DO THE STUDENTS FROM DIFFERENT MAJORS DIFFER IN MOTIVATION TYPE TOWARDS LEARNING ENGLISH AS A FOREIGN LANGUAGE?

Suna ALTUN

Abstract
This study aims to investigate whether students from different majors differ in motivation type towards learning English as a Foreign Language (EFL). While the motivation type was the independent variable, the major that students were studying was the dependent one in this research. The participants of this study were 170 students from five different majors at a foundation university in Istanbul, Turkey. The participants were asked to answer a 20-item questionnaire which aimed to identify if they would show difference in integrative and instrumental motivation towards learning EFL. The collected data was analysed through SPSS. The results demonstrated that the students studying different majors did not differ in integrative motivation towards learning EFL. However they differed in instrumental motivation. Students from Aviation Technology program had higher instrumental motivation than students from Psychological and Counselling Guidance and Nursing programs. It is discussed that EFL has an important role for students studying at ATP to understand the materials of the major they study and to find a job after graduating. It is expected that the findings will be a source for EFL instructors and the institution to use the appropriate materials and strategies to motivate their students.

Keywords: English as a Foreign Language, instrumental motivation, integrative motivation, students' majors

Özet

Anahtar Kelimeler: Yabancı Dil olarak İngilizce, araçsal motivasyon, bütünleştirici motivasyon, öğrencilerin branşı

1 Yeditepe University, Istanbul, Turkey E-mail address: snaaltn@gmail.com
INTRODUCTION

Motivation is an individual difference which has gained much attention in foreign language learning and second language acquisition. Dörnyei (1997) highlights the effect of motivation as a very significant factor in the acquirement at second language (L2) and states that “L2 motivation provides the primary impetus to initiate the learning behaviour and later the driving force to sustain the long and often tedious learning process; that is, all the other factors involved in L2 acquisition presuppose motivation to some extent and, indeed motivation is usually mentioned in explaining any L2 learning success or failure” (Dörnyei, 1997, p.261). Since the 1960s, the studies have shown that while the presence of motivation impacts learner’s success positively, the lack of motivation affects the language learning negatively.

What is Motivation?

There are different definitions of motivation from various points of view. The disagreement is not only in different disciplines but also within the same discipline such as education. Dörnyei (1998) finds it surprising that there is not an agreement on how to define motivation despite often being used in educational and research settings. Crookes and Schmidt (1991) define it as a learner’s inclination regarding second language learning. According to Kissau (2006, p.76) motivation in L2 learning context is the work and attempt of the learner which is the result of a desire to learn the language. Arnold and Brown (1999) define motivation as the learner’s aims for working to acquire the foreign language. Furthermore, Finegan (2014) explains its importance as an explicit effect of students’ success in L2 acquisition.

It can be inferred from the definitions above that in language learning/acquisition, motivation receives much attention. Thus, there’s a great deal of discussion about its effect on both foreign language learning and second language acquisition. It will not be wrong to say that Gardner and Lambert (1972) were the pioneers in examining the effect of motivation on the linguistic performance of second language learners. In order to find the factors that affect the second language acquisition of the individuals, these researchers conducted a number of studies in Quebec; Ontario Hartford, Connecticut; Louisiana and Maine (1972). The results of the research have demonstrated that apart from aptitude, it is motivation which has a very important role in the success of second language acquisition.

Types of Motivation

Based on the Socio-Educational Model, Gardner (1982) divided motivation into two types: integrative and instrumental. A great number of studies have been conducted on these two types of motivation and various definitions have been proposed to them.

Regarding integrative motivation, Dörnyei (2005) states that there is a misunderstanding about the term and explains it in terms of three concepts: integrative orientation, integrativeness and integrative motive/motivation. Based on Dörnyei’s suggestion, Ellis defines Integrative Motivation as a learner’s interest in L2 and L2 community, the learner’s attitudes towards the learning situation and the learner’s effort, desire and attitudes toward L2 learning (2009, p. 678).

Instrumental motivation is another component of Gardner’s Socio-Educational Model. If the learner thinks that learning a foreign language is practical and useful to receive benefits such as getting a better job, a higher payment or receiving good marks, then that learner has an instrumental motivation towards the language. Hudson (2000) states that instrumentally motivated learners study L2 in order to take advantage of it. Furthermore, Dörnyei (2007) explains instrumental motivation as perceived pragmatic benefits of L2
and further states that the biggest reason for a learner to learn the language is the usefulness of L2.

An important finding that has been drawn from studies on motivation is that the culture or the country can be one of the determinant factors on whether students are instrumentally or integratively motivated. To give an example, in Canadian context, it was revealed that integrative orientation was the strong reason of second language acquisition rather than instrumental motivation. However, the studies in Eastern cultures such as the Philippines and Bombay, India showed that instrumental motivation had a very significant role in English language learning. (Gardner & Lambert, 1972; Gonzales, 2010; Lukmani, 1972). Little interaction with the target culture and people and the sociocultural or economical position of the learners can be shown as the reasons for these results.

Motivation Research in Turkey’s Context

In Expanding Circle Countries where it is taught as a foreign language, English has an “enormous prestige mainly on account of its instrumental values” (Bamgbo, 2003, p. 421). Turkey is one of the Expanding Circle countries and “English is the only foreign language that has become a compulsory subject at all levels” (Kırkgöz, 2009, p.5). Tertiary level is one of these levels. The universities are given the chance to adopt English as a medium of instruction where students have to study at a compulsory EFL preparatory program. At the departments where Turkish is the medium of instruction, English is still taught as a compulsory subject. According to the 7th Article of the Higher Education Council in Turkey, if students are not exempted from English with a placement test, they have to take it as a compulsory subject at least in two semesters (Official Gazette, 2016). Thus, like in other countries, motivation issues have taken the attention of the researchers in Turkey as well.

Doğançay-Aktuna and Kızıltepe (2005) state that English has a function of instrument in Turkey. In line with the argument of Doğançay-Aktuna and Kızıltepe (2005), Sebüktekin (1981) asserts that EFL learners in Turkey have an instrumental motivation to enhance their career opportunities and their school life. This is because of the fact that wide use of English put it at a critical point in the educational and occupational area (Doğançay-Aktuna, 1998). The studies that will be mentioned briefly below support the statements of Doğançay-Aktuna and Kızıltepe (2005) and Sebüktekin (1981).

Üzüm (2007) is one of the researchers that analyzed the motivation issue in terms of EFL learning in Turkey. He conducted a study both at private and public universities in Ankara. It aimed to investigate students’ attitudes towards EFL and societies where the spoken language is English. The findings of the study revealed instrumental orientation of students towards EFL because of its pragmatic advantages such as a good job, career opportunities, scientific developments and academic studies (Üzüm, 2007, p.120). Like Üzüm (2007), Bektas-Çetinkaya and Oruç (2010) also conducted a study at private and public universities with the aim of finding an answer as to why students wanted to learn English. They came up with the answer that the main reason to learn English was to have a well-paying job. So, like in Üzüm’s research (2007), the students in the study by Bektas-Çetinkaya and Oruç (2010) were mainly instrumentally motivated. However, unlike Üzüm (2007), Bektas-Çetinkaya and Oruç (2010) found that the students in their study also had integrative motivation even if not it was as strong as instrumental motivation. Another research concerning tertiary level students’ motivation towards learning EFL was conducted by Göktepe (2014). Similar to the above-mentioned studies, Göktepe also found that the tertiary-level students had primarily instrumental motivation because of occupational needs.
Apart from these studies, Öztürk and Gürbüz (2012) aimed to analyze the relationship between gender and motivation towards learning EFL. One of the findings of the study was that female students had higher motivation than male students. Another important finding the researchers obtained was that while both genders demonstrated a high level of instrumental motivation, female students showed higher integrative motivation than male students. Öztürk and Gürbüz (2012) discussed that both males and females knew the critical role of EFL for reasons of a better job and life standards in Turkey (p.661).

Present Study

Having reviewed the literature in Turkey, it can be seen that the studies have mainly examined motivation types, and few of them have examined its relationship with proficiency and difference between genders. However, there are no studies, to the researcher’s knowledge so far, which have investigated whether students studying in different majors differ in motivation type towards learning EFL. Thus, this study is an attempt to fill this gap in EFL context with the aim of investigating whether students differ in their motivation types based on their majors. As motivation is an important factor in foreign language learning, identifying the motivation type of students would enable the EFL instructors and the institutions to use appropriate strategies based on the majors’ of students in order to enhance their EFL learning.

The study is also important as it contributes to the studies conducted on the effect of motivation on foreign language learning. Finally, the findings of this research are expected to help EFL instructors and institutions handle the motivation issue with appropriate materials and strategies according to the students’ majors.

Thus, considering the importance of motivation in foreign language learning and the aforementioned gap in the field, the present study attempts to find answers to the following research question:

- Do students from different majors differ in motivation type towards learning EFL?

**METHODS**

**Participants**

The participants in this study were 170 undergraduate students from a foundation university in Istanbul, Turkey. 80 participants were male, 68 participants were female and the genders of 22 students were not mentioned. They were studying in different departments such as Aviation Technology (AT), Psychological Counselling and Guidance (PCG), Interior Architecture (IA), Civil Engineering (CE) and Nursing (N). They were all in the first year of their studies. All of the participants were at the elementary level, taking English class 4-hours a week as a compulsory subject.

**Instrument**

A 20-item questionnaire (see Appendix 1) investigating the motivation type in learning English as a foreign language was used in this research. 14 items from the questionnaire were taken from Zanghar (2012) who adapted them from Gardner’s Attitude/Motivation Test Battery (AMBT) (2004). The rest of the six items were developed by the researcher in accordance with the purpose of the study. The newly-added items were piloted on 15 students taking EFL as a compulsory subject from different majors at the same university where the study was conducted. The reliability analysis showed that these newly-added items were reliable (The Cronbach’s Alpha=.864). 10 items from the questionnaire represented student’s instrumental motivation and the remaining 10 items represented the integrative motivation to learn English. 20 items representing both motivation types were distributed randomly in the questionnaire. A 6-point Likert scale was used with
each item in order to get the students’ responses. The responses on the scale were: strongly disagree, moderately disagree, slightly disagree, slightly agree, moderately agree, and strongly agree. Like Gardner (2004) in AMBT, Zanghar used a 6-point scale as well in order to avoid random neutral responses from the participants (2012, p.36). As the students were at the elementary level, it would be difficult for them to understand the English statements in the questionnaire. Thus, Turkish translation of each statement was included in the questionnaire. The accuracy of translation was checked by academic members of the English Language Teaching Department at the same university where the study was conducted.

**Rationale for Questionnaire Items**

The rationale for using the mentioned 20 items was the belief that it would measure all probable motivational factors that the students may have in learning English. 12 of the items originally belong to Gardner’s AMBT (2004) who has done substantial research related to motivation. In addition to these items, 2 items formed by Zanghar were also used in a research studying undergraduate students’ motivation and are recommended to use in relevant studies. In order to get results in accordance with the research questions of this study, 6 extra items were formed and included in the questionnaire: 3 items for instrumental and 3 items for integrative motivation. In general all 20 items were appropriate to measure students’ motivation types in terms of their majors.

**Procedures**

After deciding on the research question, a meeting was held with the coordinator of the School of Foreign Languages at the university and aims of the research and methods were shared with her. Information about the hour of the classes and number of the students from each department was received. Together with the coordinator, it was decided that the instructor of each class would distribute the questionnaire to the students at the beginning of the English class. The researcher met each instructor, informed them about the research purpose and mentioned to them about the important points that should be taken into consideration. It took a week in total to collect the responded questionnaires from all departments.

**DATA ANALYSIS AND DISCUSSION**

In this part, the statistical analysis of the data collected through the questionnaire will be mentioned in detail. One-way ANOVA was run using SPSS version 20 in order to see if there was a statistical difference between the means of students from five different majors concerning their motivation types, instrumental and integrative, towards learning EFL.

Table 1

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>MeanSquare</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>1393.55</td>
<td>4</td>
<td>348.39</td>
<td>4.66</td>
<td>.001</td>
</tr>
<tr>
<td>Within Groups</td>
<td>10312.66</td>
<td>138</td>
<td>74.73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>11706.21</td>
<td>142</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1 shows the output of ANOVA analysis and whether there is a statistically significant difference between the means of five groups. It is seen that the significance level is 0.001 and it is below 0.05. So it can be said that there is a statistically significant difference in the mean responses of five groups of students to instrumental motivation items.
In order to determine which of the specific group differed, the Scheffe post-hoc test was used. The Multiple Comparisons test below shows the results of the post-hoc test. It is seen from the table that there is a significant difference in instrumental motivation between the students who study at Aviation Technology and Psychological Counselling and Guidance ($p=0.03$). Furthermore, there is a borderline significance between the students studying at Aviation Technology and Nursing ($p=0.053$). However, there are no differences between the students from other majors.

Table 2

Multiple Comparisons Table

<table>
<thead>
<tr>
<th>(J) Major</th>
<th>(I) Major</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aviation Tech</td>
<td>Psychological Counselling and Guidance</td>
<td>8.95370</td>
<td>2.20081</td>
<td>.003</td>
</tr>
<tr>
<td></td>
<td>Interior Architecture</td>
<td>4.97222</td>
<td>2.22487</td>
<td>.293</td>
</tr>
<tr>
<td></td>
<td>Civil Engineering</td>
<td>4.95048</td>
<td>2.30758</td>
<td>.336</td>
</tr>
<tr>
<td></td>
<td>Nursing</td>
<td>6.56900</td>
<td>2.11812</td>
<td>.053</td>
</tr>
<tr>
<td>Psychological Counselling and Guidance</td>
<td>Aviation Tech</td>
<td>-8.95370</td>
<td>2.20081</td>
<td>.003</td>
</tr>
<tr>
<td></td>
<td>Interior Architecture</td>
<td>-3.98148</td>
<td>2.37528</td>
<td>.592</td>
</tr>
<tr>
<td></td>
<td>Civil Engineering</td>
<td>-4.00322</td>
<td>2.45293</td>
<td>.617</td>
</tr>
<tr>
<td></td>
<td>Nursing</td>
<td>-2.38471</td>
<td>2.27561</td>
<td>.894</td>
</tr>
<tr>
<td>Interior Architecture</td>
<td>Psychological Counselling and Guidance</td>
<td>-4.97222</td>
<td>2.22487</td>
<td>.293</td>
</tr>
<tr>
<td></td>
<td>Civil Engineering</td>
<td>3.98148</td>
<td>2.37528</td>
<td>.592</td>
</tr>
<tr>
<td></td>
<td>Nursing</td>
<td>-0.02174</td>
<td>2.47453</td>
<td>1.000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.59677</td>
<td>2.29888</td>
<td>.975</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>Psychological Counselling and Guidance</td>
<td>-4.95048</td>
<td>2.30758</td>
<td>.336</td>
</tr>
<tr>
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<td>2.45293</td>
<td>.617</td>
</tr>
<tr>
<td></td>
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<td>0.02174</td>
<td>2.47453</td>
<td>1.000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.61851</td>
<td>2.37902</td>
<td>.977</td>
</tr>
<tr>
<td>Nursing</td>
<td>Psychological Counselling and Guidance</td>
<td>-6.56900</td>
<td>2.11812</td>
<td>.053</td>
</tr>
<tr>
<td></td>
<td>Civil Engineering</td>
<td>2.38471</td>
<td>2.27561</td>
<td>.894</td>
</tr>
<tr>
<td></td>
<td>Interior Architecture</td>
<td>-1.59677</td>
<td>2.29888</td>
<td>.975</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-1.61851</td>
<td>2.37902</td>
<td>.977</td>
</tr>
</tbody>
</table>

Looking at the second column of Table 2, it is seen that the Mean Difference (I-J) between Aviation Technology (I) and Psychological and Counseling Guidance (J) is 8.95370. It is also seen that the Mean Difference between Aviation Technology (I) and Nursing (J) is 6.56900. So, it can be interpreted that the students studying at Aviation Technology have
higher instrumental motivation than students studying at the Psychological and Counselling Guidance and the Nursing program.

Table 3:

<table>
<thead>
<tr>
<th>Sum of Squares</th>
<th>df</th>
<th>MeanSquare</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BetweenGroups</td>
<td>316.49</td>
<td>4</td>
<td>79.12</td>
<td>.93</td>
</tr>
<tr>
<td>WithinGroups</td>
<td>12368.92</td>
<td>146</td>
<td>84.72</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12685.42</td>
<td>150</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The same one-way ANOVA test was carried out to see if integrative motivation of the students differed based on different programs of study. Table 3 shows that there is no statistically significant difference between students from different majors in integrative motivation towards learning EFL ($p=0.446$).

**Discussion**

This study aimed to examine whether students from five different majors - Aviation Technology, Psychological and Counselling Guidance, Interior Architecture, Civil Engineering and Nursing - differed in motivation type towards learning EFL. In order to answer the research question of the study, the questionnaire data was run through one-way ANOVA tests and a post-hoc test.

The results of ANOVA tests for instrumental motivation indicated that students from different majors differed in instrumental motivation towards learning EFL. Using a post-hoc, it was seen that the differences were between Aviation Technology and Psychological and Counselling Guidance, and between the Aviation Technology and Nursing programs. It was also determined that it was the students from Aviation Technology who had higher instrumental motivation than the Psychological and Counselling Guidance and Nursing programs. However, it was seen that the same students did not differ in integrative motivation towards learning EFL.

Doğançay-Aktuna and Kızıltepe (2005), and Sebüktekin (1981) argue that learners in Turkey are primarily instrumentally motivated because of professional and educational reasons. Thus, in order to see why the students in the Aviation Technology program had higher instrumental motivation than the students from two other mentioned programs, each of these three majors was scrutinized closely. The results of the study were shared with the School of Foreign Languages and the departments. Furthermore, face to face meetings were held with the coordinator of the School of Foreign Languages and the Head of Department of each major. The meetings revealed that English had a very important role in finding jobs for the students of Aviation Technology. Furthermore, there are many technical terms in English used in this field. Thus, to be able to understand the technical terms and find a job in Aviation Technology, students who are studying this major need to learn English very well. Both of the reasons why these students were instrumentally oriented supports the statements of Doğançay-Aktuna and Kızıltepe (2005), and Sebüktekin (1981). The results are also consistent with previous studies conducted by Üzüm (2007), Bektas-Çetinkaya and Oruç (2010) and Göktepe (2014) who came to the conclusion that tertiary-level students had mainly instrumental motivation because of occupational and educational needs. Students at the Aviation Technology program want
to learn English in order to understand the materials of the department and to find a job after graduation. For both reasons, learning English is beneficial.

On the other hand, students from the Psychological and Counselling and Nursing programs showed lower instrumental motivation than students from the Aviation Technology program. According to Hudson (2000) a learner who is instrumentally motivated studies a second language in order to get benefit from it. Moreover, Dörnyei (2006) suggests that the biggest reason for an instrumentally-motivated learner to learn the language is its advantages. The result that students in Aviation Technology have higher instrumental motivation than the Psychological and Counselling and Nursing programs is in agreement with the assertions of Hudson and Dörneyi. In order to find a job in the Psychological and Counselling Guidance and Nursing programs, the students do not need to speak English. They can find jobs relatively easily in the public sector after completing a test related to their fields and this test does not require English knowledge. So while English can be an essential instrument for a better job and for the studies of students from the Aviation technology program, it may not be an indispensable instrument for the students of Psychological and Counselling Guidance and Nursing programs.

Another result that was obtained from this study was that the students in different majors did not differ in integrative motivation towards learning EFL. The study of Öztürk and Gürbüz (2012) which examined the relationship between the motivation type and gender showed that while female students had higher integrative motivation than male students, there was no difference in instrumental motivation between the genders. However, the present study which analyzed the relationship between students’ majors and level of motivation type demonstrated that students from different majors showed difference in instrumental motivation, not in integrative motivation. The reason why students in this study did not show difference in integrative motivation can be answered with related studies presented in the Introduction. As mentioned before in Canadian context, not the instrumental but the integrative motivation was found to be the strong reason to learn the language. In Eastern context, on the other hand, instrumental motivation was identified to be the strong reason to learn English (Gardner & Lambert, 1972; Gonzales, 2010; Lukmani, 1972). The reason for this was assumed to be little interaction and socio-cultural or economical positions of learners in these cultures. The likelihood of interaction of participants in this study with the target culture or other cultures speaking EFL is the same for all majors. This may be shown as one of the reasons why the students in different majors did not differ in integrative motivation in the present study. As discussed above, economical positions of learners whose aim is to find a job after graduation can be presented as another reason why students did not differ in integrative, but instrumental motivation towards learning EFL.

CONCLUSION
This research has attempted to investigate the relationship between the motivation types of students towards learning EFL and the programs they study in. 170 students studying at five different programs at a foundation university in Istanbul participated in this study and were asked to answer a 20-item questionnaire to identify whether they showed difference in motivation type towards learning EFL based on their majors. After collecting data throughout the questionnaire, it was analyzed through SPSS. The results of the study indicated that the students studying at Aviation Technology had higher instrumental motivation towards learning EFL than students studying at the Psychological and Counselling Guidance and Nursing programs.

As mentioned in the Discussion part, it is assumed that English has a very important role in understanding the materials and finding a job in Aviation Technology. In line with the
theoretical background on instrumental motivation, it was seen that students for whom English was beneficial and useful were instrumentally motivated to learn EFL (Hudson, 2000; Dörnyei, 2006; Gardner & Lambert, 2009).

In Turkey, it is relatively easy for students graduating from Psychological and Counselling Guidance and Nursing programs to find a job in the public sector. Generally, to access jobs they do not need to speak English, but complete an exam related to their fields. However, for the students who graduate from the Aviation Technology program, the job opportunities in the public sector are more limited. They have more job opportunities in the private sector which requires a high level of English. Thus, it is not surprising that students studying at the Aviation Technology program have higher instrumental motivation than the others. On the other hand, the participants did not show a significant difference towards integrative motivation, which could be explained with relatively little interaction with English-speaking countries.

It is expected that this study will help the EFL instructors, teachers, and other people related to the field. Identifying the motivational difference in each major, the instructors and administration of the School of Foreign Languages can select the appropriate materials and strategies to be used in each department accordingly. This could enable more effective teaching and learning of English as a foreign language.

There are some limitations of this study as well. It did not investigate the performance of students in order to see the relationship between the major, motivation type and performance in EFL. In another study, the names of the students can be asked and they can be tracked to see the effect of motivation types on their EFL performance together with the relationship between their majors and motivation level. Furthermore, a face-to-face interview with a group of students from the Aviation Technology program would also provide important data to understand their perceptions about learning EFL.

Despite having limitations, present research can be a source for further studies in similar contexts. As a further suggestion for future studies, the performance of students of EFL can be examined along with the difference between motivation types and majors. Moreover, a face-to-face interview with the students is suggested for further research to be able to make an in-depth analysis of the motivation of students from different majors.

REFERENCES


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### APPENDIX

**Sayın Katılımcı,**

Bu anketin amacı X Üniversitesi öğrencinin İngiliz dili öğrenmeye yönelik Araçsal ve Bütünleyici Motivasyon boyutunu araştırmaktır. Anket, araştırma projem için kullanılacaktır. Verdiğiniz ciddi cevaplar için teşekkür ederim.

Dear Participant,

The purpose of this survey is to investigate the extent of Instrumental and Integrative Motivation of Students at X University toward learning English. The survey is for my research project. I will appreciate your serious response.

<table>
<thead>
<tr>
<th>Department/Bölümü:</th>
<th>Year of Study/Sınıfı:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender/Cinsiyeti:</td>
<td>Female/Kadın</td>
</tr>
<tr>
<td>Age/Yaşı:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question Soru</th>
<th>Strongly Disagree</th>
<th>Moderately Disagree</th>
<th>Slightly Disagree</th>
<th>Slightly Agree</th>
<th>Moderately Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  İngilizce öğrenmek önemlidir, çünkü gelecek kariyerim için ihtiyaç olacak.</td>
<td>Kesinlikle Katılmıyorum</td>
<td>Katılmıyorum</td>
<td>Sık sık Katılmıyorum</td>
<td>Bazen Katılıyorum</td>
<td>İyi Katılıyorum</td>
<td>Kesinlikle Katılıyorum</td>
</tr>
<tr>
<td>2  İngilizce öğrenmek önemlidir, çünkü İngilizce sanat ve edebiyatını daha iyi anlamak ve değerlendirmeye olanak sağlayacaktır.</td>
<td>Kesinlikle Katılmıyorum</td>
<td>Katılmıyorum</td>
<td>Sık sık Katılmıyorum</td>
<td>Bazen Katılıyorum</td>
<td>İyi Katılıyorum</td>
<td>Kesinlikle Katılıyorum</td>
</tr>
<tr>
<td>3  İngilizce öğrenmek önemlidir, çünkü yüksek gelirli bir iş edinmek için yararlı olacaktır.</td>
<td>Kesinlikle Katılmıyorum</td>
<td>Katılmıyorum</td>
<td>Sık sık Katılmıyorum</td>
<td>Bazen Katılıyorum</td>
<td>İyi Katılıyorum</td>
<td>Kesinlikle Katılıyorum</td>
</tr>
<tr>
<td>4  İngilizce öğrenmek önemlidir, çünkü İngilizce konuşan insanların kültür ve sosyal yaşamını öğrenmeye imkan sağlayacaktır.</td>
<td>Kesinlikle Katılmıyorum</td>
<td>Katılmıyorum</td>
<td>Sık sık Katılmıyorum</td>
<td>Bazen Katılıyorum</td>
<td>İyi Katılıyorum</td>
<td>Kesinlikle Katılıyorum</td>
</tr>
<tr>
<td>5  İngilizce öğrenmek önemlidir, çünkü diğer kültürel grupların aktivitelerine daha rahatça katılabiliceğim.</td>
<td>Kesinlikle Katılmıyorum</td>
<td>Katılmıyorum</td>
<td>Sık sık Katılmıyorum</td>
<td>Bazen Katılıyorum</td>
<td>İyi Katılıyorum</td>
<td>Kesinlikle Katılıyorum</td>
</tr>
<tr>
<td>6  İngilizce öğrenmek önemlidir, çünkü dünyayı birçok yerinden arkadaş edinmeme yardımcı olacaktır.</td>
<td>Kesinlikle Katılmıyorum</td>
<td>Katılmıyorum</td>
<td>Sık sık Katılmıyorum</td>
<td>Bazen Katılıyorum</td>
<td>İyi Katılıyorum</td>
<td>Kesinlikle Katılıyorum</td>
</tr>
<tr>
<td>7  İngilizce öğrenmek önemlidir, çünkü okudugum programla zorunlu bir derstir.</td>
<td>Kesinlikle Katılmıyorum</td>
<td>Katılmıyorum</td>
<td>Sık sık Katılmıyorum</td>
<td>Bazen Katılıyorum</td>
<td>İyi Katılıyorum</td>
<td>Kesinlikle Katılıyorum</td>
</tr>
<tr>
<td>8  İngilizce öğrenmek önemlidir, çünkü İngilizce konuşan insanların kültür ve sosyal yaşamlarının öğrenmeme imkan sağlayacaktır.</td>
<td>Kesinlikle Katılmıyorum</td>
<td>Katılmıyorum</td>
<td>Sık sık Katılmıyorum</td>
<td>Bazen Katılıyorum</td>
<td>İyi Katılıyorum</td>
<td>Kesinlikle Katılıyorum</td>
</tr>
</tbody>
</table>

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culture and social life of English-speaking people.

- It’s difficult to find a job if I don’t speak English.
- Studying English is important because it will make me more educated.
- Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends.
- Studying English is important because I will need to use it on my overseas trips.
- Studying English is important because it will allow me to be more at ease with people who speak English.
- Studying English is important because I will need it for my academic life since it will enable me to search and access more literature resources and reading materials.
- I need to take an English proficiency test such as (TOEFL, IELTS) in the future.
- Studying English is important because it will allow me to meet and converse with more and varied people.
- Studying English allows me to integrate with Western culture.
- Knowing English will enable me to find a job in an international company.
- I want to learn English, because I like meeting new people when I travel abroad.
- I want to learn English, because I love English/American culture.