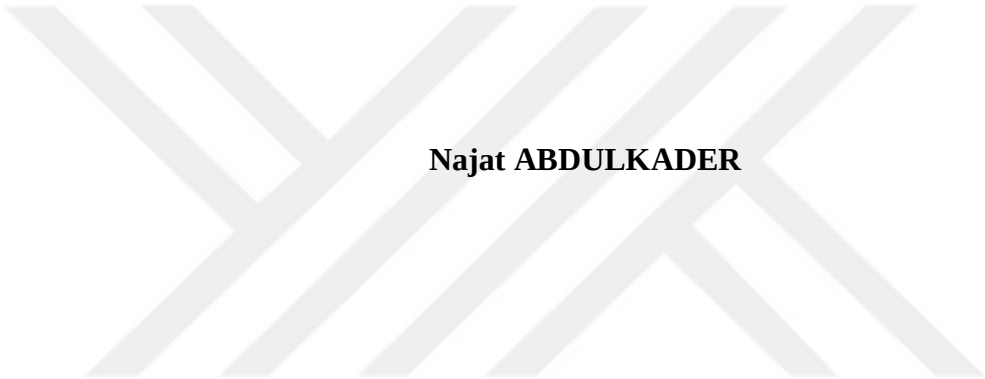


**AN INVESTIGATION INTO MOTIVATIONAL BELIEFS AND LEARNING
STRATEGIES AMONG EFL PREPARATORY SCHOOL STUDENTS**



Najat ABDULKADER

JUNE 2022

**AN INVESTIGATION INTO MOTIVATIONAL BELIEFS AND
LEARNING STRATEGIES AMONG EFL PREPARATORY SCHOOL
STUDENTS**

A THESIS SUBMITTED TO THE

GRADUATE SCHOOL

OF

BAHÇEŞEHİR UNIVERSITY

BY

NAJAT AHMAD ABDULKADER

IN PARTIAL FULFILLMENT OF THE

REQUIREMENTS FOR

**THE DEGREE OF MASTER OF ENGLISH LANGUAGE
EDUCATION**

**IN THE DEPARTMENT OF FOREIGN LANGUAGES
EDUCATION**

JUNE 2022



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ABSTRACT

AN INVESTIGATION INTO MOTIVATIONAL BELIEFS AND LEARNING STRATEGIES AMONG EFL PREPARATORY SCHOOL STUDENTS

Abdulkader, Najat

Master's Program in English Language Teaching

Supervisor: Assist. Prof. Mustafa Polat

June 2022, 95 pages

The primary objective of this research was to look into the motivational beliefs and learning strategies of EFL learners at an English preparatory school of a foundation university in Istanbul. The sample consisted of 278 B2 level students. This study was conducted using a quantitative cross-sectional survey to collect data from participants. Motivated Strategies for Learning Questionnaire (MSQL) was used to collect quantitative data. SPSS 22 was applied to perform the quantitative data analysis in this research. The goal of this investigation was to observe if there were any significant differences in the learners' motivational beliefs and language learning strategies based on their gender, nationality, and academic achievement. The results of the research show that students' attitudes varied between neutral and positive in both motivational beliefs and learning strategies. Furthermore, it was found that there were no significant differences between motivational beliefs and learning strategies of students in terms of their gender, nationality, and achievement. However, the motivational beliefs of the students regressed their learning strategies according to the results of the analysis, which indicated a predictive relationship between motivational beliefs and learning strategies. Based on the findings, it is critical to be aware of different learning strategies and motivational beliefs in the language classrooms that may help to develop the

learning process.

Key words: Motivation, learning strategies, achievement, MSLQ



ÖZ

İNGİLİZCE HAZIRLIK PROGRAMINDA İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERİN GÜDÜLENME VE ÖĞRENME STRATEJİLERİNİN İNCELEMESİ

Abdulkader, Najat

İngiliz Dili Eğitimi Yüksek Lisans Programı

Tez Yöneticisi: Dr. Öğr. Üyesi Mustafa POLAT

Haziran 2022, 95 sayfa

Bu araştırmanın öncelikli amacı, İstanbul’da bir Vakıf Üniversitesinin İngilizce Hazırlık Programında İngilizceyi yabancı dil olarak öğrenen öğrencilerin güdülenmesini ve öğrenme stratejilerini incelemektir. Araştırmanın örneklemini B2 düzeyindeki 278 öğrenciden oluşmaktadır. Kesitsel araştırma deseninin tercih edildiği bu nicel araştırmada veriler, Güdülenme ve Öğrenme Stratejileri Ölçeği (MSLQ) kullanılarak toplanmıştır. Verilerin analizinde SPSS 22 kullanılmıştır. Öğrencilerin cinsiyetleri, uyrukları, ve akademik başarıları açısından güdülenmeleri ve dil öğrenme stratejileri arasında anlamlı bir fark olup olmadığını araştırmak amacıyla tasarlanan bu çalışmanın sonuçları öğrenci tutumlarının hem güdülenmede hem de öğrenme stratejilerinde nötr ve olumlu arasında değiştiğini ortaya koymuştur. Öğrencilerin güdülenmesi ve öğrenme stratejileri arasında cinsiyetleri, uyrukları, ve akademik başarıları açısından anlamlı bir fark bulunamamıştır. Ancak, öğrencilerin güdülenmesi ve öğrenme stratejileri arasında yordama ilişkisinin varlığını gösteren bulgular elde edilmiştir. Buna göre, öğrencilerin motivasyonel inançları öğrenme stratejilerini anlamlı bir şekilde yordamaktadır. Araştırma sonuçları, farklı öğrenme stratejileri ve motivasyonel inançlar ile ilgili farkındalığın, yabancı dil öğrenim süreçleri üzerine olan etkilerine de ışık tutmaktadır.

Anahtar Kelimeler: Güdülenme, öğrenme stratejileri, başarı , MSLQ



To My Parents

ACKNOWLEDGMENTS

First and foremost, I am grateful to my supervisor, Assist. Prof. Dr. Mustafa Polat, for his expert guidance, important support, and important ideas. Furthermore, I want to show my gratitude to Dr. Fatos Eskicirak, my thesis co-supervisor, for her insightful comments, constructive criticism, and kindness, all of which contributed to the thesis' overall assessment. It has been a pleasure to collaborate with you. My appreciation goes to Assist. Prof. Dr. Mehdi Solhi to be a jury member of my research.

I would like to dedicate a word to the one that has assisted, encouraged, and motivated me in completing this study. It was both overwhelming and thrilling. In fact, it is a collaborative effort that has brought me here. Words will never be enough to reflect my thanks to my sincerest and dearest friend Adel Basheer Al-Abed. Without your company, your standing by me and honestly cheering me up through the toughest days, I would still not be able to finish this paper. And my deepest appreciation for being so tolerant and supportive throughout the procedure. Thank you for your kindness and friendship. Also, for the most part, I consider myself fortunate to have you at my side.

My parents deserve credit for their patience, sympathy, and encouragement throughout the process. They have always gone out of their way to assist me in overcoming obstacles I've encountered along the journey.

I would also like to express my gratitude to Huma NAYMAN. She assisted me in a variety of ways while I was writing my thesis. also, for her generous assistance in locating the scholarly information I require.

Finally, I want to emphasize my thankfulness to all of the participants who volunteered to take part in the research.

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LIST OF ABBREVIATIONS

MSLQ	Motivated Strategies for Language Questionnaire
EFL	English as a Foreign Language
L1	First Language
L2	Second Language
SRL	Self-Regulated Learning
SE	Self-efficacy
SPSS	Statistical Package for the Social Sciences

Chapter 1

1. Introduction

One of the academic, expert, and public necessities of the 21st century is the capability to speak using a language other than the mother tongue, as the globe is becoming a small village, and more individuals have more access to worldwide events. A second language (L2) or a foreign language (FL) is being learned by people from all around the world to take advantage of those worldwide opportunities (Arjulayana, 2018). According to Pietikäinen (2021), contact over cultural and linguistic borders has become a common occurrence for a significant segment of the globe's societies as a result of globalization. English has taken on a distinctive role in this procedure. Until now, there are no languages that are utilized as widely as English, especially as a lingua franca in cross-cultural interaction throughout the world. Learning languages with adequate learning strategies and motivation are becoming significantly essential in foreign language learning (EFL); without them, students may be unable to take advantage of learning possibilities outdoors of language classes. Achieving a high level of language competency is difficult task except if learners have the ability to control their own studying habit outside the classroom and be more aware towards their education. It is crucial to provide students with a language education that aids meaning to them and satisfies their requirements. Students are conscious of personal capabilities in terms of how well they comprehend the learning process. Learners will be motivated to study English which result in the development of their ability to continue learning further than in the traditional education environment (Tosuncuoglu, 2019).

1.1 Theoretical Framework

Motivation becomes a notion that is constantly studied in individuals' social contexts, particularly by scholars and academics (Pintrich et al., 1991; Guo & Bai, 2019; Dörnyei, 2001). Several scholars and educators in Educational Psychology, have emphasized the authenticity and specific impact of motivational and behavioural patterns on instructional actions. Motivation can be evident in almost every aspect of human improvement, especially language learning. Motivation is among the most important aspects of language learning, according to researchers (Pintrich et al., 1991). Intrinsic and extrinsic motivation, task value, goal orientation,

self-efficacy, intrinsic value, control beliefs, and test anxiety are considered as a sub-component of motivation in the Motivated Strategies for Learning Questionnaire (MSQL). The sub-components are classified below three main components: value component, expectancy component, and affective component. Additionally, the categorization of learning strategies sub-components was added. Moreover, they classified learning strategies as 2 categories: cognitive and metacognitive methods, with material managing tactics. Cognitive methods are defined as a wide concept by Pintrich (1999). Cognitive educational procedures, according to him, comprise rehearsing, explication, and organizing methods. Rehearsing tactics include numerous encounters with subjects to be learnt or repeating phrases loudly while reading the content. These techniques assist learners in selecting crucial knowledge that is engaged in functioning memories. While cognitive and metacognitive strategies are combined in Pintrich's categorization, and involve rehearsal, elaboration, organization, critical thinking, and metacognitive self-regulation, resource management strategies entail time and study environment strategies, effort regulation, peer learning, and help seeking. The framework of this research aligns with MSLQ which explores students' motivational beliefs and learning strategies.

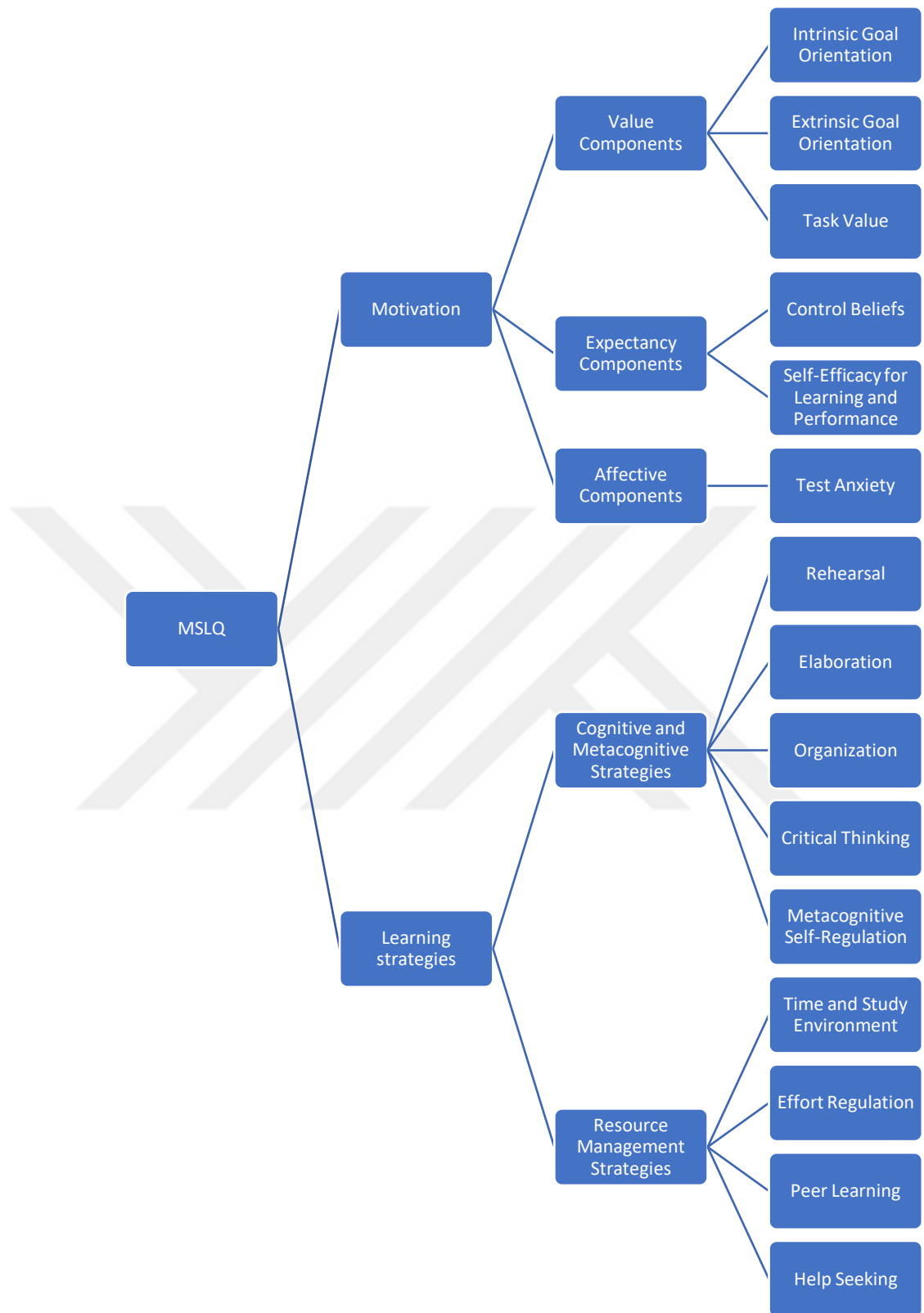


Figure 1. MSLQ components and sub-components according to Pintrich et al., (1991)

1.2 Statement of the Problem

The review of related literature concerning motivation and learning strategies and their interconnection especially in recent years suggests that various research was undertaken on motivation and learning strategies, and these studies are shown in the literature review part of this paper. Nonetheless, it appears that, despite the fact that these two topics are connected, the majority of the research that was conducted worked with them independently. A small amount of research on learning strategies and motivation looked at two components. Yet, more research into the investigation between learning and motivation beliefs among EFL students in Turkey is required. Guo and Bai (2019) and Bai and Guo (2019) investigated the association between motivation and learning strategy usage. On the contrary, Tosuncuoglu (2019) and Okumus (2003) examined the correlation between both self-regulated learning strategy use and motivation in a Turkish context. Nonetheless, the context in this paper is covering university prep-school students who are studying English in order to gain the ability to attend the lectures following their departments. This context will expand the literature by giving deep insight into prep-school EFL students which is following the two research by Tosuncuoglu (2019) and Okumus (2003) who conducted their research with all grades starting from 1st year to 4th year university EFL students.

1.3 Purpose of the Study

The purpose of this study is to detect the occurrence with which motivation and learning strategies are used and the regression of motivational beliefs on the learning strategies selected by EFL preparatory students. Furthermore, this study looks into how several variables (gender, achievement, and nationality) influence learners' motivational beliefs and learning strategies when it comes to learning English as a foreign language. There are various articles showing the differences between students in terms of their gender (Karatas, Alci, Bademcioglu, & Ergin, 2016), nationality (Amirian & Komesli, 2018; Parejo-Jiménez, Expósito-López, Chacón-Cuberos, & Olmedo-Moreno, 2022), and achievements level (Karaman, Demirci, & Özdemir, 2019; Erlinda, 2016). According to the existing literature. That is why these variables are put into consideration while conducting this research. This study also attempts to add to the Turkish educational literature on motivation and learning

strategies, as there are few papers and studies on this topic to the best of the researcher's knowledge. For this purpose, learners' opinions were gathered using a questionnaire whose reliability and validity had already been established. It is believed that the investigation's results may bring some new insight into the notion of motivation and learning strategies. To summarize, the present study has the potential to have a good impact on the subject of language education.

1.4 Research questions

The objective of the study is to address the following questions:

1. What are EFL university students' motivational beliefs?
2. What are EFL university students' learning strategies?
3. Is there any significant difference between the motivational beliefs of the EFL university students in terms of their:
 - a. Achievement
 - b. Gender
 - c. Nationality
4. Is there any significant difference between the learning strategies of the EFL university students in terms of their:
 - a. Achievement
 - b. Gender
 - c. Nationality
5. Do students' motivational beliefs regress their learning strategies?

1.5 Significance of the Study

Student involvement and educational achievement are heavily influenced by motivation in foreign language environments. Current research on motivation in foreign language acquisition has mostly focused on foreign language students' motivational beliefs and learning strategies.

The findings can provide an overview of the learners' motivational beliefs and learning strategies and practices for EFL teachers. Teachers' knowledge of EFL learners can be enhanced by a depiction of learners' perspectives of motivating aspects and learning strategies. Furthermore, this understanding can assist EFL teachers in rethinking and maybe revising their educational practices for promoting learner motivation and learning. Learners could be conscious of motivation and learning strategies, yet they can still not employ them effectively or properly, or they could be completely unaware of such strategies. As an outcome of this research, learners can also require to be taught how to utilize motivation and learning strategies efficiently. It can be beneficial to assist learners in improving their motivation and learning strategies, especially for their own target attainment, and performance, and for creating a more engaging educational environment including highly motivated learners.

Another significant element of the study is that the researcher used all the components and sub-components of the MSLQ. This will lead to enriching literature as many studies are conducted using MSLQ but with omitted components and sub-components according to the aim of the study.

Definitions

Motivation: A mental activity that results in the accomplishment of a particular aim (Dörnyei, 1998, p. 47).

Intrinsic motivation: Intrinsic motivation is the need to participate in a certain role since it is pleasurable and fulfilling (Dörnyei, 1998)

Extrinsic motivation: Encouragement to engage in behaviour that may not be inherently engaging or attractive but could provide benefits in the type of the anticipated positive outcomes (Alkaabi, and Vyver, 2017).

Task value: The motivation to participate in educational activities (Pintrich et al., 1991, p.11).

Control beliefs: If a learner believes he/she has influence over his/her educational achievement, he/she is more willing to give out the effort required to bring about the desirable adjustments (Pintrich et al., 1991, p. 13).

Self-efficacy: An individual's perception of their ability to express power in their personal performance and situations that impact their life (Bandura, 1997)

Test anxiety: Test anxiety as a concern of failure in exams and having unfortunate expertise, which is carried either actively or passively by students in diverse contexts (Horwitz and Young, 1991).

Learning Strategies: learning strategies are particular tasks, behaviours, stages, or approaches that people employ to increase their success in acquiring an L2 or FL (Oxford, 1999).

Cognitive strategies: Education is linked to the act of obtaining information (cognition) from data obtained from the surroundings.

Meta-cognitive strategies Imply people's capability to mirror their mental procedures and learning styles.

Rehearsal: Is an inner cognitive assist for increasing memories by consciously rehearsing the material which is planned to be memorized (DeWitt, 2007).

Elaboration: The procedure of combining knowledge acquired from multiple sources and creating the required links among them (Akpur, 2021).

Organization: Is a higher-order learning strategy that entails planning, writing down thoughts, visualizing, or linking major concepts in learning materials (Weinstein and Mayer, 1968).

Critical thinking: Is reasoning, evaluating grounds to justify a statement regarding the reality (Arfae, 2019).

Self-regulation: Self-regulation is a procedure in which learners effectively incorporate their metacognitive abilities into their own educational procedures (Zimmerman, 2001).

Time and study environment: Time control indicates the competence to organizing one's time, whereas environment control refers to the competence to select learning settings.

Effort regulation: Relates to how individuals manage their behaviors in order to attain their stated objectives (Mundia, Jawawi, Hamid, & Zakir, 2021).

Peer learning: The acquisition of information and abilities by contact with individuals who have common qualities or are in a comparable circumstance, with no qualified teacher present (Ipek, 2021).

Help seeking: Requesting assistance from people and other resources to assist learners in achieving high educational outcomes. In other word, help-seeking technique is implemented by offering educational and practical assistance to the teacher and learners' associates (Çakıroğlu & ztürk, 2020).



Chapter 2

2. Literature Review

The aims of this section are to present a review of the literature as well as a theoretical framework for motivational beliefs and learning strategies, including the relationship among them. The first part discusses motivational beliefs and their components. The second part discusses learning strategies and the components under them. All of the components and sub-components are derived from the MSLQ survey by Pintrich et al., (1991).

2.1 Motivation Theories

As the theoretical background demonstrated the main theories about learning strategies and motivation beliefs, this part of the literature is discussing the related theories and research that are associated with motivation and its components. Intrinsic and extrinsic motivation, task value, goal orientation, self-efficacy, intrinsic value, control beliefs, and test anxiety are considered a component according to Pintrich Motivated Strategies for Learning Questionnaire MSLQ (Pintrich et al., 1991). Motivation may be seen in most disciplines that people make development, including language acquisition. Whenever people study the main factors of language learning, motivation is one of the most significant factors. The following diagram shows the listing of motivational scales by Pintrich et al., (1991).

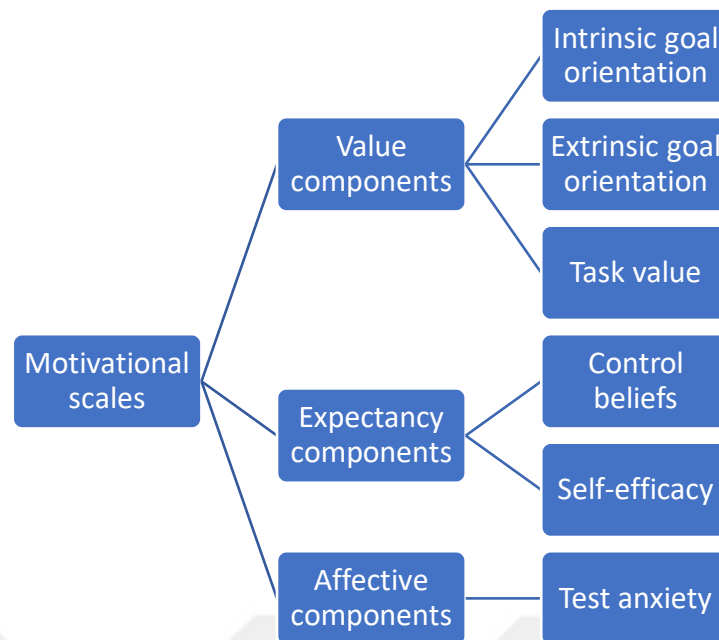


Figure 2. Classification of motivational beliefs according to Pintrich et al., (1991)

Various concepts have been developed to portray the complexities of motivation as they have been explored. According to Slavin (2000), motivation, as a complicated picture of individual necessities and interests, drives our activities. Additionally, Dörnyei (2001) points out that the motivation approach is divided into three parts: language, student, and educational context. Students' attention at the language stage is on approaches and reasons connected to the aimed culture, aimed society, and utility of competency in the chosen language. Motives shape fundamental educational objectives and justify language selection. The language stage contains two motivating sub-components: integrated and pragmatic. Gardner (1985) distinguishes four parts of motivation: a goal, effortful conduct about the goal, a willingness to achieve the objective, and favourable perspectives about the objective. He looks for the factors that influence the form of motivation that a person has for learning a language. These factors include getting a decent career, becoming highly qualified, becoming able to go freely, getting appreciated by society, and interacting with people of the targeted language society. Gardner distinguished two approaches integrative and instrumental through identifying various factors, that generally correspond to the objectives. Language is utilized in an integrative approach to determine the targeted society and interact between members of that group. Language, on contrary, is employed as a device in an instrumental approach to achieving objectives including a decent career, a raise, or an achievement (Gardner,

1985). Motivation is described in Dörnyei's theory in methods other than Gardner's two orientations, and Dörnyei (1994, p. 51) noted that "the exact nature of the social and pragmatic dimensions of second language motivation is always dependent on who learns what languages and where." In contrast to Gardner's viewpoint, Dörnyei asserted that instrumental motivation, in addition to integrative motivation, plays a significant part in language acquisition. In his contribution, Dörnyei developed a theory for L2 motivation that includes three levels: language, student, and learning context.

Aside from Dörnyei, Oxford (1996) stated that instrumental motivation is much more significant in the language acquisition method and that other variables of motivation should be investigated. In order to learn a language, it is vital to search for motivation in terms of motivating variables, as Oxford suggests. As a result, Pintrich's expectancy-value motivation approach provides an important insight into the motivation and motivational aspects.

2.1.1 Intrinsic and extrinsic motivation: Motivation is indeed an important notion in studying and instructing since it represents the most complicated and difficult topic that instructors must address in their research. Motivation is the major driving force in the creation of education. Increasingly, academics are focusing on the educational applications of their study by introducing the notion of motivating techniques into the school environment (as cited in Safdari, 2018). Motivation is defined by Aydin (2016) as the different internal and external elements that lead the individual to particular actions, shape the consistency and stability among these behavioural patterns, give orientation and meaning to actions, and the processes that allow them to work. A brief explanation of motivation can be addressed by Dörnyei (1998, p. 47) "Motivation is responsible for determining human behaviour by energising it and giving it direction". Additionally, according to Maslow (1987), motivation describes a procedure or situation that is physical or mental, inborn, or gained, internally, or externally to the individual, and that defines or characterizes how, or in what context, behaviour is launched, sustained, directed, determined, or ended. To sum up, motivation is an interesting topic that scholars are searching about to see how it affects foreign language acquisition in various settings. In research from Fithri AlMunawwarah (2018), while functional motivation appears to be the most important form of motivation affecting EFL education, the importance of

integrated motivation in EFL education cannot be underestimated. It could be noted that inner motivational variables represent a significant influence in motivating EFL learners to study. The finding from Salikin, Bin-Tahir, Kusumaningputri, and Yuliandari (2017) shows that students with higher English reading knowledge have a greater motivation to read English materials. They will find it simpler to engage with English literature than those who have no prior expertise. Both intrinsic and extrinsic motivation were used to encourage students to read in English. The instructor has a critical influence in motivating students to read in English, particularly in the school setting.

Nonetheless, it is clear that internal and external motivation is indeed powerful components in education. These two basic categories appear to be important during the language acquisition courses, especially in EFL contexts, through one category supplementing another at a certain stage, with varied settings elements influencing the effectiveness of language acquisition motivation. This appears to be satisfying, given that in several EFL learners' environments when students are forced to acquire English as the present global language, extrinsic drive considerably outweighs intrinsic desire (Ahmetović et al., 2020). Many motivational arguments begin with a difference between both intrinsic and extrinsic motivation. Intrinsic motivation is described as motivation that originates inside the person. It motivates people to behave despite there being no external stimulation or incentive. Extrinsic motivation, on the other hand, gives an encouragement to participate in behaviour that might not be intrinsically appealing or interesting and could deliver advantages in the form of the observed prospective consequences. Extrinsic and intrinsic are examples of the main important differences in motivation theory. Alkaabi, Alkaabi, and Vyver (2017) state in their research that extrinsic motivation is defined as the use of external motivating factors such as bonuses and penalties to achieve favourable quick results, almost to the point of inspiring individuals to build competencies. In other words, individuals who perform on extrinsic motivation are predicted to be awarded for their efforts, or perhaps they feel obligated to do so. Ryan and Deci (2000) in their research mentioned that extrinsic motivation is a term that is applied whenever someone participates in behaviour in an attempt to reach a specific goal. Extrinsic motivation, on the other hand, differs from intrinsic motivation, which means performing something merely for the sake of doing it, which is also described

critically later in this review section, instead of for the actual practical purpose. Harmer (2001) says that extrinsic motivation is used by EFL learners to acquire the English language. Moreover, extrinsic motivation is triggered by a variety of external events. Extrinsic motivation encourages learners to acquire about a subject regardless of if they are uninterested in it due to the expected enjoyment they will receive by certain benefits. The benefits might range from anything as insignificant as a happy sign to things as significant as reputation or money. To add to this point, The desire of learners to study English is influenced by two elements. There are two types of elements: intrinsic and extrinsic. In research by Ulfa & Bania (2019), the most important element that affected learners' motivation to acquire English seemed to be their instructors. Extrinsic motivation includes being part of its aspects.

Carreira (2011) pointed out that, motivation is one that is unique to each individual; it is experienced for a variety of themes, issues, and causes. Intrinsic motivation for education in particular is linked to students' motivation towards learning English as a foreign language, since doing things due to inner motivation as well as since it is a thing that an individual desires to accomplish generally weighs more than everything else. Intrinsic motivation is a significant topic in human development psychology since it is crucially engaged in sudden investigation and interest. It has also been believed that it is a critical process for individual clear mental growth (Oudeyer & Kaplan, 2007). Another definition of intrinsic motivation theory by Dörnyei (1998) states that intrinsic motivation is the need to participate in a certain role since it is pleasurable and fulfilling. An interesting statement in research by Wigfield and Guthrie (1997) discusses that intrinsic motivation has a major influence on reading comprehension as well as other characteristics of reading like reading scope. Tercanlioglu (2001) stated that Turkish students have positive views about reading since students are learning including both intrinsic and extrinsic reasons. Both instrumental (Extrinsic) and integrated (Intrinsic) motivations remain interchangeable terms in motivation. Throughout many instances involving language acquisition, each element of motivation is present. As a reality, it is hard to identify specific integrative or instrumental factors that influence language acquisition efficiency. The relevance of integrative and instrumental motivation, on the other hand, varies depending on the setting or environment, but if the language is being learned as EFL. Brown (2000) identifies a correlation among both types of

motivation. When somebody elsewhere desires the language student to acquire the language for integrated reasons, extrinsic motivation might change to become integrated motivation; extrinsic motivation may change to become instrumental motivation if such an outside force desires the language learners to acquire the language. Furthermore, intrinsic motivation may be integrated motivation if indeed the language student seeks to engage with the language society; it may likewise be instrumental motivation if somehow the language student intends to achieve goals utilizing the language. A significant degree of speaking ability can indeed be linked to all intrinsic and extrinsic motivation (Salehpour & Roohani, 2020). Moreover, during virtual classrooms, learners' motivation can vary though in a typical school context. Learners are detached from their instructors and classmates in the present Covid-19 condition since many school systems in Malaysia and Indonesia have chosen virtual programs. Because studying is a relational activity, learners' motivation may be harmed if they experience separation and have fewer visible personal connections (Omar et al., 2021). Therefore, motivation with its components, extrinsic and intrinsic, are crucial in EFL education.

2.1.2 Goal orientation: Goal attainment orientation is one of the motivational aspects which is considered to become a significant determinant of learners' educational acquisition. Clearly described, goal orientation is a component that indicates the objectives and goals for which learners participate in achieving activities. Learners' objectives or orientation toward a course are defined as goal orientation, a crucial touchstone of self-regulatory education (Pintrich et al., 1991). Goal-oriented students, according to Pintrich (2000), are primarily focused on the results of the education procedure, and their attention would be on the objectives of education via completion of the given work. To support this point, Tercanlioglu (2004) investigated the goal-oriented perceptions of 135 EFL students. The study's findings revealed that the student's primary concentration was on the activity's goal, instead of additional elements, indicating their perceptions about their language proficiency. Students' motivation is determined by the goals they establish for them throughout the educational procedure. Education objectives, commonly known as goal orientation, and achievement goals are distinguished in the notion. Learners with educational objectives want to master the abilities they are acquiring. Learners with achievement goals, on the other hand, are looking for constructive feedback on

their abilities (Ames, 1992). Research from Curry, Haderlie and Ku (1999) mentioned that it has been demonstrated that efficient goal setting enhances the effectiveness of virtual learning learners' efforts. Important research from Kirmizi (2013) found that learners enrolled in online learning get the ability to create goals for themselves as well as they think that will be able to achieve the goals. Given this point, establishing defined goals is a crucial aspect of educational success.

2.1.3 Task value: Task value is a part of the very important sub-components in these components within the motivational beliefs part. Goal orientation varies from task value in that task value relates to the learner's evaluation of how engaging, relevant, and beneficial the activity is. More engagement in students' education may result from an activity with a significant task value. Task value is a phrase used on the MSLQ to describe how learners feel about the program curriculum in regard to the excitement, significance, and usefulness (Pintrich et al., 1991, p. 11). Task value is particularly good in keeping people involved and interested in a task. Focusing on the good aspects of the work itself, irrespective of dependent results is one of the best effective motivation strategies: intrinsic motivation vs. extrinsic motivation. Such that, if you accomplish or follow out the activity because it is pleasurable, exciting, or there is no alternative motive to do so, you will be more successful (Kurtoğlu, 2013). Previous research has found that learners will put forth more effort and desire on examinations which they perceive to be more engaging, helpful, and significant than on exams which they perceive to be uninteresting, worthless, or insignificant. Studies have found that task value and expectation of success are both linked to academic achievement. The acceptance of proficiency and achievement goals, as well as the methods learners cognitively interact in their academic activities, have all been shown to be favourably correlated with task value (Pintrich, 1999). In this respect, students who place great importance on a task are much more willing to participate in that task, stick with it better, and pursue it further. Furthermore, even if students are capable of completing a task, if the task value is insufficient, they are less likely to engage. Task value is seen as a significant determinant of students' language achievement across the many important criteria (Ali & Hamid, 2018). Schunk (2005) identified task value was highlighted as one of the motivational factors, stating that students who perceive a task to be connected, important, and

worthwhile are more likely to utilize cognitive techniques, resulting in a favourable learning result.

2.1.4 Control beliefs: The notion that learners' attempts to study will lead to beneficial results is referred to as control of learning. It refers to the concept that an individual's work determines personal results, rather than extrinsic circumstances such as the instructor. Learners are better inclined to study deliberately and efficiently if they feel their attempts learn to create a contribution to their education. That is, if a learner believes he/she has influence over his/her educational achievement, he/she is more willing to give out the effort required to bring about the desirable adjustments (Pintrich et al., 1991, p. 13). Control beliefs are expectations about the amount to which particular reasons or methods, such as efforts, talent, fortune, destiny, as well as other unidentified circumstances, contribute to effective objective achievement. Expectancies are a feature of learners with inner control beliefs, and the implications of these expectancies are the outcomes of their actions (As cited in Abdullah, 2016). Expectancy components are the second type of motivation, and they correspond to learners' ideas regarding their capacity to complete a task. Control belief and self-efficacy are two elements of expectation. Controlling learning beliefs and attitudes has a substantial impact on education. Because students often do not engage in the identical manner, they might have favourable or unfavourable feelings about completing a task at points in time. Students must reconsider their educational beliefs and pay attention to their ideas and learning beliefs. It's reasonable to conclude that control belief has something to do with self-regulation at this stage which will be discussed further in the following parts. Furthermore, control belief has a significant impact on self-efficacy, which is the second sub-component of the expectation component (Alagz, 2016).

2.1.5 Self-efficacy: Self-efficacy is described by Albert Bandura as an individual's perception of their ability to express power in their personal performance and situations that impact their life. The cornerstone for motivation, well-being, and individual achievement may be discovered in an individual's feeling of self-efficacy. Bandura (1997b) discusses self-efficacy beliefs in people performing, "People's level of motivation, affective states, and actions are based more on what they believe than on what is objectively true" (p. 2). In another word, Self-efficacy, according to Schunk (1984), is a key factor of personal ability. Motivation from the standpoint of

self-efficacy Learners that are confident in their qualities and capacities maintain significant objectives and are eager to take on new tasks. Such learners stay motivated by defining objectives and making plans to achieve them. They receive help from either themselves or others (Bandura, 1997a). Based on two major studies by Bandura (1977, 1997a), these two interpretations of the concept (Self-efficacy) are among the most important indicators of motivation and educational performance in language acquisition. As can be shown, self-efficacy has a significant impact on modifying and influencing a person's behaviours. According to a study carried out on self-efficacy, individuals who have high perceptions are more motivated to achieve their goals and overcome challenges on their path to success. Those who have negative or poor self-perceptions, on the other hand, are more prone to struggle to attain desired objectives and lack their capabilities (Bong & Clark, 1999). Further investigation was conducted by Mahyuddin et al. (2006) in Malaysia, this study looks at the correlation between learners' self-efficacy and their English language performance. They led to the realization that learners who have a significant level of self-efficacy in English perform better. Learners who have a considerable level of self-efficacy do better than others who have a lower level of efficacy. Because self-efficacy is indeed associated with self-competence, considerable experts like family members and instructors who have a massive impact must play an important part in improving self-competence and, ultimately, self-efficacy, since it has a significant impact on accomplishment, whether in the English language or in various topics. Along with the above results, another research demonstrated that Turkish university EFL students had a modest degree of self-efficacy in studying English, according to Guc (2019). Furthermore, respondents' competence degree had quite an influence on their self-efficacy degree, but there was only a small variation among the degrees. According to Bandura's research, self-efficacy is associated with accomplishment results (Bandura, 1997a).

2.1.6 Test anxiety: Test anxiety is a powerful predictor of success in the English as a foreign language (EFL) studying procedure and has a significant impact on target language (TL) competency. Since test anxiety has a significant impact on foreign language acquisition, some variables (such as nationality variations, improper exam material, and class inequalities) can cause anxiety in EFL students. Test anxiety has been shown demonstrated to have a detrimental relationship with both expectations

and academic achievement (Pintrich et al., 1991, p. 16). Test anxiety is defined as a collection of mental, physiological, and behavioural reactions associated with the worry of negative outcomes or failure in examinations or other assessment settings. In accordance with the previous statement, Horwitz and Young (1991) defined test anxiety as a concern of failure in exams and having unfortunate expertise, which is carried either actively or passively by students in diverse contexts. To put it another way, Putwain (2008) claims that people are fearful of being ashamed of their weak productivity because it threatens their pride or self-esteem. Test anxiety manifests itself in particular settings or circumstances when an individual's work is getting assessed, and it has a clear social component owing to anxieties about whether this work will be seen by people (Putwain, 2008). To further explain this part, a result from an earlier study by Wittmaier (1972) looked into if there was a correlation between learners' learning practices and supporting or devastating test anxiety. He discovered that learners with minimal test anxiety had better learning habits. Despite the unfavourable impacts of test anxiety, including physiological issues, test-related issues, and emotional issues, it is resulted in research by Aydin, Denkci Akkaş, Türnük, Baştürk Beydilli, and Saydam (2020) that test anxiety enhances motivation between many foreign language students in Turkey's prep-school learners. Furthermore, since many studies in Turkey concentrate on adolescent students learning EFL in primary schools, Aydin (2013) investigates EFL learners' test anxiety in primary schools. According to his findings, EFL learners in Turkey had less test anxiety. EFL students in primary schools, in particular, are more comfortable and satisfied while they learn enough, achieve higher test results, as well as they, are well aware of testing. In Turkey, English as a foreign language is extensively provided in elementary, middle, and higher schools, as well as foundation schools. Due to the reality that foreign language acquisition is a complicated and troublesome field, it's indeed necessary to identify the issues and provide solutions for Turkish learners' L2 learning procedure. Furthermore, test anxiety as a component affecting L2 acquisition is an obstacle that prevents students from scoring successfully on examinations.

Furthermore, Scarcella and Oxford (1992) claimed that motivation affects the application of learning strategies. As a result, it is necessary to investigate the

relationship between motivation and motivating elements, as well as the relationship between motivation and learning strategies.

Motivation and learning strategies have been the subject of various research. Chen (2008) used the MSLQ to investigate the motivation and learning strategies used by Taiwanese vocational high school students MSLQ. The results showed that there was a connection between motivation and cooperative learning among Taiwanese students. Additionally, Kurtoğlu (2013) carried out research in Gaziantep, Turkey, using MSLQ in an EFL context. Kurtoğlu wanted to see if there was a connection between motivation, learning strategies, and achievement among 520 people. The data were examined with SPSS and only quantitative research methods were employed. MSLQ has been used in investigations in high schools not only in EFL but also in other areas including maths, physical sciences, and biological sciences. The major goals of these investigations aimed to look into the individuals' motivation and learning strategies. For example, Keklik and Keklik (2012) examined the connection between students' motivation, learning strategies utilization, and academic accomplishment in arithmetic subjects.

2.2 Learning Strategies: Learning strategies, according to Cohen (1998), are cognitive procedures that the student chooses intentionally. Oxford (1999) provided a further precise and useful description of learning strategies, stating that learning strategies are particular tasks, behaviours, stages, or approaches that people employ to increase their success in acquiring an L2 or FL. Inclusion, memory, recall, and usage of the acquired language can all be aided by these strategies.

The widely used taxonomy of learning techniques are Oxford's taxonomy of language learning strategies, which is shown in the following diagram.

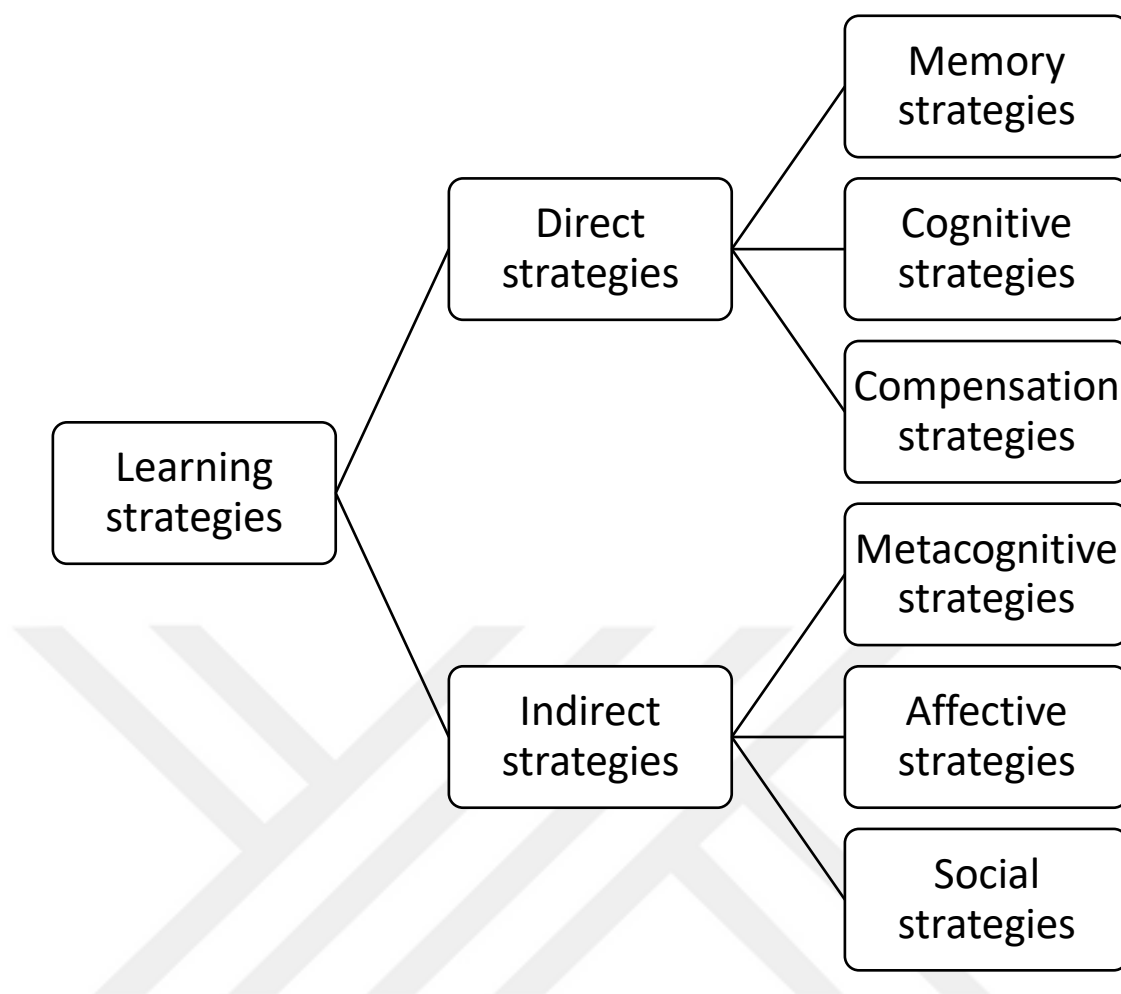


Figure 3. Oxford's taxonomy of learning strategies (1990, p.17)

The above diagram illustrates Oxford's taxonomy of learning strategies (1990). According to him, learning strategies are classified into two main groups, the first group is addressed as direct strategies and the second group is addressed as indirect strategies. The direct strategies include memory strategies, cognitive strategies, and compensation strategies which are used for the capacity of knowledge. The indirect strategies are used for adaptation and structure of learning which consists of metacognitive strategies, social strategies, and affective strategies.

Furthermore, Oxford and Nyikos (1989) stressed the importance of learners employing learning strategies in order to achieve effective, self-directed, and pleasant education. Oxford's taxonomy which was demonstrated previously in language acquisition strategies included cognitive and affective processes in addition to behaviours and activities. Learning strategies, on the other hand, are particular ideas and behaviours utilized by students for thorough education, according to O'Malley and Chamot (1990). Several categories of learning strategies are made in

context of specific research concerning learning strategies. Learners' learning styles are influenced by variables like age and gender. Language learning strategies, which comprise specific acts, behaviours, strategies, or procedures, assist a student in acquiring their target language (Polatcan, ER, & Coban, 2021). According to Pintrich et al., (1991), learning strategies contain two main components. Firstly, cognitive, and metacognitive strategies include 5 sub-components, rehearsal, elaboration, organization, critical thinking, and metacognitive self-regulation are its components. Secondly, resource management strategies include time and study environment, effort regulation, peer learning, and help seeking.

In their thorough study, Gagne & Driscoll (1988), one of the most influential scholars on this subject, found five learning strategies that influence learner accomplishment depending on the concept of knowledge acquisition. These tactics include increasing short cognitive store, strengthening categorization, facilitating recuperation, and monitoring strategies. They also expressed motivating tactics that bring curiosity, self-confidence, and internal fulfilment, in addition to them (Gagne & Driscoll, 1988). Moreover, the learning strategies were divided into three categories by O'Malley et al. (1985, p. 575): "cognitive strategies, metacognitive strategies, and social affective strategies." They divided each category into subcategories. The classifications of O'Malley et al. were crucial in creating the initial categorization in this discipline. Essentially, the contrast of cognitive and metacognitive elements played a significant role in learning strategies.

Pintrich, Smith, Garcia, and McKeachie's (1991) categorisation is a significant and comprehensive study on this subject, as is the method utilized in this study which is shown in the following table.

Table 1

Classification of Learning Strategies, Pintrich et al., (1991)

Learning strategies		Description
Cognitive and Metacognitive Strategies	Rehearsal	identifying or repeating words from a set of things to learn
	Elaboration	Making comparisons, simplifying, and phrasing
	Organization	Using groups, outlines, and primary concept selection
	Critical Thinking	addressing issues, making judgments, and analytical analysis
	Metacognitive Self-Regulation	preparing, observing, and supervising
Resource Management Strategies	Time and Study Environment	arranging studying sessions and setting up a studying space
	Effort Regulation	work management despite interruptions
	Peer Learning	conversing with classmates
	Help Seeking	assistance to learners

2.2.1 Rehearsal: In everyday situations, an individual must continually recall things, at a mall, a bus station, and a clinic. Students must additionally recall a large amount of knowledge that they have previously learned. However, there are certain methods for making the practice of memorizing easier. Rehearsal is among the learning strategies employed to recall knowledge by rehearsing it in the brain. Practicing

memorizing elements to be acquired or reciting a reading text are examples of rehearsal procedures. Learners can use these to extract key information from books or sections and proactively retain the knowledge in their functioning memory (Akpur, 2021). Repeating or identifying elements of a table to be memorized are basic rehearsal strategies. Simple activities and stimulation of knowledge in active memories, instead of learning new information in long memories, are better served by such strategies. Additionally, mental rehearsal, according to DeWitt (2007), is an inner cognitive assist for increasing memories by consciously rehearsing the material which is planned to be memorized. In addition, according to Oxford (1990), rehearsal, often known as repetitions, is closely linked to the 4 language skills. It could be utilized to immediately pay attention to natives as well as from a recorded rehearsal if desired. To go over a book, the method might entail reviewing it more than once. This is likewise important for note taking on reading tasks and going through them again and again. Besides that, rehearsal entails saying or writing similar phrases over and over again. Rehearsal is amongst the most significant and widely utilized cognitive methods, with a variety of applications that involve innovative significant comprehension.

2.2.2 Elaboration: Elaboration strategies are utilized in the procedure of combining knowledge acquired from multiple sources and creating the required links among them, according to a study by Akpur (2021). Those strategies involve drawing relationships among whatever learners currently study and what they are attempting to acquire, obtaining knowledge from a variety of resources, such as classes and books, and connecting the gaps. They employ the phrase elaboration to describe a set of speech connections that link utterances that describe a similar situation: reformulation (rephrasing), specification (particularisation), generalization, elaboration properly, summary, and so on. Their study found that elaboration strategies used have a strong and predictive association with academic achievement. Tay (2013) categorizes elaboration strategies, for instance interpreting, summarizing, establishing comparisons, and making effective notes, as helping learners maintain acquired information in their long-term memories by creating intrinsic relationships connecting what they are learning. Simultaneously, such strategies assist learners in integrating fresh information with prior information. Elaboration strategies, generally, aim to integrate current information in our long memories with

new information that is thought to be important to recall. Students create a metaphorical framework in this way, which gives significance to the incoming knowledge they are acquiring.

2.2.3 Organization: Organization, according to Weinstein and Mayer (1968), is a higher-order learning strategy that entails planning, writing down thoughts, visualizing, or linking major concepts in learning materials. Language students, for example, can benefit from this method when acquiring unfamiliar terminology. They can classify items such as literature, cuisine, beverages, and clothing. Labels and names can help students recall vocabulary by providing remember labels. Comprehension and employing factors associated with effective language acquisition are described by Oxford (1999) as organizing one's calendar, external surroundings (e.g., area, warmth, noise, lights), as well as a language acquisition notebook. In essence, an organization encompasses those plus a slew of additional strategies that suit a variety of educational methods and strategies.

2.2.4 Critical thinking: Thinking critically has evolved into a cultural as well as academic concept. The need of incorporating critical thinking into the learning system has not been overlooked in the instruction of English as a Foreign Language (EFL). Critical thinking is rational analytical thinking centred on choosing what to accept or even act. It concludes on an issue by reflecting backwards in a rational manner on the essential facts. Critical thinking, according to Arfae (2019), is reasoning, evaluating grounds to justify a statement regarding the reality. It entails evaluating numerous statements and assessing whether or not any of these are genuine. Arfae (2019) proposes the significance of logic as a fundamental component of critical thinking, in which the person doubts the validity of whatever he encounters. Clearly, critical thinking entails greater than simply logic. Conceptualizing, integrating, analysing, integrating, and assessing data acquired by observations, experiences, reflection, logic, or communicating are all examples of critical thinking. It may be defined as the skill of studying and assessing one's own mind in order to improve it because the strength of one's own thoughts determines the value of one's life. Furthermore, greatness in thinking should be fostered in a methodical manner. As a result, critical thinking requires self-direction, self-discipline, self-monitoring, and self-correction (Marin & Pava, 2017).

2.2.5 Metacognitive self-regulation: It is a procedure in which learners effectively incorporate their metacognitive abilities into their own educational procedures (Zimmerman, 2001), where they established objectives for their selves and start taking accountability for their own education in order to achieve those objectives, as well as regulate and govern their own cognitions and behaviour patterns. Self-regulation, according to Winne (1996), is a sort of schooling that includes metacognition, inner motivation, and techniques. As a result, self-regulation is a procedure in which learners established objectives for themselves, select appropriate educational strategies, regulate their own behaviour patterns as needed, govern their motivations, put their metacognitive skills to function properly, and evaluate and analyse their achievements in order to guide their perspective knowledge. Learners exhibit high degrees of self and metacognitive abilities, according to Adgüzel and Orhan (2017) study. In the English class, a reduced, favourable, and substantial association was discovered between learners' self-regulation strategies and academic achievement.

Moreover, self-regulated learning (SRL) is characterized as an interactive activity in which students establish their personal objectives, and employ instructional methods to organize, evaluate, control, and assess in respect of many factors such as cognitive or metacognitive, motivational, and behavioural to achieve the desired outcomes. Many learners are self-regulated; nonetheless, those who have greater self-regulatory abilities study better using less energy and have excellent learning fulfilment (Schunk, 1996). A study by El-Adl and Alkharusi (2020) found a link between self-regulation and positive motivational attitudes, as well as educational accomplishment. Intrinsic motivation, extrinsic motivation, task value, regulation of educational attitudes, and self-efficacy all correlated significantly to self-regulation, according to the research. That shows that learners who are eager to study, value the topic, have influence over their education, and are secure in their capacity to understand are greater prone to employ cognitive and self-regulated techniques than others. A master's research from Dunyaguzeli (2019) in Turkey investigated how self-regulated learning improves self-efficacy in the learners. The ninth-grade Turkish EFL learners' self-efficacy views were influenced by self-regulated learning. Self-efficacy was already found to have a significant impact on a person's motivation, performance, and self-control. This research primarily highlighted the

fact that students who practice self-regulated learning place a higher value on language acquisition than on any other ability in acquiring a foreign language. Students also observed to assume that succeeding greater in a foreign language is related to understanding additional vocabulary and figures in the language, which would help them gain comfort throughout their language learning journey. Additionally, learners who believed they could use appropriate metacognitive strategies to efficiently manage their educational study period seemed more likely to achieve academic achievement. Considering the reality that males and females had equivalent achievements, female learners expressed stronger self-efficacy in favour of interest amount, and satisfaction with studying in general (Mills, Pajares, & Herron, 2007).

2.2.6 Time and study environment: Time management applies to the capability to arrange a time, while environment management is defined as the capability to choose learning situations. The learner-centred strategy is fundamental to all types of active educational settings, enabling the learner to be an engaged learner who is actively participating in the educational experience instead of being fed silently by the instructor. As a result, engaging educational experiences contain pedagogic approaches that assist and stimulate learners to study, as well as activities that increase learners' actual involvement with the particular topic, their motivation to grasp it, and their capacity to implement it. Although organizing and planning by setting goals are regarded as time management tasks. The tasks of environmental management are well-organized, peaceful, and free of visible and audible disturbances (Meng & Heijke, in press). According to Ukpong and George (2013), there is a considerable disparity in academic performance among learners who learn for lengthy periods of time and those who learn for shorter periods of time. Learners who concentrate for lengthy periods of time succeed higher than learners who concentrate for short periods of time.

2.2.7 Effort regulation: Effort regulation relates to how individuals manage their behaviors in order to attain their stated objectives. This frequently entails assessing and assessing one's degree of self-regulation (Mundia, Jawawi, Hamid, & Zakir, 2021). Effort regulation, like time and study management, has been one of the self-regulation learning strategies. Effort regulation relates to a student's capacity to moderate their work when confronted with an activity that they do not find

interesting. Time and the study environment are linked to effort regulation, according to Credé and Phillips (2011). Self-regulation involves effort regulation (resources management tactics), therefore it's no surprise that self-regulated students have a habit to retain their focus and energy when confronted with dull assignments or interruptions. Effort management demonstrates an individual's drive to achieve their goals overcoming challenges such as self-management and the surroundings. Effort management influences the usage of learning strategies as well as the commitment to achieving goals. As a result, managing one's efforts is critical for educational excellence and high achievement (En & Yilmaz, 2016).

2.2.8 Peer learning: Peer learning is described as the acquisition of information and abilities by contact with individuals who have common qualities or are in a comparable circumstance, with no qualified teacher present (As cited in Ipek, 2021). Peer learning could be described as the acquiring of information and competence by actively aiding and encouraging among level equivalents or matching partners, according to Zhang & G. Bayley's (2019) research. It entails persons from comparable social groups who are not qualified teachers assisting and studying from one another in all official and unofficial methods, or learners studying from and alongside one another in all official and unofficial aspects. Peer learning allows individuals to practice the cooperative exchange of authority, accountability, purpose, and information with others who are also engaged. According to the results of Karim and Mohammed (2018)'s study, students have positive attitudes about integrating peer teaching in EFL classes to improve learners' studying and language skills. Learners disagree about whether peer or instructor teaching is more effective. When needed, the majority of students depend on peer teaching, despite the fact that they believe pupils gain information from instructors' instruction and then apply it in peer teaching. While a tiny percentage favour peers teaching over teacher-led instruction.

2.2.9 Help seeking: The help-seeking technique is implemented by offering educational and practical assistance to the teacher and learners' associates (Çakıroğlu & ztürk, 2020). The proper utilization of help is seen as self-regulated learning (SRL) method that improves learners' knowledge of the literature. This method not only allows students to tackle an issue they can't handle on their own, but it also allows them to increase their learning (Huet, Moták, & Sakdavong, 2016). According to

Oxford (1990), students' competency will drop as a result of peer learning, while their eagerness to study will grow, resulting in successful learning. Learners who request assistance play a vital part in avoiding possible failure and continuing to incorporate into the activity, which leads to achievement and increases the possibility of long-term autonomous acquisition and proficiency. Earlier research on educational help-seeking has found that asking for help from both formal and informal resources, such as academic staff, educational service centres, and colleagues and relatives, results in beneficial outcomes, like positive learning tendencies, higher self-efficacy, and enhanced learner learning (Algharaibeh, 2020).



Chapter 3

3. Methodology

The following chapter represents the methodological procedure that was implemented in this research which includes different aspects such as research design, setting, participants, data gathering tools with data analysis, alongside reliability and validity. All in all, the chapter gives an insight into how the research was conducted.

3.1 Research Questions

The aim of the research is to examine the motivational beliefs and learning strategies of EFL students at an English prep - school at a foundation university in Istanbul. In order to fulfil this part, the following questions were asked:

1. What are EFL university students' motivational beliefs?
2. What are EFL university students' learning strategies?
3. Is there any significant difference between the motivational beliefs of the EFL students in terms of their:
 - a. Achievement
 - b. Gender
 - c. Nationality
4. Is there any significant difference between the learning strategies of the EFL students in terms of their:
 - a. Achievement
 - b. Gender
 - c. Nationality
5. Do students' motivational beliefs regress their learning strategies?

3.2 Research Design

The current research employs a quantitative method with a cross sectional survey design. This design depends on actual individual interactions and concentrates on the "why" instead of the "what" of societal events. A quantitative study's goal is to produce facts and insight into the world. Investigators in quantitative studies seek to keep an objective distance from the topic. This is due to the fact that quantitative study takes an objective method in that it solely demands accurate assessments and evaluation of targeted ideas to address the question (Ahmad et al., 2019). The researcher generalizes or makes statements about the population based on sample findings. The target is to generalize from a sample to a population so that conclusions could be drawn about a population's features, mentality, or behaviour (Creswell, 2009).

This study is classified as a quantitative cross-sectional survey since it focuses on numbers and data gathering, both of which are characteristics of the quantitative research methodology and collects data at one time of the research (questionnaires). A survey design examines a sample from a population to produce a quantitative or numeric representation of patterns, beliefs, or views (Creswell, 2022). In a cross-sectional study, the researcher simultaneously assesses the result and the research participants' experiences (Setia, 2016).

Cross-sectional research is empirical research that examines data from a population at a single period in time. Researchers examine the results and risks of researching individuals simultaneously in cross-sectional research. Participants are not tracked over time in cross-sectional research. They are typically low-cost and simple to organize. They're helpful for gathering initial data in preparation for a more in-depth investigation in the future (Wang & Cheng, 2020).

The Motivated Strategies for Learning Questionnaire (MSLQ) was utilized in the research to gather data. Paul Pintrich et al. (1991) at the University of Michigan's National Centre for Research conceived and produced MSLQ. The MSLQ questionnaire was employed to assess motivational beliefs and learning strategies in this study. The survey was administrated in both Turkish and English version to allow participants to complete the survey as the university where the research is conducted has both Turkish and international students.

3.3 Setting and Participants

3.3.1 Setting: In accordance with the aim of this present study which is to explore EFL prep-school students' motivational beliefs and learning strategies, this research was conducted in an English prep-school of a foundation university in Istanbul. Moreover, the preparatory school's purpose is to offer instructors from Turkey and other countries with the English language proficiency and study techniques necessary for their future departmental studies at the university. The preparatory school uses a semi-academic English as a Foreign Language (EFL) program that was created in accordance with the Common European Framework of Reference for Languages (CEFR) and is accredited by the Commission on English Language Accreditation (CEA). A1, A2, B1, B2, and Prep-C (Proficiency Exam Preparation Course) are the five levels that students must pass in one academic year under the school's modular system. The school enrolls more than 2000 new learners each year, 20% of whom are foreign learners, mostly from middle east countries.

The research was implemented in this English preparatory school in the first semester of the academic year 2021/2022.

3.3.2 Participants: This present research was implemented in the first academic semester of 2021-2022. The research was conducted in the English preparatory school in Istanbul. The sample that the research was implemented at was B2 level. The participants in this study were chosen using a simple random sampling method. The total number of individuals who participated in this research was 278 participants from all the classes at the B2 level. The 278 participants in this study were distributed into 37 classes. The classes in the school were labelled starting from B2.1 and ending at B2.37. High achievers in the study were X number of students who passed their former level with a grade of minimum 90% according to school policy. The rest consisted of students who got 89 or below. The students' achievement levels were obtained from the school principal by identifying groups according to their results from the B1 exam after receiving permission to conduct the study at the prep-school. According to the school, students who got more than 90% are considered high achievers. The following table shows the distribution of the students' groups in keeping with their achievements.

Table 2 and figure 4 show the distribution of students according to their achievements. High achievers were considered 49.3% and low achievers were considered 50.7%

Table 2

Distribution of Learners Regarding Their Achievements

	Frequency	Percent (%)
High Achiever	137	49,3
Low Achiever	141	50,7

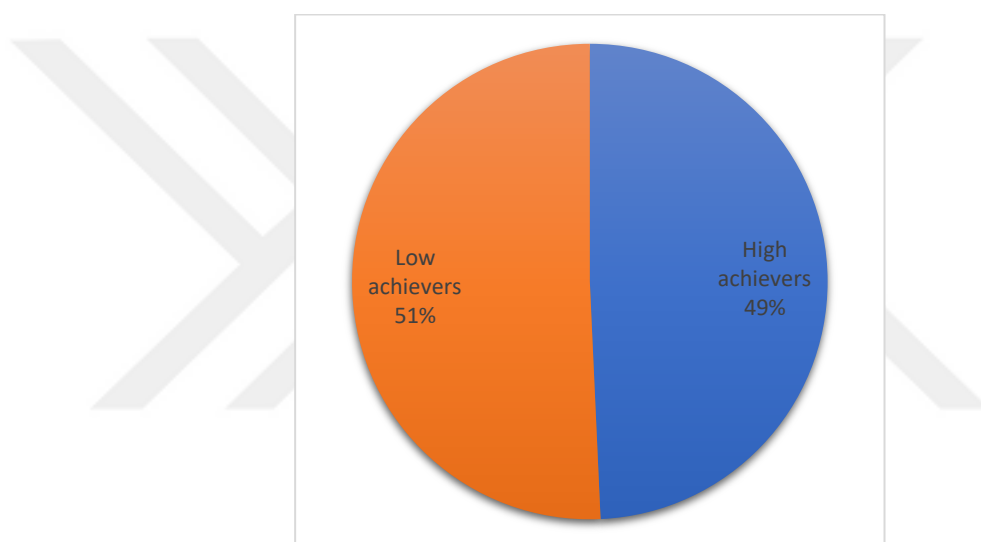


Figure 4. Distribution of students according to their achievement

As was previously mentioned, a survey was implemented. The total number of students in the survey was 278 respondents. Table 3 indicates the distribution of the respondents in the survey of this study according to their gender. The gap between males and females is addressed by Kayaoglu (2015) as gender disparities in schooling appear to be a worldwide phenomenon. According to a previous OECD survey, in 2012, 34 percent of women in nations had a degree, relative to 30 percent of men. Furthermore, females have higher educational and professional ambitions than males. In the survey, 55% of participants are females and 45% are males.

Table 3

Distribution of Learners Regarding Their Gender

	Frequency	Percent (%)
Male	125	44,9
Female	153	55,1

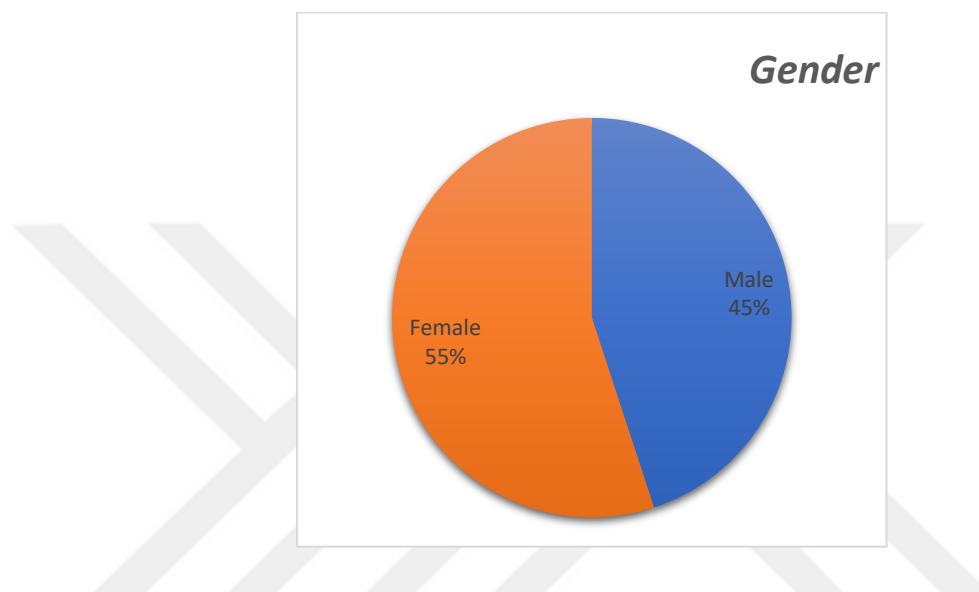


Figure 5. Distribution of students according to their gender

Next, table 4 demonstrates the nationality of the respondents of the survey. The total number of participants in this survey was 278 participants.

Table 4

Distribution of Learners Regarding Their Nationality

	Frequency	Percent (%)
Turkish	245	88,1
International	33	11,9



Figure 6. Distribution of students according to their nationality status

3.4 Procedure

In this part, the procedures which the researcher followed to conduct the research are mentioned. Data collection tools, data gathering, and data analysis are justified in this part.

3.4.1 Data collection instruments: As the present research follows the quantitative cross-sectional design, a quantitative survey was implemented to collect data.

3.4.1.1 Motivated strategies for learning questionnaire: In order to evaluate the motivational beliefs and utilization of various learning strategies for English prep-school students at a foundation university, a survey named “Motivated Strategies for Learning Questionnaire” (MSLQ) was utilized. The "Motivated Strategies for Learning Questionnaire," was created by Pintrich, Smith, Garcia, & McKeachie (1991). However, to maintain the high rate of responses by Turkish students in the English program, a Turkish version of MSLQ was adapted. The Turkish version of MSLQ was translated by Altun and Erden (2006), and it has been employed to determine the motivational beliefs and learning strategies in the research. Furthermore, the MSLQ seems to be a quite valuable, adaptable instrument that academics, educators, and learners alike can use for a variety of objectives. The MSLQ is a self-report tool that assesses university students' motivational beliefs and usage of various learning strategies in a university program. The MSLQ is divided into two components, each of which is founded on a fundamental cognitive understanding of motivation and learning strategies.

The MSLQ is divided into two parts: a motivation part and a learning strategies part. Motivation scales are composed of three main parts and under each part there are sub-components. Firstly, value components include intrinsic and extrinsic goal orientation with task value. Secondly, expectancy components have control beliefs and self-efficacy for learning and performance. Thirdly, affective components include test anxiety only. The second part of the survey is the learning strategies scales which contain two components. Firstly, cognitive, and metacognitive strategies and their sub-dimensions are repetition, explanation, organization, brainstorming, etc. Secondly, study managing approaches contain 4 sub-dimensions which are stage and learning setting, work management, partner studying, and assist pursuing.

To answer the questions in the questionnaire, students must answer a seven-point Likert scale to score themselves. The survey questions are ranging from number (1) "not at all true of me" to number (7) "very true of me.". Additionally, demographical questions were added to the survey to elicit students' gender, nationality, and achievement.

To collect data from participants, an online survey was created using Google documents. Several advantages of doing an online survey include adaptability, as online surveys are extremely adaptable. They either can be sent by email with an integrated questionnaire or via email with a link that takes the participants to a survey URL. It is never changing and efficient with which online surveys may be given in a timely way, reducing the duration it requires to send a survey to the public and gather data. Eventually, the responses had to be completed. Online surveys can be set up so that the participant must answer each item before moving on to the next or finishing the survey (Evans & Mathur, 2005).

3.4.2 Data collection procedures: The research was designed using the quantitative cross-sectional survey to collect data from participants. The data were collected in the first academic semester of 2021-2022 in the English prep-school of a foundation university. Permission was acquired from the head principal of the English prep-school to give the questionnaire to the students. At the beginning of the fall semester, the English and Turkish versions of MSLQ were distributed to students with the help of their teachers at the school. To make sure the selected sample represents the

population of the study, students were encouraged to answer the questionnaire. The students had the option not to respond to the survey. However, none of the students refused to be excluded and all of them participated in the research. Before distributing the survey, the teachers took permission from the students. Instructions were given to students that there is no right or wrong answer, students should select the number that is suitable for them. As it is mentioned earlier about the regulations and ethics of research, students were informed that all the answers will be confidential, and it is only used for the sake of the study. Additionally, the researcher sought permission from the school administration to reach students' results and group them according to their achievements level.

3.4.3 Data analysis procedures: As the research is a quantitative survey, all the data that was obtained is quantitative. To analyze quantitative data, the researcher put the data on a computer software named SPSS 22. SPSS is Statistical Program for Social Science in which the data can be analyzed. The frequencies which were collected using simple percentage analysis helped the researcher to evaluate EFL students' motivational beliefs and learning strategies.

To ensure that the data had a normal distribution and to decide which parametric analysis to use next, a normality test using Kurtosis and Skewness was carried out. As a result, for the analysis' results to show that the data were normally distributed (Blanca, Arnau, López-Montiel, Bono, & Bendayan, 2013). Normality assessment is the main condition for many statistical tests in this study according to the below shape and the number of collected data it is concluded that the data is normally distributed, and appropriate for further testing. The Skewness of motivational beliefs was found to be -.81 and the Kurtosis was found to be 2.19. The skewness of learning strategies was found to be .25 and the Kurtosis was found to be .16. The following figure illustrates the normality distribution.

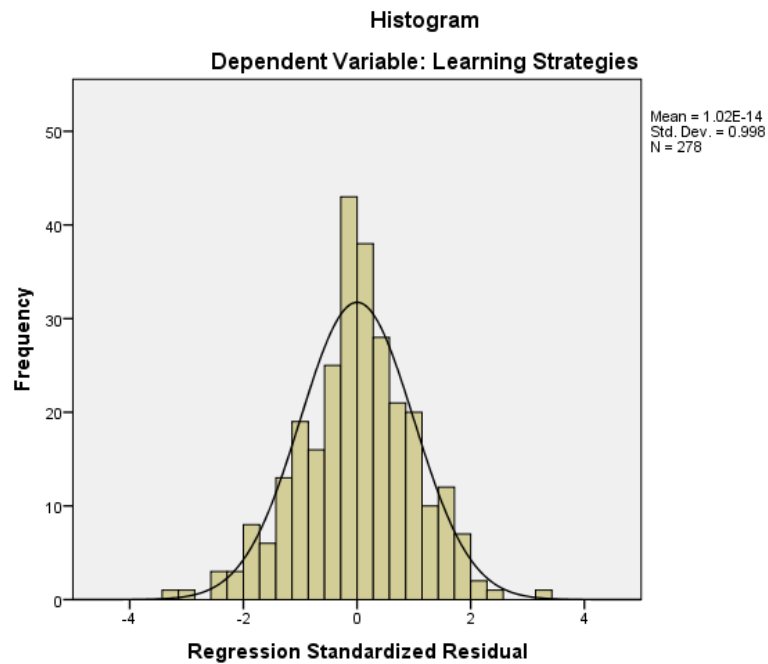


Figure 7. Normality assessment

Thus, due to the normal distribution of the data, t-test was used to observe the differences between the three variables (gender, nationality, achievements). Moreover, simple regression analysis was conducted to regress the percentage in which motivation regresses learning strategies.

3.4.4 Reliability and validity: Reliability is a means for evaluating the efficiency of an assessment survey; if a survey is inconsistent, the relationship among variables will be insignificant. In quantitative research, reliability relates to the continuity, durability, and repetition of outcomes; for example, a study's finding is regarded as dependable if similar findings were produced in similar but different contexts (Mohajan, 2017). For the reliability of this study Cronbach's Alfa test was done as the following table.

Table 5

Reliability Assessment (Cronbach Alpha Test)

	Cronbach's Alpha	Results
Motivation	0.92	Accepted reliability
Learning strategies	0.96	Accepted reliability

On table 5 it is shown that the Cronbach's Alfa coefficient of the MSLQ was.92 for motivation and 0.96 for learning strategies.

As for face and content validity, another researcher who has an expertise in education and data analysis and a Ph. D in economy reviewed the items of the scale and shared insights to increase the level of validity.

3.5 Limitations

The current research has several limitations. To begin with, the research relies solely on quantitative data collected through a questionnaire in both English & Turkish version of MSLQ. However, qualitative data collected through interviews and other means could be valuable in further analyzing the respondents' replies to the comments in the questionnaires.

The employment of mixed approaches is also advised by the experts. as study methodologies are considered into account, qualitative methodologies were solely used for triangulation. As a result, the researcher relied heavily on self-reported information regarding students' motivation and learning strategies use when analyzing the results. A mixture of quantitative and qualitative study methodologies could be employed.

Chapter 4

4.1. Introduction

Part 4 includes the examination done for the data gathered, it includes the simple percentage analysis and t-test to compare the attitude of the demographic groups to the survey's questions, in addition to that, simple regression is done to see the impact of motivation on students' learning strategies.

4.2 Analysis for Research Question 1: What are EFL university students' motivational beliefs?

To address research question 1, descriptive data were examined, considering the sub-dimensions of 3 motivational components. To provide a full explanation, table 6 is used to describe the results for each sub-dimension.

Table 6

Descriptive Statistics – Mean and Standard Deviation for Motivation Subdimensions

Components	Subscales	Mean	Std. Deviation
Value Component	Intrinsic Goal Orientation	5.69	1.058
	Extrinsic Goal Orientation	5.47	1.329
	Task Value	5.47	1.159
Expectancy Component	Control of Learning Beliefs	5.31	1.020
	Self-Efficacy for Learning and Performance	5.36	1.074
Affective Component	Test Anxiety	4.52	1.365

The first subscale was intrinsic goal orientation, that consisted of four items that were used to determine how much the learners exhibited the qualities of this form of motivation by calculating the mean and standard deviation for each item. The mean was 5.69, and the standard deviation was 1.058. Item 1, which searches learners' need for challenging educational content that allows them to acquire different topics, had the greatest mean score in this sub-scale. It received a 6.01 overall score, indicating that EFL prep-school learners select challenging course content. The biggest standard deviation (SD=1.448) was found in item 24, which searches learners' selection of educational tasks from which they can benefit even if a high mark is not guaranteed,

indicating that learners have differing perspectives on how to learn more effectively from assignments. Item 1, in contrast, had the smallest standard deviation ($SD=1.348$), showing which learners had identical attitudes regarding challenging class material.

The second value component sub-scale was extrinsic goal orientation. There were 4 items included in this sub-scale. The mean was 5.47, and the standard deviation was 1.329. Item 13, that about learners' desires to achieve higher marks in the classroom than the majority of their peers, seemed to have the greatest score with a mean of 5.79, indicating the significance of achieving good marks in the course over other learners. Item 30, which observes learners' motivation to achieve well in this subject since it is critical to demonstrate their abilities, had the highest standard deviation ($SD=1.855$), showing different opinions that it is crucial for students to be able to demonstrate their potential to their parents, peers, job, or any others by performing well in class. Item 13 showed the lowest standard deviation ($SD=1.329$), indicating that students share similar intentions toward achieving better grades than their classmates.

Task value is the third sub-scale of the motivation scale's value component. Basically, it indicates the importance that learners focus on the information of the material, or the tasks are given in the English class. In order to improve motivation, learners must give attention to what they are learning. As a result, the questions must reveal how often motivational measures are utilized by learners to a certain point. Six items about task value were presented. The mean of this Component was 5.47, and the standard deviation was 1.159. Question 10 which had the highest mean ($M=5.81$), about the importance for learners to understand the lesson content in the classroom, has to be significant in this sub-scale as seen by the results. Item 17, that about the attractions the course's topic offered to the learners, earned the smallest mean point ($M=4.97$) and the greatest standard deviation ($SD=1.563$) out of six questions, indicating that students have differing ideas about becoming engaged in the course topic. The lowest standard deviation ($SD=1.333$) was for item 23, about learners believing that the educational content in the classroom is beneficial to their learning, which shows their similar beliefs about the benefits of the content in the classroom.

The first sub-scale in the expectancy component, control of learning beliefs, examines if respondents are aware of their own academic ability, confidence, and limitations, as well as their ability to guide their thoughts and behavior toward language acquisition. The mean of this Component was 5.31, and the standard deviation was 1.020. The respondents were evaluated to get a better understanding of

their control beliefs. Item 2, which investigates learners' preparation to understand the content in the class if they learn in the right method, had the greatest mean score ($M=6.20$), as well the smallest standard deviation ($SD=1.188$) of all the questions in this sub-scale. The findings suggested that once learners learn adequately, they have a stronger chance of learning. On the other hand, Item 9, about students' fault for not learning in the classroom, had the greatest standard deviation ($SD=1.669$), indicating different perceptions about learners who must look within themselves for the main causes of being unsuccessful.

Self-efficacy has to be the second subscale expectancy component. The mean of this Component was 5.36, and the standard deviation was 1.074. Question 21, which was about students' anticipation to do successfully in the course, had the greatest mean value of 5.84 as well the smallest standard deviation value ($SD=1.271$) among all self-efficacy questions in the sub-scale. It is fair to say that learners share identical beliefs on learning confidence and performing successfully in the classroom. Moreover, item 6, which was about students confident in their ability to comprehend the most challenging topics offered in the reading material, had the lowest mean score among all the questions, with a score of 4.86. This relates to learners' thoughts that they will be unable to perform positively for reading content.

The affective part of motivation is the final part, with test-anxiety as the final sub-scale. The mean of this Component was 4.52, and the standard deviation was 1.365. Test-anxiety had the lowest total mean score of all motivational subscales, at 4.52. As a result, it is reasonable to assert that learners believe that English tests make them feel somewhat anxious. Question 8, when learners undertake an exam, they often consider questions on other sections of the exam that they are unable to respond to, in particular, with a mean value of 4.97, had a greater mean value over the remaining five items. Similarly, the lowest standard deviation value ($SD=1.685$) was for question 8. Demonstrates that learners are concerned about aspects of the exam that remain unsolved.

4.3 Analysis for Research Question 2: What are EFL university students' learning strategies?

The employment of 2 components of learning strategies is explored to provide an explanation to the second research question of learners' learning strategy usage.

Table 7

Descriptive Statistics – Mean and Standard Deviation for Learning Strategies Subdimensions

Components of Learning Strategies	Sub-components of Learning Strategies	Mean	Std. Deviation
Cognitive and Metacognitive Strategies:	Rehearsal	4.81	1.233
	Elaboration	4.97	1.135
	Organization	4.70	1.260
	Critical Thinking	4.74	1.165
	Metacognitive Self-Regulation	4.70	.998
Resource Management Strategies:	Time and Study Environment	4.90	.859
	Effort Regulation	4.55	1.007
	Peer Learning	4.08	1.584
	Help Seeking	4.93	1.150

The first component of learning strategies is "rehearsal," which aims to find out what learners think about the learning contents after they have looked over them. Its inquiries about the frequency with which the participants go over the lexicon, comments, and texts. The mean was 4.81, and the standard deviation was 1.233. Item 59, which is about students learning crucial phrases to help them remember vital instructional content, seems to be the highest often utilized rehearsal method with a mean score ($M=5.32$) in this sub-scale, along with a low standard deviation ($SD=1.441$). This reveals that the majority of learners have identical views on employing memorizing exercises to acquire crucial language knowledge. Item 39, which around students who are studying for the class repeating the content to themselves frequently, had the lowest mean score (4.21), as well as the greatest standard deviation (1.862). This suggests that, despite the fact that some of the

respondents dislike it, students do not usually employ repetitious exercises as other rehearsal practices in language acquisition.

Learning strategies' elaboration is the second sub-scale. The mean was 4.97, and the standard deviation was 1.135. Question 64, which about learners who try to apply the content to something they previously remember when they are reading. With a mean score of 5.19, is the most often employed learning strategy among the 6 items in this sub-scale. On the other hand, Item 67, which searches for students who produce a short summary of the key topics from the readings and their classroom notes when studying, had the smallest mean value ($M=4.63$) as well the greatest SD ($SD=1.659$). Results show that, despite the wide range of viewpoints among the respondents, learners believe that summarizing, reading activities or taking notes during the lesson are the least important elaboration strategies in language acquisition. Elaboration is the most commonly employed learning approach by prep-school learners with a mean score ($M=4.97$), according to descriptive statistics. The findings showed that most learners strive to remember new content by making links to their past expertise and employing elaboration strategies including rephrasing, summarizing, and taking notes in their extended memory.

Organization is the third sub-scale of the learning strategies' cognitive and metacognitive strategies. With a mean of 4.70, and a standard deviation of 1.260. Organization is a type of education approach that entails generating or changing resources to meet certain learning requirements. As a result, this MSLQ component highlights concerns about learners' ability to arrange their learning approaches while acquiring English. Learners may require applying organization tactics such as summarizing, grouping, or picking the appropriate material from reading material, as indicated by the total mean level of organization ($M=4.70$). Between the four components in this sub-scale, though. On the contrary, item 42, which is about students who go through their reading and course notes to discover the most significant concepts while studying, had the greatest mean score ($M=5.29$) as well as the least standard deviation ($SD=1.403$), indicating that the answer is relatively favorable. This demonstrates that the majority of learners have identical thoughts about how to extract the most significant concepts from readings and lesson notes.

The 4th sub-component of the learning strategies, critical thinking. The M value is 4.74, and the SD value is 1.165. Critical thinking refers to solving a problem, making a choice, and critical assessment skills. To put it another way, learners frequently evaluate language materials and activities and attempt to adapt everything to their own reasoning. Item 47, which is about learners' attempt to assess whether there is sufficient underlying proof when a hypothesis, explanation, or statement is provided in class or in the readings, and item 51, which is about students' usage of the course information as a beginning for developing their opinions on it, having close mean values, with item 47 (M=4.58) and item 51 holding a score of (M=4.59). By the greatest mean value (M=5.17) as well the lowest SD (SD=1.440), item 66, refers to students who attempt to come up with their ideas relating to what they have studied in class. attracts the most consideration. This shows that the greater part of students believes that developing their own thoughts is the most significant technique for connecting to what they have learned in the class.

Metacognitive self-regulation. The mean of this strategy was 4.70, and the standard deviation was 0.998. It is the heaviest subscale. Cognitive is defined as the consciousness, understanding, and mastery of one's thoughts. When metacognitive self-regulation data is assessed, it may be concluded that learners have comparable ideas about how to construct metacognitive self-regulatory tasks including arranging, assessing, and controlling. Item 41, which is about once students whenever they have questions regarding what they are studying, they make an effort to comprehend it., is the greatest commonly employed strategy, with the highest mean score of (M=5.27), among all items. Suggesting the importance of going back and attempting to find out when they are puzzled about an English lesson's reading. Item 76 refers to students attempting to figure out which ideas they do not understand while studying. This item attracts the most attention because it has the least standard deviation (SD=1.391) among the twelve items included in this subscale. This exposes that the majority of learners had the same opinions on their striving to find out the ideas they do not understand while studying in class.

The first subscale in resource management strategies of the second component of the learning strategies is time and study environment. The mean was 4.90, and the standard deviation was 0.859. In consideration of the learners' learning strategy in

regard of place and time. The highest employed strategy in this subscale was question 73, which searched students who attempted to appear in their classroom frequently, with a mean score ($M=5.52$), it also had the lowest standard deviation ($SD=1.329$). It may be argued that learners do not have any difficulties attending class on a regular basis. Despite the fact that the respondents' perspectives varied, Question 52, was about students who find it tough for them to stick with a study schedule which had the highest standard deviation ($SD=1.760$). The context of the relevant statistics indicates different perceptions about learners who realize it is difficult to follow a schedule.

The second resource management strategies subscale is effort regulation. The mean of this strategy was 4.55, and the standard deviation was 1.007. Item 74, which searches students persevere working even when the course contents are tedious and unattractive, had a greater mean value ($M=4.91$). Item 48 is about even if students do not enjoy what they are doing, they strive hard to accomplish well in the course. On the other hand, it had a mean score of 4.90, which is quite close to item 74. However, item 74 had the lowest standard deviation ($SD=1.527$). The findings show that learners share common views that even if they dislike the subject in the classroom, they strive to do their utmost in English classes.

The third sub-scale is peer learning. The mean was 4.08, and the standard deviation was 1.549. Peer learning investigating how much this method is used by learners in their language acquisition course. It is about the learners' perceptions of how frequently they require classmates in the classroom and how beneficial their colleagues are in language acquisition. Item 50, which searches students attempted to put away some time to discuss class content with their classmates, had the smallest M value ($M=3.69$) as well biggest SD ($SD=1.958$). On contrary, item 45, which is about students who seek to accomplish academic tasks in collaboration with their classmates, had the highest mean of ($M=4.38$) and the lowest standard deviation of ($SD=1.830$). Demonstrating that students have the same views about seeking to complete classroom tasks in teamwork with their classmates.

Help seeking is the final sub-scale of resource management strategies. The mean was 4.93, and the standard deviation was 1.150. Learners occasionally require the help and support of other classmates or instructors. Question 58, which is about learners who request their teacher to explain things that they do not fully comprehend had the

greatest M score ($M=5.33$) as well least SD ($SD=1.557$) in this sub-scale. Assessment of findings from question 58 can be determined that the majority of respondents agreed on the significance of questioning the teacher to explain topics they do not even comprehend. Yet, this does not indicate that learners generally choose the assistance of their peers, as evidenced by Item 68, which has the largest standard deviation value of 1.733, talks about when students are unable to comprehend the information, they seek assistance from a classmate.



4.4 Analysis for Research Question 3: Is there any significant difference between the motivational beliefs of the EFL university students in terms of their:

- a. Achievement
- b. Gender
- c. Nationality

The disparities between the motivational beliefs of EFL university students and their gender, achievements, and nationality were investigated to find an answer to research question 3.

The first comparison group is gender: t-test was done for each variable, and according to the p-value which must be less than 0.05 to detect group differences, the table below shows the t-test results:

Table 8

Group Comparison - gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Motivation	Equal variances assumed	.157	.692	1.122	276	.263	.215	.191	-.162	.592
	Equal variances not assumed			1.089	24.479	.287	.215	.197	-.192	.622

Variable wise t-test's p-value is greater than 0.05 which leads to the finding that there were no significant differences in motivation based on gender. According to table 8, there were no significant differences in the scores for males (M=5.49, SD=.891) and females (M=5.28, SD=.859), with the condition $t(276)=1.122$, $p=0.263$.

In subdimensions wise the below table shows the questions that indicate differences based on gender corresponding to the t-test outcomes:

Table 9

Group Comparison of Motivation – gender, Subdimensions Wise

Variable name	t-test's p-value
Value Component: Intrinsic Goal Orientation	.581
Value Component: Extrinsic Goal Orientation	.982
Value Component: Task Value	.555
Expectancy Component: Control of Learning Beliefs	.435
Expectancy Component: Self-Efficacy for Learning and Performance	.117
Affective Component: Test Anxiety	.324

In accordance with the findings shown in table 9, no significant differences in the subdimensions according to the student gender were found ($p < 0.05$).

The Second comparison group is student achievement: t-test was done for each variable, and according to the p-value which must be less than 0.05 to detect group differences, the table below shows the t-test results:

Table 10

Group Comparison - Student Achievement

		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Motivation	Equal variances assumed	8.619	.004	-.055	276	.956	-.006	.104	-.210	.198
	Equal variances not assumed			-.055	254.901	.956	-.006	.103	-.209	.197

Variable wise t-test's p-value were greater than 0.05 which leads to the finding that there were no significant differences in motivation based on student achievement. In line with table 10, there were no significant differences in the scores for high achievers ($M=5.29$, $SD=.713$) and low achievers ($M=5.30$, $SD=.988$), with the condition $t(276)=-.055$, $p=0.956$.

Sub-dimensions wise results in the below table shows the questions that indicate differences based on student achievement according to the t-test results:

Table 11

Group Comparison of Motivation – Student Achievement, Subdimensions Wise

Variable name	t-test's p-value
Value Component: Intrinsic Goal Orientation	.329
Value Component: Extrinsic Goal Orientation	.141
Value Component: Task Value	.876
Expectancy Component: Control of Learning Beliefs	.482
Expectancy Component: Self-Efficacy for Learning and Performance	.061
Affective Component: Test Anxiety	.076

In line with the outcomes shown in table 11, no significant differences in the subdimensions according to the student achievements were found ($p < 0.05$).

The third comparison group is nationality: t-test was done for each variable, and according to the p-value which must be less than 0.05 to detect group differences, the table below shows the t-test results:

Table 12

Group Comparison - nationality

		Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Motivation	Equal variances assumed	.034	.853	-.981	276	.327	-.157	.160	-.471	.158
	Equal variances not assumed			-.888	38.920	.380	-.157	.177	-.514	.201

Variable wise the t-test's p-value is greater than 0.05 which leads to the finding that there were no significant differences in motivation based on nationality. In accordance with table 12, there were no significant differences in the scores for Turkish ($M=5.28$, $SD=.847$) and international ($M=5.43$, $SD=.966$), with the condition $t(276)=-.981$, $p=0.327$.

Sub-dimensions wise in the below table shows the questions that indicate differences based on nationality according to the t-test results:

Table 13

Group Comparison of Motivation – nationality, Subdimensions Wise

Variable name	t-test's p-value
Value Component: Intrinsic Goal Orientation	.423
Value Component: Extrinsic Goal Orientation	.316
Value Component: Task Value	.428
Expectancy Component: Control of Learning Beliefs	.569
Expectancy Component: Self-Efficacy for Learning and Performance	.478
Affective Component: Test Anxiety	.606

Consistent with the findings shown in table 13, no significant differences in the subdimensions according to the student nationality were found ($p < 0.05$).

4.5 Analysis for Research Question 4: Is there any significant difference between the learning strategies of the EFL university students in terms of their:

- a. Achievement
- b. Gender
- c. Nationality

To find the answer to research question 3 the differences between the learning strategies of the EFL university students and their gender, achievement, and nationality were analysed.

The first comparison group is gender: t-test was done for each variable, and according to the p-value which must be less than 0.05 to detect group differences, the table below shows the t-test results:

Table 14

Group Comparison – Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Strategies	Equal variances assumed	4.038	.045	1.745	276	.082	.354	.203	-.045	.753
	Equal variances not assumed			1.422	23.270	.168	.354	.249	-.161	.868

Variable wise t-test's p-value is greater than 0.05 which leads to the finding that there were no significant differences in learning strategies based on gender. In relation to table 14, there were no significant differences in the scores for males (M=5.07, SD=1.138) and females (M=4.72, SD=.892), with the condition $t(276)=1.745$, $p=0.082$.

In subdimensions wise the below table shows the questions that indicate differences based on gender according to the t-test results:

Table 15

Group Comparison of Learning Strategies – Gender, Subdimensions Wise

Variable name	t-test's p-value
Cognitive and Metacognitive Strategies: Rehearsal	.333
Cognitive and Metacognitive Strategies: Elaboration	.412
Cognitive and Metacognitive Strategies: Organization	.120
Cognitive and Metacognitive Strategies: Critical Thinking	.045
Cognitive and Metacognitive Strategies: Metacognitive Self-Regulation	.117
Resource Management Strategies: Time and Study Environment	.057
Resource Management Strategies: Effort Regulation	.100
Resource Management: Peer Learning	.025
Resource Management: Help Seeking	.891

In accordance with the findings shown in table 15, no significant variations between the sub-dimensions of learning strategies on gender were found ($p < 0.05$).

The second comparison group is student achievement: t-test was done for each variable, and according to the p-value which must be less than 0.05 to detect group differences, the table below shows the t-test results:

Table 16

Group Comparison - Student Achievement

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Strategies	Equal variances assumed	.963	.327	-.766	276	.444	-.084	.110	-.301	.132
	Equal variances not assumed			-.767	274.138	.444	-.084	.110	-.300	.132

Variable wise t-test's p-value is greater than 0.05 which leads to the finding that there were no significant differences in learning strategies based on student achievement. According to table 16, there were no significant differences in the scores for high achievers (M=4.70, SD=.864) and low achievers (M=4.79, SD=.966), with the condition $t(276)=-.767$, $p=0.444$.

Sub-dimensions wise the below table shows the questions that indicate differences based on student achievement according to the t-test results:

Table 17

Group Comparison of Learning Strategies – Student Achievement, Subdimensions Wise

Variable name	t-test's p-value
Cognitive and Metacognitive Strategies: Rehearsal	.319
Cognitive and Metacognitive Strategies: Elaboration	.970
Cognitive and Metacognitive Strategies: Organization	.988
Cognitive and Metacognitive Strategies: Critical Thinking	.177
Cognitive and Metacognitive Strategies: Metacognitive Self-Regulation	.444
Resource Management Strategies: Time and Study Environment	.807
Resource Management Strategies: Effort Regulation	.590
Resource Management: Peer Learning	.063
Resource Management: Help Seeking	.865

Along with the findings shown in table 17, no significant discrepancies in the subdimensions according to the student achievements were found ($p < 0.05$).

The third comparison group is nationality: t-test was done for each variable, and according to the p-value which must be less than 0.05 to detect group differences, the table below shows the t-test results:

Table 18

Group Comparison - Nationality

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Strategies	Equal variances assumed	1.007	.317	-1.711	276	.088	-.290	.169	-.623	.044
	Equal variances not assumed			-1.470	38.005	.150	-.290	.197	-.689	.109

Variable wise t-test's p-value were greater than 0.05 which leads to the finding that there were no significant differences in learning strategies based on nationality. In line with table 18, there were no significant differences in the scores for Turkish (M=4.71, SD=.888) and international (M=5.00, SD=1.084), with the condition, $t(276) = -1.711$, $p=0.088$.

Sub-dimensions wise in the below table shows the questions that indicate differences based on nationality according to the t-test results:

Table 19

Group Comparison of Learning Strategies – Nationality, Subdimensions Wise

Variable name	t-test's p-value
Cognitive and Metacognitive Strategies: Rehearsal	.066
Cognitive and Metacognitive Strategies: Elaboration	.208
Cognitive and Metacognitive Strategies: Organization	.069
Cognitive and Metacognitive Strategies: Critical Thinking	.046
Cognitive and Metacognitive Strategies: Metacognitive Self-Regulation	.174
Resource Management Strategies: Time and Study Environment	.048
Resource Management Strategies: Effort Regulation	.390
Resource Management: Peer Learning	.342
Resource Management: Help Seeking	.694

In accordance with the findings shown in table 19 no significant differences between learning strategies and students' nationality were found ($p < 0.05$).

4.6 Analysis for Research Question 5: Do students' motivational beliefs regress their learning strategies?

Simple regression was done to test the relation between motivation and student learning strategy. It starts by calculating the r-squared percentage which is 0.55 as shown in the below table

Table 20

R-squared Percentage

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.739 ^a	.546	.544	.619

a. Predictors: (Constant), Motivation
b. Dependent Variable: Learning Strategies

Then by calculating the p-value which is less than 0.05 to detect a regression from the independent variable motivation to the dependent variable student learning strategy. The table below shows the simple regression analysis result:

Table 21

Simple Regression Analysis

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	.590	.231		.011
	Motivation	.785	.043	.739	.000

a. Dependent Variable: Learning Strategies

The interpretation of those two tables is as the following:

The p-value was 0.00 which is less than 0.05, which indicates that motivation regresses the student learning strategies, and according to the r-squared value of the percentage of motivation regressing learning strategies is 0.55 which is an accepted statistical percentage that explains the amount of regression from the independent

variable to the dependent variable. The final conclusion of the regression analysis shows that there is a statistically significant regression of motivation on learning strategies, as well as motivation statistically significantly regresses learning strategies, the regression percentage is 0.55



Chapter 5

5. Discussion and Conclusions

The data analysis and study results were reported in the previous section. The findings of quantitative data will be examined with respect to each study question in this section. After that, the research's conclusion and recommendations for future studies are offered. The research's main goal was to look into learners' motivational beliefs and learning strategies at a foundation EFL prep school, as well as the differences between students' groups (achievements, gender, and nationality status) and whether motivation regresses learning strategies. The MSLQ questionnaire, designed by Pintrich, Garcia, McKeachie, and Smith (1991), was used to better discover the learners' motivational beliefs and learning strategies.

The goal of the research was to address the following questions:

1. What are EFL university students' motivational beliefs?
2. What are EFL university students' learning strategies?
3. Is there any significant difference between the motivational beliefs of the EFL university students in terms of their:
 - a. Achievement
 - b. Gender
 - c. Nationality
4. Is there any significant difference between the learning strategies of the EFL university students in terms of their:
 - a. Achievement
 - b. Gender
 - c. Nationality
5. Do students' motivational beliefs regress their learning strategies?

5.1 Discussion of Findings for Research Questions

Research Question 1: What are EFL university students' motivational beliefs?

Based on the findings, it was discovered that English students used motivational beliefs to a significant degree. Learners' motivational behaviours were mostly positive. Because the mean scores were high, the descriptive results of the study revealed that learners believe they have strong motivational beliefs. The results of intrinsic and extrinsic motivation are aligned with Salikin, Bin-Tahir Kusumaningputri and Yuliandari (2017) results as they show positive attitudes toward motivations in their studies. Extrinsic and intrinsic goal orientation analyses show that EFL prep-school students choose difficult class contents. The intrinsic goal orientation also suggests that learners have different viewpoints on how to study more successfully from tasks, as well as similar attitudes toward difficult class content (Tercanlioglu, 2001; Salehpour & Roohani, 2020; Kirmizi, 2013). The findings of the extrinsic goal orientation emphasize the importance of getting excellent grades in class over other students. Furthermore, learners exhibit comparable objectives toward getting better marks than their colleagues, demonstrating that it is critical for learners to be ready to display their ability to their families, colleagues, employers, or anybody else by working effectively in the classroom (Brown, 2000; Tercanlioglu, 2004; Ames, 1992; Curry & Haderlie & Ku, 1999).

Moreover, task value and control beliefs are in the same favour of Pintrich (1999); Schunk (2005) research in which these two sub-components have an effect on motivation. Task value analysis, initially, emphasizes the significance of learners focusing on the object's content or the activities assigned in the English classroom. Learners focused on what they were studying in an attempt to develop their motivating attitudes. The noteworthy findings suggest that students have diverse perspectives on how to become interested in the course content and how crucial it is for students to be engaged in class (Ali & Hamid, 2018). The participants' control beliefs were assessed in order to have a deeper grasp of them. The findings indicate that participants are aware of their academic ability, confidence, and limitations, as well as their capacity to direct their ideas and behaviour toward language acquisition. Similarly, after students have learned enough, they have a better possibility of

learning. It also implies that students need to search inside themselves for the root reasons for failing (Alagaz, 2016).

The positive outcomes in the research are consistent with research by Bong and Clark (1999), as they identified self-efficacy and its relationship with motivation. It is fair to state that students have similar ideas about learning, believing that they can grasp the basic principles covered in the program and work adequately in the class by comprehending the most complex contents offered by the teacher. This refers to students' beliefs that they will be capable of doing well in certain tasks (Mahyuddin et al, 2006; Guc, 2019).

However, in this research the results revealed negative responses, test-anxiety had the lowest total mean score of all motivational subscales. The findings go in line with a study of Kılıç Akmak, Akgün, Karadeniz, Büyüköztürk, and Demirel (2008), who reported that learners studying English have high exam anxiety. Students also exhibited greater test anxiety levels. As a consequence, it is acceptable to conclude that students believe that English exams make them experience uncomfortable feelings since they begin to compare themselves to other classmates throughout the exam. It also shows that students are anxious about parts of the test that are still unanswered according to Keklik and Keklik (2012).

Specifically, whether in a classroom setting or studying alone, learners typically employ motivational tactics while learning English. Both Turkish and foreign studies examined this topic or comparable concerns and came up with identical results. The goal is to demonstrate the importance of utilizing standardized questionnaires which as MSLQ to investigate student motivation in the setting of foreign language (L2) learning. Motivation is obviously a notion that encompasses a variety of notions or interacts with a variety of other characteristics. Hence, a genuine desire to acquire a language and the necessity to engage with it, including the commitment to complete the essential tasks and activities, will undoubtedly aid the procedure. In fact, not just the notion of motivation but also its sub-concepts have been studied extensively.

Research question 2: What are EFL university students' learning strategies?

Learning strategies on the other hand have mixed results which show that students have varied perceptions regarding learning strategies. From the sub-components rehearsal, organization, and metacognitive self-regulation are the sub-components which have mixed perceptions according to the results. The results of rehearsal which are neutral to positive align with Mundia, Jawawi, Hamid, and Zakir (2021) which indicated similar results that students use rehearsal as a learning strategy but not very commonly. This demonstrates that the vast majority of students hold the same opinions on the need for memorization activities to develop essential language skills. This shows that, unlike the dissatisfaction of some responders, learners attempt not to utilize repeating actions like rehearsal strategies in classrooms (Akpur, 2021). Moreover, the least degree of organization indicates that most students did not place a high priority on arranging their concepts or views throughout the learning procedure which is supported by Alhafidh and Marcelo (2020). The outcomes include creating or altering materials to fit specific learning needs. Further, as demonstrated by the total mean level of organization, learners may need to use organization strategies such as summarizing, grouping, or selecting the necessary material from reading material. This shows that the most students have the same ideas about how to get the most important topics out of readings and lesson notes (Alhafidh & Marcelo, 2020). The self-regulation results were showing positive perception according to the results of the survey. This demonstrated that learners had acquired self-regulated learning abilities according to Khurshid (2020). It is possible to argue that students share similar notions about how to build metacognitive self-regulatory tasks such as organising, measuring, and controlling. One of the most commonly employed self-regulation tactics is to promote the necessity of repeating with attempting to understand when they are puzzled regarding an English lesson's reading (Saad, 2021). Likewise, elaboration and critical thinking had positive results and it was seen that students use their strategies while learning English (Tay, 2013; Arfae, 2019). Despite the diversity of opinions among participants, the findings demonstrate that learners consider summarizing, reading activities, and taking notes during class to be the least essential elaboration strategies in language acquisition. With a mean score of ($M=4.97$), elaboration is the regularly employed learning strategy by English preparatory learners. The data demonstrate that most

learners try to recall new information by connecting it to their prior knowledge and using elaboration tactics including rewriting, summarizing, and keeping notes in their extended memory which aligns with (Marin & Pava, 2017). Regarding critical thinking, students' results demonstrate that the majority of learners perceive that generating their own ideas is the most effective way of connecting to what they have learnt in class which is similar to Ortega-Torres, Solaz-Portoles, and Sanjosé-López (2020) study that shows students producing thoughts during the lesson. Time and study environment, effort regulation, and help seeking are other strategies that students use to learn English as recourse management strategies. The results of the findings make a parallel with Sen and Yilmaz (2016) results which appear to students to have positive perceptions regarding the above-mentioned sub-components. It might be stated that learners do not have any difficulty attending class on a regular basis when considering their learning strategy in terms of place and time. Despite the fact that the viewpoints of the respondents differed, students frequently take time before tests to review their notes or readings (Ukpong & George, 2013). Besides, the results of the study mirror Algharaibeh (2020) results concerning effort regulation which data reveal that, despite their disregard for the topic in the classroom, students strive to perform their best in English studies. Following the students' positive responses, the positive responses of help seeking suggest that students seek to complete classroom activities in partnership with their classmates. Furthermore, according to Suryaratr (2015) doctoral dissertation, learner academic help-seeking is a vital behavior that they are required to foster. However, peer learning showed neutral to negative results which is the opposite of the other learning strategies. Bassili (2006) show learners as avoiding peer education as a tactic in classrooms. It may be inferred that the majority of participants agree that questioning the teacher about issues they don't understand is important. However, according to the survey's findings, this does not imply that students prefer peer support overall (Mundia, Jawawi, Hamid, & Zakir, 2021).

All in all, the results show neutral to positive perceptions of motivational beliefs and learning strategies with its sub-components except in test anxiety in motivational beliefs and peer learning in learning strategies which had neutral to negative results.

Research question 3: Is there any significant difference between the motivational beliefs of the EFL university students in terms of their:

- d. Achievement
- e. Gender
- a. Nationality

For this question and sub-questions, a t-test was done for each variable (achievement, gender, nationality status) and p-value was calculated to observe the differences. In order to get a significant difference between them, the p-value must be less than 0.05. In accordance with the findings, there is no variation in the motivational beliefs of learners according to their gender. The results are in support of Akram and Ghani (2013); Henry and Cliffordson (2013) who did not find any significant differences between genders in their research. However, the results are contradicting with Bećirović (2017), Adamma, Ekwutosim, and Unamba (2018), Dornyei (1998) and Polat (2011) as they found considerable differences between genders.

Students' achievements on the same basis did not have any differences. The two types of achievements (High / Low) did not present any meaningful differences where the p-value was greater than 0.05 similar to Christidamayani and Kristanto, (2020) and Kirmizigül (2021) research where they identified no difference between the groups. Although there were no differences, Q3 & Q5 in the survey show minor differences but unnoticed according to achievement. The results are against Aprilia, Lustyantie, and Rafli (2020), Engin (2020), Patrick, Mantzicopoulos and French (2019) and Özer (2020) as they identified remarkable differences between the two groups.

In addition, the p-value for nationality status was greater than 0.05 which showed no differences between Turkish and international students. The results mirror Khan and Takkac (2021) that no difference between ethnical groups was found. Nevertheless, the results are challenging with Amirian and Komesli (2018) and Isik et al., (2018) results as they found good differences between the ethnical groups they had in their research.

All in all, there were not any significant variations between motivation and gender, achievement, and nationality of the students.

Research question 4: Is there any significant difference between the learning strategies of the EFL university students in terms of their:

- a. Achievement
- b. Gender
- c. Nationality

Similar to the previous question, each variable was tested using the t-test, which required a p-value of less than 0.05 to find group differences. The p-value of gender and learning strategies was 0.08 which is greater than 0.05 and shows that there are no differences between gender and learning strategies. The results show identical results with Ansarin and Khatibi (2018) as they identified no difference between EFL students according to their gender. On the hand, this result contradicts many articles that show the differences between gender according to their learning strategies and how they differ in the classroom in various contexts and especially in prep-schools (Corinna, Isabel, & Wilde, 2021; Marantika, 2022; Okyar, 2021; Kaldo & Öun, 2020; Irgatoğlu, 2021; Mahmud & Nur, 2018). These articles present the notion that gender has an effect on learning strategies and there is a significant difference between males and females.

While comparing learning strategies to students' achievements, due to the fact that the p-value is higher than 0.05, there are no variations in learning strategies relying on student achievement. The results of the differences between learning strategies and students' achievements are undermining other research that emphasised the vital differences between them (Hariri, Hermanto, Yayah, Rini, & Suparman, 2021; Çakıroğlu & Öztürk, 2020; El-Adl & Alkharusi, 2020; Didin & Kasapoglu, 2021). The previously mentioned articles showed that students' achievements have a role in differentiating students learning strategies.

Finally, a t-test was done on learning strategies and students' nationality status. The p-value is higher than 0.05, indicating that there is no disparity in learning strategies depending on nationality. This result meets with Altan (2004) and Quang (2017) and based on the conclusions of the research, there are very few variances in total

strategies. To sum up, no significant variations among learning strategies and gender, achievement, and nationality of the students.

Research question 5: Do students' motivational beliefs regress their learning strategies?

Because learning strategies are so crucial in L2 learning, several studies were anticipated on how motivational beliefs affect learning strategies. In this study, to evaluate the relationship involving motivation and student learning strategy, simple regression was used, with a p-value of less than 0.05 being required to find a regression from the independent variable motivation to the dependent variable student learning strategy. Depending on the p-value of 0.000 (less than 0.05) in the results, it can be stated that motivation statistically substantially regresses learning strategies. The regression analysis reveals that motivation has a statistically considerable impact on learning strategies, as well as that motivation regresses learning strategies statistically significantly, with a prediction percentage of 0.55. These results are supported by Pintrich et al., (1991), task value, which is a sub-component of motivational beliefs, regresses learners' metacognition and use of learning strategies (As cited in Artino, 2007). Moreover, self-efficacy, which is a sub-component of motivational beliefs in Pintrich et al., (1991), was found to be the strongest important predictor of not only productivity but also the employment of cognitive and regulatory strategies and learning strategies (Metallidou & Vlachou, 2007). This investigation looks at the impact of motivational beliefs on learning strategies or the ability to predict strategy implementation based on motivation. That is, when motivating elements were examined in-depth, they were found to be significant contributory factors to the adoption of learning strategies (Kurtoğlu, 2013).

5.2 Conclusions

Motivation and learning strategies are notions that are utilized frequently in everyday activities and are required in a variety of situations, particularly in education. This research aimed at investigating the motivational beliefs and learning strategies which are used by students at a prep-school of a foundation university in Istanbul. Additionally, how gender, nationality, and achievement affect students' motivational beliefs and learning strategies in their learning processes. For this

purpose, data were collected from EFL prep-school students at X university, which is located in Istanbul, utilizing a survey in both English and Turkish version. The data that were collected from students were analysed using SPSS 22 software. Thus, students motivational beliefs and learning strategies were analysed in terms of their Gender, nationality, and achievements. Furthermore, students' motivational beliefs regression of their learning strategies was investigated.

The results of the SPSS analysis revealed many significant findings which can be summarized as the following: The students' motivational beliefs toward learning English were positive in many sub-dimensions such as internal & external motivation, task value, control beliefs, etc. The answers from the sub-dimension indicated that students' motivational beliefs are mostly positive. However, students' responses were negative when they were answering test anxiety questions. Therefore, students showed negative attitudes toward test anxiety according to the results.

Following the same pattern, students' learning strategies were positive in many sub-components. For instance, rehearsal, organization, critical thinking, self-regulation, etc. Students' learning strategies varied from elaboration to help-seeking as they are the most preferred by students. Nevertheless, peer learning had negative responses from students as it was less favoured by them.

One of the research's most intriguing results is that there are no clear disparities in motivational beliefs and learning strategies among EFL prep-school learners at a foundation university in Istanbul based on gender, achievements, or nationality status. When comparing motivational beliefs to gender (Male/female), nationality (Turkish/International), and achievement (High achiever/Low achiever), no differences between the variables were found. Therefore, The findings indicated that EFL learners' motivational beliefs and learning strategies did not differ in terms of their gender, nationality, and achievement level. Concerning the regression of motivation to learning strategies, students' answers which were analysed using SPSS showed a positive regression of motivation to learning strategies with 0.55%. Thus, it can be concluded that students' motivational beliefs help them to choose learning strategies while acquiring the English language.

5.3 Recommendations

While the current research shows promising findings with a sizable number of respondents, it might be preferable to undertake bigger research with multiple universities in varying cities or varying groups of respondents, as this would allow for more substantial generalizations and advantageous verifications of the findings. Also, the research might be replicated with a new group of respondents, such as younger pupils to determine if similar findings apply to them, or participants with various proficiency levels. Furthermore, the impact of motivational factors on each language strategy should be investigated in an attempt to identify which technique is most influenced by motivation. The impact of each motivational component as well as learning strategy on language acquisition success could then be examined. This would also offer students a better idea of which tactics to use in their language acquisition process. Additional investigations may look into age and educational level variations. Moreover, Further qualitative and experiments can be done to enrich the findings.

5.4 Pedagogical Implications

To ensure excellence in education, the educational institution must have aspects that respond to the requirements of both learners and instructors. Nevertheless, the schooling structure with which we are familiar is a teacher-centred and classical one, whose efficacy is constantly challenged by academics. Improvement is required at all levels of the educational structure, including instructors and material. As a result, instructors must use various methodologies and study results in their classroom instruction. Because the investigation has shown a link between motivational beliefs and learning strategies, developments should be enhanced in order to improve academic achievement in language acquisition using various strategies. In the language acquisition procedure, it is critical for learners and instructors to be aware of different learning strategies and tactics. For example, when teaching courses or concepts in each field, it might be beneficial to add necessary or impactful educational methodologies.

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