher salary.	Female	50	3.420	52.460	-0.693	0.489
	Male	50	3.220	48.540		
9. I'm learning Turkish to live comfortably.	Female	50	4.060	55.160	-1.700	0.089
	Male	50	3.580	45.840		
10. Learning Turkish helps me develop my career.	Female	50	3.900	53.420	-1.051	0.293
	Male	50	3.560	47.580		
11. The abilities that I gain through Turkish learning process make me gain the prestige among my friends.	Female	50	3.360	49.880	-0.220	0.826
	Male	50	3.420	51.120		
12. If I know I receive an award, I will be more willing to learn Turkish.	Female	50	3.420	49.250	-0.443	0.657
	Male	50	3.540	51.750		
13. The materials that I use while studying should be attractive.	Female	50	4.040	54.120	-1.317	0.188
	Male	50	3.680	46.880		
14. The willingness of the team that I study together affects me.	Female	50	3.440	48.090	-0.856	0.392
	Male	50	3.640	52.910		
15. The learning process meeting my expectations increases my willingness.	Female	50	3.820	54.390	-1.396	0.163
	Male	50	3.500	46.610		
16. Knowing that I will use the language that I learnt motivates me.	Female	50	3.840	50.950	-0.164	0.870
	Male	50	3.800	50.050		
Motivation Resources for Learning Turkish	Female	50	3.738	52.880	-0.821	0.412
	Male	50	3.568	48.120		

\bar{X} =mean, \bar{r} : mean rank

When table 4 is examined, it was determined that there is no statistically significant difference between males and females in terms of motivation sources.

Table 5. Mann Whitney U Test Statistics Examining Differences in Motivation Problems by Gender

Motivation Problems	Gender	N	\bar{X}	\bar{r}	z	sig.
1. The difficulties that I encountered before are originated as I don't know Turkish.	Female	50	3.120	50.020	-0.169	0.866
	Male	50	3.160	50.980		
2. I tried to learn Turkish but I couldn't, and I think I cannot do again.	Female	50	1.860	49.240	-0.486	0.627
	Male	50	2.120	51.760		
3. To learn a language is an ability and I lack this ability.	Female	50	1.940	43.680	-2.469	0.014**
	Male	50	2.580	57.320		

4.I cannot focus on learning because of my responsibilities in the family.	Female	50	1.940	45.950	-1.673	0.094
	Male	50	2.480	55.050		
5.I will be more willing to learn Turkish if I have good results.	Female	50	3.520	50.730	-0.082	0.935
	Male	50	3.500	50.270		
6.The reason that I cannot learn Turkish is that I don't do my best.	Female	50	2.380	46.800	-1.311	0.190
	Male	50	2.700	54.200		
7.I cannot learn Turkish because I become nervous, and I forget easily.	Female	50	2.420	48.250	-0.799	0.424
	Male	50	2.640	52.750		
8.The language problems that I encounter make me tired.	Female	50	2.900	51.500	-0.353	0.724
	Male	50	2.800	49.500		
9.The expectations on learning a language are so high and this affects me negatively.	Female	50	2.620	46.770	-1.314	0.189
	Male	50	2.980	54.230		
10.I don't learn Turkish, I just memorise it.	Female	50	2.260	47.220	-1.171	0.242
	Male	50	2.620	53.780		
11.The pressure of the people affects my learning process.	Female	50	2.660	47.230	-1.153	0.249
	Male	50	2.980	53.770		
Motivation Problems for Learning Turkish	Female	50	2.511	46.270	-1.460	0.144
	Male	50	2.778	54.730		

*Indicates statistical difference at a * $p < .05$ (** $p < .01$, *** $p < .001$) level, \bar{X} =mean, \bar{r} : mean rank

When table 5 is examined, it was determined that there is a statistically significant difference between females ($\bar{r}=436.80$) and males ($=\bar{r}573.20$) in item 3, “*To learn a language is an ability and I lack this ability.*” in motivation problems subdimension ($p < .01$). The males’ mean rank value shows that they agree with this statement more and think learning a language requires an ability and their ability to learn a language is limited.

DISCUSSION AND CONCLUSION

The current study aimed at investigating the motivation sources and problems experienced by learners of Turkish as a foreign language. For this aim, 4 main types of motivation as integrative and instrumental motivation in Gardner’s socio-educational model and intrinsic and extrinsic motivation in Deci et al.’s self-determination theory were employed in data collection process.

The results showed that students’ highest motivation source is to communicate with the society. Communication is one of the elements in integrative motivation, so it is possible to say that TFL learners dominantly has integrative motivation. The researchers in educational field advocated the role of integrative motivation in the performance of learners (e.g., Al Othman & Shuqair, 2013; Obediat, 2015). The results also showed that learners learn Turkish to have better education and job opportunities, this indicates that instrumental motivation is the second motivation resource for TFL learners. This result is line with Dörnyei (1990)’s study in a foreign language environment. The mixture of these two types of motivation supports what Brown (2000) proposed before. He emphasised that the students who have integrative motivation can also have instrumental motivation. When the results are examined in the lights of self-determination theory, intrinsic factors are not found to be effective in their motivation. Moreover, extrinsic factors, such as expectations of others, the attitudes in learners’ close circle and responsibilities in the family, have lower means. Therefore, it would be appropriate to say that the main motive for learners of Turkish is driven by integrative motivation to communicate with the society.

The motivation problems subdimension results indicated that learners experienced some difficulties in the past as they did not know Turkish. We can infer that personal experiences have an effect on motivation of learners of Turkish.

Gender is found to have no effect on motivation sources subdimension for the learners of Turkish. This result contradicts with the most studies comparing gender and finding the motivation of females to be higher towards learning a foreign language (e.g., D’Lima et al., 2014; Jiao et al., 2022). However, in the motivation problems subdimension, males stated that language learning is possible if someone has the ability, and females are more likely to have this ability. The ability is closely related to intrinsic motivation in self-determination theory, and we can say that males’ intrinsic motivation is lower when compared to females.

Suggestions for Educational Contexts

This study reveals that learners who live in Türkiye and learn Turkish as a foreign language have been affected by all four factors as integrative, instrumental, intrinsic and extrinsic. It is difficult to define an exact motivation type the students have, but the teachers and administrative staff should be aware of these 4 types of motivation. In the preparation stage of the curriculum, these factors should be kept in mind, and this would motivate the students and develop their performance. In the lights of the results from the current study, suggestions for language teachers and administration are listed below.

1. The activities should be prepared to create a classroom environment that stimulates students to learn Turkish to increase their intrinsic motivation. Wlodkowski (1984) stated that learning activity starts due to the need of students to learn, but maintaining the attention or being involved in learning occurs if the learning environment is stimulating.
2. Teachers should be educated about individual differences and acknowledged that motivation is one of the components of individual differences.
3. The learners should keep the effort even when they fail. Teachers should be careful while reacting the mistakes made by students. They should also be careful about their verbal or non-verbal messages as they are obvious signals of their reactions towards mistakes (Ray, 1992). The learners who develop high self-esteem know how to overcome the mistakes and do not give up (Bandura, 1986). It is necessary for language teachers to make the learners feel they could achieve some good results.
4. The materials used in language teaching should attract students' attention, students should enjoy the activities so that their intrinsic motivation could increase. Students reach the highest level of motivation when the things (in this context, it can be activities) mean something in their life (Ray, 1992).

Limitations

Current study is limited to the data obtained from the learners who studied in B1 and B2 level groups in preparatory schools in Türkiye between 2018-2019. The number of the participants and gender distribution enabled meaningful data, but the demographic background of the participants was not similar to each other. Also, the age of the participants, where they come from and the department where they study, were different from each other. The study to be conducted with the same number of participants from similar demographic backgrounds will provide more consistent and homogenous results.

As the method of the study, only quantitative design was adopted. Supporting this design with qualitative data collection tools like (semi) structured interviews will enable learners to express themselves better and motivational resources and problems will be understood much better. Also, this mixed design will not limit the learners with the options, they can propose other factors that were not determined beforehand, and this will help researchers have comprehensive perspectives.

This study employs only the opinions of learners, but the teachers are the best observers. They realize the students' reactions to the activities or the teaching methods much more carefully. Also, including the administrative staff in the research process will help to obtain viable results. Therefore, further studies that triangulate the data will contribute to interpretation of results and increase the applicability and efficiency of the suggestions.

Statements of Publication Ethics

As the authors of this study, we declare that we obeyed the principles of publication ethics. As the data for the current study started to be gathered in 2018, ethics committee exemption form was added in the attachments.

Researchers' Contribution Rate

This study was produced from the first author's master thesis accepted in 2019. The data gathering process and analysis were completed by the first author. The findings were interpreted with the contribution of the second author. Overall, the whole research process was supervised by the second author.

Conflict of Interest

This study has no conflict of interest.

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