

## An Analysis on Motivational Beliefs and Attitudes of Undergraduates Regarding Learning English

(Üniversite Öğrencilerinin Motivasyonel İnançları ve İngilizce Öğrenmeye  
İlişkin Tutumları Üzerine İnceleme)

Dilek ILHAN<sup>1</sup>  
Hakan KARATAS<sup>2</sup>

---

### Abstract

Attitudes and motivational beliefs are seen as an essential prerequisite for language learning so both of them should be taken into consideration through this process. The study was designed to investigate the undergraduates' motivational beliefs and attitudes regarding learning English in terms of gender, grades and department variables. A total of 447 undergraduates participated in this research study. The measuring instruments used were 'Attitudes towards English Scale' that focused on the attitudes towards learning English and 'Motivated Strategies for Learning Questionnaire' specifically on self-regulatory strategies and motivational beliefs. The data collected were computed and analyzed via Pearson correlation, t-test, and one-way ANOVA. The findings of the study were generalized in the way that follows: one of the findings of the study is that there is significant correlation between the undergraduates' motivational strategies and the attitudes but not self regulation. There is not significant difference on motivational strategies and attitudes regarding learning English in terms of gender and grades. There is significant difference between undergraduates' motivational strategies and the attitudes according to their faculties. Some useful implications are discussed based on the research findings in order to help provide possible further solutions towards the English language learning.

**Keywords:** English language learning, attitudes, motivational beliefs, undergraduates

### Özet

Tutum ve motivasyonel inançlar, dil öğreniminde temel koşullar olarak görülmektedir bu yüzden bu süreçte her ikisi de göz önünde bulundurulmalıdır. Bu çalışmada üniversite öğrencilerinin İngilizce öğrenmeye dair tutum ve motivasyonel inançları cinsiyet, sınıf ve bölüm değişkenleri bakımından ele alınmıştır. Çalışmaya toplam 447 öğrenci katılmıştır. Ölçme araçları olarak, İngilizce öğrenmeye karşı tutumlara odaklanan 'İngilizce Tutum Ölçeği' ile özdüzenleme stratejileri ve motivasyonel inançlar üzerine geliştirilen 'Öğrenmeye İlişkin Motivasyonel Stratejiler Ölçeği' kullanılmıştır. Toplanan veriler Pearson correlation, t-test, and one-way ANOVA ile hesaplanmış ve analiz edilmiştir. Çalışmaya ait bulgular şu şekilde genelleştirilmiştir: lisans öğrencilerinin motivasyonel stratejileri ve tutumları arasında anlamlı bir korelasyon bulunmaktadır. Ancak özdüzenleme stratejileri ile anlamlı bir korelasyon bulunmamıştır. Cinsiyete ve sınıflara göre İngilizce öğrenmeye ilişkin motivasyonel stratejiler ve tutumlar arasında anlamlı bir farklılık bulunmamıştır. Fakültelere göre ise, lisans öğrencilerinin motivasyonel stratejileri ve tutumları arasında anlamlı bir farklılık bulunmuştur. Ayrıca, İngilizce öğrenmeye ilişkin ileri düzeyde muhtemel çözüm önerileri üretmek adına araştırma bulgularına dayalı olarak bazı faydalı çıkarımlar üzerinde tartışılmıştır.

**Anahtar Kelimeler:** İngilizce öğrenimi, tutumlar, motivasyonel inançlar, lisans öğrencileri

---

<sup>1</sup> Yıldız Technical University, [ilhandilek@gmail.com](mailto:ilhandilek@gmail.com)

<sup>2</sup> Yıldız Technical University, [hkaratas@yildiz.edu.tr](mailto:hkaratas@yildiz.edu.tr)

## **Introduction**

If went through a considerable number of research investigating the matter of learning English in Turkey, it would be quite obvious to see that teaching English have happened to continue to be a problem since the very first time it became the foreign language taught in schools. The only thing certain is that there is a problem; however, it can be said that this problem is perceived as a teaching problem resulting from the selection of methods, strategies, techniques or materials, which causes a debate heavily on which method would guarantee the best result. On the other hand, if this problem could be taken from the learners' side that would surely have us discusses the efficiency of the learning. This efficiency can be achieved through active learning. Açıkgöz (2007) describes active learning as a learning process where the learner takes responsibility of his own learning and where he/she is given the opportunity to make decisions regarding different aspects of the learning process and self-regulate; and, the learner is forced to use his/her mental abilities through complex instructional tasks. Zimmerman (2002) means here by self-regulation that it is a way of proactive learning in which learners' mental abilities are transformed into academic skills, rather than viewing learning as a mere reaction to teaching. Zimmerman (1989) also refers to self-regulation as participating in their own learning actively in terms of metacognition, motivation and behavior. This can throw a light upon the problems encountered when teaching English in Turkey. A language learner may not have an already existing interest in or background to the task at hand. Similarly, two language learners in an English language class will have different levels of proficiency at the end of the instruction. So, the instructor in the class has a responsibility to reinforce self-regulatory skills of learners and help them self-regulate. Zimmerman (2008) puts forward that motivation is also an important factor in learners' progress besides self-regulation. That seems to be automatically proven; because one should want to self-regulate before he/she can actually do so. According to Nakata (2010), instructors should know their students' language learning history, preferred learning styles and strategies, and attitude toward language learning, motivational beliefs, etc. by putting forward that instructors and learners must trust each other because of the fact that students tend to adopt skeptical feelings and attitudes when introduced new teaching practices by their instructors. Nakata (2010) also suggests that lack of motivation can be eliminated by helping learners find meaning in the learning process. Similarly, Kuhl (2000) refers to motivation as the problem child of psychology and suggests that motivation doesn't always get the credit it actually deserves and motivation is something more than just goals or other cognitive representation, such as expectations, beliefs, and values. That urges us to go deeper into the problem of language learning in Turkey along with self-regulation, motivational beliefs, attitude and the relation of these to language learning.

## **Literature Review**

### **Self-Regulation**

A considerable number of research has shown that self-regulation is a crucial topic in education (Zimmerman & Schunk, 2001; Steffen, 2006). Various defitions have been attributed to self-regulation by different researchers in the field. Zimmerman (2000) defines self-regulation as a process for achieving personal goals where thoughts, feelings and actions of an individual are adjusted into means to the end.

Another definition regards self-regulation as personal goals set by the individual himself and it is a process where the individual is in supervision of his cognition, motivation and behaviors (Wolters, Pintrich, & Karabenick, 2003). Based on these definitions, learners are actively involved in the process, they determine their own way of learning and control it. It is extremely important because they learn about the learning process itself. Furthermore, self-regulated learners know well what their strengths and weaknesses in the academic setting; and, they have a set of strategies among which they choose to cope with possible setbacks (Perry, Phillips, & Hutchinson, 2006). To Zimmerman (2008), self-regulated learners have their own behaviours and strategies that use to reach their goals; and furthermore, they are able to shift between those strategies and behaviors if they are unable to achieve their personal goals upon affective, cognitive, motivational and behavioral feedback. They also rely on affective, cognitive, motivational, and behavior feedback to modify or adjust their behaviors and strategies when initially unable to attain their goals. There are individual differences in learning, it is closely intertwined to self-regulations skills because each learner has different patterns influencing their learning way. Bialystok and Fröhlich (1978) see affective factors as personal traits peculiar to individuals that relate to motivational and attitudinal factors. Here, it can be seen that the extent to which a learner will be able to learn a language will be closely related to his ability to choose and monitor his own learning processes. Padwick (2010) suggests that it is important for a learner to have the required motivation and positive attitude to learn the target language taking into psychological and social aspects of language learning.

### **Learning and Motivational Beliefs**

Pintrich (2000) regards self-regulated learning as dynamic and productive, constructive exercise where learners are engaged in goal-setting, monitoring his/her learning, controlling his/her motivation, behavior and cognition. Zimmerman & Schunk (2012) suggest that the extent to which a learner can self-regulate is closely related to low or high academic achievement.

Self-regulation has many perspectives such as cognition, motivation and behavior; therefore it needs to be studied closely and thoroughly. A student's thoughts, beliefs or judgements regarding the environment around him/her are his/her motivational beliefs. The student shapes these beliefs through exposure to learning experiences firsthand and they usually belong to a certain area. Academic achievement requires motivational beliefs and these beliefs are closely connected with each other. As stated by Pintrich, Smith, Garcia, and McKeachie (1993) that planning, monitoring and regulating are three elements that constitute metacognitive self-regulation. Goal-setting for the present learning material, inquiries for clarification about the material and shifting between strategies in accordance with their effectiveness are characteristics of student with a high level of metacognitive self-regulation strategies. There are some fundamental elements in motivational beliefs, such as task value, self efficacy, test anxiety, and goal orientation. Boekearts (2002) emphasizes that motivational beliefs can be both positive and negative; however, when learners have adopted them, it is quite hard to change them. Bandura (1997) suggests that self-efficacy should be evaluated from different aspects as it may differ in various domains and is usually about evaluation by students regarding their future performance.

Zimmerman, Bandura, and Martinez- Pons (1992) showed that self-efficacy levels in self-regulated learning was directly proportional to their academic self-confidence. Students who developed a high level of self-efficacy enjoy a considerable level of self-regulated learning; and, persevere against academic challenges, and tend to solve rather sophisticated problems than students who developed lower levels of self-efficacy (Schunk and Zimmerman, 2012). It has been found out by the researchers that self-efficacy is of great importance in academic performance (Robbins et al., 2004; Lynch, 2006). Pajares (2012) has reported that students' selection of activities, effort and perseverance can be anticipated through self-efficacy. Self-efficacy beliefs are predictive of motivational outcomes as students' choice of activities, effort, and persistence. Hardworking students are those who are self-efficant and they usually put extra effort in learning than those who don't have enough confidence in their abilities and skills.

Research has shown that students are motivated intrinsically and extrinsically. An individual is said to be intrinsically motivated (intrinsic goal orientation) if he/she sets his/her goals from the drive within for the sake of doing or learning, and without being exposure to an external push. On the other hand, the individual is said to be extrinsically motivated (extrinsic goal orientation) if he/she sets his/her goals to complete the activity from the drive outside, and as a result of an external push. Pintrich (1999) has found out that students enjoyed better academic achievement when they had higher intrinsic motivation.

Another important affective factor that has an effect on motivation is test anxiety. Test anxiety can be defined as predicting negative results in examinations and involves cognitive, emotional, physiological, and behavioral states. Students who are highly anxious about the tests can differ from those who are less anxious about tests in motivational beliefs and academic study skills (Bembenutty, 2008). A lot of research indicates that predicting poor test performance and actually exhibiting poor test taking are characteristics shared by students with test anxiety (Cassady& Johnson, 2002; Zeidner & Matthews, 2005; Schunk, Pintrich, & Meece, 2008). This being the case, motivation, self-regulation, and achievement can be ameliorated through controlling test anxiety with appropriate intervenience (Schunk et al., 2008).

Previous research has shown that academic success is directy proportional with motivational strategies in the way that low level of motivational strategies lead to poor academic achievement. (Wolters & Rosenthal, 2000; McWhaw & Abrami, 2001; Sungur, 2004). Besides motivational strategies, that self-regulatory strategies increase academic achievement is a fact shown through research (Pintrich & De Groot, 1990; Hwang & Vrongistinos, 2002; Üredi & Üredi, 2005; Kahraman&Sungur, 2009).

### **Language Learning and Motivation**

Gardner (1985) has broken motivation for language learning into three parts – the desire to learn the language, exerting effort and having positive attitudes towards the language learning process. Gardner and Lambert (1972) suggest that there are two types of motivation for language learning; integrative motivation and instrumental motivation and they also add that learners who motivate themselves instrumentally learn for practical and pragmatic purposes, when they are required to learn the language; on the other hand, learners who motivate themselves integratively learn for the sake of learning a

language or for easing their curiosity. According to Gardner and Lambert (1972), learners who are integratively motivated seem to stay motivated much longer and adopt language skills better.

Dornyei (2009) also states that one's motivational beliefs regarding second language learning comprises three parts where he talks about the image of who we would like to become which is the distance we need to cover; the qualities attributed by external intervention which may be the expectations and outcomes; and, the elements present in the learning settings which may be the instructor, teaching strategies, etc. As a result, a number of studies also indicates that motivation has a significant impact on language learning (Gardner, 2001; Dornyei, 2001; MacIntyre, 2002). It can be said that, among the factors above, the external ones usually come from the surrounding or global community and usually shape the learners' motivational beliefs.

### **Language Learning and Attitude**

Attitudes show what an individual thinks about a subject or one can imply what an individual thinks about an object from the way this individual treats an object. Like self-regulation and motivation, attitudes can give clues about a learner in the language learning process. Positive or negative attitudes give an impression of positive or negative outcomes in learning a foreign language.

Wenden (1991) believes that attitudes are made up of three components and those are classified as cognitive, evaluative and behavioral components. Cognitive component comprises beliefs and perceptions regarding objects, people, or situations. Evaluative component contains likes and dislikes, that is to say, one can like or dislike the objects, people, or situations. As for behavioral component, it has learners take on new behaviors such responsibility or confidence which will reflect upon the language learning process. It has also been found that linguistic behavior can be explained through the attitudes of the learners towards the language (Mamun, et al., 2012)

According to Csizér and Dörnyei (2005), attitude is a significant factor in learning a foreign language. While Dörnyei and Ottó (1999) were studying the internal structure of language learning motivation, they found that attitudes were important in language choice and the amount of effort exerted into the language learning process. Gardner (2005) linked positive attitude towards language learning to motivation by stating that enjoyment will be achieved by the learners who are motivated to learn a foreign language.

Hohenthal (2003) and Kara (2009) indicate that attitudes of learners, other than their opinions and beliefs, will directly reflect upon their behaviors and as a result their performance. Studies on attitudes towards language learning have indicated that there is a strong relationship between attitude and language performance (Masgoret & Gardner, 2003; Fakeye, 2010; Visser, 2008). As seen from the above reference, there is a strong connection between attitudes and language learning performance. Attitudes of a language learner has an influence on the learner's academic achievement and vice versa. Other researchers also investigated the relations between attitudes and the level of academic achievement (Graham 2004), the beliefs and attitudes towards the use of language (Levine 2003) and the attitudes of language learners towards the learning of the language itself (Gömleksiz, 2010).

This research aims to investigate undergraduates' motivational beliefs and their attitudes towards learning English as a second language. This study is targeted at seeing whether there are any statistically significant differences among undergraduates' attitudes toward learning English as a second language according to variables such as years of study, gender and department.

1. What is the correlation between attitudes towards learning English and motivational beliefs of undergraduates?
2. Is there a significant difference in undergraduates' attitudes towards learning English in terms of gender, class and faculty?
3. Is there a significant difference in undergraduates' motivational beliefs towards learning English in terms of gender, class and faculty?

## **Method**

### **Research Design**

The research methodology applied in this study is quantitative design (Creswell, 2012). In this study with the aim of specifying the correlation between undergraduates' motivational beliefs and attitudes towards English, descriptive method was used. Also the random sampling was adopted while choosing sampling group for this research. With this method, results indicate a large group of individuals' views on a problem and various views (Creswell, 2012).

### **Participants**

The study group of the research was composed of 447 undergraduates studying at Yildiz Technical University and Aydin University, Istanbul, Turkey. The students were from different departments including Faculty of Education (98 - %21.9), Faculty of Arts and Sciences (75 - %16.8), Faculty of Economic and Administrative Sciences (134 - %30), Faculty of Engineering (36 - %8.1), Faculty of Architecture (91 - %20.3), Faculty of Law (13 - %2.9). They were 309 (%60.2) female and 138 male (%39.8) undergraduate students. While 269 of the students (%69.1) were the first year students, 178 of them (%30.9) were the fourth year students.

### **Data Collecting Instrument**

'Attitudes towards English Scale' was implemented in an effort to determine the attitudes of undergraduates towards the English language. The original form of the scale was 'Attitudes towards Mathematics and Physics Scale' developed by Aiken (1979). This scale was later translated by Tunç (2003) into Turkish and was adapted in a way to determine the attitudes of students towards English. In the study carried out by Tunç (2003), all of the items in the scale were adapted into the Turkish language for the English classes carried out in school in tune with its original form. The items in the scale are comprised of general statements regarding the English classes such as 'English is not a very interesting class' and 'I like doing English exercises'. In aforementioned scale, the participants are asked to state their attitudes towards English by rating items as 'strongly disagree= 1; disagree= 2; agree somewhat= 3; agree= 4 and strongly agree= 5', which applies best. During the rating process, in order to reduce the number of participants who has lower interest in relation to others, the statement 'neutral' in the original

scale was exchanged with the statement 'agree somewhat' (Tunç, 2003). The reliability coefficient was calculated through Cronbach's Alpha and the result was .77 (Tunç, 2003).

In this study, the self-regulatory strategies and motivational beliefs of the undergraduates were measured through a 44-item 'Motivated Strategies for Learning Questionnaire' which was developed by Pintrich and De Groot (1990) and adapted into Turkish by Üredi (2005). The scale was evaluated within 7 degrees from the end 'very true of me' to the end 'not at all true of me'. The scale is comprised of two dimensions as self-regulatory strategies and motivational beliefs. Under the dimension of self-regulated strategies, there are two subscales: use of cognitive strategies (13 items) and self-regulation (9 items); and under the dimension of motivational beliefs, there are three subscales: self-efficacy (9 items), intrinsic value (9 items) and test anxiety (4 items). The dimension of cognitive strategies is comprised of the subscales rehearsal, elaboration and organization; the dimension of self-regulation is comprised of meta-cognitive strategies such as planning, monitoring and regulating along with effort regulation. In the dimension of motivational beliefs, the subscale of self-efficacy measures the sufficiency and confidence regarding in-class performance; the subscale intrinsic values measures intrinsic interest, perceptions towards participation in the task and intrinsic goal orientation; the subscale test anxiety measures the anxiety levels regarding examinations. During the process of adapting the scale into the Turkish language, the reliability of the scales were calculated through Cronbach's Alpha and the result was .84 in self-regulation; .92 in self-efficacy; .88 in intrinsic value and .81 in test anxiety (Üredi, 2005).

### **Data Analysis**

The undergraduates were given two scales to answer 'Attitude towards English course' and 'Motivated Strategies for Learning'. The data, gathered, was analyzed by means of a packaged program called SPSS. The analyses related to undergraduates' attitudes toward learning English and motivational beliefs were accounted with Pearson Correlation Coefficient. To determine whether there is a significant difference among the undergraduates' attitudes towards learning English and motivational beliefs in terms of gender and grades, an independent t-test was applied. One-Way ANOVA was conducted to determine whether there is a significant difference among the undergraduates with respect to their faculties. The statistics obtained were transferred into the tables by grouping and then interpreted.

### **Results**

The research question of this study was whether there was a correlation between attitudes towards learning English and motivational beliefs of undergraduates or not. Regarding undergraduates' motivational beliefs and attitudes towards learning a foreign language, Table 2 shows the correlation between undergraduates' motivational strategies with sub-factors and attitudes towards learning English.

Table 1

*The Findings of Pearson Correlation Analysis Among Undergraduates' Motivational Strategies And Attitudes Towards Learning English.*

		<b>SRS</b>	<b>CS</b>	<b>SR</b>	<b>M</b>	<b>SE</b>	<b>IM</b>	<b>TA</b>	<b>ALE</b>
<b>ALE</b>	r	.20	.24	.09	.38	.42	.40	-.17	1
	p	.00*	.00*	.05	.00*	.00*	.00*	.00*	

\* Correlation is significant at the .01 level (2-tailed)

SRS (Self-Regulation Strategies), CS (Cognitive Strategies), SR (Self-Regulation), M (Motivation), SE (Self-Efficacy), IM (Intrinsic Motivation), TA (Test Anxiety), ALE (Attitudes towards Learning English)

The findings in Table 1 show that there is a significant correlation between undergraduates' motivational strategies and the attitudes except self regulation. It was found that there is a significant positive correlation between attitudes towards learning English and self regulation strategies ( $r=.20$ ,  $p<.01$ ), attitudes towards learning English and cognitive strategies ( $r=.24$ ,  $p<.01$ ), attitudes towards learning English and motivation ( $r=.38$ ,  $p<.01$ ), attitudes towards learning English and self-efficacy ( $r=.42$ ,  $p<.01$ ), attitudes towards learning English and intrinsic motivation ( $r=.40$ ,  $p<.01$ ). The finding of a positive correlation between undergraduates' motivational strategies and attitudes suggests that motivational strategies and attitudes are related constructs and are not independent of each other. This result shows that so long as undergraduates' attitudes towards learning English increases, their motivational strategies increase as well. As is also seen in Table 1, a significant negative correlation was found between undergraduates' AFL and TA ( $r=-.17$ ,  $p<.01$ ). It reveals that when undergraduates' motivational strategies increase, their test anxiety decreases conversely.

Independent samples t-test results below in Table 2 indicate whether there is a significant difference within motivational strategies and attitudes of undergraduates according to gender.

Table 2

*The t-Test Results about the Evaluation of Motivational Beliefs of Undergraduates by Gender*

	<b>Gender</b>	<b>N</b>	<b>M</b>	<b>Std. D.</b>	<b>Std. E.</b>	<b>t</b>	<b>p</b>
<b>SRS</b>	female	309	102.00	18.63	1.05	1.46	.40
	male	108	100.00	18.37	1.56		
<b>CS</b>	female	309	63.86	13.05	.74	1.95	.68
	male	108	61.28	12.37	1.05		
<b>SR</b>	female	309	39.10	7.26	.41	.27	.28
	male	108	38.12	7.79	.66		
<b>M</b>	female	309	99.33	18.42	1.04	.46	.37
	male	108	98.52	16.68	1.42		
<b>SE</b>	female	309	41.20	9.59	.54	.69	.33
	male	108	40.53	8.78	.74		
<b>IM</b>	female	309	43.83	9.85	.56	.24	.16
	male	108	43.59	8.78	.74		
<b>TA</b>	female	309	14.34	5.81	.33	-.08	.36
	male	108	14.39	5.42	.46		
<b>ALE</b>	female	309	80.91	13.25	.75	.85	.73
	male	108	79.76	12.79	1.08		



\* Correlation is significant at the .01 level (2-tailed)

SRS (Self-Regulation Strategies), CS (Cognitive Strategies), SR (Self-Regulation), M (Motivation), SE (Self-Efficacy), IM (Intrinsic Motivation), TA (Test Anxiety), ALE (Attitudes towards Learning English)

As presented in Table 2, there is not a significant difference on motivational strategies and attitudes regarding learning English in terms of gender. This result means that gender does not differ undergraduates' motivational strategies and attitudes towards learning foreign languages. Regarding undergraduates' grades, independent samples *t*-test results below in Table 3 indicate whether there is a significant difference within motivational strategies and attitudes of undergraduates according to grades.

Table 3

*The T-Test Results About The Evaluation of Undergraduates' Motivational Strategies and Attitudes Towards Learning English in Terms of Grades.*

	Grades	N	M	Std. D.	Std. E.	t	p
<b>SRS</b>	1th	269	101.00	18.66	1.13	1.58	.17
	4th	178	103.83	18.35	1.37		
<b>CS</b>	1th	269	62.11	12.78	.77	1.92	.10
	4th	178	64.50	12.96	.97		
<b>SR</b>	1th	269	38.88	7.47	.45	-.63	.93
	4th	178	39.33	7.36	.55		
<b>M</b>	1th	269	98.59	17.97	1.09	-.75	.66
	4th	178	99.89	17.77	1.33		
<b>SE</b>	1th	269	40.27	9.43	.57	-2.00	.85
	4th	178	42.07	9.13	.68		
<b>IM</b>	1th	269	43.53	9.53	.58	-.59	.86
	4th	178	44.08	9.53	.71		
<b>TA</b>	1th	269	14.77	5.67	.34	1.91	.97
	4th	178	13.72	5.68	.42		
<b>ALE</b>	1th	269	81.17	12.94	.78	1.21	.98
	4th	178	79.64	13.32	.99		

\* Correlation is significant at the .01 level (2-tailed)

SRS (Self-Regulation Strategies), CS (Cognitive Strategies), SR (Self-Regulation), M (Motivation), SE (Self-Efficacy), IM (Intrinsic Motivation), TA (Test Anxiety), ALE (Attitudes towards Learning English)

As presented in Table 3, the findings point that grades did not cause a significant difference on undergraduates' motivational strategies and attitudes towards learning English for 1<sup>th</sup> and 4<sup>th</sup> classes. ANOVA results below in Table 4 illustrate whether there is a significant difference within motivational strategies and attitudes of undergraduates' towards English through their faculties.

Table 4

*The One-Way ANOVA Results Regarding Undergraduates' Motivational Strategies And Attitudes Towards Learning English*

		Sum of Squares	df	Mean Square	F	p
<b>SRS</b>	Between Groups	5088.9	5	1017,7 337,44	3.01	.01*
	Within Groups	14881	441			
	Total	153900.4	446			
<b>CS</b>	Between Groups	2807.6	5	561.5 161.7	3.47	.00*
	Within Groups	71323.5	441			
	Total	74131.1	446			

		Sum of Squares	df	Mean Square	F	p
SR	Between Groups	559.28	5			
	Within Groups	24047.8	441	111.8	2.05	.07
	Total	24607.1	446	54.53		
M	Between Groups	2538.9	5			
	Within Groups	140191.4	441	507.7	1.59	.15
	Total	142730.4	446	317.8		
SE	Between Groups	637.273	5			
	Within Groups	38312.7	441	127.4	1.46	.19
	Total	38949.9	446	86.8		
IM	Between Groups	981.87	5			
	Within Groups	39488.0	441	196.3	2.19	.05
	Total	40469.9	446	89.5		
TA	Between Groups	298.05	5			
	Within Groups	14170.6	441	59.6	1.85	.10
	Total	14468.7	446	32.1		
ALE	Between Groups	4862.05	5			
	Within Groups	71761.8	441	972.4	5.97	.00*
	Total	76623.9	446	162.7		

\* Correlation is significant at the .01 level (2-tailed)

SRS (Self-Regulation Strategies), CS (Cognitive Strategies), SR (Self-Regulation), M (Motivation), SE (Self-Efficacy), IM (Intrinsic Motivation), TA (Test Anxiety), ALE (Attitudes towards Learning English)

As presented in Table 4, it was found that significant differences in undergraduates' self regulation strategies (F:3.01,  $p < .01$ ), cognitive strategies (F:3.47,  $p < .01$ ) and attitudes towards learning English (F:5.97,  $p < .01$ ). In other words, self regulation strategies, cognitive strategies and attitude towards learning English indicate significant differences according to faculties. Bonferonni test was employed to find out for which group's benefit the difference is. The result of Bonferonni test obtained demonstrated that the undergraduates of Engineering Faculty have higher cognitive strategies scores than Faculty of Education, Faculty of Arts & Sciences, Faculty of Economic & Administrative Sciences, Faculty of Law. It also shows that undergraduates of Faculty of Education, have higher positive attitudes towards learning English than those of Faculty of Arts & Sciences and Faculty of Economic & Administrative Sciences. The results also revealed that undergraduates of Engineering Faculty have higher scores of self regulation strategies than Faculty of Education, Faculty of Economic and Administrative Sciences.

### Conclusion and Recommendation

English language learning has always been one of the controversial subject in Turkey. There are many increasing number of facilities such as technology, instructional methods and materials but the question of how to learn English still remains problematic with so many factors contributing to the process of learning the English language. This study was carried out in order to examine university students' attitudes and motivational strategies towards learning English in Turkey. One of the findings of this study is that there is not a significant difference between the gender and motivational strategies and attitudes. This finding contradicts the studies which examine between gender and attitude and motivational strategies reveal that the girls show more favorable attitudes toward learning language than the boys do (Yurtseven et.al, 2013, Carreira, 2011, Hashwani, 2008, Gardner, 2006, Spolsky, 1989). It can be concluded that gender is not a significant indicator to identify attitude and motivational strategies regarding learning English in this study. Another finding of this study is that there is not a significant difference between years (freshmen & seniors) in terms of motivational strategies and attitudes so years of

study is not a significant indicator to identify attitude and motivational strategies regarding learning English in this study.

As to department variable, students' motivational strategies and attitudes vary from one department to another, ANOVA results revealed statistically significant differences between the motivational strategies and attitudes of the students towards learning English. The undergraduates from Engineering Faculty have higher cognitive strategies scores than Faculty of Education, Faculty of Law, Faculty of Economic and Administrative Sciences, Faculty of Arts and Sciences. Faculty of Education have more positive attitudes than Faculty of Arts&Sciences and Faculty of Economic&Administrative Sciences. Faculty of Engineering students have higher self-regulation strategies score than Faculty of Education, Faculty of Economic and Administrative Sciences. Similar studies were conducted regarding attitude towards learning English according to departments. (Saritaş & Arı, 2014, Gömleksiz, 2010, Genç&Aksu, 2004)

It is recommended that qualitative studies could be done to find out the factors affecting students' attitudes and motivational strategies towards learning English. Another possible further research topic could be to interview faculty members to find out about their attitudes towards English language. Further studies can be conducted to analyze English language teaching curriculum and interview with the instructors. Since there are significant differences between faculties, a new foreign language teaching syllabus can be designed for each faculty to meet the learners' needs and expectations because in many universities students are taught in English in their departments so what is to be taught in the English course should be relevant to their future occupations.

### References

- Açıkgöz, K. (2007). *Aktif Öğrenme*. İzmir: Biliş.
- Bandura, A. (1997). *Self-efficacy: "the exercise of control"*. New York: Worth Publishers.
- Bembenutty, H. (2008). Self regulation of learning and test anxiety. *Psychology Journal*, 5(3), 122-139.
- Bialystok, E., & Fröchlich, M. (1978). Variables of Classroom Achievement in Second Language Learning. *The Modern Language Journal*, 62(7), 372-336.
- Boekaerts, M. (2002). Motivation to learn. *Educational Practises Series*, 10(1), 1-27.
- Brown, D. (2000). *Principles of Language Learning and Teaching*. New York: Longman, Inc.
- Carreira, J. (2011). Relationship between motivation for learning EFL and intrinsic motivation for learning in general among Japanese elementary school students. *System: An International Journal of Educational Technology and Applied Linguistics*, 39(1), 90-102.
- Csizér, K., & Dörnyei, Z. (2005). The internal structure of language learning motivation and its relationship with language choice and learning effort. *The Modern Language Journal*(89), 19-36.
- Dörnyei, Z. (1990). Conceptualizing motivation in foreign language learning. *Language Learning*, 40, 46-78.
- Dörnyei, Z. (2009). The L2 motivational self system. Z. Dörnyei, & E. Ushioda içinde, *Motivation, language and the L2 self* (s. 9-42). Clevedon: Multilingual Matters.
- Dörnyei, Z., & Otto, I. (1998). Motivation in Action: A Process model of L2 motivation. *Working Papers Applied in Linguistics*(4), 43-69. <http://www.zoltandornyei.co.uk/uploads/1998-dornyei-otto-wp-pdf> adresinden alınmıştır

- Fakeye, O. (2010). Students' personal variables as correlates of academic achievement in English as a second language in Nigeria. *Journal of Social Sciences*, 22(3), 205-211.
- Gan, Z. (2004). attitudes and strategies as predictors of self directed language learning in an EFL context. *International Journal of Applied Linguistics*, 14(3), 389-411.
- Gardner, R. (1985). *Social Psychology and Second Language Learning: The Role of Attitude and Motivation*. London: Edward Arnold.
- Gardner, R. (2001). Correlation, causation, motivation, and second language acquisition. *Canadian Psychology*, 41, 10-24.
- Gardner, R.C (2005). Integrative motivation and second language acquisition. Paper presented at the *Canadian Association of Applied Linguistics, London, Ontario, Canada*
- Gardner, R. (2006). The socio-educational model of second language acquisition: A research paradigm. *EUROSLA Yearbook*, 6, 237-260.
- Gardner, R., & Lambert, W. (1972). *Attitudes and motivation in second language acquisition*. Rowley: M: Newbury House.
- Genc, G., & Bilgin Aksu, M. (2004). The attitudes of Inonu University students towards English courses. *XIII. National Educational Sciences Conference*. Malatya: Inonu University.
- Gomleksiz, M. (2010). An evaluation of students' attitudes towards English language learning in terms of several variables. *Procedia Social and Behavioral Sciences*, 9, 913-918.
- Graham, J. (2004). Giving up on Modern Foreign Languages? Students' Perceptions of Learning French. *The Modern Language Journal*, 88, 171-191.
- Hashwani, M. (2008). Students' attitudes, motivation and anxiety towards English language learning. *Journal of Research and Reflections in Education*, 2(2), 121-144.
- Hohenthal, A. (2003). English in India: Loyalty and attitudes. *Language in India*, 1-107.
- Hwang, Y., & Vrongistinos, K. (2002). Elementary in-service teachers' self regulated learning strategies related to their academic achievement. *Journal of Instructional Psychology*, 29(3), 147-154.
- Kahraman, N., & Sungur, S. (2011). The contribution of motivational beliefs to students metacognitive strategy use. *Education and Science*, 36(160), 3-10.
- Kara, A. (2009). The effect of a 'Learning Theories' unit on students' attitudes towards learning. *Australian Journal of Teacher Education*, 34(3), 100-113.
- Karabenick, S., Pintrich, P., & Wolters, C. (2003). Assessing academic selfregulated learning. *Indicators of Positive Development: Definitions, Measures, and Prospective Validity*. Washington, DC.
- Kuhl, J. (2000). A functional design approach to motivation and self-regulation. M. Boekaerts, P. Pintrich, & M. Zeidner içinde, *Handbook of self regulation* (s. 111-163). San Diego: Academic Press.
- L.C, A. (1979). Attitudes Toward Mathematics and Science in Iranian Middle Schools. *School Science and Mathematics*, 229-234.
- Levine, G. (2003). Student and Instructor Beliefs and attitudes about target language use , first language use and anxiety: Report of a questionnaire study. *Modern Language Journal*, 87(3), 343-364.
- Lynch, D. (2006). Motivational factors, learning strategies and resource management as predictors of course grades. *College Student Journal*, 40(2), 423-428.
- MacIntyre, P. (2002). Motivation, anxiety and emotion in second language acquisition. P. Robinson (Dü.) içinde, *Individual differences in second language acquisition* (s. 45-68). Amsterdam: John Benjamins.
- Mamun, S., Rahman, A., Rahman, A., & Hossain, M. (2012). Students' attitudes towards English: The case of life science school of Khulna University. *International Review of Social Sciences and Humanities*, 3(1), 200-209.
- Masgoret, A., & Gardner, R. (2003). Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and associates. *Language Learning*, 53, 167-210.

- McWhaw, K., & Abrami, P. (2001). Student goal orientation and interest: Effects on students' use of self regulated learning strategies. *Contemporary Educational Psychology*, 26, 311-329.
- Nakata, Y. (2010). Toward a framework for self-regulated language learning. *TESL Canada Journal*(27(2)), 1-10.
- Padwick, A. (2009). *Attitudes towards English and varieties of English in globalising*. Newcastle, England: University of Groningen. November 22, 2013 tarihinde [https://www.mysciencework.com/publication/file/2937481/attitudes-towards-english-and-varieties-of-english-in-globalising-india-has-globalisation-affected-indian-identifications-with-i-adresinden alindi](https://www.mysciencework.com/publication/file/2937481/attitudes-towards-english-and-varieties-of-english-in-globalising-india-has-globalisation-affected-indian-identifications-with-i-adresinden%20alindi)
- Pajares, F. (2012). Motivational role of self-efficacy beliefs in self-regulated learning. D. Schunk, & B. Zimmerman içinde, *Motivation and self regulated learning: Theory, research, and applications* (s. 111-141). New York: Lawrence Erlbaum Associates.
- Perry, N., Phillips, L., & Hutchinson, L. (2006). Mentoring student teachers to support self regulated learning. *Elementary School Journal*(106(3)), 237-254.
- Pintrich, P. (1999). The role of motivation in promoting and sustaining self-regulated learning. *International Journal of Educational Research*, 31, 459-470.
- Pintrich, P. (2000). The role of goal orientation in self-regulated learning. M. Boekaerts, P. Pintrich, & Z. M içinde, *Handbook of self-regulation* (s. 451-502). San Diego, CA: Academic Press.
- Pintrich, P., & Groot, E. D. (1990). Motivational and self regulated learning components of classroom academic performance. *Journal of Educational Psychology*(82(1)), 33-40.
- Pintrich, P., Smith, D., Garcia, T., & McKeachie, W. (1993). Reliability and predictive validity of the Motivated Strategies for Learning Questionnaire. *Educational and Psychological Measurement*, 53, 801-813.
- Robbins, S., Lauver, K., Le, H., Davis, D., Langley, R., & Carlstrom, A. (2004). Do psychosocial and study skill factors predict college outcomes? A meta-analysis. *Psychological Bulletin*, 130, 261-288.
- Saritas, B., & Arı, A. (2014). The views of students and instructors on English-I course in Higher Education: A sample of Dumlupınar University. *Dumlupınar University Journal of Social Sciences*, 41, 277-296.
- Schunk, D., & Zimmerman, B. (2012). Motivational; An essential dimension of self-regulated learning. D. Schunk, & B. Zimmerman içinde, *Motivation and self regulated learning: theory, research, and applications* (s. 31-53). New York: Lawrence Erlbaum Associates.
- Schunk, D., Pintrich, P., & Meece, J. (2008). *Motivation in education: Theory, research and application*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Spolsky, B. (1989). *Conditions for Second Language Teachers*. Cambridge: Cambridge University Press.
- Steffen, K. (2006). Self-regulated learning in technology-enhanced learning environments: Lessons of European reviews. *European Journal of Education*(41), 353-379.
- Üredi, I. (2005). Algılanan anne baba tutumlarının ilköğretim 8.sınıf öğrencilerinin öz düzenleyici öğrenme stratejileri ve motivasyonel inançları üzerindeki etkisi. Yıldız Teknik Üniversitesi.
- Üredi, I., & Üredi, L. (2005). İlköğretim 8. sınıf öğrencilerinin öz-düzenleme stratejileri ve motivasyonel inançlarının matematik başarısını yordama gücü. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 1(2), 250-260.
- Visser, M. (2008). Learning under conditions of hierarchy and discipline: The case of the German Army 1939-1940. *Learning Inquiry*, 2, 127-137.
- Wenden, A. (1991). *Learner strategies for learner autonomy*. London: Prentice Hall.
- Wolters, C.A., & Rosenthal, H. (2000). The relation between students' motivational beliefs and their use of motivational regulation strategies. *International Journal of Educational Research*, 33, 801-820.

- Wolters, C.A., Pintrich, P.R., & Karabenick, S.A. (2003). *Assessing academic self-regulated learning. Indicators of Positive Development: Definitions, Measures, and Prospective Validity*. Washington, DC.
- Yurtseven, N., Altun, S., & Aydin, H. (2013). An analysis on motivational beliefs of preparatory class about learning English. *Wulfenia Journal*, 20, 155-170.
- Zeidner, M., & Matthews, G. (2005). Evaluation anxiety: Current theory and research. A. Elliott, & C. Dweck içinde, *Handbook of competence and motivation* (s. 141-166). New York: Guilford Press.
- Zimmerman, B. (1989). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*, 329-339.
- Zimmerman, B. (2000). Attaining self regulation: A social cognitive perspective. M. Boekarts, P. Pintrich, & M. Zeidner içinde, *Handbook of self-regulation* (s. 13-39). San Diego, CA: Academic Press.
- Zimmerman, B. (2002). Becoming a self regulated learner: An overview. *Theory into Practice* (41(2)), 64-70.
- Zimmerman, B. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal*(45(1)), 166-183.
- Zimmerman, B., & Schunk, D. (2001). *Self-regulated learning and academic achievement*. New York: Springer-Verlag.
- Zimmerman, B., Bandura, A., & Martinez-Pons, M. (1992). Self-motivation for academic attainment: The role of self-efficacy beliefs and personal goal setting. *American Educational Research Journal*, 29, 663-676.