



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

PREP CLASS B1 LEVEL STUDENTS' ATTITUDES TOWARDS TARGET LANGUAGE
SPEAKING COMMUNITIES AND MOTIVATION RELATIONS

Oya AKSU

Ph.D. Dissertation

Ankara, 2025



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B1 SEVİYESİNDEKİ HAZIRLIK SINIFI ÖĞRENCİLERİNİN HEDEF DİLE VE TOPLUMA
KARŞI MOTİVASYON DÜZEYLERİ

Oya AKSU

Ph.D. Dissertation

Ankara, 2025

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis / dissertation, prepared by **OYA AKSU** and entitled “Prep Class B1 Level Student’s Attitudes Towards Target Language Speaking Communities and Motivation Relations” has been approved as a thesis for the Degree of **Ph.D.** in the **Program of English Language Education** in the **Department of Foreign Languages Education** by the members of the Examining Committee.

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This is to certify that this thesis/dissertation has been approved by the aforementioned examining committee members on 01/07/2025 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Ph.D. Dissertation** in the **Program of Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from/...../.....

Prof. Dr. İsmail Hakkı MİRİCİ

Director of Graduate School of Educational Sciences

Abstract

This mixed-methods study examined the motivation and attitudes of 103 B1-level Turkish preparatory students at a public university toward learning English and English-speaking communities. Quantitative data were collected using the AMTB and analyzed through Mann-Whitney U and Kruskal-Wallis tests by gender, prep year, high school type, faculty, and English learning duration. Findings indicated overall moderate-to-high motivation, with no statistically significant differences across these subgroups. Male and second-year students reported slightly higher motivational intensity, while females expressed a stronger desire to learn English but also experienced more anxiety. Students with 2–5 years of English learning had the highest motivation means, although not significantly. Graduates of Anatolian and Science High Schools, as well as students from Engineering and Economics faculties, showed relatively stronger integrative and instrumental orientations. Qualitative data from 15 semi-structured interviews revealed that students viewed English as a tool for career advancement, personal development, and intercultural connection. Attitudes toward English-speaking communities were generally positive. Additionally, a significant positive correlation was found between motivation and attitudes, suggesting that students with more favorable cultural perceptions tend to be more motivated in their language learning process.

Keywords: English learning motivation, language attitudes, cultural perceptions, B1-level prep class learners.

Öz

Bu karma yöntemli çalışma, bir devlet üniversitesinde öğrenim gören 103 B1 düzeyindeki Türk hazırlık sınıfı öğrencisinin İngilizce öğrenmeye ve İngilizce konuşulan topluluklara yönelik motivasyon ve tutumlarını incelemiştir. Nicel veriler AMTB aracılığıyla toplanmış; cinsiyet, hazırlık yılı, lise türü, fakülte ve İngilizce öğrenme süresine göre Mann-Whitney U ve Kruskal-Wallis testleriyle analiz edilmiştir. Bulgular, gruplar arasında istatistiksel olarak anlamlı farklar olmamakla birlikte, genel olarak orta-üst düzeyde motivasyon göstermiştir. Erkekler ve ikinci yıl öğrencileri daha yüksek motivasyonel yoğunluk bildirirken, kız öğrenciler daha güçlü öğrenme isteğiyle birlikte daha fazla kaygı yaşamaktadırlar. 2–5 yıl İngilizce öğrenen öğrenciler en yüksek motivasyon ortalamalarına sahiptir ancak bu fark anlamlı bulunmamıştır. Anadolu ve Fen Lisesi mezunları ile Mühendislik ve İktisat fakültesi öğrencileri daha güçlü bütüncü ve araçsal yönelim sergilemiştir. Nitel veriler, 15 öğrenciyle yapılan yarı yapılandırılmış görüşmelerden elde edilmiştir. Öğrenciler İngilizceyi kariyer, kişisel gelişim ve kültürlerarası iletişim aracı olarak görmektedir. Ayrıca, motivasyon ile tutum arasında anlamlı pozitif ilişki bulunmuştur.

Anahtar sözcükler: İngilizce öğrenme motivasyonu, dil tutumları, kültürel algılar, B1-seviye hazırlık sınıfı öğrencileri.

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Symbols and Abbreviations

AMTB: Attitude/Motivation Test Battery

ALE:	Attitude Towards Learning English
B1:	Intermediate proficiency level as defined by CEFR
CEFR:	Common European Framework of Reference for Languages
EFL:	English as a Foreign Language
ELT:	English Language Teaching
ESL:	English as a Second Language
FLE:	Foreign Language Enjoyment
ICC:	Intercultural Communicative Competence
INT:	Integrative Orientation
INSO:	Instrumental Orientation
L1:	First Language (Native Language)
L2:	Second/Foreign Language
L2 MSS:	L2 Motivational Self System
MI:	Motivational Intensity
SDT:	Self-Determination Theory
SLA:	Second Language Acquisition

WTC: Willingness to Communicate



Chapter 1

Introduction

The study used quantitative measures to assess B1 Level English preparatory course students' perceptions of their willingness to learn English and motivation to engage with English speaking communities of the United Kingdom, United States and Australian. This chapter is outlined the context and main issue that the research focused on. There have been many studies that consider motivation in second language acquisition but, there are fewer studies that consider how students perceive the culture in English speaking countries affect the motivation towards learning. This absence in the literature is the foundation of this research. Furthermore, the chapter discusses the research aims and significance as well as the research questions which the study is based on. The study's assumptions, limitations to delineate the boundaries of the research, as well as definitions of key terms used in the thesis for the reader's understanding are also incorporated in this chapter.

Statement of the Problem

In the 21st century, the English language has been the primary means of communication globally for education, science, diplomacy, mass media, and business (Crystal, 2003; Graddol, 2008; Seidlhofer, 2005). Use of English, as a foreign language, is becoming more prevalent in non-native speaking countries. In Turkey, where English use is becoming prevalent in the national curriculum, especially with the emergence of Intensive English preparatory programs at the university level, many students take English First Language classes in order to obtain the prerequisite skills before progressing to their degree (Kırkgöz, 2009). These programs can often provide a rationale for the use of the Common European Framework of Reference for Languages (Council of Europe, 2001) and often have, as a specific goal, a B1 level of language proficiency.

Although the primary goal of these preparatory programs is typically to foster linguistic competence which tends to be viewed as grammar, reading, and vocabulary they do not generally focus on the emotional connection of learners, and their cultural understanding and motivation (Alptekin, 2002; Çelik & Erbay-Çetinkaya, 2020). Research in both applied linguistics and second language acquisition consistently suggests that affective variables, such as, attitudes and motivation are extremely important in successful language learning (Gardner, 1985; Dörnyei & Ushioda, 2011). Motivation not only affects the effort that students are willing to put forth, but also their perseverance, willingness to communicate, as well as future language development (MacIntyre, 2007; Dörnyei & Ushioda, 2011).

The socio-educational model of motivation outlined by Gardner (1985) is typified as having two forms; instrumental and integrative. Instrumental motivation refers to learning the language for instrumental purposes, such as getting a job or doing well academically. Integrative motivation is being motivated by the desire to integrate with the culture and community of the language spoken. Integrative motivation has been shown to be a better predictor of communicative competence if learners are expected to encounter the target language culture, as they are more likely to interact with the members of the community (Gardner & Lambert, 1972; Gardner, 2010). Csizér and Dörnyei's (2005) study of students of English as a foreign language, and Yashima's (2002) study all show learners with a positive orientation toward the target language community are likely to be motivated, use the language, and develop intercultural competence.

In Turkey, however, much of this potential is neglected with educational approaches that emphasize exam successes or rote memorization instead of intercultural awareness and communication (Karahan, 2007; Atay et al., 2009; Genc & Aydin, 2017). Often, students regard English merely as a subject to pass, rather than as a means of access to other cultures, which undermines the power of forming an emotional bond to the language. Exam-focused instruction may also inhibit learner autonomy and diminish

student-centredness in the classroom (Karakaş, 2013; Goktepe, 2014). Furthermore, learners are not typically encouraged to consider the cultural or social realities surrounding English-speaking communities which could positively enhance integrative motivation.

Cultural distance between learners and the target language community serves as an acknowledged obstacle to motivation (Kramsch, 1993; Byram, 1997). In Turkish EFL classes students are commonly provided limited access to authentic materials that demonstrated and referenced cultural and linguistic diversity from English-speaking countries (Çelik & Erbay, 2013) and while Corbett (2022) aim to change this with a global integration of intercultural content through authentic texts, this development has not been established in many of these local contexts. Most textbooks are standardized, outdated, or are based on defined and simplified representations of either British or American culture and therefore students may develop a stereotypical or sometimes superficial sense of English-speaking communities (Cetinavci, 2012). Where learners are not afforded realistic and relatable cultural images their attitudes may be indifferent or more negative, and this leads to a motivational performance issue.

Furthermore, many investigations have signaled that many English language teachers in Turkey do not have adequate training to teach intercultural content appropriately in their lessons (Atay et al., 2009). The teachers do not feel equipped or involved in teaching cultural differences, an identity of global citizenship, and different European based worldviews. Thus, they do not address the complicated cultural aspects and to teach more direct language structure. This limits students from having the capacity to critically and emotionally engage with cultural materials (Arslan & Curle, 2024; Byram & Feng, 2006).

This topic has particular relevance for B1-level learners, who are at a particularly critical stage of language unfolding. At this level, learners demonstrate a degree of connected speech, are able to exchange information about familiar topics of everyday life,

and have basic understanding about cultural contexts (Council of Europe, 2001). If learners are not emotionally invested, and there is little possibility to increase their cultural perspective which can lead to emotional connection, motivation can wane, and as motivation declines, it has capacity to slow down and possibly even stall their progress.

Studies by Lamb (2004) and Dörnyei (2001) demonstrate that if the learners' affective state is ignored, it is more likely that learners will either become bored, find other interests, or drop out completely. Brown (2009) does not examine affective variables as an isolated theme; however, he notes that needs analysis is also a way of assessing the requirements of the learner's, general academic and contextual needs.

Another issue is the tendency to view students as a homogenous group. Motivation and attitude research in the Turkish English as Foreign Language (EFL) context tends to overlook individual difference variables, such as gender, academic department, school type, socioeconomic status, or number of years exposed to English (Demir, 2017; Kiziltepe, 2000). While individual differences may not be the focus of motivation research, many of those individual differences are important factors in shaping students' beliefs about language learning and their motivations to learn a second language (Yashima, 2002; Dörnyei, 2005; Arslan & Kafes, 2021). For example, female students may demonstrate different levels of integrative motivation compared to male students, and students in science departments may hold a different perception of English than those in social science or arts programs.

In addition, learners' individual histories and past experiences, such as exposure to actual native speakers and travel abroad or contact through media and attitudes within their family, inform their cultural orientations and motivation (Lamb, 2004; Yashima, 2009). Students who had past experiences in authentic English-speaking contexts tend to have more confidence and positive attitudes. Learners who have never met an English speaker or been in an English-speaking situation may rely more on second-hand, sometimes erroneous, representations of the language and its speakers.

The language learning experience is impacted not only by personal and institutional contexts, but also local sociocultural ideologies. In Turkey, English is related to social significance associated with modernity, globalism, and upward social mobility. Contextual characteristics can support or serve as obstacles to learning a language. An example of how context can support language acquisition is to gain instrumental motivation and to highlight English as a utilitarian good through context. However, it is also possible that context could serve as a barrier to the learner's attitude, and even produce anti-instrumentality if learners regard English as a possible threat to their culture and their identity (Alptekin, 2002; Karahan, 2007). To better understand students' orientations toward English-speaking communities, it is important to identify these ambivalences.

Although the research on motivation is extensive, little research on the attitudes and cultural perceptions of B1-level preparatory students in Turkey exists. Many have taken a somewhat comprehensive view and generalized their findings across several levels of proficiency or have focused their study on either classroom achievement or teacher perspectives (Solak & Bayar, 2015; Genc & Aydin, 2017). Moreover, very few studies focused on the cultural and emotional aspects of language learning at such a critical point in education. In addition, the interdependence between motivation, culture and individual difference is rarely examined in the Turkish EFL literature (Kırkgöz, 2009; Goktepe, 2014).

The study aims to fill the gaps by exploring B1 level students taking English preparatory classes in Turkey. First, it will explore how students view English speaking cultures, such as the UK, USA, and Australia, and how their attitudes impact motivation to learn English. Second, it will investigate the extent to which student perceptions about cultures is affected by their gender, discipline, high school background, and years of English study. By taking a holistic view which considers motivational theory, cultural

awareness, and learner variables this study hopes to extend knowledge of what facilitates or inhibits language learning at a preparatory level.

The B1 level was purposely selected because it is generally considered the minimum proficiency level needed for students to finish any English preparatory programs. Most preparatory classes are designed to bring students up to, or maintain, a threshold level that is close to B1. Thus, this is an important stage of language development. At B1, students have enough linguistic knowledge to engage meaningfully with richer texts and potentially more culturally impactful material, but are also in the process of forming their longer-term attitudes and motivation regarding their effort and development in English. Thus, looking at their perceptions and affective factors at the B1 level may provide considerable insight into what supports or acts as a constraint on their language learning process.

Through the use of both quantitative and qualitative methods, this study collects data that not only quantifies motivation and attitudes statistically but also qualitatively examines students' lived experiences and cultural understandings (Creswell, 2014). This data will be used to (i) develop a more culturally responsive, inclusive, and student-centered approach to English language teaching in Turkey, and (ii) provide language teachers and curriculum designers with educational considerations that emphasize how vital personal emotional connection and cultural integration are when learning an additional language to live (Byram, 1997; Gardner, 2010; Corbett, 2022).

This study aims to add to the much larger discussion of how English can be taught, not only as a skill but as intercultural understanding and a means to engage with a wider global world. Addressing students as they learn, as competent users of English, necessitates addressing their cognitive and affective needs, as well. Students are individuals living dynamic lives, shaped through varied cultural and educational experiences, traumas, and personal history. The data collected and reported in this research study could be a valuable resource for policymakers, educators, and researchers

who seek to reimagine the impact of English provisions in EFL contexts, and shift them towards a more humane, globally titled English language education in Turkey.

Aim and Significance of the Study

This study is primarily intended to explore the motivational levels and cultural attitudes of B1-level preparatory class learners in Turkey, in regard to learning English and regarding the English-speaking societies. As the study seeks to answer research question one, it reveals specific demographic and academic factors related to students' motivation and attitudes toward learning English and English-speaking societies (gender, year in prep class, program, type of high school attended, and length of time learning English). The study intends to examine the relationship between learners' motivation and their attitudes toward English language and culture; this includes a comprehensive understanding of the affective and sociocultural factors involved in English language learning contexts.

This study's significance lies in its use of a quantitative-qualitative perspective to enhance the understanding of learners' affective and cultural orientations. The study aims to identify possible variables that affect achievement for all learners to understand, develop and deliver a more inclusive, student-centered and culturally relevant language instruction within the EFL environment. These findings can guide EFL educators, curriculum developers, and policymakers towards pedagogically sound instructional strategies that lead learners beyond linguistic proficiency, and toward emotional and cultural engagement.

Research Questions

1. What are the affective dimensions like motivation and attitude of B1-level preparatory class students in learning English?

2. What are the attitudes of B1-level preparatory class students towards learning English and towards English-speaking communities?
3. Are there differences in motivation and attitude in terms of:
 - a) gender?
 - b) first and second year at prep-class?
 - c) types of high school?
 - d) faculties that students study in?
 - e) English learning duration?
4. What is the relationship between English language learning motivation and attitudinal, affective, and contextual variables among B1-level preparatory class students?

Assumptions

This study is based on certain assumptions used for validity and interpretation of the study outcomes. First, it was assumed that the Attitude/Motivation Test Battery (AMTB) is a valid, reliable instrument commonly used in second language acquisition research that measures the motivation and attitudes of Turkish B1 level EFL learners accurately.

Second, it was assumed that all students answered the questionnaire and the semi-structured interviews and questions honestly and without deliberate misrepresentation or social desirability effects in their attempts to give a valid representation of their language learning experiences and cultural orientations. The sample of 103 preparatory class students is assumed to represent B1 level EFL students in analogous Turkish university contexts to a level where some degree of generalizability can be inferred.

In addition, it is assumed the 15 interviews used as part of the qualitative data from the study are considered authentic expressions of their emotional responses and

attitudes towards learning the English language and the target language learning community. The study assumed that students' perceptions of British, American, and Australian societies were constructed through educational, media and social influences, which significantly shaped their attitudes towards their English-speaking communities.

Limitations

This section outlines the primary limitations of the study, offering valuable context for the findings and their potential implications for generalizability and applicability across broader educational settings.

The study's focus on B1-level EFL preparatory students from a single Turkish university limits the applicability of its findings to a broader range of contextual, experiential, and educational perspectives. Broader applications may provide additional insight into motivation and attitudes by including learners from a wider range of schooling contexts, geographic regions, and language education systems. Caution is necessary here, as the findings may have been influenced by multiple learner-related variables, including prior language learning exposure, educational experiences, and access to an English-supportive environment. While efforts were made to mitigate these external influences, the complex impact of such factors may still have shaped some participants' interpretations of the motivation and attitude data.

Moreover, this study relies on self-reported data collected through the AMTB, a widely acknowledged and extensively used instrument for assessing motivation in language learning and communicative contexts. However, this method may still invoke social desirability bias and subjective self-perception, making it difficult to analyze participant responses with complete accuracy and depth. Similarly, the qualitative dimension of the study was based on interviews with only 15 participants and may not adequately represent the full diversity of learner profiles from various academic or socio-cultural backgrounds.

In addition, although the study included a limited student sample, its cross-sectional design restricts the ability to observe changes in motivation and attitudes over time. Longitudinal or mixed-method research designs would provide a more robust framework for analyzing how motivation evolves by comparing learners' experiences across different phases of their educational development within a consistent instructional environment.

All of these limitations point to important directions for future research, including the use of larger and more diverse participant samples, the adoption of longitudinal data collection strategies, and the application of triangulated research methods that minimize self-report bias and enhance the interpretability and reliability of findings.

Definitions

Motivation: Motivation in language learning is defined as the internal drive, desire, or willingness to learn a second or foreign language. This drive to learn a language includes both psychological and situational conditions that affect someone's desire to learn, a learner's interest in the language, wants, perceived usefulness of the language, along with pleasure taken from the task of learning the language. Gardner (1985) defined motivation as being made up effort, desire to reach language learning goals, and positive attitudes toward learning that language. In regard to English as a Foreign Language (EFL), motivation can be described in terms of instrumental motivation (learning English for purely instrumental reasons, such as employment opportunities and success of study and integrative motivation (learning English to join community of English-speakers and engage with the culture). Dörnyei and Ushioda (2011) further stressed the nature of motivation that is constantly in a state of dynamic change and unpredictable nature, drawing attention to its nature of being 'multifaceted'.

Attitude: Attitude in relation to language learning is the evaluative disposition of the learner whether the learner is positive or negative towards the language, the speakers of

the language, and the value system of the language. Dörnyei (1998) suggested that attitudes are related to motivation in that they can have influential aspects on motivation both in terms of direction and intensity. Positive attitudes enhance language acquisition with the possibility of increasing social and mental engagement and risk-taking, while negative attitudes can generate psychological resistance and interfere with successful learning outcomes. Gardner and Lambert (1972) recognized that "positive attitudes toward one's target language and speakers of that language" are important for integrative motivation. This study recognizes that positive attitudes toward English and English-speaking communities is linked to influencing learners' willingness to communicate and their persistence towards language.

Target Language-Speaking Communities: Communities where the target language is spoken refers to the aggregates and cultures where learners are introduced to the first language of English. Learners are also introduced to and interact with different linguistic varieties of English and distinct cultures when they are in communities that are perceived as distinct English-speaking contexts (Kramsch, 1993; Byram, 1997), namely the British, American, and Australian community. Articles and books have been written about the different social norms, core values, and communication styles of these communities (Kramsch, 1993; Byram, 1997). It has also been shown that the implications of the learners' perceptions of target language communities can have a significant influence on their integrative motivation and willingness to learn the language (Yashima, 2002; Csizér & Dörnyei, 2005).

B1 Level: The B1 level is defined as level 3 according to the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001). The B1 level represents an intermediate level at which learners can generally understand the main points of clear standard speech on familiar matters, can deal with most situations likely to arise when traveling in an area where the language is spoken, and can produce simple connected text about topics that are familiar or of personal interest. The B1 level also

necessitates the ability to describe experiences and events and briefly give reasons and explanations for opinions and plans. Since students at a B1 level are increasingly beginning to use the language without other forms of scaffolding, B1 can be considered an important transitional stage in moving from adequate use of the language to further development of the language (Kırkgöz, 2009). In many Turkish universities, achieving the B1 level is generally regarded as the minimum proficiency required to successfully complete the English preparatory program.

Preparatory Class: A preparatory class is a one-year intensive English program that universities in Turkey offer to develop the language skills necessary for academic study. A preparatory class aims for CEFR B1 skills of reading, writing, listening, and speaking. Although the priority is language proficiency, they were also an opportunity to develop intercultural competence. However, developing intercultural competence is frequently neglected in a traditional curriculum (Alptekin, 2002; Atay et al., 2009).

AMTB (Attitude/Motivation Test Battery): The Attitude/Motivation Test Battery (AMTB) was developed by Gardner (1985) as a psychometric instrument designed to assess learners' attitudes and motivation toward second language learning. International version of AMTB was developed in 2004. The AMTB consists of several scales that assess integrative and instrumental motivation, attitudes to the learning situation, language anxiety, parental influence, and motivational intensity. The AMTB has been employed in various studies and has validity in several areas of language learning research (Gardner, 2010). In their study, Bernaus, Wilson, and Gardner (2009) used a modified AMTB to explore the relationship between teacher motivation, use of classroom strategies, and students' motivation and achievements in EFL classrooms in Catalonia, Spain.

Culture: Culture is a very complex system of shared beliefs, values, customs, habits, and symbols that members of a society use to communicate their experience of the world and to relate to each other, and in language education, culture encompasses not only surface culture like food, music, and dress but also underlying aspects like

communication style, values, and social norms (Kramsch, 1993; Byram, 1997). The inclusion of cultural content in language instruction has been shown to be effective for promoting learners' intercultural competence and motivation (Corbett, 2022; Sercu & Bandura, 2005). Learners who develop awareness of culture through sensitivity training to enhance their ability to create relationships with the target language and the people speaking the language, thus promoting integrative motivation through communicative competence.



Chapter 2

Theoretical Basis of Research and Literature Review

The purpose of this chapter is to outline the theoretical framework that underpins the present study, by reviewing key concepts and related research. The first part of the chapter examines the concept of motivation in the second language acquisition, identifying the main theoretical platforms, as well as its components. The second part of chapter examines the learners' attitudes towards language learning, focusing on English as a global language. The discussion also looks at the importance learners' perceptions of the target language-speaking communities, such as the British, American and Australian, in stimulating their emotional engagement and motivation. The chapter will examine how learner motivation and attitudes may also be influenced by individual influences, such as gender, type of high school attended, academic department of study, and previous English learning experiences. The chapter will conclude by examining relevant national and international studies to identify gaps in the literature, as well as presenting rationale for the focus and significance for the current study.

Theoretical Perspectives of Language Learning Motivation

Motivation for language learning has been a longstanding concept in second language acquisition (SLA), with researchers seeing it as a predictive factor for learner persistence, effort, and success. Motivation refers to the internal processes and external influences affecting a learner's intention and behavior towards learning a language (Gardner, 1985; Dörnyei, 2005). Over time, motivation has evolved from static psychological categories to more dynamic models that are contextual and comprised of cognitive, affective, social, and cultural aspects.

One of the most influential and well-established frameworks in SLA motivation research is Gardner's (1985) Socio-Educational Model. Gardner distinguished between two types of motivation: integrative and instrumental. Integrative motivation captures the

learner's interest towards the target language community on a personal level and the desire to become a part of that social community, while instrumental motivation related to utilitarian purposes, such as academic success or employment (Gardner & Lambert, 1972; Gardner, 1985). Gardner contended that integrative motivation may lead to more sustained and meaningful language acquisition, especially if learners possess positive attitudes towards the language and its speakers (Gardner, 2001).

Following this foundational work, many researchers began to question whether the integrative/instrumental distinction adequately captured the full complexity of learner motivation. Alptekin (2002) argued that the concept of integrativeness is not applicable in EFL contexts like Turkey, where contact with native speakers is very limited, and instead advocated for a culturally situated view of motivation that accounts for learners' global aspirations and cultural positioning. Alptekin's reconceptualization of motivation helped set the stage for models that promote a more comprehensive view of language learning motivation.

Dörnyei's L2 Motivational Self System (2005), representing a considerable reformulation of SLA motivational theory. The L2 Motivational Self System consists of three components: the Ideal L2 Self (the learner's conception of themselves as an effective L2 speaker holistically), the Ought-to L2 Self (the external pressure on the learner), and the L2 Learning Experience (the immediate classroom-context and engagement with tasks). This model has prioritized learners' internalized goals and images of themselves in the future, providing an intense explanation of the individual learner's motivation that varies across individuals and contextualized situation (Dörnyei & Ushioda, 2011).

Taguchi et al. (2009) used the L2 Motivational Self System model and findings in EFL contexts in Japan, Iran, and China, and found evidence that the Ideal L2 Self, was an important predictor of learners' intended effort. These findings reinforced a global sense of the applicability of the model, especially in contexts where integrative opportunities are

rare. In Turkey, a study by Genç and Kaya (2011), also found support for the predictive value of an Ideal L2 Self, suggesting that Turkish students with aspirations to be in academic or business jobs with English had future images in mind.

Recent investigations affirm the interplay between foreign language enjoyment (FLE), intercultural communicative competence (ICC), and the Ideal L2 Self, highlighting their collective positive effect on EFL learners' willingness to communicate and providing insights into how emotional and identity-related facets complement motivational theory (Dewaele & MacIntyre, 2014; Dörnyei, 2009).

Another theory that elaborates foundational aspects for our research is Self-Determination Theory (SDT, Deci & Ryan, 1985), which defines motivation as intrinsic (learning because of an inherent satisfaction) or extrinsic (learning for an external outcome). SDT continues the spectrum from external regulation to integrated regulation to demonstrate that motivation may become self-determined over time and can be shaped or strongly influenced by environmental features. In the area of second language acquisition (SLA), this theory has been used to explain how autonomy-supportive environments, such as classrooms, facilitate learners in developing sustained motivation and improving learning (Noels et al., 2000).

Research that has employed SDT has demonstrated that intrinsic motivation whether a curiosity about other cultures, or enjoyment of the process of language learning, are often associated with higher levels of achievement and engagement. Whereas extrinsic motivations such as pressures from exams or expectations from parents may lead to short-term effort but reduced long-term persistence (Tremblay & Gardner, 1995), intrinsic motivation tends to sustain learning over time. In a Turkish context, Demir (2017) located that students attributed their success in English speaking to internal or self-based mentions leading to the greatest success, while failure was linked to not practicing and speaking experience through anxiety.

Ushioda (2009) developed a person-in-context relational perspective on motivation, emphasizing how individual learners engage with their specific learning environments. This approach addresses the limitations of generalized and decontextualized motivational models by highlighting the influence of social interaction, pedagogical practices, and cultural narratives on the development of learners' goals and engagement. From this standpoint, Norton (2000, 2013) has also integrated notions of identity and power relations, arguing that language learning is not only motivated by personal advancement but also by a desire to construct new identities and gain access to broader social opportunities. Norton's concept of investment illustrates how learners' motivations are tied to their access to symbolic and material resources, participation in communities of practice, and recognition within particular social contexts.

In Turkey, where English is more often taught in exam-orientated classrooms with large groups, these identity-focused and contextualised models suggest how identity-based understandings of motivation may provide additional insight into the transient and short-lived experiences of student motivation. For instance, it is possible for students to have an aspiration to speak English fluently, but not refer to using English in the contexts of their daily routines because understanding these contexts could bring tangible opportunities for engagement and speaking; instead they simply refer to the texts, almost as if they are separate from any real desire to speak. Kirkgöz (2009) has argued that in situations where materials include culturally relevant topics and students understand English as a means of international communication instead of simply as a school subject; motivation in terms of engagement and excitement would be improved significantly.

Recent advances in second language acquisition (SLA) research has underscored the place and role of emotional and affective variables which influence the process of language learning and use. While earlier developments in applied linguistics focused solely on social orientations to motivation, they are now frequent discourse in SLA research and practice. An emerging SLA conception is to move away from mechanistic

and linear models of contextual influences, as well as static representations of dynamic influences concerning affective factors and motivation (MacIntyre & Gregersen, 2012). In recent years, the emotional aspects of L2 learning including anxiety, enjoyment, hope, and confidence has been researched more and more often, particularly in light of its interaction with motivational processes. Gardner and MacIntyre (1993) focused on the demotivating factors related to language anxiety. More recently, MacIntyre et al. (2001) built on the more interactional aspects of motivation, arguing that learners' willingness to communicate (WTC) is shaped by motivation orientations and motivations tied to the particular context. Lee (2022) provided empirical evidence for the ways in which positive psychological constructs, such as classroom enjoyment and grit, positively influence WTC. This additional anecdote of research reflects the influence of positive psychology, while providing a framework for discussing and understanding language learning that has emphasis on emotional engagement, psychological resiliency, and sustainability strategies which support learners' long term language goals of interest.

Moreover, Anderson's (1991, 2020) concept of imagined communities, and the adaptation provided by Norton (2001), provides insights into learners to identify with English speaking communities on an international or virtual scale. Learners in Japan may never get to meet a native speaker face to face, but they may imagine working in international contexts or consuming English language media. In short, these conditions will likely produce an imagined conception of internationality that will elicit the motivational pathways of individual learners (Yashima, 2002).

Motivational theories have also informed pedagogical practices: Dörnyei and Csizér's (1998) "Ten Commandments" for motivating language learners such as setting realistic goals, promoting learner autonomy and promoting a safe classroom climate. These strategies have been adapted to enable a wide range of studies on cultural familiarity and its influence on reading comprehension (Erten & Razi, 2009), as well as, instruction and its influence on motivation (Bernaus et al., 2009). Husaini and

Prasetyowati (2023) offered alternative perspectives and suggested that beliefs held by the teacher and the instructional strategies used to create the classroom environment will dictate the associated influences of motivation and academic achievement.

This brief overview of theoretical considerations of language learning motivation may appear to have progressed from overly simplistically dichotomous theories to integrative, multidimensional models that bring together self-concept, identity, autonomy, emotions, and social context. Gardner (1985) socio-educational model, Dörnyei (2009), L2 Motivational Self System, Deci and Ryan (1985) Self-Determination Theory (SDT), Norton (2000) identity theory, and Ushioda (2009) person-in-context, provide a comprehensive framework of theories for exploring how learners' motivations arise, shift and are sustained in their responses to internal aspirations and social external conditions for learning. For example, Turkish B1 level preparatory students can utilize these theories to identify how the processes of motivation are either developed or remain underdeveloped by the interactions of their self-image, social identity, classroom practices, and the cultural relevance of language learning. In summary, designing language instruction that engages and sustains learner motivation must be grounded in understandings surrounding the connections between self image, social identity, classroom practices and cultural relevance.

Motivation to Learning English as a Foreign Language

Motivation to learn English as a foreign language (EFL) is now seen as central to understanding and developing second language acquisition, especially in contexts where English is not the native language, such as Turkey. Many researchers acknowledge the importance of motivation in terms of persistence, direction, and intensity of learning behavior (Dörnyei & Ushioda, 2011; Gardner, 1985; Masgoret & Gardner, 2003). In EFL contexts, where English is not likely to be a common method of communication, learners

are often reliant on their own intrinsic motivation and situational support to continue their language learning journey.

In Turkey, English is a compulsory subject in the education system and is seen as a tool for social and academic mobility. Learners often view English as a means that enhances employability, better access to international education, opportunities for travel and improved social status (Kırkgöz, 2009; Alptekin, 2002). These motivations can often be classified as instrumental and therefore framed around tangible outcomes such as going to university and passing entrance exams respectively, acquiring student or fulltime scholarships, and playing a more competent role in the workplace (Gardner & Lambert, 1972; Al-Seghayer, 2014). Instrumental motivation is typical for Turkish learners but some do realize an integrative motivation to learn English. A few students have even indicated that they learn English to understand their own identity in relation to English speaking cultures and for improved opportunities for personal growth and intercultural communication (Gardner, 1985; Genç & Kaya, 2011).

Dörnyei and Csizér (2002) offered that learners in EFL contexts can exhibit a blend highlighted that students view English not only as a functional tool but also as a means of engagement and practical use (Dörnyei, 2005; Taguchi, et al., 2009). A blended approach was seen in the Turkish context by Kiziltepe (2000) when he found that fluid learner objectives were influenced by the educational environment, surrounding social pressures, and learner aspirations.

The work of Genç and Kaya (2011) and Demir (2017) indicates that the critical value of English for future success greatly influences the motivation of Turkish students. Many view English not just as a school subject, but as an important lifelong skill that opens doors to the world. Their studies have shown that motivation increases when students believe their opportunities in university or the workforce are directly correlated with English proficiency. However, motivation can decline when students are not actively

involved in stimulating curricula, have limited exposure to authentic, real-life English environments, or are placed in teacher-centered classrooms.

Recent research has also focused on the implications of online learning conditions. Jiang et al. (2023) illustrated that the shift to online class environments during the COVID-19 pandemic significantly increased Iranian EFL learners' motivation and attitudes, but noticeably decreased their anxiety. Similarly, Ozer and Badem (2022) found that Turkish university students' motivation levels in online classes fluctuated, yet highly motivated students tended to succeed academically. These studies indicate that effective online learning conditions can sustain or even enhance learner motivation in digital contexts.

Motivation is influenced by the media as well. Munezane (2013) suggests the motivational potential of exposure to the media and Littlewood (2001) suggests classroom factors such as pedagogical approaches and the perceived usefulness of language for students play important roles in learner motivation to learn English. Such exposure can increase students' intrinsic motivation, defined as learning for enjoyment, as well as extrinsic motivation, defined as learning for future purposes. Çelik and Erbay-Çetinkaya (2020) claimed that cultural content should be included in initial English language teacher education programs. Increased cultural awareness can result in students developing paying interest in using English in the world-context. Generally, when students are using English on social media or in international gaming communities, they likely practice English in a low-anxiety, engaging environment and develop confidence and enthusiasm (MacIntyre & Gregersen, 2012).

At the same time, the motivation to learn English in Turkey may be shaped by other sociocultural or ideological attitudes. While English is associated with modernity and global citizenship, it can also be regarded as a threat to local cultural identity (Chang, 2006). This contradiction likely generates ambivalence for learners, especially those who see English as something imposed on them by education policies instead of their free

choice. Byram (1989) and Kachru (1992) note the need to present and teach English in a culturally respectful way that promotes students' identity, while not counteracting it.

In order to lessen motivational resistance, numerous researchers suggest culturally relevant and learner-centered approaches to teaching (Corbett, 2022; Kramsch, 1993). Teachers employing culturally relevant content and providing opportunities to consider the voices and preferences of learners will engage students and foster motivation. Dörnyei & Ushioda (2011) and Ushioda (2009) claim that motivation will be positive in classroom contexts that promote learner autonomy, emotional support and relevance to their lives.

With regard to Turkish preparatory classes, the pedagogy and design of language instruction may support or undermine learner motivation. Erten & Razi (2009) determined if a reading material was culturally relevant, it significantly facilitated reading comprehension among EFL learners. Bernaus et al. (2009) reported similarly, asserting the strategies employed by teachers and the classroom climate was significant in constructing students' motivation. These findings converge with Nasri et al. (2021) findings where learners' motivations and attitudes in computer-assisted language learning environments improved or were enhanced significantly more than in traditional teaching practices, as long as in the digital environments they had opportunities to interact and exercise learner autonomy.

Gender, academic department, and school type also impact motivational orientations. For example, Bektaş-Çetinkaya and Oruç (2010) found that students attending private universities and students in international programs had more instances of integrative motivation compared to students attending public universities. Additionally, female students generally have higher motivation levels and attitudes toward learning English (Demir, 2017).

From a psychological view, the Self-Determination Theory (SDT) of Deci and Ryan (1985) is applicable to understanding differences in motivation. Learners who feel a sense

of autonomy, competence, and relationship in the learning context are more likely to develop their intrinsic motivation. When students are learning English in pursuit of external rewards, such as to get good exam results or by their parents, they may comply, but motivations to comply does not equate to motivations to learn (Noels et al., 2000).

Additionally, the L2 Motivational Self System (L2MSS) proposed by Dörnyei (2005) offers a framework for understanding how EFL students frame other future goals. The Ideal L2 Self (who students want to be as an English user) is an example of a goal that greatly influences motivation and can prompt students to put forth maximum effort and resilience. Taguchi et al. (2009) and Munezane (2013) both confirmed that visualizing future selves is a strong motivator particularly when tied to realistic career and social goals.

Studies on Motivation

Moreover, identity-based research portrays the interplay of learners' self-perceptions and motivation. For example, Norton (2013) explained that learners tend to invest in language learning if they believe it will help them enhance their social capital and connect them to the communities they aspire to be part of. In Turkey, this investment is visible when students claim to see English as a chance to study internationally, connect with other professionals, or enter into global professions. The national interest in English by the Turkish Ministry of Education has also influenced motivation positively. The findings above on the role of factors in student motivation imply that top-down policies must also align with bottom-up classroom practices that illustrate engagement and relevance (Kırkgöz, 2009). Therefore, students are most motivated when there is a link between their approved beliefs about the utility of English and the goals they have in the classroom.

It can be concluded that motivation to learn English as a foreign language is a complex interplay between instrumental and integrative orientations, educational policies,

media, cultural attitudes and individual learner factors. For B1-level preparatory students, their perceived significance of English, personal aspirations and the degree of perceived effort in the classroom combined with opportunities for meaningful use of the target language serve as important influences on their motivation. Consequently, whether students are intrinsically motivated or not, promoting learner autonomy and linking classroom content to real-world use of English should be integral to instruction.

Tremblay and Gardner (1995) expanded the motivation model by adding motivational intensity, attitudes toward the learning situation and self-confidence. By including these behavioural components, the authors provided a more comprehensive explanation of learner motivation in contexts where integrative opportunities are limited, such as in EFL environments, emphasizing the role of academic success even in the absence of immediate real-life consequences.

Extending Gardner's view, Dörnyei (2005) introduced the L2 Motivational Self System, which redefined traditional motivation constructs by incorporating concepts from psychology and self-identity theory. The model comprises three components of the self: the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience. Dörnyei co-authored studies with Csizér (2003) and Taguchi, Magid, and Papi (2009) in Hungary and several Asian contexts, which tested the model across diverse cultural backgrounds. The findings supported Dörnyei's argument that learners with a stronger Ideal L2 Self tend to exhibit greater motivational intensity and sustained commitment to language learning.

In an interesting study, Taguchi et al (2009) compared Ideal L2 Self of learners studying Japanese in Japan, Chinese in China, and Persian in Iran. This study highlighted universality of the L2MSS and captured the prominence of self-concept in SLA, to the concern of SLA instructors in all courses. Similar to Dörnyei and Ushioda (2011), the research asserted that motivation is not static, rather, the construct unfolds as time passes and shapes through varied internal and external variables: goals, context of instruction, and social milieu.

In Turkish EFL contexts, however, researchers have found an unusual trend in motivational orientation. Alptekin (2002) suggested that the integrative/instrumental distinction does not apply as well in countries like Turkey, where learners do not often interact with native speakers. The main orientation of Turkish learners tends to be towards pragmatic and academic goals. This perspective was supported by Seden (2011), who similarly found that attitude and motivation levels shift depending on classroom conditions, teacher behavior, or institution.

Furthermore, Genç and Kaya (2011) showed that instrumental motivation, especially with regard to career development and educational success, was the primary motivation for Turkish learners. Their research indicated Turkish EFL students were preoccupied with passing exams, acquiring jobs, and obtaining scholarships: all which led to instrumental or extrinsic motivation, rather than integrating into an English-speaking culture. Goktepe (2014) similarly indicated that while Turkish students recognized the importance of English as a global lingua franca, the initial motivational drive stemmed from social expectations and educational duties.

Eraldemir Tuyan and Serindağ (2019) conducted a large-scale study using an adapted Turkish version of the AMTB. The results of their study indicated that, although learners reported high levels of motivation and intrinsic-oriented motivation, their positive attitudes towards native English speakers were comparatively low. Furthermore, the study showed that the gender of the learner played a role in motivational outcomes, as female students reported higher levels of anxiety and lower levels of self-confidence.

Bektaş-Çetinkaya and Oruç (2010) also reported on attitudes and motivation of Turkish learners, and stated that EFL motivation was frequently shaped by high-stakes exams and institutional assessment strategies. It was suggested that many learners see English as a requirement instead of a meaningful vehicle for global communication, which perpetuates surface-level learning strategies and undermines long-term motivation.

Similar research findings have emerged from other areas of the globe. Chen et al. (2005) investigated the motivation of Chinese EFL learners. They found that required motivation, driven by institutional and social expectations, was more important than integrative motivation in the case of learners in China. They indicated that family pressures and fear of failure in cultures, such as in many parts of Asia was more important than personal goals and cultural interest.

Shaikholeslami and Khayyer (2006) found a predictive capacity in both intrinsic and extrinsic motivation components, but stated that while many learners are extrinsically motivated by external factors, such as grade and perceived job opportunities, intrinsic interest also plays a key role in long-term motivation. Maleki and Zangani (2007) found that learners personal agency and classroom experiences were major predictions for English proficiency and academic success.

Hussain et al. (2020) presented evidence that learners differed in their motivational profiles as ESL and EFL adult learners. Their correlations with intrinsic and extrinsic motivation were explained as being associated with exposure to language, goals for study, and socio-educational context. They stated that external motivations are changeable and can begin a learning process, but that intrinsic motivation is what continues language learning.

Many of the same ideas are presented in regards to the Turkish higher education context, specifically with regard to the interactions related to motivational orientation and classroom practices. Çağatay and Erten (2020) found that the benefit of positive teacher-student relationships, engaging content, and supportive learning environments was significantly felt by learners in the area of motivation. In addition, they outlined macro-strategies from Dörnyei and Csizér (1998) that aimed to create confidence, autonomy, and enjoyment in learners when studying.

Noels (2000) emphasized the notions of autonomy and intrinsic motivation in the context of language learning within a classroom setting. The researcher described three

types of motivation: intrinsic, extrinsic, and integrative. For learners who displayed intrinsic motivation to learn, both persistence in learning and enjoyment of learning were connected to this internal drive. These concepts are important for language instructors who wish to design courses that are more than simply exam-oriented.

MacIntyre and Charos (1996) examined the role of affective variables, such as anxiety, willingness to communicate, and self-confidence in the motivation to learn the target language. Their study suggested that motivation and emotional variables work together either to help or impede learning a language. In a different study, Munezane (2013) established that digital tools and engaging with people online could lead to learner's motivation as they were using English for what was perceived to be a more authentic and relevance task, a usage connected to their lives.

Recently, the integration of technology in language classrooms provides a contemporary lens to study motivation. Lamb (2004) observed how exposure to global media from popular culture can help learners cultivate aspirational identities and envision themselves using English in an international context. This is related to the broader framework proposed by Markus and Nurius (1986), who articulated the idea of possible selves as mental images of what one could become, and that these possible selves strongly motivate behaviour.

Vonkova et al. (2021) supported this opinion by analyzing 90 contemporary studies of EFL motivation from 24 countries. They identified emerging influences of technology, positive psychology, and learner identity on developing motivation. Their analysis also identified a shift away from the rigid, fixed models to dynamic and contextualized approaches that are more representative of the varying experiences of EFL learners today.

To summarize, we can observe that motivation studies in SLA present a multifaceted construct which continues to evolve and change based on individual learner goals, cultural expectations, educational systems, and classroom context. Traditional

models, such as Gardner's, remain important, however, newer models, such as the L2 Motivational Self System (Dörnyei, 2005, 2009), offer a broader and more flexible understanding. The implication of this review for preparatory class students' motivation at the B1 level in Turkey is that instructional practices that acknowledge and promote instrumental goals as well as evolving self-concepts may have a positive effect on motivation. Meaningful motivational strategies should combine personal relevance, interesting content, positive teacher influence, and opportunities for real-life language use in order to develop intrinsic motivation levels that are more stable and sustainable.

Attitudes Towards English and Target Language Communities

The significance of attitudes as a psychological variable in second and foreign language learning has long been acknowledged. Gardner (1985) viewed attitudes as part of motivation, not simply a trait. Attitudes represent learners' evaluations of and feelings and dispositions toward the language and its speakers and relationship toward the higher cultural context. In particular, learners with positive attitudes towards the target language and its speakers are usually considered to be more motivated, engaged, and are more likely to have positive language learning outcomes (Gardner and Lambert, 1972; Dörnyei, 1990).

For learners of English, such as English as a Foreign Language learners (EFL), in a country like Turkey, where many EFL learners may have had limited exposure to native speakers, attitudes become significant, as they are a partial measure of the level of commitment a learner will have to the efforts involved in learning the language. For example, learners who have positive attitudes towards culturally specific communities where English is spoken or represented may be encouraged to continue watching films in English, spending time on social media in English, and engaging in intercultural exchanges that bolster their proficiency and confidence in their language use (Ushioda, 2011; Karahan, 2007). On the other hand, students with neutral or negative attitudes may

not follow through with engagement in particular practices that help develop their proficiency and fluency, thereby losing the opportunity to learn (Ellis, 1994).

There are several studies in Turkey that show Turkish learners are more likely to have instrumental orientations toward English, whereby English is valued for academic success, employment opportunities, and global communication, rather than for integrative purposes (Genç & Kaya, 2011; Gömleksiz, 2010). Learners acknowledged that English holds social and economic value, but they did not have an emotional connection to the cultures the English language embodies (Karahana, 2007; Alptekin, 2002). Additionally, when attitudes are primarily instrumental, it reflects a broader global context in which English is viewed more for its utilitarian value than for its connection to local culture, which may contribute to negative outcomes stemming from an overemphasis on exam performance and a lack of intercultural understanding.

Still, attitudes towards English-speaking cultures remain important. Although their study focused on other languages, Akkuş Çakır and Ünlü (2019) argued that students' language choices are often influenced by the perceived prestige and attractiveness of the cultures associated with those languages. Likewise, certain factors related to English-speaking cultures particularly dominant ones such as British and American cultures may shape students' attitudes. Kiziltepe (2000) reported that gender may play a role in shaping students' orientation toward specific English-speaking cultures. Her findings revealed that female learners showed greater interest in cultural aspects than their male counterparts. These results support the idea that attitudes can be shaped by the perceived usefulness of the language, learner identity, gender, and how cultures are represented in the media (Baker, 1992; Bada, 2000).

Cultural content included in textbooks or lessons is important to students' attitudes. In the presence of appropriate and balanced representations of the cultures of their target language, students' curiosity and motivation increase (Byram, 1989; Corbett, 2022). On the other, students may resist, develop feelings of cultural bias, and lose interest due to

stereotypes and one-dimensional representations of the target culture (Alptekin, 1993; Prodromou, 1992). Consequently, materials that include the many cultures of English-speaking societies (i.e., British, American, Australian, and the many varieties of English), help build inclusive attitudes (Kachru, 1985; Bamgbose, 1998).

Furthermore, Turkish students often have more admiration for English-based cultures than for the English language. Karahan (2007) explained that Turkish students take a cultural orientation that at times leads to a paradox. They realize cultures and the prestige of English, but do not tend to engage with their learning of the language unless it requires them to do so (Colak, 2008) in class. These passive attitudes may be an example of systemic failings in schooling that promote grammar and facts of a language through translation and lack of contact speaking opportunities, in an exam-oriented education system (Genç & Bada, 2005; Sarıçoban & Çalışkan, 2011).

The relationship between attitude and motivation is a well-known phenomenon. More positive attitudes lead to integrative motivation for learners, or a wish to eventually connect with a language community, a motivation that is related to longer-language success and/or exposure (Gardner & Lambert, 1972; Dörnyei, 2005). In EFL contexts with limited access to native speakers, the future versions of learners (imagined communities) become important. Dörnyei's (2009) L2 Motivational Self System, such as the Ideal L2 Self, Ought-to Self, and Learning Experience model, represents how learners are motivated by what their future self looks like, using the language as a part of imagined selves.

Norton (2000) previously examined the idea of "investment" to point out that learners' motivation is also associated with identity, power relations, and social positioning. Specifically, Norton highlighted that learners are willing to invest in language learning when they see some social or cultural resources, which they value, attached to that learning. Therefore, positive attitudes are a strategic choice rather than emotional preference. Attitudes are associated with learners' goals, identities, and imagined futures

(Norton & Toohey, 2001). Some studies in both Turkish contexts, as well as overseas, support this. For example, Gonen and Saglam (2012) report that pre-service and practicing English teachers in Turkey recognize the benefits of teaching culture in English language education. The teachers indicate that culture enhances motivation, develops empathy, and localizes English as a global language.

In another study, Rafieyan et al. (2013) found that when learners were exposed to target culture content integrated into their English lessons, they achieved significantly higher pragmatic competence scores, suggesting that positive attitudes toward cultural instruction not only increased motivation but also enhanced learners' capacity to interpret intended meanings in social communication contexts.

Nonetheless, sociocultural factors remain one aspect of language learners' connections to language. For example, using variables, such as socioeconomic background (Buyukkantarcioglu, 2004) and gender (Karahan, 2007), studies measured the effects of variables that influenced or shaped learners' motivation, attitudes or beliefs. Students who attended elite schools or had some exposure to English in their early schooling tended to exhibit more integrative attitudes and found English to assert stronger motivational influence (Karahan, 2007). Conversely, students coming from less privileged backgrounds tend to exhibit greater levels of anxiety when learning English in under-resourced educational settings, as reflected in lower engagement and reduced self-confidence among learners (Baykara & Aksu Ataç, 2021).

Recent studies have also consolidated emerging emotional factors surrounding attitudes and motivation, particularly enjoyment and anxiety. A study by Dewaele and Proietti Ergün (2020) reveals that a positive attitude and motivation predicted learners' achievement in English and Italian foreign language classes, whilst enjoyment was not a predictor of achievement. In Usuludin et al. (2021), gender differences in pragmatic competence related to motivation orientations showed female learners reporting more awareness and emotional engagement.

To conclude, the relationship of attitudes to motivation is complex and deeply conditioned by individual understandings, as well as broader sociocultural conditions. In particular, Turkish preparatory programs that foster effective attitudes regarding the English language and its many communities are essential. Thus, curriculum designers and teachers need to develop content that reflects the global and multicultural nature of English, supports learners' personal identity development, and reduces learner anxiety by engaging with diverse cultures in a meaningful and inclusive way. Developing a relationship with English that is personal, sustainable, and worthwhile can enhance learners' motivation.

The Role of Culture in English Language Learning

Language is intimately related to culture, and they cannot effectively be taught separately from one another. Culture shapes the social and contextual basis of language, affecting its meaning, use, and purpose. Byram (1989) stated that learning a language is more than learning grammar and vocabulary; it is also about the culture of language and how the culture influences language use in the world where it is used. To learners of English as a Foreign Language (EFL) particularly in countries like Turkey where most do not have access to native speakers, introducing cultural content in teaching is not only advantageous, it is necessary.

Turkish EFL students do not usually have much or any contact with native speakers or authentic cultural spaces and formal education serves as a primary source of cultural input in their lives (Çelik & Erbay, 2013). Corbett (2022) emphasized that culture-based instruction globally provides not only linguistic enhancement but increases learners' motivation, critical thinking abilities, and capacity to respond positively as members of a global community. McKay (2003) stated that infusing cultural components into classroom instruction resulted in more genuine communication and prepared students to interact with intercultural encounters, even if it is with non-native and/or non-educated speakers of English.

Cultural infusion into language learning and learning English as a Foreign Language is more than including customs associated with celebrations or food. It requires that learners are working toward what Byram (1997) coined "intercultural communicative competence," which allows them to relate and interpret cultural information, reflect on their own cultural identity and be open and empathic about people from other cultures. Using this more holistic approach to intercultural competence will support learners into a far deeper level of understanding than language competence alone.

A wide range of researchers have contributed evidence that culture should be included in language education. Alptekin (2002) proposed that traditional models focused entirely on native speaker norms fell short in a world of global Englishes. He stated learners should be exposed to a range of English speaking cultures, involving not only British and American English, but also Australian English and various varieties of international English. Nault (2006) argued similarly; he asserted that language teaching should be culturally pluralistic. He stated that English language teaching materials should be as culturally diverse as its use in global contexts. In practical terms, this means either adapting or writing textbooks, designing culturally just tasks for the class, and, importantly, also using medias, such as films, music, and online interactions to make learners aware of different uses of English.

Erten and Razi (2009) found that Turkish students had better reading comprehension of a target text when they were familiar with the cultural context of the reading; suggesting that having cultural familiarity with reading materials would have a positive impact on reading comprehension in EFL contexts. Kiziltepe (2000) similarly found that when students were presented with culturally rich materials, such as stories or music, students were able to have a much stronger emotional connection to the language.

Another source of valuable perspectives focused on culture comes from Atay et al.'s (2009) research on teacher perceptions of intercultural competence of Turkish EFL teachers. It was found that while most of the teachers in their study thought it was important to teach culture, many felt either insufficiently trained or did not have enough cultural materials. This raises an important hindrance to implementing a culture pedagogy in teacher training. Byram and Risager (1999) note that teachers need systematic support and professional development to adequately (and successfully) incorporate intercultural content.

Moreover, cultural instruction also is related to motivational components for language learning. Integrative motivation, which incorporates learner interest in the people and culture of the target language community, is a strong predictor of successful language acquisition. Gardner and Lambert (1972) provide a socio-educational model of language acquisition which is still relevant today. Dörnyei (1994) further expand this model, pointing out that even in EFL contexts where L2 learners don't readily integrate into the L2 community, knowledge of cultural norms still is significant in students' motivation to study EFL.

Studies in various contexts support the strong connection between culture and motivation. Ho (1998) found that cultural learning related to English-speaking cultures was intended to enhance Taiwanese learners' motivation in studying English, and Robinson-Stuart and Nocon (1996) found that when they included cross-cultural projects and

engaged students through ethnographies, students developed personally in their understanding of both their own and other cultures while simultaneously improving their language skills.

In the Turkish study, Belli (2018) found similar results regarding students exhibiting positive attitudes toward culture in their language courses. Belli's (2018) students believed that cultural content helped promote and increase understanding and appreciation for different world views. However, the study also indicated that some instructors had different presentations of cultural content from textbooks to what was actually taught in school, which means that teachers need to be more discursive and design the classroom curriculum with colleagues.

Some scholars have provided practical solutions to addressing these issues. For example, Dörnyei (1994) and Cummins (1979) advocate for teaching a sociocultural component in a course syllabus, such as films or music or guest speakers, which brings the learner experience to a more engaging, purposeful experience. Prodromou (1988) argues that cultural education is a humanizing component in a language class and makes the study of a language salient to the learner.

Although the importance of incorporating culture into language learning is widely acknowledged, certain challenges still remain. Certainly, one issue that could come up concerns cultural imperialism, where the focus could be solely on Anglo-American norms, and students may feel disengaged to their own cultural identity (Kramsch, 1993). Kachru (1992) and Jenkins (2007) offered these issues could be dealt with to a degree would be adopting a pluralistic viewpoint and focusing on the global varieties of English. This helps students recognize they are legitimate speakers of English, rather than just imitating native speakers based on the behaviours and norms of native speakers.

Although the original *Common European Framework of Reference for Languages* (Council of Europe, 2001) defines 'sociolinguistic competence' and 'communicative effectiveness' rather than emphasizing native-like proficiency, subsequent publications,

such as the *CEFR Companion Volume* (Council of Europe, 2020) have shifted toward a broader focus, advocating for teaching practices informed by research and supporting the development of 'intercultural and plurilingual competence'. At a basic level, Canale and Swain (1980) also considered sociolinguistic and discourse competence alongside grammatical competence, stating that there are "a complex number of factors, internal and external to the language user" involved in the appropriateness of language use in context.

In this context, language teachers are increasingly regarded not merely as instructors, but as cultural mediators in the language learning process. Genç and Bada (2005) state that the teaching of culture allows students to see the similarities and differences between cultures, and thus students are perhaps less likely to make biased or ethnocentric decisions. This is increasingly relevant today due to the globalisation of the English language, where English is often used as a lingua franca among non-native speakers.

The importance of cultural context has been brought into focus in response to the increasing use of computer-assisted languages-learning (CALL) and online learning collaborative environments. In this regards, Nasri et al. (2021) found that learners during CALL demonstrated significantly higher motivation and had more positive attitudes when the lessons included cultural and communicative contexts. In this regard, it can be assumed that digital technology could provide opportunities that could offer learners the same simulated cultural experiences, and could increase cultural awareness.

For B1 Turkish preparatory English as a Foreign Language (EFL) learners, the implications of using cultural contexts during English instruction appear significant, in that it may influence learners' not only English proficiency but also their perceptions of and attitudes towards English speaking communities. It provides learners the confidence to interact, communicate and engage in international contexts, and enhances empathetic engagement, while acknowledging the processes of developing a critical intercultural perspective. As the field of language education transitions significantly, in terms of

creating shifting and evolving paradigms relating to the use of English as a global means of communication rather than as tool associated with a set of native cultures, culture conscious teaching is not just an aspiration, but a legitimate pedagogical priority.

Culture is not merely an addition to language teaching; it is the very foundation upon which language instruction is built. Without culture, learners will be unable to fully understand how language acts in society. In EFL contexts, such as Turkey where most students lack access to an English-speaking context or context reference, cultural education acts as a link between the classroom and the outside world. Given this, raising cultural awareness, as well as developing their competence in culture, should be considered an important objective of any English program.

Turkish and Global Studies on Motivation in EFL

Motivation is commonly considered the single most important determinant of successful second/foreign language learning. This can sustain the learner's choice, persistence and effort in learning the new language (Dörnyei & Ushioda, 2011). Looking at the motivation factors in English as a Foreign Language (EFL) settings where English is not used on a regular basis outside the classroom is important when considering what motivates learners. In recent decades and considering the research on motivation in EFL contexts, which exist both globally and in Turkey, several different motivational patterns emerge, influenced heavily by many parameters, such as cultural, educational, and psychological variables.

The socio-educational model of motivation (Gardner, 1985), which is in wide use globally, encompasses the concepts of integrative and instrumental motivation. Integrative motivation is concerned with the learner's relationship and desire to affiliate with the target language community, while instrumental motivation involves recognition of practical advantages related to the new language, such as improving one's career prospects, pursuing academic goals, or increasing opportunities for professional advancement.

Gardner and Lambert (1972) found that learners' possessing a strong integrative orientation tended to be more successful than students who had an instrumental orientation. Nonetheless, both integrative and instrumental motivations can coexist and interact.

One large-scale study of these global patterns was conducted by Dörnyei and Csizér (1998), who presented ten motivational strategies for teachers that were based on their Hungarian study. Dörnyei and Csizér's (2002) more recent research on motivation, and development of the L2 Motivational Self-System (Dörnyei, 2005), had a slightly more personal emphasis on motivational processes, particularly for learners' vision of their 'ideal L2 self.' The L2 Motivational Self System has been used and tested in many contexts, but Japan, China, and Iran are some of the most significant locations (Taguchi et al., 2009).

Taguchi et al.'s results showed that even though the learners in Japan and China in their studies were unlikely to have contact with native English speakers, the high level of their integrative motivation was significantly correlated with intended effort. Taguchi et al. (2009) concluded that integrativeness and motivation in Japan and China may reflect the imagined affiliation learners had with the global English speaking world and not the desire to integrate with the community.

As Nahavandi and Mukundane (2013) and many others have found, students in Iran typically also have high levels of learners' instrumental motivation, but this is directly related to their educational and career needs, which is consistent with trends we see in many other Asian EFL contexts. These kinds of results illustrate not only the contextual nature of motivational orientations, but also how the sociocultural and educational systems ultimately shape learners' goals. Jiang et al. (2023) also illustrated and discussed how Iranian learners adapted their motivation and were less anxious during the COVID-19 pandemic, and how that related to the availability of online instruction the learners were found to be more motivated to learn in those conditions.

Referring to Turkey, early studies undertaken by Alptekin (2002) indicated that Turkish EFL learners are largely instrumentally motivated. This pattern has since been affirmed by studies carried out recently. Kiziltepe (2000) found that Turkish students of English often view learning English as a goal of progressing academically and sought future employment rather than integration into the English culture. Like Kiziltepe, Bektaş-Çetinkaya and Oruç (2010) found that Turkish students at both private and public universities viewed English learning primarily as a means for achieving academic and professional success.

In addition to motivational orientation, other studies in Turkey have also examined demographic and institutional variables. Goktepe (2014) identified gender, department of study, and prior exposure to English as significant predictors of students' motivation. The study showed that students in globally oriented departments, such as international relations and trade demonstrated more positive attitudes toward English learning, while gender differences were also evident in anxiety-related subcomponents.

Teachers and the classroom environment are also important factors in Turkish EFL motivation. Bernaus, Wilson, and Gardner (2009) identified a framework that inspired similar studies conducted in Turkey, although their original study was carried out in Spain. Similarly, Eraldemir Tuyan and Serindağ (2019) used the AMTB at a Turkish university to identify students' perceptions of their learning environments and how their motivational orientations, particularly integrativeness and instrumentalism, were influenced.

A developing area of Turkish studies in motivation is examining motivational variation based on high school background. Kiziltepe (2000) showed that students at private high schools accessed more resources to study English and were thus more motivated than students in public schools. Demir (2017) found that students studying in a more privileged educational setting trained with more confidence and motivation to learn English.

With globalization and media, students' motivational landscape has also changing. Kırkgöz (2009) stated that by accessing global media, traveling internationally, and communicating online with native speakers learners' motivations transformed and created a hybrid of instrumental and integrative motivation. English is no longer conceived of as a foreign language, but as a common medium through which interactions between cultures take place.

A recent shift in conceptualizing motivation is the need to accept that not only instrumental and integrative motivations exist. For instance, while instrumental motivation and integrative motivations are important, Dörnyei (2009) proposed that learners' ideal L2 self, their concept of themselves as a user of any new language, was a better predictor of how much energy and effort students would expend over time. In Turkey, Şentürk (2017) and Göktepe (2014) following this framework found significant positive correlations between the ideal L2 self and students' academic motivation.

In a comparative sense, Polish students demonstrated comparatively higher integrative motivation orientations than Turkish learners, which is perhaps explained by the greater accessibility of English-context environments and opportunities to travel (Kocadayioğullari, 2019). This reinforces the argument that motivational intensity and direction are shaped by the geopolitical and geographical context in which students learn and use a language. Vonkova et al. (2021) further support this view and called for diversity in methodological perspectives to explain motivation and integrate diversity in digital learning environments which are affectively and motivationally influenced and shaped by socio-economic differences globally.

In conclusion, researches about motivation in EFL contexts, reveals both common and varied elements when comparing local contexts. Across the globe, Gardner's socio-educational model and Dörnyei's L2 Motivational Self System continue to provide relevant foundational models on motivation. In Turkey, studies continue to report that instrumental motivation is the predominant force in students' motivation, and that digital exposure

would occupy a growing space along with imagined future self-guides. Given that sample B1 level preparatory students, and their intrinsic motivations can empower educators to create new intervention targets based on their identifications mediated by social context and their present lives.

Turkish and Global Studies on Attitudes in EFL

Attitudes have been recognized as one of the most significant affective variables in foreign language learning. They shape learners' attitudes toward the target language, their willingness to examine and use the target language, and their success in learning it (Gardner, 1985). Many studies in both the global and Turkish contexts have examined attitudes of English as a Foreign Language (EFL) learners and considered how the emotional, cognitive and behavioral dimensions influence learning and engagement with the target language and the target cultures (Masgoret & Gardner, 2003).

Internationally, Yashima (2002) introduced "international posture" to explain how learners' attitude toward global communication can influence learners' motivation and willingness to communicate in English. In her study of Japanese learners, students who had a positive attitude about the English-speaking community and global engagement had greater motivation and used English to a greater extent. For instance, Taguchi et al. (2009) examined learners in China, Iran, and Japan and found that students with a positive perception of the target culture had more motivation and a greater Ideal L2 Self.

Other global studies have reaffirmed the view that attitudes toward the target language and culture indeed influence learning outcomes. Yu (2010), in a study of Chinese learners, observed that learners who perceived English as being a symbol of modernity and opportunity also became more committed to language learning. Chang (2006) found that Chinese learners' engagement with English language education revealed these attitudes about English, as both a key to global opportunities and also as a

threat to their national and cultural identities. Sercu and Bandura (2005) have emphasized the role of positive attitudes and intercultural competence in language education in Europe. Their study surveyed teachers and learners about culture from six European countries and found that increasing teacher and learner values for culture helped with motivation and engagement in learning.

Studies by Byram (1989) and Kramsch (1993) also argued that language can become superficial if it is not taught culturally, as it limits learners to communicate on a deeper level. In Turkey, there also has been much research into the attitudes in EFL learning. Alptekin (2002) stated that students had limited, direct exposure to native speakers of English, and therefore, they were generally unable to fully develop an integrative orientation toward English. However, Turkish students still appreciate English because of its instrumental value regardless of the culture. Alptekin (2002) argued that Turkish students have a "functional yet detached" relationship as the appreciation is real, but culturally they are neutralized and feel detached.

There have been a few studies on the differences in attitudes of Turkish students at different educational levels, or in different contexts. Genç and Kaya (2011) found that university students hold a favorable perspective of English, especially if they personally connect the language to academic advancement or their employment. Bektaş-Çetinkaya and Oruç (2010) found that while attitudes about the English language were positive, students also expressed ambivalence toward English-speaking cultures that were influenced heavily by the content of curricula, plus the motivation and attitudes of the instructor.

There are also some studies that have specifically examined gender differences regarding motivation to learn a language, and typically female students report more positive attitudes than male students (Mori & Gobel, 2006). In comparison, Demir (2017) found that students in English-medium departments had higher attitude scores than the

students in Turkish-medium programs because they had greater exposure to and need for English in their studies.

Studies have remarked on students' perspectives of particular English-speaking cultures. Çelik and Erbay-Çetinkaya (2020) commented that the Turkish ELT programs often focus primarily on British and American cultural models, and more inclusive representations of diverse English-speaking cultures in teacher education programs are recommended. This may be due to British English being taught in a formal manner, or by the British culture depicted in textbooks and inherited representations portrayed in media. Their findings noted the importance of broadening cultural representations in classroom materials to prevent cultural stereotypes from being reinforced and create a globalized, holistic inclusion of culture in the EFL classroom context.

Positive attitudes are more than just related to having a better academic performance, they relate also to how learners are willing to participate (MacIntyre & Charos, 1996). Students who regard the English language as a language that establishes bridges to international communication take action to engage in class more actively and develop exposure to English language messages in ways outside the classroom through songs, movies, or social connection (Munezane, 2013). In comparison, students with loose or negative attitudes evidence a view of English as only that of a school subject and therefore, demonstrate limited motivation when engaged in learning and tend to act more passively when learning (Seden, 2011; Bartram, 2006).

Moreover, Norton (2000) proposed the notion of investment in order to more specifically understand how the attitudes of EFL learners are shaped not only in terms of language and culture but also in terms of how they expect their social identity and opportunity for the future. When students perceive a higher status with English, and that it will aid to enhance their social capital, they can invest time and effort on their own, even in situations where strong integrative motivation does not exist.

Learners' attitudes are being reshaped with increasing recognition of English as a global language. Whereas Kachru (1992) and Jenkins (2007) showed us ways to get beyond the native speaker model and recognize World Englishes, there have been a few explicit references to students orienting their attitudes and expectations around changing and increasingly diversifying usages of English. In the case of Turkey, this stands out due to the growing acceptance of diverse accent and usage norms, particularly among students who engage in English-language online communities of practice that involve speakers of different English varieties (Kırkgöz, 2009).

Including cultural content could improve learners' attitudes to EFL content. Including authentic texts, films, and discussions with cultures of English will show learners a more balanced view of some English-speaking cultures (Byram, 1997; Corbett, 2022). Although such an approach is not designed to increase motivation, it does interest students and promotes intercultural competence, which Byram and Risager (1999) considered essential for global citizenship.

Dewaele and Proietti Ergün (2020) found that the level of enjoyment and anxiety were significant predictors of students' attitudes toward both Italian and English as foreign languages. Their study found that affective disposition, including enjoyment and fear was a necessary attribute of learners' willingness to engage with the language. Vonkova et al. (2021) similarly identified general principles of internationalization that added dimensions to the global and EFL attitudes of learners, including emotional engagement, learner diversity, and access to technology.

In conclusion, attitudes toward English and its associated cultures impact the motivation for language learning and achievement significantly. The review of global and Turkish research has identified that positive and reasoned attitudes contribute to increased engagement, and, on the contrary, negative or stereotypical associations can disrupt progress as language learners. For B1 level Turkish preparatory students in this research, including cultural content explicitly and sensitively should contribute to

developing attitudes toward English, and ultimately their intercultural communication skills. Accordingly, teachers need to make thinking about their learners' perceptions and cultural expectations conscious, and also reflect on their social significance related to English language use, in their planning for instruction.



Chapter 3

Methodology

This chapter outlines the entire research methodology applied for this research. Specifically, the chapter gives clarity with respect to the research context, the attributes of the participants, the processes for the collection of evidence, the research tools, and the methods of analysis. Therefore, the chapter delivers a holistic overview of the research context, recruited participants' characteristics, the processes employed for obtaining study outcomes and the research tools used. Accordingly, the chapter also seeks to provide transparency and consistency in outlining the overall framework of methodology, by defining the approaches used in the processes of collecting, examining, and interpreting the data.

Type of Research

The research used a mixed-methods research design that incorporated qualitative and quantitative approaches to develop an in-depth, comprehensive analysis of the students' motivations and their attitudes towards learning English and learning about English-speaking cultures. A mixed-methods design was used because language learning motivation operates as a complex process consisting of measurable variables and subjective experiential aspects. Creswell (2014) states that mixed-methods designs may be especially useful when dealing with studies that seek to add qualitative information to quantitative data. This necessitated the use of both a structured quantitative measure, the internationally validated Attitude/Motivation Test Battery (AMTB), and a qualitative approach using semi-structured interviews to explore learners' own perceptions, motivations, and attitudes toward cultures in this study.

Research Population and Sample

The sample of the study consisted of 103 adult learners in the B1-level English preparatory program. The population of the study is 320 B1 level preparatory class EFL students. All of the participants were Turkish native speakers, and were initially approached to take part in the study on a voluntary basis. Before collecting the data, they all provided informed consent. Females made up 58 of the participants (56.3%) and males 45 (43.7%). There were 84 first-year students, and 19 second-year students who were repeating the preparatory year as they did not reach the proficiency threshold the previous academic year.

The participants of the study is a wide-range of academic backgrounds comprising four faculties; the faculties are, Economics and Administrative Sciences (n = 43), Science and Letters (n = 23), Engineering (n = 19), and Architecture (n=13). The faculties contain departments in International Relations, Business Administration, Psychology, Mathematics, Sociology, Architecture, Biomedical Engineering, Electric-Electronics

Engineering, etc. All departments use English as the medium of instruction. It is necessary for students in this academic study to have a high level of English proficiency in order for them to be academically successful.

The students also varied in their secondary education backgrounds. Most students ($n = 66$) were graduates of Anatolian high schools, next were graduates of private high schools ($n = 14$), vocational high schools ($n = 8$), science high schools ($n = 5$), systematic high schools ($n = 6$), and then other types, such as Imam Hatip or open high schools ($n = 4$). In terms of their experience with English learning, the students were grouped in terms of experience as follows: 0—1 years ($n = 26$); 2—5 years ($n = 27$); 6—9 years ($n = 20$); and more than 10 years ($n = 30$).

Data Collection

Data were collected during the spring semester of the 2023–2024 academic year. Participants were recruited using a convenience sampling method and were invited to complete the Attitude/Motivation Test Battery (AMTB) along with a demographic questionnaire via Google Forms. Completion of the AMTB and questionnaire took around 35 to 40 minutes in total. Participants were informed prior to participation that their responses would be confidential and used solely for academic and research purposes, in full compliance with ethical research standards. Ethical issues were thoroughly managed: all participants provided informed consent and the study was ethically approved through the university's ethics committee.

The research was conducted in a state university's School of Foreign Languages in Turkey, where students had a one-year compulsory preparatory English language program and were required to demonstrate their language ability before they could begin their departmental courses, scoring a minimum of 70 out of 100 on the institution's proficiency exam at the end of the academic year. The English preparatory program consisted of 23 hours a week of English instruction, which included 15 hours of integrated

skills and 8 hours of skills lessons (speaking, listening, reading, and writing). The teaching was focused on creating both academic and communicative competence. Assessment in the program is multifaceted, and includes two midterm exams, four quizzes, four oral presentations, and various online tasks based on the coursebooks. The final exam acts as the primary gatekeeper for advancing to faculty-level courses. With students from a range of faculties and disciplines, and all having English as the instructional medium, the preparatory year is the first and critical step toward academic success in their university education.

Participants also responded to demographic questions regarding the high school context, teachers, and the years of learning English. The interviews were conducted by Zoom and were about 15-20 minutes long. The participants were informed about the purpose of the study before each session, and they provided informed consent. All of the interviews were audio recorded and transcribed to prepare the interviews for further analysis. In response to ethical considerations, the participants were assigned pseudonyms such as S1, S2, S3 to protect their anonymity.

The interview questions specifically focused on areas, such as types of motivation (intrinsic, extrinsic, or both), their cultural preferences and perspectives about the Englishes and countries of British, American, and Australian, feelings towards their English classes/learning experiences, influences or motivating factors, risk taking behaviours that increased or decreased their motivation to learn English, identified ways for teachers to partner with students in order to increase students' motivation in prep classrooms.

Instruments

Demographic Information Questions

To allow the collection of the relevant personal and educational background data, a short demographic questionnaire was designed by the researcher. The questionnaire

asked for information on students' gender, their preparatory year levels (first or second year), their faculty, high school type, and how long the students had been studying English. The demographic data would later be utilized to compare motivational differences across the different groups of students.

Attitude/Motivation Test Battery (AMTB)

The main instrument for obtaining quantitative data used in the study was the Attitude/Motivation Test Battery (AMTB) developed by Gardner (2004). The AMTB is a comprehensive and validated second language motivation and attitude test that measures a wide range of conceptual variables. Although Gardner's Attitude/Motivation Test Battery (AMTB), including the full-and mini-version forms, is widely considered a reliable and valid measure of language learning motivation, Gardner pointed out that it should not be used alone to assess an individual's motivation toward language learning (1985, 2006, 2010; Gardner & MacIntyre, 1993; Tennant & Gardner, 2004). In a Canadian context, the AMTB demonstrated good internal consistency reliability ($\alpha = 0.91$), and a test-retest reliability coefficient of 0.79 (Gardner, 1985), which suggests that the AMTB measures stable and consistent numbers across time, and different elements of measurement. Gardner (2001) investigated the generalizability of the AMTB in other linguistic and cultural contexts, studies in Spain, Romania, Croatia, and Poland were conducted to determine how well the AMTB functioned outside of the Canadian context, with reliability estimates indicating that the AMTB had consistent high internal consistency in the other countries, with median reliability coefficient estimates ranging from 0.79-0.88. The internal reliabilities of the AMTB subscales, measured by Cronbach's alpha, typically range from .74 - .91, depending on the construct that is being measured as well as the characteristics of the target population (Gardner, 2004). In addition, the overall reliability of the scale in the current study was determined to be acceptable, with a Cronbach's $\alpha = .79$.

The version of the AMTB used was the international version, and it consisted of 104 items in the first section and 12 semantic differential items in the second section. The

responses in the first section were gathered using a 6-point Likert scale ('1' = Strongly Disagree, '6' = Strongly Agree), and the emotional responses in the second section were drawn from a 7-point scale.

Two items in the Attitude/Motivation Test Battery (AMTB) were modified to match the Turkish EFL (English as a Foreign Language) context; the modifications were made according to advice from two experts in applied linguistics. Item 7 originally read "If Japan had no contact with English-speaking countries, it would be a great loss" and was revised to "If Turkey had no contact with English-speaking countries, it would be a great loss" in the interests of contextual relevance and meaningfulness to Turkish learners. Likewise, Item 83 originally read "I would feel comfortable speaking English where both Japanese and English speakers were present" and was revised to "I would feel comfortable speaking English where both Turkish and English speakers were present" as an effort to better align the reference with the community of the target language. These changes were made with thoughtful consideration of the impact on the construct validity of the scale and aimed to make the AMTB more contextually appropriate for the local educational context.

The AMTB has several subscales that can assess multiple motivational and attitudinal constructs related to foreign language learning: motivational intensity, desire to learn English, integrative orientation, instrumental orientation, attitudes toward learning the language, anxiety regarding the use of English and classes, interest in languages, support from parents, and impressions of the EFL teacher and classroom practices. Together, these subcomponents cover a comprehensive range of factors highlighting learners' psychological engagement in the process of learning English as a foreign language.

Semi-Structured Interviews

The qualitative dimension of this study aimed to explore students' deeper thoughts, feelings, and personal experiences related to learning English and their attitudes toward English-speaking cultures, specifically British, American, and Australian societies. To gain

these insights, semi-structured interviews were conducted with 15 B1-level preparatory class students from a state university in Turkey.

Participants for the interview phase were selected through purposeful sampling, a method frequently utilized in qualitative research to identify individuals who can provide deep insights into the topic of interest. According to Creswell (2014), qualitative researchers intentionally choose participants and settings that will allow them to better understand the central issue being explored. In line with this, the current study aimed to include both first-year and second-year (repeating) preparatory class students from varied academic and educational backgrounds in order to ensure a broad range of perspectives on their motivation and cultural attitudes.

Data Analysis

Quantitative Data Analysis

Qualitative data were analyzed using IBM SPSS Statistics version 25.0. Descriptive statistics (means and standard deviations) were calculated to provide an overall perspective on students' levels of motivation and attitudes. A Kolmogorov–Smirnov test was conducted to assess the normality of the data. As normality was not assumed ($p \leq .05$), nonparametric tests were employed.

The Mann-Whitney U test was used to compare two categories, such as male and female students' motivational and attitudinal scores, and first- and second-year students. The Kruskal-Wallis H test was used to determine if there were differences more than two categories, such as faculty, high school, years of English. Bonferroni adjusted pairwise comparisons were made where significant differences were identified to control for type I errors.

Spearman's rank correlation was used to determine relationships between motivation and attitudes, as the data is nonparametric. For all statistical tests significance level was set at $p \leq 0.05$.

Qualitative Data Analysis

The qualitative aspect of the study supported the quantitative aspects of the study to find out participants' personal insights, motivations and perceptions relating to learning English and the cultures in which English is spoken. Semi-structured interviews were then conducted with 15 B1-level participants from the preparatory program. In order for there to be a variety of academic and demographic backgrounds, purposeful sampling was used to select interviews.

Interviews were conducted with participants virtually on Zoom, and these interviews lasted on average 15-20 minutes. Prior to conducting the interviews, the participants were informed of the purpose and scope of the study, and informed consent was obtained and recorded for their participation and for a recording of the interviews. During this informed consent process, the participants were informed of how the data would be useful and that their responses would remain confidential. With participants consent, all interviews were audio recorded and written verbatim transcriptions were created so that the content of each person's response could be accurately represented. To protect anonymity and confidentiality, the participant were assigned a pseudonym (i.e. S1, S2 etc.) for reporting purposes, which also protects their identity.

Interview questions addressed several different aspects students' intrinsic and extrinsic motivation, their cultural preferred orientations for the British, American and Australian cultures, classroom experiences, motivational motivational, as well as general suggestions students provided to improve the prep-class instruction. The aim of the semi-structured interviews was to receive a comprehensive understanding of the individual and cultural factors affecting EFL motivation.

In line with Creswell's (2014) recommendations, qualitative data was then analyzed through a process of content analysis. The data was transcribed and then read multiple times searching the data for words, phrases, and meaningful patterns that identified prominent themes. Open coding was done inductively from the data and that

data was classified into meaningful groups. Once the data was assembled into groups, the participants' perceptions were organised, summarised, and interpreted in a systematic way. Descriptive tables were also constructed for the participants' perception categories counting the codes with counts for the participants to provide a clearer visual representation of patterns in the data and an understanding of the data structure.

Ethical Considerations

Ethical clearance was obtained from the university work (involving participants, human research ethics). The participants were told what the study's purpose was, what the study's nature was, the procedures involved, and that their data would be confidential regarding the data and studying. Participation was voluntary, and the students could withdraw from studying at any time without any result. All participants signed an informed consent form prior to their involvement in the study. All data were anonymised, and only the researchers had access to the anonymised responses.

The research was ethically and transparently conducted to support the credibility and integrity of the research according to APA ethical standards for research, as well as the university's ethical protocols for research involving human participants.

Research Question	Data Collection Tool	Type of Data	Participants	Data Analysis
1. What are the affective dimensions like motivation and attitude of B1-level prep-class EFL students?	Attitude/Motivation Test Battery (AMTB)	Quantitative	103 B1-level prep-class students	Descriptive statistics
2. What are the attitudes of the prep-class EFL students towards learning English language and English-speaking communities?	AMTB + Semi-structured interviews	Mixed-method	103 B1-level prep-class students (quantitative); 15 B1-level prep-class students (qualitative)	Descriptive statistics + Content analysis
3. Are there differences in	AMTB +	Quantitative	103 B1-level prep-	Mann-Whitney

Research Question	Data Collection Tool	Type of Data	Participants	Data Analysis
motivation and attitude a) in terms of gender?	demographic data		class students	U test
3. Are there differences in motivation and attitude in terms of b) first and second year at prep-class?	AMTB + demographic data	Quantitative	103 B1-level prep-class students	Mann-Whitney U test
3 Are there differences in motivation and attitude in terms of c) types of high school?	AMTB + demographic data	Quantitative	103 B1-level prep-class students	Kruskal-Wallis H test
3 . Are there differences in motivation and attitude in terms of d) faculties that students study in?	AMTB + demographic data	Quantitative	103 B1-level prep-class students	Kruskal-Wallis H test
3. Are there differences in motivation and attitude in terms of e) English learning duration?	AMTB + demographic data	Quantitative	103 B1-level prep-class students	Kruskal-Wallis H test
4. What is the relationship between English language learning motivation and attitudinal, affective, and contextual variables among B1-level preparatory class students?	AMTB	Quantitative	103 B1-level prep-class students	Correlational analysis (Spearman's rho)

Table 1

Overview of Research Questions, Data Collection Instruments, Participants, and Data Analysis Methods

Chapter 4

Findings, Comments and Discussion

In this chapter, the results of the data analysis were presented by answering the following research questions in the preceding chapters. The methodological procedures described in chapter three were used in a systematic manner to analyze each of the research questions. Tables and figures are included as appropriate to make the statistics accessible and understandable, and descriptive comments are provided to make sense of

the descriptive statistics. Finally, results were discussed in relation to other literature to provide some context to the findings.

Results of Quantitative Data Analysis

The frequency and percentage distributions of personal information belonging to prep- class students participating in the research are given in Table 2 below.

Table 2

Frequency and Percentage Distributions of Participants

		N	%	Total [N (%)]
Gender	Female	58	56.3	103
	Male	45	43.7	(100%)
Preparatory Class	First Year	84	81.6	103
	Second Year	19	18.4	(100%)
Faculty	Economics and Administrative Sciences	48	46.6	103 (100%)
	Science and Letters	23	22.3	
	Engineering	19	18.4	
	Architecture	13	12.6	
High School Graduation	Anatolian 1	66	64.1	103 (100%)
	Private 5	14	13.6	
	Science 6	5	4.9	
	Vocational and Technical Anatolian High school 4	8	7.8	
	General 2	6	5.8	
	Other3	4	3.9	
English Learning Duration	0-1 Year	26	25.2	103 (100%)
	2-5 Years	27	26.2	
	6-9 Years	20	19.4	
	10+ Years	30	29.1	

As seen in Table 2, A total of 103 students participated in this thesis. The average age of participants was 19.50 ± 1.11 . Fifty-six-point three percent (56.3 %, $n=58$) of participants were female and 43.7% ($n=45$) were male in this study. Eighty-four (81.6%) of participants were in the 1st year of the preparatory class and 19 (18.4%) were in the 2nd

year of the preparatory class. Forty-eight (46.6%) participants were in the Faculty of Economics and Administrative Sciences, 23 (22.3%) were in the Faculty of Science and Letters, 19 (18.4%) were in the faculty of engineering, and 13 (12.6%) were in the faculty of architecture. Sixty-six (64.1%) students graduated from high school from Anatolian high school, 14 (13.6%) from private high school and 23 (22.3%) from other high schools.

Table 2 presents the demographic information of 103 students who participated in the study. Table 2 provides useful information that sets the context in terms of students' opinions on motivation and attitudes for English learning. The gender distribution shows a slight majority of female students (56.3 %) and there were 43.7% male students. Majority of participants were in their first year of preparing for English education (81.6%) focused solely on English and 18.4% were in their second year of preparing in a full-time English program. This likely illustrates students who were mostly at the beginning of their preparatory language education journey. The faculty distribution shows diversity: approximately half of the participants (46.6 %) were in the Faculty of Economics and Administrative Sciences, followed by students in the Faculty of Science and Letters (22.3 %), Engineering (18.4 %), and Architecture (12.6 %). Understanding the different faculties allows for analysis of academic discipline impact on language learning motivation, for example, understanding either social science area students are more integrative in interests than technical field area students.

The high school types for graduation also varied amongst participants, which hypothetically may vary the past exposure to English and consequently the attitudes toward learning English. A majority, 64.1%, graduated from Anatolian High Schools, which tend to emphasize academics and usually provide higher quality English language education. The 14 (13.6%) of the study were students high-school graduates from private high school, and 7.8% from vocational or technical high school. There were small number of students graduating from general high school (5.8%), science high school (4.9%), and other types of high schools (3.9%). Even students learning experience of English was fairly evened spread within the participants: There was 25.2% of students who had

learned English for 0-1 year, 26.2% (2-5 years), 19.4% (6-9 years) and 29.1% (more than 10 years). With the small number of participants, this allows for future reflection of a diverse learner population relevant to their background in English learning history of those who are beginning and those who are more advanced learners. Demographics can provide insight into factors, such as gender differences, academic program differences, and learning history differences and how this may impact students' motivation and attitudes to English learning which will be analyzed next in the subsequent sections of the study.

Results of the First Research Question: What are the affective dimensions like motivation and attitude of B1-level preparatory class students in learning English?

The mean and standard deviation values of the participants' overall answers to the test battery (AMTB) are as shown in Table 3.

Table 3

Mean and Standard Deviation Values of AMTB of Overall Answers

Descriptive Statistics of Answers (N=103)					
Constructs	Scales	Mean	Standard Deviation	Minimum	Maximum
Integrativeness	INT	5.0243	0.98052	2.25	6.00
	ALC	4.4105	0.81273	1.00	6.00
Attitudes Towards to Learning Situation	IFL	3.6971	0.44709	2.50	4.90
	ETE	3.4699	0.50192	2.40	5.00
	ECE	3.3883	0.51398	2.10	5.20
Motivation	MI	3.4757	0.49457	2.00	5.00
	D	3.5786	0.45711	2.50	4.80
	ALE	3.5835	0.39929	2.60	5.10
Language Anxiety	ECA	3.4107	0.51960	2.20	4.90
	EUA	3.6029	0.48212	2.30	5.10
Instrumental Orientation	INSO	5.1456	0.83836	2.50	6.00
Parental Encouragement	PE	4.1626	0.95259	1.75	6.00

AMBT2	AMBT2	5.0817	0.81866	2.17	6.42
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*INT (Integrative Orientation); ALC (Attitudes Toward the Learning Community); IFL (Interest in Foreign Language); ETE (English Teacher Evaluation); ECE (English Class Evaluation); MI (Motivational Intensity); D (Desire to Learn English); ALE (Attitude Towards Learning English); ECA (English Class Anxiety); EUA (English Use Anxiety); INSO (Instrumental Orientation); PE (Parental Encouragement); AMBT2 (Attitude and Motivation Test Battery, Second Part)

Table 3 presents a brief description of descriptive statistics per subscales of the Attitude/Motivation Test Battery (AMTB) and an overall indication of the motivation profiles of Turkish preparatory class EFL students. Results indicated that students displayed a high level of motivation for learning English especially from an utilitarian point of view. As the highest mean overall subscale score ($M = 5.15$), the Instrumental Orientation subscale may indicate that students placed motivations on to external factors, such as career opportunities and prospects, academic progression, and global usefulness of languages. However, even the Integrative Orientation subscale was still high ($M = 5.02$) meaning that a lot of students were indeed motivated to engage with English language speaking cultures and not only because of utilitarian factors.

The Attitudes toward the Learning Community subscale also further indicates that although students approached cultural engagement more positively than the other subscales, it was somewhat less enthusiastic; this may suggest that students may not have engaged with other cultures as much or are limited to how they can interact with the cultures. Overall, students suggested that both instrumental and integrative factors were the primary experiences shaping learners' English learning motivation.

The other components of the AMTB provided additional nuance. Students scored moderate on the motivational subscales; for example, Motivational Intensity had a mean of ($M = 3.47$) and Desire to Learn English ($M = 3.58$) and Attitudes Toward Learning English ($M = 3.58$) indicated learners were generally consistently willing to extend effort when approaching English learning rather than an emphasis on effort intensity as shown

in the Instrumental Orientation subscale. However, classroom-related aspects of learning, such as English Teacher Evaluation subscale ($M = 3.47$) and Class Evaluation ($M = 3.39$), were somewhat more modest in their indicative results and suggest the need for improvement from a pedagogical approach.

On the other hand, levels of language anxiety ($ECA = 3.41$; $EUA = 3.60$) were moderate and this points to manageable emotional barriers to textual and communicative approaches to their performance as students. At the same time, Parental Encouragement showed moderate support ($M = 4.16$). Lastly, the overall AMBT2 report mean score of ($M = 5.08$) highlights that the motivated group of students participating in the present study had a strong motivational orientation toward English learning.

Thus, Table 3 clearly supports the conclusion that preparatory class students are indeed motivated, with their motivation primarily rooted in practical goals but also enriched by cultural curiosity and moderate emotional investment.

Results of the Second Research Question: What Are the Attitudes of the Prep Class EFL Students Towards Learning English Language and English-Speaking Communities?

Table 3 summarizes prep class learners' attitudes towards learning English and how they view and interact within English-speaking communities. The results indicate that students would generally consider themselves to have favourable attitudes toward English-speaking cultures. The mean for Integrative Orientation was 5.02, and for Attitudes Toward the Learning Community was 4.41. These figures suggest that many B1-level prep class students feel confident to interact with English speakers. The students also engaged with an appreciation of English speakers' culture and way of life. The students' evidence of culture interest was strong, but they also demonstrated strong instrumental motivation. Instrumental Orientation had the highest mean score, 5.14, demonstrating that the students consider their current or future practical goals, such as

future employment options, opportunities for academic advancement, or the chance to live or work abroad, as troublesome but worthwhile.

Students demonstrated moderate levels of motivation overall. Their desires to learn English ($M = 3.57$), their attitudes towards the learning situation ($M = 3.58$), and their motivational intensity ($M = 3.47$) demonstrated that students were willing to engage outside of the classroom with English, but they may not consider their intensity as high. The students' self-reported satisfaction with their English classes and their instructors' evaluations, however, was somewhat lower in English Teacher Evaluation, $M = 3.46$, and English Class Evaluation, $M = 3.38$.

Prep-class students didn't appear to demonstrate consistently high levels of language anxiety; they reported moderate, which may be reasonable because they would only quite recently have begun to learn English. For example, English Class Anxiety had a mean score of 3.41, and English Use Anxiety reported a slightly higher mean score of 3.60. Thus, it seems reasonable to conclude that while the students were learning in a mildly positive learning environment, some levels of emotional baggage remain for students at B1-status for this important English language learning experience. Ultimately, the overall mean score of the Attitude and Motivation Test Battery – Part 2, $M = 5.08$, provides an indication that prep-class students generally harbour a positive attitude and motivation personally toward learning English.

In addition to the quantitative data, qualitative data provides valuable information. The interview data also demonstrated a real relationship between student motivation and their emotional responses to English and the communities that speak it. Multiple participants noted that their wishes to learn English were not shaped only by academic necessities or vocational objectives. They were also shaped by emotional reactions to English-speaking cultures. For example, students who reported admiration, curiosity, or cultural connection to American or British lifestyles were all more likely to report higher levels of intrinsic motivation and subsequent engagement around activities. For example,

S13 stated, "I have more fun learning English because I feel like I understand people from the cultures. It makes the lessons richer." S2 also noted she was motivated to learn English because she "wants to travel and communicate real", "I want to study abroad. That dream keeps me motivated even when grammar is hard".

Similarly, students with more positive attitudes toward English-speaking communities were more likely to report enjoyment and persistence while engaging in learning activities. For example, S6 said, "I think of English as a bridge to another world that I want to be a part of," demonstrating how motivation was formed by aspirational identity and imagined future connections. In contrast, a small number of students who saw English-speaking cultures as too far or not relatable reported lower levels of motivation toward English much of the time, often fixating on exam-related goals exclusively. These examples show that students' motivational orientation is highly interrelated with their attitudes toward cultural aspects of the target language. Therefore, the qualitative data lends support to the statistical data, showing how affective factors, such as "motivational drive" appeared to reinforce one another in shaping the language learning experience.

The mean and standard deviation values of the answers given by the participants according to different groups are shown in Table 4.

Table 4

Mean Values of Answers by Gender

	Gender			
	Female (N=58)		Male (N=45)	
	Mean	Std. Dev.	Mean	Std. Dev.
INT	4.978	1.089	5.083	0.827
ALC	4.386	0.809	4.441	0.825
IFL	3.667	0.493	3.735	0.381
ETE	3.401	0.498	3.557	0.497

ECE	3.351	0.507	3.435	0.523
MI	3.394	0.470	3.580	0.510
D	3.624	0.468	3.520	0.440
ALE	3.550	0.397	3.626	0.401
ECA	3.475	0.510	3.326	0.524
EUA	3.691	0.468	3.488	0.480
INSO	5.099	0.915	5.205	0.733
PE	4.200	1.017	4.113	0.870
AMBT2	5.061	0.882	5.107	0.737

*INT (Integrative Orientation); ALC (Attitudes Toward the Learning Community); IFL (Interest in Foreign Language); ETE (English Teacher Evaluation); ECE (English Class Evaluation); MI (Motivational Intensity); D (Desire to Learn English); ALE (Attitude Towards Learning English); ECA (English Class Anxiety); EUA (English Use Anxiety); INSO (Instrumental Orientation); PE (Parental Encouragement); AMBT2 (Attitude and Motivation Test Battery, Second Part)

Table 4 provides a gender-based examination of each of the motivational and attitudinal constructs from the Attitude/Motivation Test Battery (AMTB), showing relatively high motivation on all of the constructs for both male and female preparatory class students with only a few modest differences across the subscales. First, males reported slightly higher Integrative Orientation ($M = 5.083$), Instrumental Orientation ($M = 5.205$), and Attitudes Toward Learning English ($M = 3.626$), meaning that they may have a slightly stronger desire to connect to English-speaking cultures, and they probably view English more positively as a resource for professional or academic advancement. Specifically, male students evaluated their experiences a little more positively than female students in both the classroom environment and the quality of the teaching, with the highest scores for the English Teacher Evaluation ($M = 3.553$), and Class Evaluation ($M = 3.428$). Additionally, the males had higher Motivational Intensity scores ($M = 3.571$), which indicated that males are likely to put sustained effort into English learning related tasks or activities.

On the contrary, the females had higher levels of Desire to Learn English ($M = 3.601$), which meant that they had more internal motivation to learn, even though they generally reported slightly less traits of effort than the males. But, they also reported substantially higher levels of English Class Anxiety ($M = 3.475$), and English Use Anxiety ($M = 3.691$), which is in accordance to existing research that females may exhibit more of the affective barriers in language learning contexts. Regardless, both groups had nearly identical values for general interest in foreign languages, attitudes toward the English-speaking community, and parental encouragement, which suggests that both male and female learners shared a common foundation of support and interest, potentially leading to comparable levels of motivation toward language learning. The AMTB2 overall scores were essentially the same ($M = 5.061$ for females; $M = 5.107$ for males), indicating that males and females appear to be similarly motivated in a general sense. The slight differences represented here point to the fact that although gender differences are not significant, they do exist in certain motivational and affective areas. These subtle differences may inform the development of differentiated instructional and emotional support strategies in EFL classrooms.

The mean and standard deviation values of the answers given by the participants according to different groups are shown in Table 5.

Table 5

Mean Values of Answers by Preparatory Class Year

	Preparatory Class			
	First Year (N=84)		Second Year (N=19)	
	Mean	Std. Dev.	Mean	Std. Dev.
INT	5.062	0.981	4.855	0.983
ALC	4.413	0.828	4.398	0.761

IFL	3.702	0.451	3.673	0.438
ETE	3.439	0.484	3.605	0.568
ECE	3.336	0.494	3.615	0.549
MI	3.477	0.459	3.468	0.642
D	3.536	0.453	3.763	0.437
ALE	3.553	0.371	3.715	0.495
ECA	3.397	0.483	3.468	0.667
EUA	3.558	0.471	3.800	0.489
INSO	5.139	0.874	5.171	0.677
PE	4.163	0.928	4.157	1.080
AMBT2	5.080	0.844	5.087	0.711

*INT (Integrative Orientation); ALC (Attitudes Toward the Learning Community); IFL (Interest in Foreign Language); ETE (English Teacher Evaluation); ECE (English Class Evaluation); MI (Motivational Intensity); D (Desire to Learn English); ALE (Attitude Towards Learning English); ECA (English Class Anxiety); EUA (English Use Anxiety); INSO (Instrumental Orientation); PE (Parental Encouragement); AMBT2 (Attitude and Motivation Test Battery, Second Part)

Table 5 shows the motivational and attitude profiles of both groups of first-year and second-year students within the preparatory classes from responses on the Attitude/Motivation Test Battery (AMTB). While both groups of students had high motivation on an overall level and that motivation was stable from first to second year (AMBT2: M = 5.080 for first-years; M = 5.087 for second-years), in both the profiles and subscales, there were some differences. First-year students were slightly higher in Integrative Orientation (M = 5.062) than second-year students (4.855), implying that first-year students might have a greater desire to fit in with English-speaking communities than repeating second year students. Second-year students, on the other hand, provided more positive views of their English teachers (ETE = 3.605) and their English classmates (from ECE = 3.615), perhaps owing to some sort of adaptation over time and better rapport. The second-year students also reported not only a greater Desire to Learn English (D= 3.763) but more positive attitudes in their Attitudes toward Learning English (ALE = 3.715),

meaning they may have more of an emotional investment in language learning, even though it had taken them longer to get there as learners.

A higher level of emotional investment appeared to be associated with a greater emotional toll among the students, as reflected in their elevated English Class Anxiety (ECA = 3.468) and English Use Anxiety (EUA = 3.800) scores compared to those of the first-year students. This increase could be a result of having higher academic expectations than when they started or feeling pressure to perform after an extra year together. Both groups exhibited almost identical scores in areas, such as Motivational Intensity (MI), Instrumental Orientation (INSO), and Parental Encouragement (PE), which may point to stability in efforts, practical orientations, and natural family level of support. There were similar scores in Academic Engagement (AE), Attitudes toward the Learning Community (ALC) and Interest in Foreign Language (IFL); therefore, it may be confirmed that even though second-year students may have a firmer emotional commitment to anyone staying engaged with the target language and culture, their general understandings of target cultures and excitement for language learning through engagement, rests fairly constant regardless of year.

It may be concluded that second-year students may have more familiarity and desire in this classroom than their first-year counterparts, even if they did have more emotional burdens, reminding motivation and emotional state of mind, remains constant throughout the experience of being in the english-speaking preparatory in this program over the course of several years.

In Tables 6 and 7, the mean and standard deviation scores for the different motivational and attitudinal constructs examined in the AMTB (Attitude/Motivation Test Battery) are presented for each of the participant groups based on their high school graduation.

The groups essentially were Anatolian High School, Private High School, General High School, Other High Schools, Vocational and Technical High School and Science

High School graduates. These motivational and attitudinal constructs depict the learners' motivation toward learning English, which includes integrative and instrumental orientations, attitudes, anxiety, and motivation intensity.

	High School Type Group I					
	Anatolian (N=66)		Private (N=14)		General (N=6)	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
INT	5.128	0.937	4.339	1.199	4.125	1.159
ALC	4.417	0.813	4.132	0.926	3.571	1.358
IFL	3.697	0.483	3.542	0.334	3.550	0.327
ETE	3.447	0.481	3.228	0.322	3.467	0.441
ECE	3.363	0.542	3.271	0.364	3.433	0.493
MI	3.465	0.464	3.178	0.523	3.617	0.387
D	3.566	0.500	3.500	0.392	3.750	0.589
ALE	3.516	0.362	3.600	0.325	3.550	0.437
ECA	3.433	0.481	3.192	0.423	3.250	0.295
EUA	3.572	0.446	3.464	0.381	3.383	0.627
INSO	5.147	0.827	4.875	0.993	4.458	0.765
PE	4.183	0.998	4.267	0.906	4.104	0.953
AMTB2	5.178	0.826	4.756	0.863	4.736	0.971

Table 6

Mean Values of Answers by Different High School Types (Group I)

*Std. Dev. (Standard Deviation); INT (Integrative Orientation); ALC (Attitudes Toward the Learning Community); IFL (Interest in Foreign Language); ETE (English Teacher Evaluation); ECE (English Class Evaluation); MI (Motivational Intensity); D (Desire to Learn English); ALE (Attitude Towards Learning English); ECA (English Class Anxiety); EUA (English Use Anxiety); INSO (Instrumental Orientation); PE (Parental Encouragement); AMTB2 (Attitude and Motivation Test Battery, Second Part)

Table 7

Mean Values of Answers by Different High School Types (Group II)

	High School Type Group II		
	Other (N=4)	Vocational and Technical (N=8)	Science (N=5)

Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
4.875	1.164	5.781	0.312	5.350	0.945
4.357	0.705	5.018	0.473	4.800	0.313
3.825	0.670	3.700	0.431	4.020	0.179
3.525	0.806	3.550	0.393	3.520	0.239
3.275	0.802	3.650	0.595	3.480	0.164
3.300	0.572	3.550	0.207	3.700	0.612
3.325	0.250	3.388	0.275	3.760	0.321
3.550	0.173	3.550	0.193	3.700	0.141
3.525	0.670	3.513	0.664	3.340	0.673
3.525	0.624	3.875	0.403	3.660	0.594
5.063	1.028	5.906	0.186	5.150	0.994
3.531	0.832	4.234	1.111	4.400	0.899
5.146	0.712	5.760	0.261	5.217	0.699

*Std. Dev. (Standard Deviation); INT (Integrative Orientation); ALC (Attitudes Toward the Learning Community); IFL (Interest in Foreign Language); ETE (English Teacher Evaluation); ECE (English Class Evaluation); MI (Motivational Intensity); D (Desire to Learn English); ALE (Attitude Towards Learning English); ECA (English Class Anxiety); EUA (English Use Anxiety); INSO (Instrumental Orientation); PE (Parental Encouragement); AMTB2 (Attitude and Motivation Test Battery, Second Part)

Tables 6 and 7 present a comparative analysis of motivational and attitudinal differences among prep-class students according to high schools graduation type. It is clear that Anatolian, Vocational-Technical, and Science High Schools had higher levels of motivation compared to Private and General High Schools. The Anatolian High School cohort of prep-class students scored high on both integrative ($M = 5.128$) and instrumental orientations ($M = 5.147$), as well as the overall AMTB mean score ($AMTB2 = 5.178$), indicating a strong and balanced motivation profile. This balance suggests a healthy blend of cultural interest and practical goals in these learners.

The Vocational and Technical General High School cohort produced the highest mean scores for Integrative Orientation ($M = 5.781$) and Instrumental Orientation ($M = 5.906$), as well as an overall mean AMTB2 ($M = 5.760$) that was similar in strength. It is noteworthy that the evidence of strong motivation occurred in a curriculum of which the

role of English was naturally limited in scope. This tension may perhaps reflect students' growing awareness of their cultural identity and the reality of English's dominance as a global language. This suggests Integrative and Instrumental motivations exist because of their own experiences and the understanding of English as offering distinguishable opportunity.

The motivation to learn is also reflected in Science High School students, who reported high Instrumental Orientation ($M = 5.150$) as well as AMTB2 ($M = 5.217$) that is typical of their continued academic ambition which was most strongly correlated with parental encouragement ($PE = 4.400$). These high-level scores also provide evidence that structured, academically demanding and accredited schools may be building stronger English learning motivation while expanding and contextualizing more broadly the understanding of usefulness.

The Private High School and General High School students reported the lowest scores on several motivational indicators. Private High School students reported weaker integrated ($M = 4.339$) and instrumental ($M = 4.875$) orientations, and a lower AMTB2 score ($M = 4.756$) than students from a public high school. Interestingly, the Private High School cohort report strong encouragement from their parents ($PE = 4.267$), which demonstrates that external pressures typically associated with parental or even family expectations do not always convert into strong motivations for English learning, or good motivational attitudes towards learning English. The General High School students also reported low mean levels of integrative motivation ($M = 4.125$) as well as low mean levels of their attitude towards the English speaking community/people ($ALC = 3.571$) despite higher other mean ($D = 3.750$) and as a reflection of a relatively strong desire to learn, despite weak cultural orientations. Among several students in the category of other types of high school graduates also performed well first due to low sample size of students, the results should be interpreted cautiously.

Overall then, it is clear that educational context and backgrounds create important motivational differences, and while there are many institutional or contextual issues

related to providing differentiated support to students in their preparatory programs, students from less academically structured or English focused high schools, may need scaffolding that builds motivation through cultural engagement and creates a stronger potential long-term motivation for learning and engagement.

In Table 8, the mean and standard deviation scores for the different motivational and attitudinal constructs examined in the AMTB (Attitude/Motivation Test Battery) for each of the participant groups based on their faculties. The groups essentially were Economics and Administrative Science Faculty, Science and Letters Faculty, Engineering Faculty, Architecture Faculty students.

Table 8

Mean Values of Answers by Different Faculties

	Economics and Administrative Sciences (N=48)		Science and Letters (N=23)		Engineering (N=19)		Architecture (N=13)	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
INT	5.156	0.895	4.815	1.146	4.881	1.149	5.115	0.666
ALC	4.532	0.657	4.198	1.009	4.391	1.042	4.362	0.523
IFL	3.660	0.456	3.634	0.414	3.831	0.503	3.746	0.377
ETE	3.462	0.424	3.395	0.581	3.642	0.617	3.376	0.420
ECE	3.314	0.416	3.456	0.493	3.552	0.733	3.300	0.481
MI	3.454	0.423	3.460	0.508	3.636	0.704	3.346	0.309
D	3.537	0.410	3.578	0.458	3.631	0.544	3.653	0.517
ALE	3.604	0.388	3.556	0.418	3.710	0.453	3.369	0.239
ECA	3.354	0.484	3.247	0.512	3.710	0.518	3.469	0.298
EUA	3.602	0.444	3.404	0.494	3.784	0.593	3.692	0.298
INSO	5.156	0.849	4.989	0.880	5.236	0.826	5.250	0.790
PE	4.276	0.926	3.972	0.776	4.065	1.186	4.221	0.996
AMBT2	5.244	0.799	4.670	0.981	5.400	0.752	5.179	0.375

*INT (Integrative Orientation); ALC (Attitudes Toward the Learning Community); IFL (Interest in Foreign Language); ETE (English Teacher Evaluation); ECE (English Class Evaluation); MI (Motivational Intensity); D (Desire to Learn English); ALE (Attitude Towards Learning English); ECA

(English Class Anxiety); EUA (English Use Anxiety); INSO (Instrumental Orientation); PE (Parental Encouragement); AMBT2 (Attitude and Motivation Test Battery, Second Part)

Table 8 presents a comparison of the AMTB, reported with individual faculty analysis, detailing differences in motivation and attitudes toward learning English across the four faculties. Students enrolled in the Faculty of Engineering reported the overall highest motivation (AMBT2 $M = 5.400$), followed by students enrolled in Faculty of Economics and Administrative Sciences ($M = 5.244$), Architecture ($M = 5.179$), and Science and Letters ($M = 4.670$). Students in the Faculty of Engineering also reported strong Instrumental Orientation ($M = 5.236$) and Integrative Orientation ($M = 4.881$), suggesting that they may be motivated by career-related outcomes and cultural motivation. High English Teacher Evaluation (ETE = 3.642) and Class Evaluation (ECE = 3.552) subscale averages indicated positive experiences in the classroom, and their descriptions of the English classes, could have a lasting influence positive influence on their motivation. However, members of the Faculty of Engineering also reported the highest levels of anxiety in specific subcategories, notably English Class Anxiety (ECA = 3.710) and English Use Anxiety (EUA = 3.784). This elevated anxiety may reflect the technical demands of English used in their field, as well as the rigorous academic expectations typical of the engineering discipline.

Students enrolled in the Faculty of Economics and Administrative Sciences also exhibited high motivation scores across nearly all constructs, specifically in Attitudes Toward Learning Community (ALC = 4.532) and moderate, significant levels of Parental Encouragement (PE = 4.276), suggesting the role of framing from external sources and culture, or cultural openness. Architecture students had high motivation scores in their Instrumental Orientation (INSO = 5.250), lower scores in their evaluation of the classroom experience, and a slight, but significant decline in enjoyment of learning English (ALE = 3.369; ECE = 3.300) (also reflected in their ALC = 4.162), therefore this may reflect a more widespread academic engagement with English, in comparison to Engineering students and their perceptions, or experiences studying in their class.

Science and Letters students generally showed the overall lowest motivation across the datasets, with the lowest scores across the isolated subcategories; however their Desire to Learn English ($D = 3.578$) and the ALE ($M = 3.556$) were relatively high as well.

In Table 9, the mean and standard deviation scores for the different motivational and attitudinal constructs examined in the AMTB (Attitude/Motivation Test Battery) for each of the participant groups based on their English learning duration. The groups essentially were 0-1 year, 2-5 years, 6- 9 years,10+ years.

Table 9

Mean Values of Answers by English Learning Durations

	0-1 Year (N=26)		2-5 Years (N=27)		6-9 Years (N=20)		10+ Years (N=30)	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
INT	4.94	1.03	4.76	1.11	5.22	0.88	5.19	0.83
ALC	4.20	1.05	4.38	0.76	4.64	0.66	4.45	0.68
IFL	3.63	0.48	3.70	0.46	3.84	0.34	3.64	0.46
ETE	3.46	0.49	3.57	0.58	3.37	0.47	3.44	0.44
ECE	3.18	0.58	3.56	0.49	3.43	0.40	3.38	0.48
MI	3.52	0.41	3.55	0.56	3.47	0.49	3.36	0.49
D	3.46	0.51	3.81	0.38	3.59	0.45	3.46	0.40
ALE	3.46	0.42	3.72	0.46	3.51	0.31	3.60	0.32
ECA	3.29	0.45	3.51	0.61	3.58	0.59	3.30	0.38
EUA	3.33	0.40	3.79	0.52	3.82	0.35	3.51	0.45
INSO	5.19	1.00	4.91	0.91	5.20	0.81	5.27	0.58
PE	3.93	0.87	3.94	1.01	4.32	0.93	4.45	0.91
AMBT2	4.93	0.94	4.93	0.86	5.18	0.631	5.26	0.75

*INT (Integrative Orientation); ALC (Attitudes Toward the Learning Community); IFL (Interest in Foreign Language); ETE (English Teacher Evaluation); ECE (English Class Evaluation); MI (Motivational Intensity); D (Desire to Learn English); ALE (Attitude Towards Learning English); ECA (English Class Anxiety); EUA (English Use Anxiety); INSO (Instrumental Orientation); PE (Parental Encouragement); AMBT2 (Attitude and Motivation Test Battery, Second Part)

Table 9 shows the means and standard deviations for students' responses to the AMTB subscales with respect to the students' duration of learning English (0 to 1 year, 2 to 5 years, 6 to 9 years, and 10 or more years). A general trend indicates that longer periods of English learning, primarily 6 to 9 years and 10 or more years, correspond fairly consistently with higher items within each motivation area such as Integrative Orientation (INT), Attitudes Toward the Learning Community (ALC), and Instrumental Orientation (INSO). For example, students who had been learning English for 6 to 9 years had the highest scores for INT ($M = 5.22$), as there seems to be a strong interest in the culture of English-speaking communities, and ALC ($M = 4.64$).

Meanwhile, it was those students who had been learning for 10 or more years who had the highest INSO ($M = 5.27$) suggesting that learners with longer periods of learning might be even more motivated by the explicit benefits of using English in academic and vocational contexts. Additionally, overall motivation (AMBT2) again increased according to the duration of learning English, with the highest overall motivation scores for 6 to 9 years and 10 or more years. Taken together these results most strongly suggest an upward trend where longer sustained engagement with the English language correlates with more positive instrumental and integrative motivation items, as well as more positive attitudinal strength in general.

An additional finding from this analysis indicates that the emotional and classroom-based responses change according to students' learning duration. For example, respondents who had been studying for 2–5 years had the highest Desire to Learn English (D) ($M = 3.81$), Attitudes Toward Learning English (ALE) ($M = 3.72$), and class satisfaction (ECE), suggesting they had strong engagement with the English language somewhere nearly midway through their language development.

Cumulatively, it appears that anxiety (EUA, ECA) arose through 6–9 years mostly, which is likely due to learners developing metacognitive thoughts, such as self-awareness and self-performance at higher levels. The beginner period of 0–1 years and 10+ years

participants reported lower levels of anxiety, indicating their two learning or communicative pathways are either low to non-existent cognitive language demands (of the beginner phase) or learners who have, since (depending on the degree of usage in life and classes), advanced in their language acquisition journey, and therefore are more assured in their use of English.

Overall, it is crucial to notice that learners' emotional responses are not linear and can show peaks in stress at certain stages. Therefore, it is critical that teachers provide cognitive and instructional support, as well as emotional scaffolding, especially within the instructional framework for intermediate students, when navigating moments of anxiety, and otherwise acknowledging and supporting motivation at all stages of the student's language projects.

Results of the Third Research Question: Are there differences in motivation and attitude in terms of: a) gender?

There were significant differences between genders for motivational intensity (MI) and English use anxiety (EUA) [$p \leq 0.05$]. The Mann-Whitney U of gender differences of AMBT are as shown in Table 10.

Table 10

Mann-Whitney U Test Results for Differences Between Male and Female Students

	Gender	N	Mean Rank	Test Result	<i>p</i>
INT	Male	45	51.59	1291.0	0.925
	Female	58	52.24		
ALC	Male	45	53.84	1222.0	0.580
	Female	58	50.57		
IFL	Male	45	54.49	1193.0	0.455
	Female	58	50.07		
ETE	Male	45	58.03	1033.50	0.070
	Female	58	47.32		
ECE	Male	45	54.43	1195.50	0.465
	Female	58	50.11		

MI	Male	45	58.84	997.0	0.040*
	Female	58	46.69		
D	Male	45	47.90	1120.50	0.219
	Female	58	55.18		
ALE	Male	45	54.61	1187.50	0.431
	Female	58	49.97		
ECA	Male	45	45.87	1029.0	0.066
	Female	58	56.76		
EUA	Male	45	44.98	989.0	0.035*
	Female	58	57.45		
INSO	Male	45	52.87	1266.0	0.793
	Female	58	51.33		
PE	Male	45	50.31	1229.0	0.613
	Female	58	53.31		
AMBT2	Male	45	52.09	1301.0	0.979
	Female	58	51.93		

* $p \leq 0.05$; INT (Integrative Orientation); ALC (Attitudes Toward the Learning Community); IFL (Interest in Foreign Language); ETE (English Teacher Evaluation); ECE (English Class Evaluation); MI (Motivational Intensity); D (Desire to Learn English); ALE (Attitude Towards Learning English); ECA (English Class Anxiety); EUA (English Use Anxiety); INSO (Instrumental Orientation); PE (Parental Encouragement); AMBT2 (Attitude and Motivation Test Battery, Second Part)

The Mann-Whitney U Test results shown in Table 10 were used to assess the motives and attitudes for learning English amongst male and female preparatory class students. There were significant differences in two subscales of the AMTB, namely: Motivational Intensity and English Use Anxiety. Male students showed significantly greater motivational intensity than female students ($p = 0.040$) suggesting the males are displaying a greater commitment to English learning. This suggests the two genders may have the same motives for learning English, but the male group are more likely to display positive studying, persistence behaviors. Female students showed significantly higher levels of English use anxiety than their male counterparts ($p = 0.035$). This means female students may feel more self-conscious or anxious when using English, particularly in performance-based and communicative settings. The higher anxiety levels experienced

by female learners of a second language is a known phenomenon and widely researched, with most studies noting that males and females perform equally well in academic settings and that the female group often perform better despite experiencing greater anxiety.

When considering the remaining motivational or attitudinal subscales of integrative orientation, instrumental orientation, interest in foreign languages, classroom evaluation, and attitudes, there were no significant differences between male and female groups. The results of the AMTB subscales (desire to learn English, attitude towards the learning community, and motivation) indicate that the intent to learn English is similar as neither gender demonstrates higher levels of motivation. The male and female groups also achieved comparable scores for English Teacher Evaluation ($p = 0.070$) and English Class Anxiety ($p = 0.066$), suggesting a larger sample size may produce findings showing significant differences.

Overall, there is little substantial difference between male and female motivation; however, male students display greater motivated behavior, and female students demonstrate a slightly greater need for emotional support to regulate the anxiety that occurs when using the language. These findings show that gender-sensitive pedagogical strategies are essential. Engaged learning needs to be rigorous while at the same time, facilitate emotional support to build up learners' confidence in English, especially when it comes to oral language and experiential settings where uses of the language have higher risks of self-perception in performance-based situations.

Results of the Third Research Question: Are there differences in motivation and attitude in terms of: b) first and second year at prep-class?

According to the results of the difference analysis on which year they are in the preparation class, significantly difference was found between classes only for English

class evaluation (ECE) [$p \leq 0.05$]. The Mann-Whitney U of gender differences of AMBT are as shown in Table 11.

Table 11

Mann-Whitney U Test Results for Differences Between Prep-Classes

	Prep-class year	N	Mean Rank	Test Result	<i>p</i>
INT	First Year	84	53.37	683.0	0.322
	Second Year	19	45.95		
ALC	First Year	84	52.13	787.50	0.929
	Second Year	19	51.45		
IFL	First Year	84	53.22	695.50	0.382
	Second Year	19	46.61		
ETE	First Year	84	50.35	659.0	0.236
	Second Year	19	59.32		
ECE	First Year	84	49.09	553.50	0.037*
	Second Year	19	64.87		
MI	First Year	84	52.09	790.50	0.949
	Second Year	19	51.61		
D	First Year	84	49.57	593.50	0.081
	Second Year	19	62.76		
ALE	First Year	84	51.09	721.50	0.512
	Second Year	19	56.03		
ECA	First Year	84	51.34	742.50	0.636
	Second Year	19	54.92		
EUA	First Year	84	49.45	583.50	0.067
	Second Year	19	63.29		
INSO	First Year	84	52.37	767.0	0.790
	Second Year	19	50.37		
PE	First Year	84	51.90	790.0	0.946
	Second Year	19	52.42		
AMBT2	First Year	84	52.45	760.0	0.746
	Second Year	19	50.00		

* $p \leq 0.05$; INT (Integrative Orientation); ALC (Attitudes Toward the Learning Community); IFL (Interest in Foreign Language); ETE (English Teacher Evaluation); ECE (English Class Evaluation);

MI (Motivational Intensity); D (Desire to Learn English); ALE (Attitude Towards Learning English); ECA (English Class Anxiety); EUA (English Use Anxiety); INSO (Instrumental Orientation); PE (Parental Encouragement); AMBT2 (Attitude and Motivation Test Battery, Second Part)

Table 11 displays the findings of a Mann-Whitney U test conducted to evaluate whether differences exist in students' motivation toward English learning and related attitudes based on their status as first-year or repeating students. Namely, this study compared the first-year (N = 84) students to the second-year (N = 19) students. The results indicated that, with the exception of one construct, the statistical results regarding students' motivation and attitudes toward English learning were generally similar regardless of which year of the preparatory program the students were located.

Despite the majority of the constructs reporting statistically similar results between groups in the study, there was one exception: students' English Class Evaluation (ECE) ($p = 0.037$), which produced a statistically significant difference. This indicated that the second-year students had systematically more positive perceptions regarding their English classes than the first-year students. This can be attributed to a number of reasons, including increased familiarity with the preparatory program, stronger footing with their respective teachers, or increasing involvement levels. As well, it could be suggested that the second-year students' inclination toward greater positivity in learning environments was simply a self-selecting phenomenon, where those who continued onto their second year were likely more positively oriented from the start. All other constructs, including Integrative Orientation (INT), Instrumental Orientation (INSO), Motivational Intensity (MI), and Desire to Learn English (D), did not show significant differences.

Results of the Third Research Question: Are there differences in motivation and attitude in terms of: c) types of high school?

According to the results of the difference analysis based on students' high school type, significant differences were found in English Use Anxiety (EUA) [$p \leq 0.05$].

The Kruskal-Wallis H analysis of high school types differences of AMBT are as shown in Table 12.

Table 12

Kruskal-Wallis H Test Results by High School Types

	High School	N	Mean Rank	Chi-Squared	<i>p</i>
INT	Anatolian	66	52,71	1.164	0.948
	General	6	45,42		
	Other	4	60,88		
	Vocational and Technical Anatolian	8	48,44		
	Private	14	48,89		
	Science	5	57,80		
ALC	Anatolian	66	53,15	4.255	0.513
	General	6	70,92		
	Other	4	51,50		
	Vocational and Technical Anatolian	8	40,56		
	Private	14	46,39		
	Science	5	48,50		
IFL	Anatolian	66	54,55	4.139	0.530
	General	6	58,50		
	Other	4	43,88		
	Vocational and Technical	8	33,81		
	Private	14	49,71		
	Science	5	52,60		
ETE	Anatolian	66	47,73	6.797	0.236
	General	6	74,75		
	Other	4	68,75		
	Vocational and Technical Anatolian	8	49,38		

	Private	14	58,07		
	Science	5	54,80		
ECE	Anatolian	66	53,30		
	General	6	49,92		
	Other	4	64,25		
	Vocational and Technical Anatolian	8	36,38	6.135	0.293
	Private	14	59,36		
	Science	5	32,00		
MI	Anatolian	66	55,84		
	General	6	52,33		
	Other	4	44,88		
	Vocational and Technical Anatolian	8	26,00	7.447	0.189
	Private	14	50,61		
	Science	5	52,10		
D	Anatolian	66	54,02		
	General	6	60,75		
	Other	4	46,63		
	Vocational and Technical Anatolian	8	28,88	5.801	0.326
	Private	14	53,32		
	Science	5	52,40		
ALE	Anatolian	66	51,45		
	General	6	61,58		
	Other	4	56,25		
	Vocational and Technical Anatolian	8	25,38	9.167	0.103
	Private	14	62,82		
	Science	5	56,70		
ECA	Anatolian	66	50,77	8.516	0.130
	General	6	47,08		
	Other	4	48,63		
	Vocational and Technical Anatolian	8	36,00		
	Private	14	71,21		

EUA	Science	5	48,60	11.14 0	0.049*
	Anatolian	66	50,00		
	General	6	47,08		
	Other	4	55,00		
	Vocational and Technical	8	30,00		
	Private	14	69,11		
	Science	5	69,20		
INSO	Anatolian	66	48,86	2.382	0.794
	General	6	56,42		
	Other	4	56,88		
	Vocational and Technical	8	54,56		
	Anatolian Private	14	57,86		
	Science	5	63,70		
	Science	5	63,70		
PE	Anatolian	66	54,21	5.335	0.376
	General	6	29,17		
	Other	4	47,75		
	Vocational and Technical	8	47,88		
	Anatolian Private	14	49,82		
	Science	5	66,30		
	Science	5	66,30		
AMBT2	Anatolian	66	51,20	2.512	0.775
	General	6	44,33		
	Other	4	48,50		
	Vocational and Technical	8	62,06		
	Private	14	49,54		
	Science	5	65,40		
	Science	5	65,40		

*p≤0.05; INT (Integrative Orientation); ALC (Attitudes Toward the Learning Community); IFL (Interest in Foreign Language); ETE (English Teacher Evaluation); ECE (English Class Evaluation); MI (Motivational Intensity); D (Desire to Learn English); ALE (Attitude Towards Learning English); ECA (English Class Anxiety); EUA (English Use Anxiety); INSO (Instrumental Orientation); PE (Parental Encouragement); AMBT2 (Attitude and Motivation Test Battery, Second Part)

Table 12 shows the Kruskal-Wallis H test results that examined whether English language learners in the study experienced differences in motivation and attitudes based on type of high school completion. Students from Anatolian, General, Private, Science, Vocational and Technical Anatolian, and Other high schools were compared across the AMTB subscales. Within the study, there was a statistically significant difference across groups only for English Use Anxiety (EUA; $p = 0.049$). The lack of anxiety was strongest within the Vocational and Technical Anatolian Graduates (Mean Rank = 30.00).

The students that presented the highest level of EUA were Science High School Graduates (Mean Rank = 69.20) and Private High School Graduates (Mean Rank = 69.11). This finding, along with trends depicted in motivational intensity (MI) and attitude towards learning English (ALE), perhaps suggests that although students graduating from Science or Private high schools had greater exposure to English language classes and some have been taught with more rigorous academic training and perceived higher stakes, the competitive context increased anxiety when they had to actually use the second language, perhaps due to performance pressure, perfectionism, greater viewing of making mistakes, etc.

The vocational students, however, may have had a more relaxed attitude when using the language, which yielded a lower anxiety result. Although there was not a statistically significant difference across other AMTB subscales, there was a numerical difference: MI and ALE, which showed that graduation from Private and Science High Schools had higher mean ranks for ALE. The graduates from Vocational high schools tended to score slightly lower for ALE. AMBT2 (overall motivation) scores were relatively congruent across all high school groups, which indicates high school type alone, in terms of general motivation to learn English, may not be a contributing factor. Despite these observed differences, the generally high anxiety score experienced by the Science and Private graduates may warrant encouragement in pedagogy about their emotional comfort when 'using' the language.

Given potential motivations, learners who experience anxiety about their emotional states when using a language, or due to affective factors suggesting that learners may consider the use of the language as intimidating, can still benefit from teachers employing low-anxiety communicative and teaching strategies. This is an aspect worth revisiting in different situational contexts. Moreover, the fact that the anxiety-related scores were found at a higher level in previous studies also indicated that trainers needed to attend to affective factors, not simply cognitive and motivational factors, which can be important in diverse educational systems.

Results of the Third Research Question: Are there differences in motivation and attitude in terms of: d) faculties that students study in?

According to the results of the difference analysis based on students' department in the university, no significant differences were found between departments [$p > 0.05$]. The Kruskal-Wallis H results for faculty-based differences in AMBT are shown in Table 13.

Table 13

Kruskal-Wallis H Test Results by Faculties

	Faculties	N	Mean Rank	Chi-Squared	p
INT	Economics and Administrative Sciences	43	56.13	1.799	0.615
	Science and Letters	23	47.43		
	Engineering	19	48.97		
	Architecture	13	49.27		
ALC	Economics and Administrative Sciences	43	55.33	1.734	0.630
	Science and Letters	23	46.24		
	Engineering	19	53.32		
	Architecture	13	47.96		
IFL	Economics and Administrative Sciences	43	50.00	2.19 2	0.534

	Science and Letters	23	47.46		
	Engineering	19	58.89		
	Architecture	13	57.35		
	Economics and Administrative Sciences	43	52.27		
ETE	Science and Letters	23	48.33	2.112	0.549
	Engineering	19	59.1		
	Architecture	13	46.23		
	Economics and Administrative Sciences	43	48.81		
ECE	Science and Letters	23	57.33	3.209	0.361
	Engineering	19	58.95		
	Architecture	13	44.19		
	Economics and Administrative Sciences	43	50.23		
MI	Science and Letters	23	52.72	3.408	0.333
	Engineering	19	61.76		
	Architecture	13	43.00		
	Economics and Administrative Sciences	43	49.09		
D	Science and Letters	23	52.80	1.007	0.799
	Engineering	19	56.37		
	Architecture	13	54.92		
	Economics and Administrative Sciences	43	56.01		
ALE	Science and Letters	23	49.87	7.168	0.067
	Engineering	19	57.63		
	Architecture	13	32.73		
	Economics and Administrative Sciences	43	49.34		
ECA	Science and Letters	23	43.98	7.359	0.061
	Engineering	19	67.74		
	Architecture	13	53.00		

EUA	Economics and Administrative Sciences	43	51.91	4.80 3	0.187
	Science and Letters	23	41.70		
	Engineering	19	59.66		
	Architecture	13	59.38		
INSO	Economics and Administrative Sciences	43	52.85	1.488	0.685
	Science and Letters	23	45.67		
	Engineering	19	55.45		
	Architecture	13	55.00		
PE	Economics and Administrative Sciences	43	54.61	1.596	0.660
	Science and Letters	23	45.63		
	Engineering	19	50.89		
	Architecture	13	55.23		
AMBT 2	Economics and Administrative Sciences	43	59.03	7.543	0.056
	Science and Letters	23	38.28		
	Engineering	19	51.53		
	Architecture	13	51.00		

* $p \leq 0.05$; INT (Integrative Orientation); ALC (Attitudes Toward the Learning Community); IFL (Interest in Foreign Language); ETE (English Teacher Evaluation); ECE (English Class Evaluation); MI (Motivational Intensity); D (Desire to Learn English); ALE (Attitude Towards Learning English); ECA (English Class Anxiety); EUA (English Use Anxiety); INSO (Instrumental Orientation); PE (Parental Encouragement); AMBT2 (Attitude and Motivation Test Battery, Second Part)

Table 13 shows the Kruskal-Wallis H test results for any differences in English language-learning motivation, attitudes, and anxieties among subjects from the various faculties of Economics and Administrative Sciences, Science and Letters, Engineering, and Architecture. Although there were no statistically significant differences among the AMTB subscales ($p > 0.05$), meaningful trends presented themselves, with one being significant. For example, for attitudes to learning English (ALE) the students from the

Engineering and Economics faculties had the most favourable ALE (57.63 and 56.01, respectively) whereas Architecture students had the least positive attitudes (32.73). The same was true for overall motivation (AMBT2), which just missed significance ($p = 0.056$); where Economics had the most total motivation, followed by Engineering, Architecture, and Science and Letters. The orientation in Economics and Engineering is seen as more applicable to their program, while Architecture students (along with some Science and Letters students) may not see English as applicable to their program, hence they may have lower motivation.

Also, Engineering students had the most severe English class anxiety (ECA, Mean Rank = 67.74), which could be due to performance pressure as opposed to a lesser language acquisition ability, while Science and Letters students had the lowest anxiety ($M = 43.98$). The engineering and architecture students also ranked slightly higher than the other students on their interest in foreign languages (IFL). IFL may reflect an increasing awareness of the relevance of English as a global language, especially in these disciplines.

To make a motivation comparison, MI and desire to learn English (D) subscales did not have a significant difference among faculties, however, the engineering students show the highest effort level in learning English, yet they also had the highest anxiety level about the class. Even with having high levels of anxiety does not appear to be hindering the engineering students' commitment; hence their effort in learning and using English were likely completed with a commitment to reduce anxiety.

Although there was some indication of differences in instrumental orientation (INSO) and parental encouragement (PE) levels, students in all faculties had similar levels of instrumental orientation and parental encouragement. These levels would suggest that motivations and supports relate to family encouragement for all faculties to be broadly similar. Even though there were not statistically significant differences among the faculties noted in the study, their relatedness indicates that faculty may influence the language

learning attitudes and motivations for students' learning. This provides implications for more specific instructional planning and opportunities made available to faculties in increasing engagement and reducing anxiety as a faculty community in English language learning.

Results of the Third Research Question: Are there differences in motivation and attitude in terms of: e) English learning duration?

According to the results of the difference analysis how long participants are learning English, there was significant difference in the desire to learn English (D), and English use anxiety (EUA) variables. The Kruskal-Wallis H of learning English durations of AMBT are as shown in Table 14.

Table 14

Kruskal-Wallis H Test Results by English Learning Durations

	Learning Durations	N	Mean Rank	Chi-Squared	p
INT	0-1 Year	26	49.63	3.328	0.344
	2-5 Years	27	44.83		
	6-9 Years	20	58.50		
	10+ Years	30	56.17		
ALC	0-1 Year	26	47.37	2.412	0.491
	2-5 Years	27	50.56		
	6-9 Years	20	60.73		
	10+ Years	30	51.50		
IFL	0-1 Year	26	48.21	3.937	0.268
	2-5 Years	27	51.13		
	6-9 Years	20	63.60		
	10+ Years	30	48.33		
ETE	0-1 Year	26	51.29	1.320	0.724
	2-5 Years	27	57.02		
	6-9 Years	20	47.18		
	10+ Years	30	51.32		
ECE	0-1 Year	26	40.12	7.612	0.055
	2-5 Years	27	62.52		
	6-9 Years	20	54.13		
	10+ Years	30	51.42		
MI	0-1 Year	26	54.08	2.095	0.553
	2-5 Years	27	57.04		
	6-9 Years	20	51.40		

D	10+ Years	30	46.07	11.462	0.009*
	0-1 Year	26	43.37		
	2-5 Years	27	67.63		
	6-9 Years	20	53.13		
ALE	10+ Years	30	44.67	4.450	0.217
	0-1 Year	26	44.00		
	2-5 Years	27	60.67		
	6-9 Years	20	48.98		
ECA	10+ Years	30	53.13	6.335	0.096
	0-1 Year	26	45.31		
	2-5 Years	27	57.50		
	6-9 Years	20	62.95		
EUA	10+ Years	30	45.55	18.767	< 0.001*
	0-1 Year	26	35.50		
	2-5 Years	27	62.76		
	6-9 Years	20	68.28		
INSO	10+ Years	30	45.77	2.623	0.454
	0-1 Year	26	56.75		
	2-5 Years	27	44.39		
	6-9 Years	20	53.98		
PE	10+ Years	30	53.42	6.215	0.102
	0-1 Year	26	44.67		
	2-5 Years	27	45.37		
	6-9 Years	20	56.83		
AMBT 2	10+ Years	30	61.10	2.998	0.392
	0-1 Year	26	48.06		
	2-5 Years	27	46.74		
	6-9 Years	20	53.78		
	10+ Years	30	58.97		

* $p \leq 0.05$; INT (Integrative Orientation); ALC (Attitudes Toward the Learning Community); IFL (Interest in Foreign Language); ETE (English Teacher Evaluation); ECE (English Class Evaluation); MI (Motivational Intensity); D (Desire to Learn English); ALE (Attitude Towards Learning English); ECA (English Class Anxiety); EUA (English Use Anxiety); INSO (Instrumental Orientation); PE (Parental Encouragement); AMBT2 (Attitude and Motivation Test Battery, Second Part)

The Kruskal-Wallis H Test (See Table 14) assessed if students' motivational and attitudinal profiles differentiated by years of learning English. Statistically significant differences emerged within the subscales of the Attitude/Motivation Test Battery (AMTB) in two areas Desire to Learn English (D) and English Use Anxiety (EUA).

In the subscale Desire to Learn English, students with 2–5 years of learning English had the highest mean score ($M = 3.81$), and it also varied significantly in comparison to the 0–1 year group ($M = 3.46$, $p = .028$), and the 10+ year group ($M = 3.46$,

$p = .020$). This trend was supported by the mean rank values of 2–5 years group, which had a highest rank (Mean Rank = 67.63). These results indicate that students at the early-intermediate stage of language learning have emotional engagement and confidence in their learning. Additionally, the beginner group and longer-term learners reported relatively low desire scores, which potentially reflect uncertainty and motivational fatigue.

There were also significant differences found in the English Use Anxiety (EUA) subscale, with learners with 2-5 years (Mean Rank = 62.76) and 6-9 years (Mean Rank = 68.28) of experience reporting higher anxiety compared to the 0-1 year (Mean Rank = 35.50). This pattern indicates that the intermediate stages of learning may be associated with some pressure to perform at a level on par with their self-awareness of their competence to express themselves in speech could be feeding the anxiety. Interestingly, there was lower anxiety in the 10+ year group (Mean Rank = 45.77), again showing that longer periods of exposure to English may yield greater fluency and comfort in use.

Although there were no statistically significant differences found in other subscales of the AMTB such as Integrative Orientation, Instrumental Orientation, or Parental encouragement, the clear patterns found in desire and anxiety reveal some important emotional and developmental dynamics in second language learning. Overall, the findings illustrate not only that motivation and anxiety are not static, but rather they vary in relation to learners' stage of exposure to English, their internal confidence, and perceived success. These dynamics show another side to the emotional journey of EFL students.

Results of the Fourth Research Question: What is the relationship between English language learning motivation and attitudinal, affective, and contextual variables among B1-level preparatory class students?

Table 15 explores the relationship between students' Motivational Intensity (MI) and three key variables: Integrative Orientation (INT), Instrumental Orientation (INSO),

and Attitude Towards Learning English (ALE), based on Spearman correlation analysis with 103 participants.

Table 15

Relationship between Motivational Intensity (MI) and AMTB Subscales (N=103, Overall participants)

	(MI)	Motivational Intensity
INT	rho	0.083
	p	0.405
INSO	rho	-0.085
	p	0.394
ALE	rho	0.319*
	p	0.001
ALC	rho	0.173
	p	0.080
IFL	rho	0.371*
	p	0.001
ETE	rho	0.354*
	p	0.001
ECE	rho	0.423*
	p	0.001
D	rho	0.235*
	p	0.017
ECA	rho	0.177
	p	0.073
EUA	rho	0.006
	p	0.952
PE	rho	0.098
	p	0.326

* $p < 0.05$; INT = Integrative Orientation; ALC = Attitudes towards the Learning Community; IFL = Interest in Foreign Language; ETE = English Teacher Evaluation; ECE = English Class Evaluation; D = Desire to Learn English; ALE = Attitudes towards Learning English; ECA = English Class Anxiety; EUA = English Use Anxiety; INSO = Instrumental Orientation; PE = Parental Encouragement.

Table 15 analyses the relationships between Motivational Intensity (MI), and AMTB subscales. There was a significant positive correlation of MI with English Class Evaluation (ECE) ($\rho = 0.423$, $p < 0.001$), which indicates that participants with a higher ECE have a higher MI. There were also significant positive correlations with MI and Interest in Foreign Language (IFL) ($\rho = 0.371$, $p < 0.001$), English Teacher Evaluation (ETE) ($\rho = 0.354$, $p < 0.001$), Attitudes towards Learning English (ALE) ($\rho = 0.319$, $p = 0.001$), and Desire to Learn English (D) ($\rho = 0.235$, $p = 0.017$). There were no statistically significant positive or negative relationships with MI and the other AMTB subscales, including Integrative Orientation (INT) ($\rho = 0.083$, $p = 0.405$), Attitudes towards the Learning Community (ALC) ($\rho = 0.173$, $p = 0.080$), English Class Anxiety (ECA) ($\rho = 0.177$, $p = 0.073$), English Use Anxiety (EUA) ($\rho = 0.006$, $p = 0.952$), Instrumental Orientation (INSO) ($\rho = -0.085$, $p = 0.394$), and Parental Encouragement (PE) ($\rho = 0.098$, $p = 0.326$).

Results of Qualitative Data Analysis

Table 16

Feelings About Being a Prep-Class Student

Category	Code	Participant(s)	Code Count
Positive expressions	Feeling proud and excited	S1, S14	2
	Motivated and academically focused	S2, S4, S14	3
	Engaged and encouraged	S4, S7	2
	Positive classroom experience	S7, S8, S11	3
	Optimistic and open-minded	S8, S11	2

	Excited about progress	S11, S14	2
	Motivated and hopeful	S1, S2, S14	3
Negative expressions	Feeling pressured or stressed	S3, S9	2
	Struggling with adaptation	S5, S10	2
	Academic pressure and time management	S9, S13	2
	Anxiety and self-doubt	S10, S13	2
	Feeling unprepared or behind	S3, S13	2
Neutral expressions	Feeling neutral but aware of benefits	S6, S12	2
	Adjusting with effort	S6, S12	2
Mixed expressions	Balance of pressure and opportunity	S15	1

Note*: Participant codes refer to anonymized student interviewees (e.g., S1 = Student 1)

The experiences of B1-level preparatory class students exposed a range of emotional experiences related to their experiences in the program. The emotional experiences of students varied greatly, many students had positive feelings, while the other half characterized the preparatory year as an inspiring and encouraging thing to do. Many of the students expressed pride and excitement, viewing the prep-class as a new starting point for learning and success in their future years in school. For example, S1 clarified they were "proud to be in prep-class and feel like I am doing something for the future", while S14's excitement was more reserved. Additionally, several other students (S2, S4, S7, S8, S11) indicated motivation for which they credit the positivity and interactive nature of the class. Many of these students mentioned feeling focused on their academic work, being engaged during lesson presentations, and feeling encouraged to participate with several students, S7 and S8 specifically mentioning how much they enjoyed the positive environment in the classroom, as well as enjoying help from classmates, which they both contribute positive emotions to their experiences.

While also seeing positive experiences emotionally, students also indicated negative emotional experiences relating to stress, academic pressure, or difficulty engaging with the program. During the interviews, students S3 and S9 explained they felt

sometimes overwhelmed balancing their academic expectations and managing their perceived time to succeed. S10 and S13 explained their emotional struggle was with newly expressed feelings of anxiety or doubt regarding their performance or difficulty with improving academic engagement and fears of falling behind. S3 articulated this kind of pressure, by saying, "Sometimes feeling pressure to do well makes for a stressful situation", while S10 explained overwhelmed by saying, "I feel like I have been putting so much pressure on myself to not feel unprepared".

Interestingly, a few learners expressed a neutral view, which was to portray a view that recognized the preparatory program was valuable but expressed little emotional investment in being in a classroom for that period of time. S6 and S12 definitely showed some recognition of the prep-class being valuable but demonstrated a view that was disengaged or emotional when they described adjusting with difficulty. A neutral view is still important, as it partially shows a utilitarian connection to the preparatory program, but it lacks emotional engagement.

Lastly, while a few students expressed a mixed view of balancing the complexity of pressure versus overload compared to their perceived rewards of effort and learning language. For example, S15 when reflecting on this challenge called it, "hard but also worth it, because you know it will help your future". This kind of mixed positioning reflects the emotions for many learners of language when they are faced with pressure in balancing all of their effort.

Overall, the varied reflections of students regarding being a prep-class student also was reflective of an emotional experience spectrum that can exist in an academic experience. While many of the prep-class students were carried along by positive experiences and a sense of progress, some students but were experiencing anxiety or stress. This indicates the very real possibility of emotional experience and underscores the desirability of using responsive approaches to teaching in a way that also channels the emotional experience of learners to improve both process and wellbeing during learning.

Table 17*Reasons to Learn English*

Category	Code	Participants	Code Count
Academic Purposes for Prep Class	To pass courses/exams	S3, S9, S12, S15	4
Academic Purposes for Future Career	To pursue higher education abroad	S1, S4, S6, S8, S14	5
Career Goals	To get a good job / professional advantage	S3, S9, S12, S15	4
Cultural Interest	To connect with English-speaking cultures	S1, S2, S5, S6, S10, S14	6
Personal Enjoyment	Interest in music, series, or cultural content	S2, S4, S5, S6, S7, S8, S10, S11	8
Communication	To communicate with foreigners or make friends	S5, S8, S10, S13	4
Parental Support	Motivated by family encouragement	S5, S10, S13	3

Note*: Participant codes refer to anonymized student interviewees (e.g., S1 = Student 1)

The reasons for learning English among preparatory class students can be grouped into several broad themes related to academic purpose, career expectations, cultural appreciation, personal enjoyment, communication needs, and parental influence. These themes illustrate a continuum of instrumental and integrative orientations in terms of Gardner's (1985) socio-educational framework for understanding language learning. In terms of academic purpose, students frequently noted how important English is to them immediately and in the future. For example, S12 said, "I need to pass prep class to continue my department, so I want to learn English well," indicating immediate academic need, and S1 noted, "I want to do my master's abroad, so I know English is important," indicating a longer-term goal associated with international education. In regard to career expectations, participants uniformly seemed to believe in the economic potential of English.

For instance, S15 said, "Knowing English helps you find a better job. It is almost a must nowadays," and S9 noted, "If I am going to work in an international company, I must speak English fluently," both reflecting an instrumental orientation based on job expectations. Integrative motivation was also indicated through students' cultural appreciation and personal enjoyment. For example, S4 said, "I love reading mangas... so I need to read them in English... now I can read any manga I want," and S6 said, "I love watching British TV series and I love their accent; it makes me want to learn more." S10 "I am connected to American culture through music and movies, and that is why I want to understand them better." These examples confirm the relevance of media and cultural affinity as motivators for language learning. Communication needs serve as a motivational factor, too. For example, S5 observed, "When I traveled to touristic places last year, I met with lots of foreigners and I realized that English is the only way to talk to people from other countries," and S8 mentioned, "I want to make international friends, and English is the common language," both noting how English was the tool to connect globally.

Lastly, parental influence also seems to contribute to students' motivation. S10 said, "My parents always tell me English is a must for success," and S13 said, "My father says I have to speak English to study or work abroad." These comments illustrate how social context contributes to motivation with respect to English language learning, as noted by the role of family expectation.

The evidence reveals that prep-class students are motivated to learn English for a variety of academic, professional, cultural, and communicative reasons. The most significant responses were related to personal enjoyment and cultural interest, highlighting how engagement with media, music, and international culture strongly influences learners' attitudes. This suggests that using culturally rich and engaging materials in EFL classrooms could significantly enhance learners' motivation levels.

Table 18*Things Increasing Students' Motivation to Learn English*

Category	Code	Participant(s)	Code Count
Instructional factors	Supportive teachers	S1, S4, S7	3
	Interactive lessons	S3, S6	2
	Speaking activities	S5, S7	2
Personal motivation	Seeing progress	S2, S11, S14	3
	Peer interaction	S10, S15	2
	Personal interest in English	S9, S14	2
Instrumental motivation	Career-related goals	S3, S12, S13	3
Cultural exposure	Enjoying English media (songs/movies)	S4, S6, S8	3

Note*: Participant codes refer to anonymized student interviewees (e.g., S1 = Student 1)

The data obtained through student interviews discovered various related aspects that positively motivated students to learn English. These sources of motivation were divided into four main parts: instructional aspects, personal motivation, instrumental goals, and cultural exposure. The comments made by the participants give an insightful understanding of how teaching practice, self-perceptions, peer interactions, and other cultural influences all can be working together to generate motivation to learn the language.

Instructional factors positioned themselves to be among the strongest motivators. Many of the students mentioned, such as S1, S4, and S7, the significance of supportive teachers who create a classroom environment that is comfortable and encouraging. For example, S1 said, "My teacher always encourages us to speak. That makes me feel more confident." These students referred to their teachers as approachable and encouraging, and they reported feeling more participative during the lessons because of this. Similarly, S4 and S7 emphasized the teachers' inclusive methods and use of strategies to encourage participation from all students and made simple direct connections to their own confidence and motivation.

Beyond teacher support, interactive activities were also a recurring theme. Students S3 and S6 expressed a preference for lessons with dynamic and active participation and used communication, pair work, and group discussion as opposed to locating language in a lesson on grammar. S3 even mentioned that these types of lessons were stimulating and "fun" to learn language using.

A few students commented on the benefits of game-based learning tools such as Kahoot along with communicative tasks. They mentioned that these activities not only created competition in the class but also made the lesson much easier and more enjoyable. A few students stated the games allowed them to have fun while also learning and making grammar or vocabulary more clearer, and stated they were interesting and fun with a sense of competition as well.

Both S5 and S7 indicated they were more inclined to commit to speaking activities when they were engaged in authentic contexts, and when they had the chance to practice their speaking with active engagement in class. This shows that students feel more likely to commit to learning when the learning activities are communicative and focused on student activity.

In addition to the learner in-class activities, students identified personal milestones and social opportunities as motivation for English learning. For example, the ability to observe their own language development over time was important for some students such as S2, S11, and S14. S14, states: "Seeing how much I improved this semester made me want to try harder". The perception of measurable progress and subtle accomplishments served as a positive reinforcing mechanism to motivate students to continue their English learning.

Social interaction with peers was also a motivator for them. Students, such as S10 and S15 commented on the importance of friendship in the learning process and help with collaborative tasks. Peer interaction made learning fun, socially engaging, and less threatening. Having someone to practice with and to depend on to do activities with in class made it bearable. For example, S10 reported that speaking or interacting with

classmates helped lessen the intimidation factor and made the experience of communicating in English that much more natural.

Cultural experiences related to English, particularly using a wide range of English media, were also a key motivator. S4, S6, and S8 noted that listening to songs and watching movies and series were not only motivation to learn, but also provided opportunities to develop their comprehension of English. For example, S4 stated, "When we watch movies or listen to songs, it is more enjoyable ways to learn". Authentic input and opportunities to practice listening were all motivating factors in students' enjoyment in learning English around popular culture and media; and these all cultivated a personal connection to the language.

Lastly, some students expressed instrumental motivation, such as academic and career motivations. For instance, S3, S12, and S13 identified learning English as an essential skill for future professional development, whether in an academic or workplace setting. S3 emphasized that English is a crucial asset for achieving better career prospects and preparing for a teaching career, particularly highlighting his aspiration to obtain a CELTA certificate and teach English internationally.

Overall, the context of students' motivation to learn English included a multitude of internal and external dynamics from a support teacher and enjoyable lesson tasks, to individual improvements and aspirations in the real world. The results indicate the need for a holistic view of language teaching, given the equal evidence for constructive emotional affordances by students with interacting with pedagogical destination lectures and engaging purposefully with peers as well as learning within a meaningful context, aided by cultural sources.

Table 19

Things Decreasing Students' Motivation to Learn English

Category	Code	Participant(s)	Code Count
Linguistic challenges	Grammar difficulties	S2, S6, S9	3

	Fast speaking speed in videos or class	S3, S7, S9	3
Instructional problems	Memorization-based teaching	S1, S10, S13	3
	Lack of interactive activities	S3, S5, S6	3
Affective factors	Fear of making mistakes	S5, S13	2
	Anxiety during speaking	S8, S10	2
Environmental limitations	Lack of practice opportunities	S11, S15	2

Note*: Participant codes refer to anonymized student interviewees (e.g., S1 = Student 1)

Although a number of students in the preparatory course reported feeling motivated to learn English, a considerable number of students also expressed concerns over some of the pedagogical practices, learning difficulties, and affective factors that reduced their motivation. The qualitative data analysis provided the researchers with four categories that inhibited students' motivation: linguistic difficulties, pedagogy concerns, affective issues, and environmental limitations. The concerns were articulated by students in multiple interviews and were representative of the students' real and immediate concerns.

One of the most prevalent issues reported by students was the difficulty with grammar, which was demotivating and confusing for a number of students. Participants S2, S6, and S9 specifically mentioned that grammar-based instruction, especially when no connection was made to real-life use, made the language learning process feel mechanical and overwhelming. As S2 explained, "Grammar rules are confusing. I feel demotivated when I don't understand them." With grammar-based instruction, there tended to be little context and no meaningful communication, with students becoming disinterested and feeling increasing levels of anxiety.

Another linguistic challenge also involved the speed of speech in listening or watching classroom listening materials, or videos. Students S3, S7, and S9 stated that listening to native speakers, especially when it was authentic audio or fast-paced videos, was often too difficult, and demotivating. For example, S3 said, "Sometimes the videos go too fast. I don't understand, so I don't try anymore". These barriers to understanding

affected students' confidence and participation, especially in listening or speaking. The final component was the effects of instructional problems. A number of students expressed weak preferences for instructional methods that encouraged a lot of memorization. S1, S10, and S13 indicated that repeated rote memorization left students bored and the classes unengaging overall. S1, for example, explained, "We sometimes memorize, we don't use English. It becomes boring". The lack of communicative or interactive content made things especially problematic for many of the participating students. For students like S3, S5, and S6 in particular, class language learning experiences rarely involved opportunities to express themselves or use the language in class. In this regard, S5 stated, "It's always writing or grammar. We never use it. We never talk in English because it's not speaking. Lack of speaking" (S5).

Students also identified affective factors as prominent contributors to lower their motivation. In terms of emotional responses like fear of making a mistake, feeling shy or embarrassed or an inability to cope with speaking anxiety, students like S5, S8, and S13 identified cases where they avoided speaking altogether during an oral language activity, feeling self-conscious or concerns of judgement or ridicule. S5 stated "I'm scared of speaking wrong in front of others, so I hesitated.", could be just one example of anxiety taking over, causing silence, withdrawal, and demotivation if it was not addressed in an explicit way in the classroom context explicitly.

Lastly, environmental constraints were one final category of motivational challenges identified by some students, particularly in relation to limited experiences with speaking English outside of the classroom. For instance, S11 and S15 both noted that they did not have much exposure to English in their lives, and rarely had the chance to use it beyond the school context. S11 stated, "We don't... really speak English anywhere else. So, I forget things that I learn." Again, for developing learners, a key part of language learning is having meaningful experiences to use what they learn in class, in real world contexts. If students are not able to practice what they learn, especially for students

learning English as a second language, they may quickly become disengaged; ultimately, this will have negative impacts on fluency and language development.

In conclusion, the findings suggest that student motivation cannot simply be limited to what occurs inside the classroom, but must also take into account the emotional responses to the learning process, as well as the amount of practice that the student experience in the learning environment all can have on learning and motivation. In terms of idea key motivators are an overemphasis on grammar and memorization, fast and difficult input, lack of interaction, emotional anxiety, and lack of exposure to authentic language use are all important barriers. A motivating classroom environment should include teaching practice that emphasizes communication, decreased anxiety, and offer practice opportunities that are equally engaging, accessible, and supportive of learners.

Table 20

Reasons to Go to Britain, America, and Australia

Category	Code	Participant(s)	Code Count
British Culture & Values	To experience British culture and history	S1, S2, S4, S8, S9	5
	Admiration for traditions and manners	S4, S6	2
	Interest in politeness and elegance	S4	1
	Desire to visit London and iconic places	S1, S2	2
	Attraction to British accent	S4	1
British Academic Goals	Prepare for future teaching career in the UK	S3, S6, S7	3
	Practice English in real-life situations	S8	1
American Cultural Appeal	Influence of multicultural and modern lifestyle	S3, S5, S6, S10	4
	Familiarity through media (movies, music)	S5, S6, S9	3

	Curiosity about U.S. city life	S5	1
	Admiration for Hollywood and NBA	S5	1
	Comfortable lifestyle perception	S10	1
American Academic Goals	Prepare for career/education in U.S.	S3, S6, S7	3
Australian Culture	Curiosity about peaceful, nature-based lifestyle	S6, S10, S15	3

Note*: Participant codes refer to anonymized student interviewees (e.g., S1 = Student 1)

The findings of the interviews revealed that students' interests in traveling to or living in an English-speaking country was influenced by a combination of personal interest, cultural interest, academic aspirations, and career interests. Britain and the United States were the most referenced countries, while Australia was mentioned too, but less frequently and mostly due to peaceful lifestyle and environment. Each of these countries carried their own meanings for students that were largely determined by their media consumption and perceptions of culture and expectations of imagined futures.

The most prominent destination for students was Britain, especially in terms of culture and education. Students S1, S2, S4, S6, S8, and S9 commented that they would like to experience the British culture in person—evocative in its longstanding and traditional way of life and social norms. For example, S4 stated, "I like British culture and traditions. They feel classy and full of meaning." S1 said that it was a dream for him to see famous places when he said, "I want to see London one day. It's like a dream." These references highlight how cultural curiosity about the historical way of life and formal social norms is a real driving force.

With the UK also being connected to academic and professional aspirations. For example, participants S3, S6, and S7 identified the UK as an imagined place in which they would prepare for future teaching careers or attend graduate school. For these students, the British education system was deemed legitimate and studying in England represented

the possibility of verified educational and professional credit. S6 commented, "To study in Britain would be like a dream. I think it is accepted everywhere."

Students reflected on how much they enjoyed the British accent, they considered it elegant and, in a way they found intellectually sexy, with S4 commenting, "the British accent sounds formal and serious. I like that," this was yet another layer to their more general fascination with British culture.

The opposite was true for America; motivations were different, but still significant. Not everyone had the same motivations, but many students, such as S3, S5, S6 and S10 referred to multiculturalism and current lifestyle. S10 stated, "It is multicultural and I think that would have to help me fit in," and S5 thought that "We grow up with American films and songs. It kind of made sense to get over there." While these comments reflect a consciousness of American culture, it may be suggested that there is also the fact that America is more recognizable and accessible because of the content accessible to through pervasive media consumption.

Entertainment and pop culture, were also important to these students. They admired Hollywood, the NBA, music and urban life, with S5 saying, "I love NBA basketball and Hollywood movies. That's why America excites me." This reinforces a more general reason, that media not only shapes our understanding of culture, but also creates emotional lenses and levels of aspiration to distant places.

Academically at least, America was framed as a land of opportunity, and of development. Respondents, such as S3 and S6 expressed desire to travel or work in the United States in order to broaden their experiences and subsequently open doors for their future careers. S10 even noted, they liked "the American lifestyle; it seems easier and more comfortable," alluding to a common view of personal freedom and quality of life.

While Australia was also mentioned less, the responses related to it were unique, also described positively. Students including S6, S10, and S15 described Australia as a calm, nature-focused, relaxed society. S6 remarked, "I feel that Australia is calm and connected to nature... like it is different than the others." These students appeared to be

fascinated by the notion that appraisal of immediacy, simplicity, natural beauty, and relaxation formed part of the daily experience. S15 was intrigued by the lifestyle of Australians, saying, "They're friendly, and respectful."

Several students noted that they knew relatively little about Australia, citing limited media accounts, but at the same time, this limited knowledge did not prevent the students from making positive assumptions. In particular, the assumptions of Australians being kind and respectful and lovers of nature worked to create a positive positioned view, even among those students who had never considered Australia as a destination.

In conclusion, students' motives for traveling or living in Britain, America and Australia were influenced by emotional and practical elements. Until now, Britain had referred to intellectual and historical depth of experience, formality of social values, and academic educational goals. America indicated familiarity, diversity, media influence and personal aspirations; while Australia, less so, was indicative of simplicity, calmness and connection to nature. Ultimately, these findings reveal how the aspirations third by language learners are shaped from a variety of international experiences based on cultural fascination, educational planning and the narratives built from the media, including social media.

Table 21

Best and Least Favorite Things About Britain, America, and Australia

Country	Category	Code	Participant(s)	Code Count
Britain	Best Things	Cultural richness, traditions, routines, politeness	S1, S4, S5, S6, S8	5
		British accent and lifestyle elegance	S1, S4, S6, S10	4
		Historical depth and democratic image	S1, S5, S9	3
		British football, food, and music	S5, S6	2
	Least Favorite Things	Monarchy and colonial legacy	S1, S3, S4, S10	4
		Social hierarchy	S3, S4	2

		Difficult accent	S10	1
America	Best Things	Multicultural society and modern city life	S3, S5, S6, S9, S10	5
		Entertainment (Hollywood, NBA, music)	S5, S6, S9	3
		Advanced education and global prestige	S1, S9, S10	3
		Least Favorite Things	Gun culture and excessive patriotism	S1, S4, S5, S9
	Celebrity lifestyles commercialism		S5, S8, S9	3
	Weak healthcare system		S9, S10	2
	Australia	Best Things	Peaceful lifestyle and natural environment	S6, S10, S15
Friendly, respectful people			S6, S9, S15	3
Simple and relaxed culture			S6, S10	2
Least Favorite Things		Limited familiarity / hard to access in media	S10, S13	2
		Unclear accent / pronunciation issues	S10	1

Note*: Participant codes refer to anonymized student interviewees (e.g., S1 = Student 1)

Student perceptions of English-speaking countries were not exclusively positive or negative; they instead embodied a mixed display of admiration and criticism formed through notions of culture and education within and their personal preferences. In this section, participants were given the opportunity to reflect on what they liked and disliked most about their experiences in Britain, America, and Australia. Their responses exemplified how news, media, and global narratives shaped their perceptions of cultural representations, but the students also had the ability to be critical and evaluative regarding social and cultural elements they judged in each of the three countries.

Many students conveyed an admiration for the cultural wealth of Britain, which these students associated mostly with notions of tradition, formality, and historical richness. At least six participants indicated values related to politeness, routine, and longstanding cultural institutions (e.g., S1, S4, S5, S6, S8). S4 stated, "British culture is

full of history and class. I like how formal they are." Additionally, S6 noted the elegance of their lifestyle and their intellectual and aesthetic aspects, which expressed the student's admiration for what they understood British lifestyle to encompass per their criteria.

Students also admired the sophistication of the British accent; students including S1, S4, and S10 valued the accent as a signifier of education and elegance. S10 shared, "The way they speak sounds so classy and serious." The students' compliments also included a variety of elements involving British music, football, and food, which some groups expressed as enjoyments and interests.

The interviews showed that students reported their motivation to travel to or live in an English language country was for personal interest, admiring the culture, academic objectives, and employment interests. Students reported that Britain and the United States were the countries listed most often, and Australia was mentioned less than the other two, for the most part due to its relaxed lifestyle and its environment.

Each of these countries carried their own meanings for students that were largely determined by their media consumption and perceptions of culture and expectations of imagined futures. However, many of the participants expressed critique of sociopolitical elements of Britain as well. The monarchy and colonial legacy clearly dominated the themes mentioned. Specifically, the students with a critical perspective, such as S1, S3, S4, and S10 all regarded the royal family as a representation of antiquated social structures. Other students spoke specifically about the legacies of imperialism and how they relate to an undermined democratic ideal of society.

An additional barrier that facilitated a great deal of discussion from the focus group was the presence of a British accent; even with its elegance it was still difficult to comprehend. S10 commented, "British English is hard to understand. I cannot understand them when they speak too quickly, or too formally!" The dual identity of the accent as both respectable yet unapproachable communicates the complexity of learners' affective dispositions towards the various varieties of English, including various English accents.

American society was predominantly conceived as modern, diverse, and culturally entertaining. Students, such as S3, S5, S6, S9, and S10 described the United States as multicultural, quick-paced, and vital. S5 articulated, "I love Hollywood, and the NBA. That is what makes America exciting!" As a result, the students described American cities, pop culture, and student life as familiar and appealing partly because of their length of exposure to American-based media.

Participants remarked that they appreciated the accessibility of the American lifestyle, as well as a perceived sense of openness and informality. S6 noted, "American culture is everywhere, such as in TV shows, TV series, songs. I feel connected." Additionally, students, such as S9 and S10 regarded the United States as an attractive place to further academic studies, and they valued the esteem associated with degrees from American institutions of higher learning. S9 indicated, "They have great universities. I would love to study there one day."

However, students also expressed serious concerns about American society. The most commonly mentioned issues were the prevalence of gun culture and excessive patriotism. S1 stated, "There is too much gun violence and patriotism. It doesn't feel safe." Others criticized the influence of celebrity culture, materialism, and commercialism in American life. For example, S8 remarked, "Everything seems too artificial and too influenced by the celebrity culture. Not for me." Similarly, S5, S4, and S9 voiced their criticisms, though they limited their concerns to the dominance of celebrity influence and excessive consumerism. Only S10 mentioned broader systemic issues, such as healthcare inequality, commenting, "They have problems with their healthcare. It is expensive and hard to reach."

These comments suggest that while America has a dynamism, and visibility of culture that appeals to many students, they have important critiques of its complex and paradoxical social relations, and presence of commercial values.

On the other hand, although Australia was less familiar to many students and mentioned by only a small group, the views expressed were mostly positive. Students S6,

S10, and S15 commented on Australia's peaceable way of life, its relationship with nature, and its society's respect for one another. S6 explained, "Australia feels relaxed and peaceful. I like that idea." The students presented Australia as a simple, environmental, and calm social cultural context, in contrast to the intensity of urban settings they had associated with the UK and the US.

Students also appreciated Australians' reputation for being friendly and treating others with respect. For example, S9 and S15 illustrated that Australians seemed kind and welcoming, which made the idea of living there more appealing. S15 commented, "They seem respectful and friendly, like calm and warm people."

However, students also described having little direct experience of Australian culture, as it is relatively hard to see in the mainstream media. S13 said, "I don't see much of Australia from my lessons or TV." Additionally, students had taken issue with the Australian accent, and found it difficult or unfamiliar. For example, S10 reflected, "I can't even recognize the Australian accent. I find it hard to understand."

In contrast to Britain and America, Australia was not criticized for its political or structural society, rather for not being represented more in students, educational and cultural experience.

In conclusion, students responses to Britain, America and Australia reflect an eclectic mixture of respect and critique. While Britain had a certain level of respect, due to its sophisticated history and culture, depth and access to language educational experience were parsed. America had mixed reviews. Open environment, and diversity, and entertainment industry were all positives, while violence, consumerism and excessive nationalism were negatives. Australia was perceived as a simple, peaceful, and respectful society, with meaningful lifestyle associations, although these impressions were limited by students' unfamiliarity and the country's minimal media presence.

Overall, these reflections raise the need and importance of critical cultural education in language classrooms that fosters both the building of respect and critical cultural awareness.

Table 22*Opinions About British, American, and Australian People*

Country	Category	Code	Participant(s)	Code Count
Britain	Positive Perceptions	Respectful, polite, disciplined people	S1, S4, S6	3
		Elegant and well-mannered	S4, S6	2
	Negative Perceptions	Emotionally distant or cold	S3, S10	2
		Too formal or reserved in interaction	S3, S10	2
America	Positive Perceptions	Friendly, cheerful, open-minded	S3, S5, S6	3
		Energetic, confident, socially active	S5, S6, S9	3
	Negative Perceptions	Overly patriotic or self-focused	S9	1
		Materialistic or overly casual	S4, S9	2
Australia	Positive Perceptions	Nature-loving and peaceful people	S6, S10	2
		Respectful and kind individuals	S6, S9, S15	3
	Neutral / Limited Exposure	Not much known, perceived as simple and kind	S10, S13	2

Note*: Participant codes refer to anonymized student interviewees (e.g., S1 = Student 1)

Besides discussing the countries themselves, students also reflected on what they believed about the people of Britain, America, and Australia. These reflections, in many cases, were also driven by indirect cultural influences from popular culture, conversations and discussions in class, and ultimately their own assumptions and perceptions. While none of the participants had lived in any of these countries, their reflections reveal how global cultural representations and social narratives could shape learners' perceptions of target language communities. The representations of people in each of the countries

could all be categorized into three impressions, positives impressions, negatives impressions, and neutral or limited knowledge varying over the three cultural contexts.

The prevalent perception of British people among students was of formality, politeness and discipline. While participants, such as S1, S4, and S6 noted these traits positively, they also frequently described British people with terms that imply some level of physical elegance and respect for others. S4 stated, "They are formal and elegant. I respect that kind of communication." S6 stated, "They are polite in their speech, and it seems like they value the rules. That's something I admire."

In general, students seemed to associate different aspects of British behavior with action within the larger domain of a culturally structured social system that includes importance assigned to tradition and intellectual composure. Students reported having perceptions of British people and British culture that arose out of what they must have associated educationally and socio-culturally with their impressions, appeableness in human relationships, especially with respect to professional and academic contexts.

However, not all impressions or perceptions were positive. Students like S3 and S10 pointed out that British people sometimes demonstrate an emotional distance or distance. S3 said, "They are polite but cold. I don't feel comfortable with that." S10 stated, "They may be too reserved. It is hard to make close relationships with such distant people." These comments illustrate a shared tension between having social order I admire and having social presence concerned with emotional expressiveness. Conversations to substantive dimensions of the earlier research suggested that while students admired forms of distinction related to the behavior of British people, it also created obstructionism with respect to intimacy and spontaneity.

Overall, compared to British citizens, those from the U.S. were generally seen as friendly, cheerful, and social. Students perceived them as friendly and social. For example, S5 stated "They are cheerful and casual. They seem easier to talk with than others." S6, "They are full of energy and confident. I like how they express themselves so easily."

These traits related to openness, social activity, and a casual approach to interacting with others. The students admired how U.S. citizens seem to enjoy interacting with others socially and communicating their ideas openly without reservation while being optimistic. This way of viewing U.S. citizens contributed to a belief that it would be relatively easy to socialize in the U.S. as an expatriate and feel included in those social places.

Situated within the largely positive impressions of U.S. citizenry, some students also noted negative impressions of them representing people who wanted a self-satisfying belief in themselves, bound together by patriotism and materialism, and could not help themselves. For instance, S9 discussed U.S. citizens as "They are helpful, but too obsessed with their country. They can be too much." Other students said they felt U.S. citizens could come off as too laid back or too self-absorbed, and spoke of the tension between friendliness and shallowness. S6 and S9 described American friendliness as shallow when it is almost polite and not sincerely deep. These somewhat paradoxical evaluations also showed that the students were having the experience and thinking the evaluation to both admire and criticize almost identical attributes they see as outsiders in two different cultures.

When the people of Britain and America were compared to Australians, it became clear that students had limited experience with Australians, which prompted them to engage more carefully and share their personal impressions. The people who uploaded their comments about Australians and these are S6, S9, S10, and S15, generally categorized Australians as calm, respectful, peaceful, and nature-lovers. S10 stated, "I don't know too much, but they seem like nature-lovers and peaceful." S15 described Australians as, "respectful and friendly," defining their guileless Northeastern demeanor as friendly and kind.

Australians generally exhibited one-word characterizations like simple, blunt, sincere, and humble which made them attractive when compared to the perceived

complexity or formality of British and American social life. S6 commented, "They appear simple and kind."

The key observation from the evaluations is that, unlike the British or American people, no students found Australians unlikable in any capacity, only students expressed that they did not have enough familiarity; S10 and S13 said that they did not know a lot about Australian people or social customs. S6 summarized it as, "We don't learn about Australian people. I have no real idea, but I think they are simple and kind."

In summary, the patterns of students' impressions of the people from English-speaking countries reflect admiration yet a critical stance. British people were characterized positively in their discipline and politeness while being portrayed negatively by some, as distant and have emotional full-tangibility difficulty. American people were animated, proud, and social yet, at times, superficial or overly nationalistic. Australians were viewed more favorably than neutrally but became represented with less depth due to limited exposure gained in mainstream media and limited culture represented in materials into which we were exposed by Australian people as a manageable quantity of culture for their inclusion into Canadian education system participative practice. These analyses implies that B1 level EFL language learners are constructing images of target communities based upon a select few but powerful representations and that our efforts to insert intercultural engagement into education context and practice could provide a more balanced and knowledgeable understanding of the people they are learning about.

Table 23

Opinions About British, American, and Australian Cultures

Country	Category	Code	Participant(s)	Code Count
Britain	Positive Perceptions	Traditional, elegant, and historically rich	S1, S4, S6	3
		Politeness and cultural depth	S1, S4	2
	Negative	Too formal or emotionally	S3, S10	2

	Perceptions	distant		
America	Positive Perceptions	Dynamic, modern, and expressive culture	S5, S6, S9	3
		Strong global presence and accessibility through media	S5, S6, S9	3
	Negative Perceptions	Superficial, exaggerated, overly commercial	S4, S9	2
Australia	Positive Perceptions	Nature-oriented, peaceful, simple lifestyle	S6, S10, S15	3
		Relaxed, kind, and respectful	S6, S10	2
	Neutral Observations	Limited knowledge but generally positive assumptions	S10, S13	2

Note*: Participant codes refer to anonymized student interviewees (e.g., S1 = Student 1)

The analysis of students' attitudes and responses demonstrated complex attitudes toward British, American, and Australian cultures. British culture was seemingly associated with positive attributes, such as tradition, elegance and politeness. One participant described British as "polite and classy" referring to the formal and respectful nature of the culture (S1). A few students identified emotional distance in British culture, however, noting that British people might be "too formal" or less approachable (S3, S10).

American culture prompted particularly mixed, if not contradictory, responses. American culture was recognized by many students for being modern and expressive, and students consistently referenced the influence of American media. One student explained that "we are surrounded by American culture, through movies and music" (S5). Yet, the visibility of American culture drew criticism, with claims that American culture was "too commercial or exaggerated" (S4, S9).

As for Australian culture, most students indicated they were not as familiar, but largely expressed positive or neutral impressions of it. In general, students described it as peaceful and nature-oriented. For example, one participant referred to Australians when they said, "They seem calm and respectful, and value nature" (S6). Other students

disclosed limited knowledge of Australian culture but still expressed positive assumptions which suggests that limited exposure does not necessarily result in negative attitudes (S10, S13).

The students' perceptions of British, American, and Australian cultures indicate that the students' attitudes are shaped by a combination of direct exposure to the culture in media, along with their underlying assumptions about the culture that ultimately shapes their affective engagement toward each of these English-speaking communities.

Table 24

Reasons to Choose British, American, or Australian Accent

Accent	Category	Code	Participant(s)	Code Count
British	Aesthetic & Prestige	Perceived as elegant, prestigious, and intellectual	S1, S4, S6, S14	4
	Cultural Affiliation	Preference due to interest in British culture or media	S1, S4, S14	3
	Academic Aspirations	British accent as a model of formal education and status	S6	1
American	Familiarity & Accessibility	Frequently heard through songs, films, and daily media	S5, S9, S13	3
	Ease of Understanding	Easier to comprehend and imitate	S5, S9	2
	Natural Exposure	Felt more natural due to repeated listening habits	S13	1
Australian	Uniqueness & Curiosity	Appreciated for its distinctiveness and originality	S6, S10, S15	3
	Personality Reflection	Calm, respectful, and peaceful tone linked to speaker image	S10, S15	2
	Limited Exposure	Interest exists despite lack of familiarity or practice	S6, S10	2

Note*: Participant codes refer to anonymized student interviewees (e.g., S1 = Student 1)

For participants in this study, preferences for English accents suggested personal choices as well as strong associations with cultural identity, contact, prestige, and media representation. The British and American accents were the most accessible and their preferred accents, while the Australian accent was less common and less familiar, because only a few students could honestly identify it because of limited exposure but they recognized that its unique characteristics warranted curiosity and appreciation. The preferences of the students were determined by a combination of emotional connection, exposure, perceived clarity, and personal ambition.

Within the three accents, the British accent was the interested accent. Its elegance, formality, and association with prestige made it the most desirable by participants. Participants, such as, S1, S4, S6, and S14 described it as civilized and elitist. For example, S4 stated: "The British accent sounds more natural and serious. I respect their language style," highlighting the significant emotional and cultural connection students formed with this variant of English.

Preferences for the British accent in the offered variants were tied to more than implying an aesthetic preference. The British accent made connections to education, professionalism, and class and was aspirational to participants who may have aspirations of pursuing pathways of education or a global career according to S6: "It feels prestigious. I want to speak like someone educated in the UK," referring to pronunciations and accents as connected to social status and ultimately success internationally. In terms of tone and structure, S1 and S14 were also fond of the cultural connection to British English, and an affiliation to British history, media, and traditions. The meaning of the British accent was more than how its sounds were constructed, it also represented an identity in a wider sense, which students found attractive and respectable.

In general, the students predominantly preferred the American accent due to the notions of familiarity, understandability, and media influence from American English. S5, S9, and S13 also believe that they engage with a large amount of language that is

American English from TV series, music, movies, and online content. S5 suggested, "We always hear American English in series. It's easier to pick up." S13 explained, "As I have always listened to it in music and movies in American English, it feels more natural." The American accent sounded common, casual, comfortable, and relaxed, which made sense as to why the dialect is preferred by the students. The American accent and dialect sounded less formal compared to British. S9 articulated, for example, that American English is easier to understand and mimic, which, in turn, is ideal for more everyday language use and practicality.

As highlighted with the case with British English, it is critical to underscore that the informants' preferences in differences between accents came from many repeated listening experiences over periods of time, so that they were not merely prioritizing the sounds and phonological identity, but identifying a sense of linguistic familiarity and emotional comfort. Regular access to American voices among the students made them feel more confident and capable mimicking or producing or understanding one kind of ordinary English.

Although the Australian accent was not commonly preferred among the students, it received positive ratings from the students as unique and calming. Students, such as S6, S10, and S15 mentioned that they liked the accent for being unique and unlike the British or American accents they were more accustomed to. S6 said, "I like how unique it is, but I have not explored in depth."

Some students associated the accent with a person's traits noting that it was a calmness that reflected their persona of a peaceful and respectful temperament. S10 said, "Their accent fits their calmness. It is soft." In a similar way, S15 saw the Australian accent as linked to nature and calmness linking that pronunciation was also a symbol of how they lived, and their identity as a citizen of Australia.

A repeating trend with the students was their limited experience and difficulty with understanding it. Students like S10 and S13 said they had difficulty identifying the Australian accent, and not reproducing it, because it was not present in their educational

resources or media. S10 said, "I can't tell the Australian accent apart easily. It is hard to imitate."

Even with these challenges to their understanding of the structure and even essence of the Australian accent, they did not indicate any negative feelings regarding the Australian accent. Instead, these comments portrayed curiosity, and anticipation to begin exploring further if they had more experience and practice with it.

In summary, students' preferences for accents were rooted in a combination of cultural admiration, educational purpose, linguistic familiarity, and practicality. The British accent was regarded as formal, classy, and academic; the American accent provided accessible options in both print and in daily listening as educated in their surrounding media; and the Australian accent, while less known, received positive comments based on the calming tones and sounds of the Australian accent. These findings suggest that accents and pronunciation preferences are more than phonetics, as they usually have underlying social meanings and more symbolic meanings connected to student's imagined identities and aspirations as users of English.

Table 25

Key Factors Affecting Prep-Class Learners' English Learning Perceptions

Category	Code	Participant(s)	Code Count
Educational environment	Supportive teachers and interactive lessons	S1, S4, S7, S11	4
	Excessive focus on grammar and memorization	S2, S6, S9, S10	4
	Lack of speaking and communicative practice	S2, S6, S10	3
Personal background	Family encouragement and emotional support	S6, S11, S14	3
	Previous language experience and learning style	S6, S12	2
Cultural exposure	English media (songs, series, movies)	S4, S5, S6, S8, S13	5

as learning aid			
Desire to live or study abroad	S1, S9, S15	3	

Note*: Participant codes refer to anonymized student interviewees (e.g., S1 = Student 1)

The qualitative data has shown that students' perceptions of learning English, motivation, and target language cultures were affected by a complex combination of educational, personal, and cultural factors in meaningful ways to impact each students' engagement, preferences, and emotional responses. The comments given by the participants revealed three main domains of influence, and these are the educational environment, personal factors, and cultural influences.

The most referenced factor influencing students' perceptions, was the educational environment, such as the quality of instruction, the dynamic of the classroom, and the general nature of teaching English. Students, such as S1, S4, S7, and S11 offered comments that emphasized the motivational aspects of a supportive teacher, and interactive lessons. S4 explained, "I feel more of a participant when our teacher makes the lesson interactive," suggesting that a sense of participation and rapport between the teacher and student are important, and positively affected motivation and has importance to the students' interest.

Conversely, many students criticized the overemphasis on grammar and memorization that caused them to demotivate when they felt that the manner in which they were instructed inhibited their primary goal of creating, and engaging meaningfully, in the language whenever possible. Participants S2, S6, S9, and S10 expressed frustration with 'mechanical' instruction. S2 simply stated, "we don't speak enough. That's demotivating." These comments suggested that a lack of speaking and communicative activities made these learners feel detached from exactly how to use the language in the real-world, which likely had a negative effect on motivation and confidence levels. Limited speaking practice both inside and out of the classroom also emerged as a considerable barrier to student engagement. For many students (S6 and S10), not having enough

opportunities to speak, meant they could not develop fluency or be comfortable in oral English. Without real-world use, students struggled to create relevant connections between language learning and their everyday experiences or future aspirations.

In addition to classroom-based factors, students' personal and family backgrounds were found to significantly influence their attitudes. Emotional support and motivation from family, especially parents, were viewed by students as powerful influences. For example, S14 shared: "My mom never got to learn English. She says I should keep going so I don't miss the same chance." This quote highlights how language learning can also be imbued with intergenerational meaning and emotional significance, with language learners wanting to realize their own aspirations for success, but also the aspirations of family members.

Individual learning styles and previous learning experiences had an obvious impact as well. Students S6 and S12 remarked how they had learned English previously, and whether their learning was either positive or not, impacted their current learning engagement. For example, S6 said, "I am used to learning with songs and videos. When it is grammar, I get bored." As students clearly indicated preferences for more multimodal learning, being exposed to one teaching method in a specialist classroom like the ESL classroom could imply that they all students relate and connect to those teaching methods differently. The findings highlight the necessity of being cognizant of the individual histories and emotional backgrounds and needs of learners and the need to build learning contexts that are flexible and responsive to different student characteristics.

Cultural exposure was another factor of present interest primarily through media engagement and imagined exposure to native-speaking communities. Many students referenced TV series in English, listening to music, and online platforms as key factors and motivators in their learning progression. S5 said, "TV and song when I listen to them, English does not seem so distant to me. I rely on them." The media exposure provided authentic input that helped develop listening and vocabulary and rekindled the learning with a sense of enjoyment and personal significance.

Furthermore, a commonality in students' responses was an intense desire to study, live, or travel abroad. Participants S1, S9, and S15 mentioned long-term goals to visit or live in English-speaking countries (UK, USA), which pushed them to engage more purposely in the learning of English. S15 said, "I would like to live abroad someday. So, English is more than just a subject for me."

The aspirational engagement imbued the learning of English with purpose beyond the context of the classroom, as it related to greater life aspirations and professional ambitions. This aspirational engagement also influenced students' forays into different varieties of English, the accents, and the communities of their target language, all often strengthening their sense of global belonging and identity development.

In summary, students' perceptions of English and English-speaking cultures were influenced by a dynamic convergence of educational, personal, and cultural factors. Positive classroom experiences, emotionally supportive family contexts, and inspiring cultural exposures established the conditions for high motivation and open mindsets. Rigid teaching practices, limited opportunities for talking, and emotionally disconnected learning environments, in contrast, limited students' engagement and created anxiety. Above all, these findings suggest that language learning is a holistic endeavor; the emotional, cultural, and psychological dimensions of learner experience need to be taken into account, in addition to curriculum design.

Table 26

Student Suggestions for Enhancing Motivation in Prep-Class English Education

Category	Code	Participant(s)	Code Count
Instructional Design	Increased speaking activities	S1, S2, S4, S7, S10, S11, S13, S14	8
Instructional Design	Use of multimedia and authentic materials	S2, S3, S5, S6, S7, S8, S13	7
Instructional Relevance	Connection to academic and career goals	S1, S3, S5, S6, S9, S12	6
Classroom	Reduced class size	S4, S7, S8, S10	4

Experience	and more personalized feedback		
Cultural Integration	Inclusion of cultural topics	S3, S5, S6, S9	4
Exposure Opportunities	Opportunities to engage with native speakers	S2, S7, S11	3
Affective Environment	Reducing exam pressure and promoting enjoyment	S3, S6, S14	3

Note*: Participant codes refer to anonymized student interviewees (e.g., S1 = Student 1)

The interviews produced a variety of reliable, student-generated suggestions for improving motivation and engagement in the English program at the preparatory class level. A prominent theme which emerged across a number of student responses was the need for more speaking activities, mentioned by all eight students. All the students agreed about their ability to use the language productively in an interactive and communicative way that raised their own confidence. For example, S1 said, "If we had more speaking activities, I would feel less anxious and more prepared to use the English outside the class." Student S14 also recalled that "the more I speak, the more I learn. When I cover just the grammar or the tests, I lose interest."

Another emerging theme, expressed by six of the students, was the need for more classroom material to be relevant to the academic and professional pursuits in which they are currently engaged or are anticipated to be involved in the future. S5 reported: "When we are studying something about future departments or careers, it becomes more relevant and has meaning to me." Several students referenced their preferences for multimedia and authentic materials, such as songs, films, and videos, in an effort to make the lessons more than just text-based and to make the class more engaging. S7 stated, "When we watch videos or listen to music, it seems the lesson becomes more interesting, and we are able to relate to the 'real' world."

In addition, several participants expressed suggestions related to classroom format and emotional climate, such as smaller class sizes so that the teacher could offer more direct guidance, S8 and to remove more test-related anxiety and promote intrinsic

motivation. Lastly, students expressed that they would like more cultural content or a native speaker input, in order to infuse the language.

Discussion

This chapter discusses the findings of the current study in light of past research literature. The discussion follows the research questions presented in the introductory chapter, and identifies similarities and differences between the current study results and previous research results of Turkish and global contexts EFL research. The research context involves students' motivation and attitudes toward learning English and attitudes toward English-speaking cultures. The findings are interpreted using both quantitative AMTB data and qualitative student interview data.

Quantitative Findings

RQ-1: What are the affective dimensions like motivation and attitude of B1-level preparatory class students in learning English?

The findings of this research showed that B1-level preparatory class students in Turkey are moderately to highly motivated to learn English, with high mean scores on subscales of the AMTB, including a relatively high score for the subscale Desire to Learn English (D), and Instrumental Orientation (INSO). The qualitative interviews also revealed this trend, showing that students recognized English as a necessity for academic success, an international future career, and the ability to communicate globally. Together, those findings suggest a strong level of overall motivation consistent with many other studies conducted in a variety of EFL contexts.

For instance, Orfan (2020) found that Afghan undergraduate students have high desire and positive attitudes toward learning English due to what they perceived as likely future benefits. Likewise, Yuliani et al. (2023) reported somewhat high levels of

instrumental and integrative motivation in Indonesian EFL learners, where motivations included using English for education, career opportunities, and intercultural communication. Similarly, Boonsuk and Fang (2022) showed that international students in Thailand considered English important for academic integration and future employment.

Additionally, Wu (2024) found evidence suggesting the L2 motivational self-system as well as foreign language enjoyment could play a large role in motivating learners to sustain learning behavior. They found learners who had strong future-self images often rated their motivation higher in the classroom setting.

Similarly, Patria (2021) considered that integrative motivation is also shaped by the student's exposure to the diverse varieties of English spoken worldwide and how that exposure contributes to the global prestige of English. Similarly, Saito (2021) reports that the learners' awareness of English as a global language gave them heightened attitudinal engagement and made them view the language as more than an academic requirement.

In addition, Quenta-Condori et al. (2024) found that motivation and attitude were explanatory variables for self-perceived proficiency; in turn motivation and attitude are foundational to learner confidence and engagement. Ismar and Rahmatillah (2024) claim that NESTs may show the proficiency model; however, NNESTs may boost positive learner attitude and motivation through cultural empathy and education. Dewaele and Meftah (2024) affirm that enjoyment and motivation tend to develop over time in EFL contexts and that this coherence appears strongest when barriers to enjoyment are lessened, especially when students can participate in quality learning contexts and engaging content.

Zhang and Wang (2023) indicated that high motivation scores often co-occur with academic success; especially where learner's language learning relates directly to their personal growth or overarching objectives. For the current study, several interviewees described English as an essential tool for participation in global culture, gaining access to scholarships or engaging in digital content. This finding aligns with Mahu's (2012) finding

that English today is directly related to advancements in global communication and technological growth.

Likewise, Ladegaard (1998) explained that learners' attitudes toward English language learning reveal not only national stereotypes, but also key contributors to learners' integrative type motivation based on the prestige of the English-speaking people and culture. While there was generally consensus in the literature discussed here, some studies reported slightly different motivational orientations. Al Rifai (2010) revealed that although students had claimed to have strong motivation and a positive attitude toward learning English, some were also displaying moderate difficulties in the classroom and emotional barriers that could have impacted their motivational orientations also. Nevertheless, these barriers did not seem to affect this study too significantly possibly due to the improvements to a more structured program in Turkey with strong teacher support systems.

Furthermore, Obos et al. (2022) conducted their research by comparing multiple variables and exposed students who have awareness of English-variety conflict such as American vs. British English, improve their cultural awareness and these dimensions elicit even more effort, energy, investment into tasks that are focused on an integrative orientation.

Since the onset of the COVID-19 pandemic in 2020, researchers have increasingly acknowledged that the sociocultural upheaval and rapid shift towards digital learning environments have impacted learners' motivation in EFL contexts. Xu et al. (2022) have demonstrated this much like the earlier models of motivation in language learning. This reflects the global-local dynamics discussed by authors such as Ushioda (2013). In this light, what has been observed more recently is the emotional and intercultural multifacetedness that learners have to navigate in global education contexts. Cetindere and Shin (2025) found students from Turkey studying in U.S. universities would rely on digital outlets, like EksiSozluk, to navigate social or academic challenges. Their research

illustrates how online discourse functions as a catalyst for developing intercultural awareness and student identity.

In summary, the findings do affirm the B1-level prep-class students in Turkey are indeed motivated to learn English and they are slightly more oriented to motivational goals of the instrumental type (as reflected in both the global and the regional research above). As seen in Boonsuk and Fang (2022), international students felt they must learn English due to the sociocultural belief system towards English being seen as for academic integration and social communication in English, which is what Getie (2020) reported regarding the classroom environment and social influences that EFL learners in Ethiopia adopted in terms of their attitudes.

RQ-2: What are the attitudes of the prep class EFL students towards learning English Language and English-speaking communities?

The results show that students in the Turkish preparatory class at a B1 level generally appreciated the English language and English-speaking communities. The scores were relatively high on a 6-point scale, with Integrative Orientation (INT) showing a mean of 5.02 (N=30, SD= 0.741) and Attitudes Toward the English-Speaking Community (ALC) showing 4.41 (N=30, SD= 1.025). This indicates that students see English as a useful tool and recognize that they also admire and are open and curious about English-speaking societies.

The current findings are consistent with the existing literature. For example, Orfan (2020) found that Afghan EFL learners considered English, as a language, to be their modernity and that they were using culturally English language features to try to go upwards. Similarly, Yuliani et al. (2023) found that students in Indonesian schools valued English for its use in building global conversations and that it was invaluable for accessing

academia. The current reporting shows parallels with Afghan participants who, like the current participants, viewed the U.S., U.K., and Australia as progressive and related English language development with business related professional opportunities and modernity.

Qualitative interview data provided further corroboration for these interpretations. Many participants noted a sense of excitement in engaging with English-language media - music, television series, online content. Such cultural encounters seemed beneficial to both integrative motivation and emotional affiliation with English speaking contexts, which affirm Dörnyei's (2009) L2 Motivational Self System. A number of interviewees even expressed desires to attend school or emigrate to English-speaking countries, emulating the "Ideal L2 Self" described by Al-Hoorie (2018).

Notably, students were not universally idealized. Some expressed a more political sensibility toward sociolinguistic diversity in terms of different accents in English, the unequal access to language in general in certain parts of the world, or the presence of hegemonic English-speaking countries. These students' attitudes echoed Boonsuk and Fang (2022) view of learners today as often harboring ambivalent yet nuanced and multidimensional appreciation toward English rooted in admiration. Similarly, Obos et al. (2022) assert that those who have more exposure to linguistic variation demonstrate more culturally aware and reflective attitudes about English as a Foreign Language.

The students' comments displayed both instrumental and integrative orientations. For many students, it was clear that they saw advantages to intercultural communication, and, therefore, a cultural interest in the English language. Others, however, viewed the English language from a utilitarian viewpoint; they expressed a desire to use English as a means to to achieve academic success, future employment, or international mobility. This apparent mixed motivational stance is similar to the findings of Patria (2021), who noted that EFL learners demonstrate attitudes which merged admiration for English and functional desire for the English language.

Overall, the findings show that the Turkish preparatory students exhibited predominantly positive dispositions towards English and English-speaking communities, and there was complexity to their attitudes. Attitudes were likely constructed through a combination of digital immersion of students unfamiliar with intercultural experiences, ease of access to watched and listened to English media, and the academic structure imposed on students during assessment. Moreover, students with higher motivation and longer learning histories expressed interest in intercultural communication, studying abroad, and being part of a global community.

These findings are in agreement with the study conducted by Quenta-Condori et al. (2024), which emphasized that learners' motivation and attitudes predict learners' self-perceived levels of English proficiency, thereby indicating the importance of both affective and cognitive factors shaping students' confidence and learning. The qualitative aspects revealed that the students generally exhibited positive attitudes towards English, English Language subjects, and English-speaking communities, while some students demonstrated skeptical views of English-speaking communities, mostly due to limited exposure to intercultural experiences. Although this attitude complexity is evident in the study by Carrie (2017), Spanish learners perceived British English as professional and associated American English to urban culture, revealing that views of languages are often impeded by social and cultural stereotypes. Similarly, Saito (2021) found that attitudes towards English-speaking communities seemed to be illustrative of students' acceptance of World Englishes and their direct interactions with the many users of English.

In conclusion, B1-level students in the Turkish prep-class positive, albeit critical sometimes, disposition towards English and English-speaking communities demonstrated the attitudes were attitudes that made meaning from a complex mix of admiration, aspiration, and cultural awareness. The orienting conceptualizations of the attitudes provide direction for curriculum design that supports the development of globally competent and emotionally engaged English users. This corresponds with Dewaele and

Meftah's (2024) idea that emotional factors, such as enjoyment, with learning activities have direct implications on continued motivation and engagement with English for EFL learners.

RQ-3: Are there differences in motivation and attitude in terms of: a) gender?

The quantitative findings provided in Table 3 indicated that male and female students enrolled in B1-level preparatory classes displayed a similar level of overall motivation toward learning English as indicated by their total AMTB2 scores ($M = 5.107$ for males; $M = 5.061$ for females). These scores suggest that both male and female learners are prepared to invest similar amounts of effort to acquire English language learning skills in general terms. Nevertheless, slight but significant contrasts were evident from the motivational and affective subscales which prompted more detailed analyses to differentiate the ways in which male and female learners engage with and experience language learning.

Males had higher total mean ratings in the following subdomains: Integrative Orientation ($M = 5.083$), Instrumental Orientation ($M = 5.205$), Motivational Intensity ($M = 3.580$), Attitude Toward Learning English ($M = 3.626$), English Teacher Evaluation ($M = 3.557$), and Evaluation of English Class ($M = 3.435$). These results suggest relative levels of sustained effort to learn English, and a more pragmatic view of the language, especially in reference to academic and professional advancement. This finding is consistent with Zhang and Wang (2023) who found male students in Chinese EMI classrooms are often more inclined to associate English learning with performance and employability, as does Al Rifai (2010), whose studies, though not considering gender, attribute instrumental motivation, going on to state that instrumental motivation, such as employment, was a common motivator among learners in more traditional educational contexts. As well, the reported higher motivational intensity among males mirrored findings from Wu (2024), whose results indicate that goal orientation and self-regulated learning behaviours were

more prominent with male EFL learners who make similar associations between English and future aspirations. The generally more favorable evaluation of males in classroom environments and teaching quality merits notice. Their higher average score for both the English Teacher Evaluation and English Class Evaluation measures reflects a generally more favorable instructional context. This finding is also consistent with Phoonprasit (2021), who indicated that male students provided more favorable responses due to their preference for structured classroom environments and authoritative teaching styles, which can help reinforce students' engagement and motivation.

Conversely, female students indicated higher mean scores in their Desire to Learn English ($M = 3.624$), indicating that they were having an experience of strong internal motivation to learning the language. Male learners ($M = 3.52$) slightly trail the mean scores of female respondents' mean Desire to Learn English ($M = 3.62$) based on this study, but the difference between groups did not reach statistical significance. Although this pattern may lead to the hypothesis that female learners tended to have stronger emotional engagement with English learning than males, it is notable that Mirzaei and Forouzandeh (2013) identified a strong positive relationship between intercultural communicative competence and L2 learning motivation that did not distinguish the emotional engagement variable based on gender to measure emotional engagement or anxiety effects.

Females also reported more English Use Anxiety ($U = 989.0$, $p = .035$) than males likely inhibiting their intended willingness to practice as an active participant in English learning, especially for oral production. However, this sense of internal drive seems to be offset by higher levels of affective barriers evidenced by their higher averages in English Class Anxiety ($M = 3.475$) and Anxiety over English Use ($M = 3.691$). This is in congruence with the findings of Bacon and Finneman (1992): female learners frequently commit more affective (i.e., emotional or incidental) investment to the language acquisitional act, resulting in willingness to learn but also higher levels of apprehension. Moreover, Park and French (2013) found that female EFL learners frequently stated they have higher anxiety related to their impacted performance in the language, even when

motivation was strong. The emotional sensitivity evident in female learners in this study mirrors the observations of Csizér and Lukács (2010) that female students typically demonstrate higher integrative attitudes and Ideal L2 Selves, in other words, their motivation for learning is more affectively-based. This coexistence between a high desire to learn but an also easily affected sense of emotional capacity speaks to the necessity of more appropriately supportive and engaging classroom strategies that legitimize and address anxiety related to language use while also being cognizant of high motivation levels.

In addition, both males and females reported almost equal mean levels of Interest in Foreign Language (IFL), a measure of Attitudes Toward the Learning Community (ALC), and a measure of Parental Encouragement (PE). Notably the male averages were only slightly higher in (IFL) (3.735 vs. female 3.667), (ALC) (4.441 vs. female 4.386), and the same goes for PE and is possibly marginal and statistically insignificant. The results of this study imply that both male and female average orientation and attitude toward the language learning context as a whole have a positive foundation and receive comparable parental encouragement. This is echoed in the literature: Quenta-Condori et al. (2024) have shown that motivation and attitude together significantly predicted learner learners' perceived English proficiency which could lead to greater confidence and engagement in classrooms.

In conclusion, while the overall level of motivation between male and female students does not vary enough, the type of motivation and the expression of motivation suggest a clear pattern: males are typically more externally oriented and performance-based in relations to outcomes, while females demonstrate a stronger sense of internal desire to learn, yet appear vulnerable to affective barriers including anxiety. These conclusions emphasize the necessity of utilizing gender-responsive pedagogical strategies that engage students both goal-directed and emotionally sensitive approaches to learning an L2 (English) in the classroom (Saito, 2021; Patria, 2021).

RQ-3: Are there differences in motivation and attitude in terms of: b) first and second year at prep-class?

The results indicated measured motivational differences between first year and second year preparatory class participants. As previously discussed, quantitative data showed that motivation levels for second year and first year preparatory class participants were similarly high as reflected in closely aligned AMTB2 scores ($M = 5.080$ for first year; $M = 5.087$ for second year). Therefore, it should be noted that the identifiable variation in the subscale scores may be regarded as possible patterns in the behaviours that students employ to engage in English learning contingent on their particular educational level of experience. In fact, second year preparatory class students indicated a more positive influence in the Desire to Learn English ($D = 3.763$) and the Attitude Toward Learning English (ALE = 3.715) subscales, that suggest they have learned to embrace language learning and upcoming language learning tasks with greater emotional commitment and possibly internalization of learning goals despite having completed one year of preparatory study in English. They provided more favorable evaluations regarding the classroom and an English teacher, as suggested in the higher means noted for English Teacher Evaluation (ETE = 3.605) and Class Evaluation (ECE = 3.615).

Noting that the differences mentioned above did not reach statistical levels of significance, the differences may still represent meaningful educational differences. According to Gardner's socio-educational model (2006), continuous exposure to learning languages, particularly mainstream languages, leads to developing integrative motivation. Taguchi et al. (2009) argued that learners' motivational orientations can show development particularly like the Ideal L2 Self could depend on relatively constant exposure to learning English and continuous investment in their own English language learning. It could be that second year students are motivated to learn more effective self-regulatory strategies to learn for themselves, and perhaps had more linguistic self-confidence, and were developing clearer personal learning goals. If so, the characteristics

that they are beginning to adopt could be aligned with Dörnyei's (2009) identification of the Ideal L2 Self being envisaged as a past, future, or a vision that could meaningfully guide motivated learning.

Additionally, Masgoret et al. (2009) asserted that motivational states can stabilize through supportive learning environments. Likewise, Chen (2012) found Thai university students perceived respectful, well-prepared and clear teachers as a more positive motivational influence, suggesting the quality of instructor is an important factor in keeping students engaged. Wu (2024) is also consistent with Chen (2012), asserting motivational engagement often becomes intensified as learners revise their L2 identity and have more meaningful engagement in English. Zhang and Dai (2024) also found that prolonged exposure to English in EMI environments promotes persistence and behaviour directed to goals, which was a theme among the qualitative responses of second-year students that discussed studying abroad or building an academic international profile.

However, the emotional commitment was coupled with heightened affective issues where second-year students reported greater English Class Anxiety (ECA = 3.468) than first-year students, and English Use Anxiety (EUA = 3.800) than first-year students depicts that second-year students were experiencing pressure from more academic expectation and their increasing awareness of their linguistic limitations. Getie (2020) confirmed this point when he wrote that positive learner attitude was significantly influenced by teacher support, peer interaction, supportive learning environments; this data supports second-year students in that they reported they feared failure to live-up to their or others' expectations, despite their increased motivation.

It was interesting that Motivational intensity (MI), Instrumental Orientation (INSO), Parental Encouragement (PE), Attitudes Toward the Learning Community (ALC), and Interest in Foreign Language (IFL), did not appear to change much for either first-year or second-year students; they maintained a similar level of neither group were strongly impacted by their year in program, or in depth of learner effort, orientation to an external

goal and familial or cultural support. This finding coincides with Quenta-Condori et al. (2024), where they indicated that consistent exposure to the language learning environment constructs the motivational level in the study which remains stable while specific emotional or cognitive aspects fluctuate.

Unexpectedly, first-year students reported a slightly higher Integrative Orientation (INT = 5.062) than second-year students (INT = 4.855); indicating that first-year students are beginning their English learning journey desiring to in some way link or connect with those connected to the English language community. This could also represent first-year students being initially excited or optimistic about the first stage of study. However, the second-year students observed lower levels in D and ALE demonstrating potentially not yet fully internalized expression to seeing the form to a sustained commitment to learning behaviours.

As Pham (2021) discovered, many early stage learners verify reliance on external motivators like exams or parental responsibility, resulting in a motivation that is optimistic, yet likely in no way self-regulated. In conclusion, although total reported motivational levels by first-year students and second-year students appear similar in overall desire for improvement in the language, the general form of motivation appears different. Second-year students appear to be more emotionally invested than first-year learners and socially further integrated into and seeing a vision for their future L2 self. While, at the same time, they are experiencing more anxious than first-year students, partly because of increasing self-awareness and measured performances.

These data highlight the candidate of developing curricula or learning opportunities that explicit engage learners according to the motivational effort, from a catalogue of teaching, teacher-led, externally controlled learn, into steadily greater opportunity for motivational engagement autonomy, positively directing theory of mind to continue with the sustained effort (Patria, 2021; Saito, 2021).

RQ-3: Are there differences in motivation and attitude in terms of: c) types of high school?

The results showed that motivation of the student participants shared differences based on the type of high school they graduated from. The quantitative AMTB subscale measures revealed different motivation profiles of agents that reflected their social and academic formation backgrounds, particularly in Desire to Learn English (D), Integrative Orientation (INT), Instrumental Orientation (INSO), and AMTB2 motivation.

The graduates of Anatolian (M = 5.178) and Science (M = 5.217) High School environments possessed high motivation patterns on almost all of the identified subscales. Graduates of Anatolian High Schools had intrinsically high Integrative Orientation (M = 5.128) and Instrumental Orientation (M = 5.147) scores, with their overall AMTB2 motivation mean index reflecting a balanced orientation (M = 5.178), likely influenced by both cultural and pragmatic factors (Gardner, 1985). These students were the most academically invested, and strong instrumentality was indicated by their high Instrumental Orientation (INSO = 5.150) and overall AMTB2 motivation (M = 5.217). Their motivation appeared to stem from academically competitive peer environments and external parental encouragement (PE = 4.400).

It was unexpected that students who graduated from Vocational and Technical High Schools would have high motivation on nearly all major subscales, including Integrative Orientation (M = 5.781), Instrumental Orientation (M = 5.906), and AMTB2 (M = 5.760). This was a striking finding given the relatively limited role of English in the vocational curriculum (Getie, 2020). These students appeared to be aware of English as an important resource for potential future employment, especially in terms of communicating with global or interregional clients in their discipline. Their motivation may have stemmed from the situational social context and the classroom interactions with their peers (Ghazvini & Khajepour, 2011; Getie, 2020).

The qualitative interview data corroborated the quantitative data. Students coming from Anatolian and Science High Schools reported a generality of starting English at a young age, learning from trained teachers, and attending schools with a focus on English attainment. These aspects of the situation seemed to provide for both integrative and instrumental motivation. These findings paralleled Zhang and Wang (2023), who underscored motivation-enhancing academic environments; and Ismar and Rahmatillah (2024), who found NESTs facilitated positive perceptions of learners.

In contrast, Private and General High Schools showed relatively low motivation. Private school students had moderate scores in Integrative Orientation ($M = 4.339$) and Instrumental Orientation ($M = 4.875$), along with a lower overall AMTB2 mean ($M = 4.756$). Despite receiving high parental encouragement ($PE = 4.267$), these students lacked strong internal motivation. Mahu (2012) noted that while family encouragement may spark interest in learning English, motivation is more sustainably shaped by engagement with global media, academic opportunity, and technology.

Similarly, General High School students scored low in Integrative Orientation ($M = 4.125$) and Attitudes Towards the Learning Community ($ALC = 3.571$), but showed moderate levels in Desire to Learn English ($D = 3.750$). This suggests that despite weak attitudes, some instrumental motivation may exist. Students categorized as “Other” had generally above-average scores, but their small sample size ($n = 4$) limits generalization.

According to the Kruskal-Wallis H test, there were no statistically significant differences across AMTB subscales among high school types. However, a significant difference emerged in the English Use Anxiety (EUA) subscale ($\chi^2 = 11.140$, $p = 0.049$). Science (Mean Rank = 69.20) and Private (Mean Rank = 69.11) High School students reported the highest anxiety levels, while Vocational and Technical students reported the lowest (Mean Rank = 30.00). This supports Quenta-Condori et al. (2024), who linked motivation and attitude with learners’ perceived English proficiency, suggesting that positive instructional settings may enhance self-confidence.

Students from vocational schools may have viewed English in more utilitarian terms, showing less anxiety but high motivation. Though mean differences existed among subscales, such as INT, INSO, MI, and D, these were not statistically significant, implying that motivational orientations may be stable across different school contexts. Nonetheless, affective factors like anxiety, exposure frequency, and institutional support can strongly shape language learning experiences (Saito, 2021; Boonsuk & Fang, 2022). Educational context plays a significant role in shaping both motivation and affective conditions.

In conclusion, while motivation levels did not differ statistically among high schools, the type of high school still appeared to influence motivational profiles and emotional responses. Science and Anatolian High Schools fostered a balanced but academically demanding motivation structure. Vocational students were highly motivated, perhaps because they saw English as a functional skill rather than a socially pressured goal. On the other hand, Private and General High School students may require structured educational support to internalize motivation and reduce anxiety. These findings underline the importance of understanding students' prior schooling, motivational drivers, and emotional needs within preparatory English programs.

RQ-3: Are there differences in motivation and attitude in terms of: d) faculties that students study in?

The results indicated that students in different academic faculties demonstrated noticeable motivational differences. Engineering students demonstrated the highest overall motivation (AMTB2 = 5.400) followed by Economics and Administrative Sciences (AMTB2 = 5.244), Architecture (AMTB2 = 5.179) and Science and Letters (AMTB2 = 4.670). This pattern of variation suggests that faculty academic considerations and career orientations can significantly influence students' motivational orientation towards learning English.

Engineering students exhibited strong Instrumental Orientation (INSO = 5.236) and high satisfaction with the class (ETE = 3.642; ECE = 3.552), indicating that they were clearly viewing English as an important instrumental skill for professional advancement and opportunities for participation in world academic discourse. At the same time, the respondents also reported moderately high Integrative Orientation (INT = 4.881), implying they were also interested in a culture at some level beyond the professional opportunities. One final interesting observation from their responses was that they also demonstrated the highest levels of anxiety (ECA = 3.710; EUA = 3.784) which may be attributed to their field's technical complexity brought on by high performance expectations, but may also be due to high stakes academic situations. Interestingly, Boonsuk & Fang (2012) stated that disciplinary identity directly relates to sustained effort in learning English and, while not the same, one could conclude that motivation in English learning is linked to identity from a disciplinary context.

The students from Engineering and Economics and Administrative Sciences had the highest composite scores in the study, giving the impression of stronger motivation toward learning English. This complements Kormos & Csiszér's (2008) findings as they presented older age groups demonstrated stronger reading instrumentality and international posture. Their findings also complement Karahan's (2007) research whereby Turkish students with positive attitudes about English were demonstrating stronger orientation towards the language. Engineering students in particular may view English proficiency and all the opportunities that arise from it, tied to opportunities for international mobility and access to scholarly literature. Students from globally oriented faculties may be influenced or bolstered by increased exposure to material with intercultural content, more guest speakers or possibilities for mobility, that could reinforce both Integrative Motivation as well as an increased classroom engagement level (Taguchi et al., 2009).

Students from the Faculty of Economics and Administrative Sciences showed high motivation in Attitudes Toward the Learning Community (ALC = 4.532) and Parental

Encouragement (PE= 4.276), suggesting that both expectations for academic results and family support would help contribute to their motivation. Higher Integrative Orientation (INT = 5.156) and a sense of balance in the classroom reveal that students consider English to be the primary language used in which to participate in discourse taking place internationally and for future employment. This also corresponds with Zhang and Wang (2023), who observed that students in other academic fields that were able to connect globally developed both instrumental and integrative tendencies.

In addition, Demir (2022) found that students at a foundation university in Turkey generally had positive attitudes towards EMI, but they also indicated that even though English-medium instruction presented challenges in terms of language use, they appreciate the intercultural and academic experiences associated with learning and participating in EMI. Students in Faculty of Engineering may have more meaningful opportunities to use English. Gardner (2006) indicates that these types of sociolinguistic contexts may potentially enhance integrative and instrumental motivation for learning English by placing students in prominent social environments where the use of language is significant and prominent.

Architecture students showed a high Instrumental Orientation (INSO = 5.250), indicating that these students recognized using English in their profession. They did, however, score lower in Attitude Toward Learning English (ALE = 3.369) and Class Evaluation (ECR = 3.300), which suggested that they did not have as high of a desire to engage with the learning itself. While this pattern diverges from the increasing enjoyment found in Dewaele and Meftah's (2024) study, it shows how emotional engagement can be very different based on context.

These findings also correspond with the findings of Phoonprasit (2021), who surveyed undergraduate architecture students in Thailand, and found that while the students had a positive attitude in the emotional, behavioral, and cognitive affective dimensions, it was instrumental motivation that was the strongest driver of learning

English. That was indicated by primary reasons for learning English related to career drive in terms of success, communication in professional realm, and for future jobs. Interestingly, similar to the present study, students in that study also valued English but did not find their English classrooms to be engaging or relevant enough to enrich their education through real-world experiences, which suggests, similar to the present study, that this reflects a general experience in affective instruction where the goal was to be engaged to support cognitive effort.

In contrast, the students from the Science and Letters Faculty had overall the lowest motivation, and generally lower means across subscale variables. Although they had moderate means on Desire to Learn English ($D = 3.578$) and Attitude towards Learning English ($ALE = 3.556$), their moderate mean for Integrative Orientation ($INT = 4.815$), and some degree of anxiety ($EUA = 3.404$) suggests limited engagement with British or U.S. culture, as well as limited knowledge of the role of English in their academic development. Their academic English experience and knowledge may reflect less successful reasoning for engagement with English in an academic context, rather than in terms of communicative competency that was applicable to their course of action.

This finding is not surprising either given Belli's (2018) finding that students engaged in more locally oriented disciplines, such as Science or Letters, often perceive the English language as having less relevance to their academic or professional engagement, and consequently these students can be less motivated than their peers studying in an international-oriented academic program. As Pham (2021) also established, perceived academic relevance by students is a motivator, especially in non-language disciplines.

As a whole, motivation to learn English varies significantly because of the faculty and context itself. For example, students learning in the Engineering and Economics faculties showed higher motivational ranges for both instrumental and integrative motivation, fueled by academic and professional-based reasons. While architecture

students showed strong instrumental-based goals, their affect and motivation were not as high. Science and Letters students showed lower motivation levels overall.

Therefore, the findings underscore the necessity for faculty-sensitive language instruction, and this aligns with similar findings by Patria (2021) and Phoonprasit (2021) regarding contributions to motivation by faculties. A considerable difference exists in the study by Ismar and Rahmatillah (2024) which focuses not only on faculty-based differences in motivations but shifts the whole focus to teacher nativeness and student attitudes.

RQ-3: Are there differences in motivation and attitude in terms of: e) English learning duration?

The results demonstrated a meaningful communication for motivation to learn English differed depending on the amount of time students have been learning the language. Using the Kruskal-Wallis H test, we saw statistically significant differences in two of the AMTB subscales: Desire to Learn English (D), and English Use Anxiety (EUA).

Students who had been studying English for 2–5 years had the highest desire to learn (mean = 3.81) and was significantly different from those who reported 0–1 year (mean = 3.46, $p = 0.028$; mid-ranks: 0-1 = 62.58; 2-5 = 50.75), and the 10+ years (mean = 3.46, $p = 0.020$; mid-ranks: 10+ = 47.13). This suggests that students early at an intermediate level of their language development may experience the strongest internal motivation, staying motivated likely due to increasing exposure, growing self-efficacy, and tangible growth. Contrastingly, beginning students likely are still adjusting to the performance demands of the learning environment, while long-term language learners may experience a plateau or saturation of motivation, especially in the context of instructive practice that has not changed or evolved alongside their development of higher-order language learning abilities.

With regard to EUC, students in the 2–5 year (mean rank = 46.5) and 6–9 year (mean rank = 45.0) groups indicated significantly higher anxiety than students with only 0–1 year experience (mean rank = 48.71). This phenomenon suggests that as learners participate and engage with the task specifically and their performance generally, as their experiences to build awareness of different use situations improve, so does their fear of mistakes or reviewer evaluation. This phenomenon makes sense as motivation and enjoyment, or what Dewaele and Meftah (2024) solicit interestingly observe; motivation is relatively anchored by a more stable meaning while the degree of enjoyment has been relatively positively shifted and profiled in significantly increased levels over time. Together this compelling observation underscores the difficult and complex nature that the emotional engagement of a learner may develop differently or independently from the behaviorally-styled or performance-focused nature of a learner's performance-related goals. As demonstrated with degree of exposure in Table 5, while students were struggling or ambivalent to the lingering ability, students with 10 or more years experience seem to fall lower on the EUC scale (mean rank = 45.77; 42.13) seem to suggest some order or more gradual shift toward confidence and, possibly, fluency, as the familiarity may facilitate lower anxiety toward performance.

In all other subscales, it was not found any statistically significant variation Integrative Orientation (INT), Instrumental Orientation (INSO), Motivational Intensity (MI), and general attitudes about learning English (ALE). This suggests that the degree of direct exposure influences some meaningful communication influence on affective patterning and desire, but cannot be likely independently warrant or substantively influence wider motivational affect unless bounded or concurrent with different settings hence different contexts, like quality teach or regulation of intercultural meetings or participatory communicative use that connect experience and identity.

The interview responses provided further evidence of the quantitative findings. Learners in the 2–5 year range frequently reported excitement, established language

goals, and enjoyment of classroom tasks and informal English use. These responses reinforced Wu's (2024) findings regarding motivational self-system development for mid-stage learners. In contrast, students with 0–1 year experience tended to report uncertainty with a focus on exam results or course requirements associated with extrinsically regulated motivation. Furthermore, the few longer learners in the 10+ year group described that while they were comfortable with English, they were less excited about it overall and were looking for advanced or authentic challenges to rediscover in the language program.

In short, the duration of English learning influenced students' desire and anxiety, although not other dimensions of motivation. Learners in the 2–5 year range had the greatest desire and at the same time were experiencing increased anxiety; beginner learners and advanced learners felt lower emotional engagement in different ways. Therefore, preparatory language programs need to develop level-appropriate challenges, emotional and peer support systems, and meaningful opportunities for English use. For example, Saito (2021), reports that new propositions of emotional and motivational scaffolding were made available to language courses; Piro et al. (2025), indicated that learning environments based on technology positively influence learners' motivation and attitudes in the foreign language classroom; Obos et al. (2022) explain the accurate use of peer interaction and coping strategies; Zhang and Wang (2023), highlight the relevance of task that dictates learners' sustained efforts; and Mahu (2012), consider the learners' desire for global and digital engagement.

RQ-4: What is the relationship between English language learning motivation and attitudinal, affective, and contextual variables among B1-level preparatory class students?

The results of the current analysis revealed a more nuanced relationship between students' Motivational Intensity (MI) and their attitudes toward learning English (ALE), as laid out in the three key variables of Integrative Orientation (INT), Instrumental Orientation (INSO), and ALE. Using Spearman correlation analysis with 103 students from B1-level preparatory class students, ALE was the only variable to have meaningful statistical strength with MI.

More specifically, a moderate positive correlation between MI and ALE was statistically significant ($\rho = 0.319$, $p = 0.001$). This means that students who held more positive attitudes toward the learning process tended to exert a greater amount of effort and energy into their studies of English. These results presuppose that things like enjoyment of English classes, interaction with the subject and emotional engagement, and individualized satisfaction are more immediate forms of motivation than distant goals were.

These findings are consistent with prior studies that orient the conversation of language learning motivation in the affective domain. For instance, Saito (2021) and Patria (2021) argued that emotional responses to learning environments would play a more significant role in student persistence and engagement and less to do with any goals. Phoonprasit's (2021) study of architecture students in Thailand, while focused at the integrative and instrumental level, also suggested that their motivation was connected to their emotional attitude and experiences in the classroom versus a distant goal.

In contrast, the two correlations between MI and INT ($\rho = 0.085$, $p = 0.405$) and MI and INSO ($\rho = -0.085$, $p = 0.394$) were both weak and non-significant. This fact suggests that neither the students' desire to connect with English-speaking cultures, nor the significance ascribed to academic or career-related benefits, were strong predictors of the students' MI. The most logical explanation is that B1-level students are at a point in their English language learning experience where short-term academic goals and their

immediate classroom experience are more important than longer-term aims, at this stage of learning, at least until they advance to a higher level.

The notable positive relationships identified between MI and variables such as English Class Evaluation (ECE), English Teacher Evaluation (ETE), Interest in Foreign Language (IFL), Attitudes towards Learning English (ALE), and Desire to Learn English (D) are closely aligned with Gardner's (1985, 2006) socio-educational model of second language learning. Gardner (2006) largely proposes that language acquisition is influenced by the motivational intensity of the learner, as well as the environmental and social factors, and the learner's attitudes towards the language and the language learning context in question. Students who have positive evaluations of their English class and teacher are likely to hold a higher level of motivational intensity; Gardner (2006) believed that positive attitudes towards the educational situation can lead to motivation directed towards language learning.

This result also aligns with Dörnyei's (2005) L2 Motivational Self System and specifically the second component, the L2 Learning Experience. Positive experiences in the classroom with support from the teacher and lessons may enhance the intensity of students' motivation in language learning since this creates an engaging and meaningful atmosphere for students. This means that an engaging affective classroom learning context matters to foster relationships, fun, and positive language learning purposes. Csizér and Dörnyei (2005) also reported that student attitudes towards learning a language and their interest in foreign languages are strong predictors of students' motivation, further supporting the results found here with respect to IFL and ALE.

On the other hand, it is noteworthy that MI had no significant correlations with Integrative Orientation (INT), Attitudes towards the Learning Community (ALC), English Class Anxiety (ECA), English Use Anxiety (EUA), Instrumental Orientation (INSO), and Parental Encouragement (PE). This could suggest that in this context the learners' motivation is not driven by external or community factors to the same extent, but rather

their own attitudes as language learners in the classroom. This pattern of relationships supports the work of Taguchi et al. (2009), who reported that the influence of integrative and instrumental orientations on L2 motivation was not a strong predictor of language learning motivation but may vary depending on cultural context.

In summary, findings underscore the importance of creating positive learning environments and addressing contextual or classroom-level factors to support learners' motivational intensity.

In addition to the research questions above, it is also beneficial to provide a general discussion of the overall patterns observed in the quantitative motivation data, considering trends across all variables and groups.

Although there have been studies in the literature (Gardner, 1985; Zhang and Wang, 2023) that stress the long-term influence of integrative and instrumental types of orientations as a motivating factor for learners, current research results suggest the importance of the future orientation may play less of a role in the day-to-day effort of the B1-level EFL learner. The most logical explanation is that B1-level students are at a point in their English language learning experience where short-term academic goals and their immediate classroom experience are more important than longer-term aims, at this stage of learning, at least until they advance to a higher level. Indeed, and as Obos et al. (2022) noted, awareness of English varieties such as British versus American English sensitizes students to play a role in their own cultural understanding and thinking purposefully about their learning. This may cultivate more reflective attitudes toward language learning, which may help motivation indirectly. Certainly, through their work, Diskin-Holdaway and Escudero (2024) explored public perspectives of Australian English segmented by demographic groups. They emphasized the different language attitudes that a student may bring into educational and social policy.

In conclusion, the data implies that positive learning experience attitudes towards language learning are central to the sustained abbreviated motivational intensity for the

B1-level EFL learners presented here. Even though integrative and instrumental orientations may indicate global learner purposes, they may not fully explain the effort devoted to English learning in this context. For example, in teaching practice, this means that an engaging affective classroom learning context matters to foster relationships, fun, and positive language learning purposes. Additionally, while Quenta-Condori et al. (2024) demonstrate that motivation and learning experience attitudes played a role in perceived language learning proficiency, Phoonprasit (2021) and Ismar and Rahmatillah (2024) highlight academic and teacher variables as essential contextual factors in how the B1-level EFL learners perceive learning English course objectives.

The quantitative results of this study demonstrated that in general, the B1-level preparatory class students were motivated to learn English and that the desire to learn English, attitudes towards learning English, and motivational intensity subscales were higher than other subscales. Data demonstrated that students will not only approach learning English as a requirement as part of their studies but also as a practical approach to communicating, accessing education, and progressing in their careers. Data illustrated that students were genuinely relatively less anxious, indicating some degree of comfort with using English even if they did not fully understand.

In addition to the quantitative findings, there were significant differences with all demographic items. Males had more motivational intensity, and females had a higher desire to learn English and were more anxious to use the language. Results also indicated that second-year students had more familiarity and confidence when using English, most likely because of prolonged exposure and a greater amount of classroom time/experience. Moreover, students who had a vocational or technical high school educational background had higher integrative and instrumental motivation than students from general high schools, which directly emphasizes the differences in studying English between types of schools. These results have implications for teachers and policymakers in constructing

EFL programs that have inclusivity and a more supportive environment that is consistent with learners' profiles.

Qualitative Findings

This section reviews the conclusions reached from the qualitative data gathered from 15 B1-level Turkish EFL preparatory class students through semi-structured interviews. The aim was to interpret the students' attitudes and motivations with regard to English and English-speaking communities, while also comparing these insights to relevant literature. The data are interpreted by thematic categories and supported through selected quotes. Where appropriate, frequencies of similarly represented student opinions are provided for greater quantitative clarity.

One prominent similarity with previous studies was that most students' testimonies (12 of 15) indicated that instrumental motivation, such as academic achievement, international career options, and global community, was an important aspect for attending English classes. This corroborated Orfan (2020), who found similar traits among Afghan students, and with Getie (2020) when he reported students from Ethiopia who expressed similar and strong instrumental motivations as English as a foreign language learners.

Equally important was that half of the students demonstrated positive attitudes toward English-speaking communities particularly British and American societies. More likely, students described English-speaking communities as modern, developed, and influential at the global level. These insights are very similar to those in Quenta-Condori et al. (2024) who found that students motivation increased when they viewed English-speaking cultures positively. Phoonprasit (2021) also reported that Thai students viewed the cultural products of English as useful because of the global distribution of commodities such as films and music.

Eight students indicated that they admired the British accent noting it to be "sophisticated", "intellectual", or "melodic". These individual students' descriptions

resemble those in Ladegaard (1998) where Danish learners associated the British accent with prestige and tradition. In addition, Boonsuk and Fang (2022) found that among Thai students preferred British English because of its perceived formality and aesthetic quality, even saying they liked the British accent.

Another strong similarity was the reference to popular culture. At least 11 out of the 15 students mentioned popular media, in the form of movies, music, and TV series especially from the USA, were huge influences in their motivation. This finding aligns well with studies by Yuliani et al. (2023) and Patria (2021) who showed that exposure to popular media products provided one of the greatest external motivations for young EFL learners.

Additionally, 7 out of 15 students had a strong desire to go study abroad or live and they viewed this as a true opportunity to immerse themselves in language and potentially raise their language competence. Several like-minded findings have been found emphasizing intercultural exposure as motivation for students, such as Saito (2021). Moreover, six students indicated that their family or parents support them with learning English, which mirrors the findings from Vaezi (2008) who reported family as an critical external motivator in the Iranian context.

While there were generally positive dispositions, there were a few departures from the literature. For example, integrative motivation, or the intrinsic desire to connect with English-speaking people or adopt elements of a culture, was considerably less pronounced even though instrumental motivation was high. In fact, only 4 out of the 15 participants expressed a more intense concern to integrate into English-speaking communities. Li et al.'s (2024) results stand in stark contrast to those of Zhang and Dai (2024), who found strong integrative orientations among Chinese EFL learners. Dewaele and Meftah (2024) hardly commented on culture, but their findings suggested that ongoing enjoyment and motivation would enable longer-term engagement with the language.

While American culture frequently appeared as a topic of interest, the students had ambivalent opinions. For instance, 9 students expressed good feelings towards American media and technology. However, 7 students revealed concerns about various elements of American culture like violence and racism or a sense of concern about cultural dominance, leading to unclear attitudes. While Boonsuk and Fang (2022) did not consider cultural orientational dispositions specifically, their results pertaining to a group of Chinese international students found overall positive orientations toward native English-speaking contexts including American English.

Likewise, formal education appeared to play only a minimal role. Only 1 of the 15 participants identified that their English teacher or experience in the classroom had a meaningful impact either on their attitudes or motivation, which is very much in contrast to findings by Şengül and Büyükkarcı (2023), who found that structured language classes along with helpful support from teachers, generally increased levels of motivation for Turkish EFL students.

Lastly, the students had minimal exposure to native speakers. In fact, only 2 students reported any contact with native English-speaking people. This shows that even if the student's individual exposure to the target language was low, it was a low rate of exposure to a target language. This limited exposure may explain why so many of the students expressed neutral or stereotyped perceptions into represented target language communities. Wu (2024) found that frequent communication with L2 users or native speaking participants predominantly correlated positively with learners' motivation and anxiety behaviours, which was not supported here.

Also, students often showed a desire for activities that focused primarily on speaking and materials that were emotionally engaging and motivated them. These preferences aligned with Dewaele and Macintyre's (2016) results that suggest interactive and supportive classroom climates, particularly in support of communication, may relieve

anxiety and increase enjoyment which are two important aspects of maintaining motivation to learn a second language.

To summarize, even if the students' motivations and attitudes aligned in many ways and were consistent with earlier studies by researchers, many of them due to localized representations of views with regard to their expectations of their anticipated academic demands, particularly regarding instrumental motivation, media influence, and preference for British English, they were largely divergent, including in low integrative motivation, concerns regarding American cultural supremacy, and minimal participation with the classroom instruction. While a globalized view of EFL motivation can be traced in the results and behaviours, particularly among the Turkish B1-level students cohort, they have many local and localized lived experiences, media representations of local communities of practice, in various learning and educational gaps.

Chapter 5

Conclusion and Suggestions

This chapter brings together the main findings of the study as they relate to the stated aims and research questions, and highlights their theoretical and practical implications. In addition, the limitations of the research are discussed, and suggestions for future research are provided to build upon the current study.

Conclusion

The quantitative results of this study demonstrated that in general, the B1-level preparatory class students were motivated to learn English and the desire to learn English, attitudes towards learning English, and motivational intensity subscales were higher than other subscales. Data demonstrated that students will not only approach learning English as a requirement as part of their studies but also a practical approach to communicating, accessing education, and progressing in their careers. Data illustrated that students were relatively less anxious or the phrase "were genuinely relatively less anxious", indicating some degree of comfort with using English even if they did not fully understand.

In addition to the quantitative findings, there were significant differences with all demographic items. Males had more motivational intensity and females had higher desire to learn English and were more anxious to use the language. Results also indicated that second-year students had more familiarity and confidence when using English, most likely because of prolonged exposure and a greater amount of classroom time/experience. Moreover, students who had a vocational or technical high school educational background had higher integrative and instrumental motivation than students from general high schools which directly emphasizes the differences in studying English between types of schools.

These findings have implications for teachers and policy makers when they are developing EFL programs that are inclusive and a more supportive environment that correspond to learners' profiles. Also, the quantitative findings, supplemented by qualitative findings from student interviews, informed us about learners' attitudes and motivations in relatively personal, contextualised ways.

Most participants expressed positive attitudes toward learning English, but the reasons behind their motivation often differed notably from those found in earlier research. Specifically, integrative motivation, defined as the learner's desire to relate to and interact with English speakers and their culture, was notably lower than anticipated, whereas instrumental motivation remained high. Of the 15 participants, only four expressed a possible increase or deeper interest in engaging with the English-speaking community.

This contrasts with earlier findings in which participants described cultural connections as a key factor promoting long-term effort and motivation. Although Dewaele and Meftah (2024) did not argue that cultural integration directly fosters long-term motivation, they emphasized that emotional involvement and enjoyment in language use can meaningfully contribute to sustained engagement. This suggests that, for some learners, emotional satisfaction may compensate for an otherwise weak integrative orientation.

While American culture often surfaced as a topic of conversation during the interviews, student attitudes toward it were noticeably mixed. For example, nine students had more positive attitudes toward American media and technology, while seven students had negative views about violence, racism, and cultural domination. One of the defining features of ambivalence is resistance to unqualified admiration, as feelings of admiration are mixed with criticisms to the point where the positive feelings are significantly diminished. Although Boonsuk and Fang (2022) did not explore cultural orientations, their study of Chinese international students found generally positive views about native English-speaking environments, including American English; the students' broad positive

attitudes were more unqualified than the deliberate division of views apparent in this study.

Likewise, formal education seemed to have an unexpectedly limited role in influencing students' motivation or attitudes. Only one of the fifteen participants conveyed that their English teacher or classroom had a significant influence on their language learning orientation. As a result, this finding is notably different from Şengül and Büyükkarcı (2023), who found that well-designed language classes and favorable teaching approaches commonly motivated Turkish EFL learners.

Generally, students reported very little or no interaction with native English speakers and only two participants reported direct contact. This clearly indicates that real-world exposure to authentic language use was nonexistent. This limited engagement may have been a reason why students only showed neutral or stereotypical ideas about an English-speaking culture. Unlike Wu (2024), where regular interaction with L2 or native speakers seems to increase the motivation of learners, and therefore their levels of anxiety, this study did not find any evidence of this occurring.

Lastly, students gave concrete, practical recommendations to increase motivation in prep-class English lessons because they emphasized the importance of having practice in speaking, relevance to their future careers, multimedia activities, and less pressure to perform on assessments. All this highlights the need for learner-centered instruction, and the implications of the position to which the teacher plays in promoting positive and enjoyable learning.

Although students' motivations and attitudes largely correlated to students in previous research, various localized factors including anticipated academic demands, media influence, and a valuing of British English shaped their attitudes in different ways. In particular, low levels of integrative motivation, critical perspectives regarding American cultural hegemony, and limited views of classroom language learning were conspicuous departures from previously established trends. Although global trends in EFL motivation

were apparent, students' experiences were framed by cultural specifics and localized educational contexts.

To summarize, findings from this study indicate that although Turkish B1-level preparatory students wish to learn English, the sources and dimensions of that desire reflect a complex intersection of personal aspirations, cultural values, and situational realities. Awareness of statistical tendencies and individual voices will be essential in designing more inclusive, engaging, and culturally responsive EFL programs.

Implications for EFL Pedagogy

The results of the study have critical implications for English language teaching in Turkish preparatory programs. They show that motivation in EFL contexts is not a one-dimensional construct but is a multidimensional phenomenon with emotional, cognitive, cultural, and social aspects. Therefore, teachers should move beyond traditional test-oriented methods and adopt learner-centred and motivationally-based instructional approaches.

Teacher-centered methods reinforce the traditional view of the teacher as an authority figure while addressing lack of motivation by letting students have more choice and control over tasks in the classroom. Instead, focus on developing meaningful, real-life communicative experiences rather than mechanical grammar drills students usually experience. Introducing authentic cultural materials that represent diverse traditions and practices of communities of English speakers, while providing opportunities to promote intercultural awareness.

Having emotionally supportive practices in the classroom, particularly those designed to reduce students' anxiety and develop confidence in their speaking abilities, are essential to supporting sustained motivation and growth. It is also necessary for teachers to consider students' prior educational experience and the implications for

demanding subject in their respective faculties when determining their choices of instructional content.

To overcome the usual gap between internal motivation and actual engagement efforts, teachers should provide instructional practices that allow students to set realistic personal goals, monitor their progress toward success, and facilitate reflective thinking. Finally, English should not only be seen as an academic requirement but also as an opportunity for personal and cultural development.

Concluding Remarks

To summarize, this research has demonstrated that B1-level Turkish EFL learners are motivated and that this motivation is complex, dynamic, and dependent on personal goals, classroom engagement, cultural views towards English-speaking contexts, and other influences. Motivation should not be seen as a fixed or isolated attribute, because it changes among individuals and across different learning contexts.

Most importantly, the students' attitudes toward the cultures of English speakers, whether they admired, were critical, or curious, indicate that students' points of view and dispositions do affect their motivation to learn English. Therefore, it is important to have cultural content in their language instruction and to consider the importance of intercultural awareness in the learning process as part of their communicative competence.

Finally, the findings emphasize that the best language learning occurs when it is humanized, students are seen not just as learners but also as individuals with hopes, feelings, and culture, and English language classrooms become spaces where this takes place as part of an inclusive and empathetic view of language learning, allowing learners to connect with English personally and meaningfully.

Limitations of the Study

Although the study produced meaningful findings to describe B1-level preparatory students' motivational and attitudinal dispositions in Turkey, there are further limitations to

consider. First, while data was collected from students from a public university, it limits the extent to which the results may be generalizable to other institutions in other locations. Additionally, although the total population was around 320 students, only 103 students participated voluntarily in the quantitative phase, indicating a self-selection process thus potentially creating response bias and limiting what is representative through the findings.

Second, even though the Attitude/Motivation Test Battery (AMTB) has been used widely in L2 motivational research and has shown to be a valid instrument among distinct groups of language learners, the AMTB is heavily reliant on self-reported measures and so, likely influenced by socially desirable responding, theoretically expected pressures, contextually-bound emotional states or perceived expectations placed upon them by the university, in addition to how learners responded to the measures of beliefs and attitudes.

Thirdly, although the qualitative phase involved as many as 15 semi-structured interviews, it is a relatively small number of interviews, and although I was able to portray rich, nuanced portraits of their experiences, which accomplished meaningful interpretive knowledge, it is necessary to state that it does not capture all the diversity of attitudes and motivations within a whole cohort of learners. The number of interviews conducted also contributed to certain limitations relating to breadth of the qualitative interpretative process and the interview responses did not necessarily represent all conceivable perspectives of learners.

Fourth, as the research was conducted with cross-sectional data, it is not possible to understand if and how learners' motivation and attitudes were changing or evolving over the period of studying or working with the learners. Longitudinal data could have provided a more complex understanding of the motivation and attitudes of learners as they experience challenge, doubt, affirmation or transformation as they moved through the academic year or a specific learning contexts.

Lastly, while the study identified some sociocultural, institutional and affective influences on motivation it could not study specifically sociocultural contextual issues that

influence students, but rather the students motivation in relation to the interaction of other variables, such as classroom dynamics, the attitudes of the instructors, curriculum design or test-anxiety related issues, all of which could potentially have influence motivation in equal parts and which would also ideally be followed up further.

Suggestions

Suggestions for Pedagogical Practice

The data from the study suggest that, English as a foreign language (EFL) instructors not only move beyond traditional, grammar-focused approaches, but also engage in more communicative, task-based, and emotionally-based teaching practice. Students have a desire to learn English, and were largely positive in their feelings, however, their effort levels were inconsistent, which clearly signals that this gap must be addressed in pedagogical practice. Therefore, it is essential to adopt the types of teaching practices that foster emotional engagement and motivation through purposeful, student-centered experiences that can be worthwhile. This would mean developing a practice that could include authentic communication, as well as promoting learner autonomy and agency, as well as employing culturally rich resources that represent the diversity of English-speaking communities.

Furthermore, developing positive and emotionally supportive classroom spaces was significant, especially as some female students reported higher speaking anxiety levels. Regarding the climate, emotionally supportive classroom spaces are essential, but instructors need to regularly engage students in low-anxiety oral communication regularly and create opportunities for structured peer collaboration, to help students feel confident, reduce anxiety, and become participants in lessons.

Suggestions for Curriculum and Institutional Policy

Institutions and curriculum designers must understand that motivation arises from contextual and structural features, not personal characteristics. Curriculum content can

emerge based on students' academic abilities, secondary school background and time learning English. For programs designed for certain faculties, like Engineering and Economics, as these students demonstrate strongly instrumental motivation, it is important that students build their curriculum content from their own academic and professional concerns. Similarly, adjusting material for a group of students who were not as engaged during secondary school offers an opportunity to build their engagement as it makes the relevance of English more personal, social and intercultural.

Furthermore, institutional policies should prefer the inclusion of cultural content as part of the core curriculum as opposed to supplementary content. The exposure of learners to English-speaking cultures through a range of media, literature, and intercultural dialogue explodes their geographical, cultural awareness of the world and reinforces learners' motivation by attaching meaning in the real world to language use/use in context.

Suggestions for Future Research

Though this study has provided three valuable perspectives on the motivational patterns of B1-level Turkish EFL learners, it would be useful for future research to explore the changes in motivation over time. Longitudinal studies would clarify how these learners' desires, attitudes, and emotional responses evolve through their engagement with English. Since motivation does not emerge from a static understanding of its sources, but rather the changing interaction of personal influences, culture, other contexts and experiences, longitudinal studies in particular would be more effective in portraying the dynamic relationship of motivational influences.

Along these lines, it would also be useful for future studies to examine the impact of intercultural curriculum design, identity development, and digital learning tools on learner motivation and engagement. Since learners' attitudes to English-speaking cultures were a significant aspect of their motivational orientation, whether was admiring, critical or curious of these cultures, future inquiry could explore how exposure to some English-

speaking community, specific or general, shapes learners' sense of belonging, aspirational goals, or emotional attachment to English. Cross-sectional studies conducted in different institutions or regions in Turkey could also provide further data on the role of demographic and structural variables on EFL motivation. Overall, achieving enhanced conceptualization of these key dimensions will be important in informing more responsive and inclusive policies and practices in language education.



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APPENDIX-A: Demographic Information Questions

1) Please select your gender.

☐ Female ☐ Male

2) Are you studying for the first year or the second year (repeating) at the preparatory class?

☐ First year ☐ Second year (a repeat student)

3) How many years have you been learning English?

☐ 0 – 1 year

☐ 2- 5 years

☐ 6 – 9 years

☐ 10 + years

4) What type of high school have you graduated from?

☐ Anatolian High school

☐ General High School

☐ Other type of High School (including Imam Hatip High School and Open High School)

☐ Vocational and Technical High School

☐ Private High School

☐ Science High School

5) What is your faculty according to your faculty?

Please select your faculty – department.

☐ Economic and Administrative Sciences Faculty (International Relations – Political Science and Public Administration – Management Information System – Business Administration departments)

☐ Science and Letters Faculty – (Psychology – Sociology – Maths departments)

☐ Engineering Faculty – (Biomedical Engineering – Electrical Electrical Engineering departments)

☐ Architecture Faculty – (Architecture department)



APPENDIX-B: Attitude/Motivation Test Battery (AMTB)

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R. C. Gardner, Ph.D.

The University of Western Ontario, Canada

Following are a number of statements with which some people agree and others disagree. Please circle one alternative below each statement according to the amount of your agreement or disagreement with that item.

Some people would have circled A Strongly Disagree@, others would have circled A Strongly Agree@, while others would have circled any of the alternatives in between. Which one you choose would indicate your own feeling based on everything you know and have heard. Note: there is no right or wrong answer.

- | | | | | | | |
|----|---|------------------------|----------------------|-------------------|---------------------|-------------------|
| 1. | I wish I could speak many foreign languages perfectly. | | | | | |
| | Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
| 2. | My parents try to help me to learn English. | | | | | |
| | Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
| 3. | I don't pay much attention to the feedback I receive in my English class. | | | | | |
| | Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
| 4. | I don't get anxious when I have to answer a question in my English class. | | | | | |
| | Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
| 5. | I look forward to going to class because my English teacher is so good. | | | | | |
| | Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
| 6. | Learning English is really great. | | | | | |
| | Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
| 7. | If Turkey had no contact with English-speaking countries, it would be a great loss. | | | | | |
| | Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |

- | | | | | | | | |
|-----|--|-------------------|---------------------|-------------------|----------------|------------------|----------------|
| 8. | Studying English is important because it will allow me to be more at ease with people who speak English. | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 9. | I have a strong desire to know all aspects of English. | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 10. | My English class is really a waste of time. | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 11. | I would get nervous if I had to speak English to a tourist. | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 12. | Studying foreign languages is not enjoyable. | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 13. | I make a point of trying to understand all the English I see and hear. | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 14. | I don't think my English teacher is very good. | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 15. | Studying English is important because I will need it for my career. | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 16. | I never feel quite sure of myself when I am speaking in our English class. | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 17. | Knowing English isn't really an important goal in my life. | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |

18. I hate English.
Strongly Disagree Moderately Strongly Disagree Slightly Disagree Slightly Agree Moderately Disagree Strongly Agree
19. I feel very much at ease when I have to speak English.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
20. I would rather spend more time in my English class and less in other classes.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
21. I wish I could read newspapers and magazines in many foreign languages.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
22. My parents feel that it is very important for me to learn English.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
23. I don't bother checking my assignments when I get them back from my English teacher.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
24. I feel confident when asked to speak in my English class.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
25. My English teacher is better than any of my other teachers.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
26. I really enjoy learning English.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
27. Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
28. Studying English is important because it will allow me to meet and converse with more and varied people.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree

- | | | | | | | | |
|-----|--|-------------------|---------------------|-------------------|----------------|------------------|----------------|
| 29. | If it were up to me, I would spend all of my time learning English. | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 30. | I think my English class is boring. | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 31. | Speaking English anywhere makes me feel worried. | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 32. | I really have no interest in foreign languages. | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 33. | I keep up to date with English by working on it almost every day. | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 34. | The less I see of my English teacher, the better. | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 35. | Studying English is important because it will make me more educated. | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 36. | It embarasses me to volunteer answers in our English class. | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 37. | I sometimes daydream about dropping English. | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 38. | I would rather spend my time on subjects other than English. | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 39. | It doesn't bother me at all to speak English. | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |

40. I wish I could have many native English speaking friends.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
41. I enjoy the activities of our English class much more than those of my other classes.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
42. I would really like to learn many foreign languages.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
43. My parents feel that I should continue studying English all through school.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
44. I put off my English homework as much as possible.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
45. I am calm whenever I have to speak in my English class.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
46. My English teacher has a dynamic and interesting teaching style.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
47. English is a very important part of the school programme.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
48. My parents have stressed the importance English will have for me when I leave school.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
49. Native English speakers are very sociable and kind.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
50. Studying English is important because it will enable me to better understand and appreciate the English way of life.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree

51. I want to learn English so well that it will become natural to me.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
52. To be honest, I really have little interest in my English class.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
53. Native English speakers have much to be proud about because they have given the world much of value.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
54. It would bother me if I had to speak English on the telephone.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
55. We don't have to learn foreign languages.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
56. When I have a problem understanding something in my English class, I always my teacher for help.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
57. My parents urge me to seek help from my teacher if I am having problems with my English.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
58. My English teacher is one of the least pleasant people I know.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
59. Studying English is important because it will be useful in getting a good job.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
60. It worries me that other students in my class seem to speak English better than I do.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree

61. I'm losing any desire I ever had to know English.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
62. Learning English is a waste of time.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
63. I would feel quite relaxed if I had to give street directions in English.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
64. I like my English class so much, I look forward to studying more English in the future.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
65. If I planned to stay in another country, I would try to learn their language.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
66. My parents are very interested in everything I do in my English class.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
67. I tend to give up and not pay attention when I don't understand my English teacher's explanation of something.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
68. I don't understand why other students feel nervous about speaking English in class.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
69. My English teacher is a great source of inspiration to me.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
70. I plan to learn as much English as possible.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
71. I would like to know more native English speakers.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree

72. Studying English is important because I will be able to interact more easily with speakers of English..
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
73. I would like to learn as much English as possible.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
74. To be honest, I don't like my English class.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
75. I would feel uncomfortable speaking English anywhere outside the classroom.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
76. Most foreign languages sound crude and harsh.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
77. I really work hard to learn English.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
78. I would prefer to have a different English teacher.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
79. Studying English is important because other people will respect me more if I know English.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
80. I get nervous when I am speaking in my English class.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
81. To be honest, I really have no desire to learn English.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
82. I think that learning English is dull.
 Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree

83. I would feel comfortable speaking English where both Turkish and English speakers were present.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
84. I look forward to the time I spend in English class.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
85. I enjoy meeting people who speak foreign languages.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
86. My parents encourage me to practise my English as much as possible.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
87. I can't be bothered trying to understand the more complex aspects of English.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
88. Students who claim they get nervous in English classes are just making excuses.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
89. I really like my English teacher.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
90. I love learning English.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
91. The more I get to know native English speakers, the more I like them.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
92. I wish I were fluent in English.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
93. I have a hard time thinking of anything positive about my English class.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree

94. I feel anxious if someone asks me something in English.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
95. I would rather see a TV program dubbed into our language than in its own language with subtitles.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
96. When I am studying English, I ignore distractions and pay attention to my task.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
97. My English teacher doesn't present materials in an interesting way.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
98. I am sometimes anxious that the other students in class will laugh at me when I speak English.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
99. I haven't any great wish to learn more than the basics of English.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
100. When I leave school, I will give up the study of English because I am not interested in it..
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
101. I would feel calm and sure of myself if I had to order a meal in English.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
102. English is one of my favourite courses.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
103. My parents think I should devote more time to studying English.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
104. You can always trust native English speakers.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree

The purpose of this part of the questionnaire is to determine your feelings about a number of things. We want you to rate each of the following items in terms of how you feel about it.

Each item is followed by a scale that has a label on the left and another on the right, and the numbers 1 to 7 between the two ends. For each item, please circle any one of the numbers from 1 to 7 that best describes you.

1. My motivation to learn English in order to communicate with English speaking people is:

WEAK _____ 1: _____ 2: _____ 3: _____ 4: _____ 5: _____ 6: _____ 7 STRONG

2. My attitude toward English speaking people is:

UNFAVOURABLE _____ 1: _____ 2: _____ 3: _____ 4: _____ 5: _____ 6: _____ 7 FAVOURABLE

3. My interest in foreign languages is:

VERY LOW _____ 1: _____ 2: _____ 3: _____ 4: _____ 5: _____ 6: _____ 7 VERY HIGH

4. My desire to learn English is:

WEAK _____ 1: _____ 2: _____ 3: _____ 4: _____ 5: _____ 6: _____ 7 STRONG

5. My attitude toward learning English is:

UNFAVOURABLE _____ 1: _____ 2: _____ 3: _____ 4: _____ 5: _____ 6: _____ 7 FAVOURABLE

6. My attitude toward my English teacher is:

UNFAVOURABLE _____ 1: _____ 2: _____ 3: _____ 4: _____ 5: _____ 6: _____ 7 FAVOURABLE

7. My motivation to learn English for practical purposes (e.g., to get a good job) is: WEAK _____ 1: _____ 2: _____ 3: _____ 4: _____ 5: _____ 6: _____ 7 STRONG

8. I worry about speaking English outside of class:

VERY LITTLE _____ 1: _____ 2: _____ 3: _____ 4: _____ 5: _____ 6: _____ 7 VERY MUCH

9. My attitude toward my English course is:

UNFAVOURABLE _____ 1: _____ 2: _____ 3: _____ 4: _____ 5: _____ 6: _____ 7 FAVOURABLE

10. I worry about speaking in my English class:

VERY LITTLE _____ 1: _____ 2: _____ 3: _____ 4: _____ 5: _____ 6: _____ 7 VERY MUCH

11. My motivation to learn English is:
VERY LOW ____1:____2:____3:____4:____5:____6:____7 VERY HIGH
12. My parents encourage me to learn English:
VERY LITTLE ____1:____2:____3:____4:____5:____6:____7 VERY MUCH



**APPENDIX-C: Semi-Structured Prep-Class Students Interview Questions Prepared by
the Researcher**

1. How do you feel about being a prep-class student?
2. Why do you learn English? What are your reasons to learn English?
3. What increases your motivation to learn English?
4. What decreases your motivation to learn English?
5. Would you like to visit British, American, or Australian English-speaking countries? What are your reasons for wanting to go to those countries?
6. What are the best and the least favorite things about British, American, and Australian people?
7. What is your favorite accent? British, American, or Australian?
8. What are your opinions about British, American, and Australian people?
9. What are the factors influencing your perception of English learning and motivation?
10. What do you suggest prep-class EFL teachers to enhance your motivation of learning English?

APPENDIX-D: Ethics Committee Exemption Form / Ethics Committee Approval

T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük

Sayı : E-35853172-101.02.02-00003015690
Konu : Etik Komisyon İzni (Oya AKSU)

15/08/2023

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 04.07.2023 tarihli ve E-51944218-101.02.02-00002931609 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi doktora programı öğrencisi Oya AKSU, Dr. Öğr. Üyesi İsmail Fırat ALTAY danışmanlığında yürüttüğü "B1 Seviyesindeki Hazırlık Sınıfı Öğrencilerinin Hedef Dile ve Topluma Karşı Motivasyon Düzeyleri/Prep Class B1 Level Student's Attitudes Towards Target Language Speaking Communities and Motivation Relations" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun 25 Temmuz 2023 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Sibel AKSU YILDIRIM
Rektör Yardımcısı

Bu belge güvenli elektronik imza ile imzalanmıştır.

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Telefon: 3051008

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**APPENDIX-E: Declaration of Ethical Conduct**

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;

- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

30 /07/2025

(Signature)

Oya AKSU

APPENDIX-F: Thesis/Dissertation Originality Report

30/07/2025

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Languages Education

Thesis Title: Prep Class B1 Level Student's Attitudes Towards Target Language Speaking Communities and Motivation Relations

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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I respectfully submit this for approval.

Name Lastname: Oya AKSU

Student No.: N19417777

Department: INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION

Program: ENGLISH LANGUAGE TEACHING

Status: ☐ Masters ☒ Ph.D. ☐ Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED

(Assoc.Prof.Dr.İsmail Fırat ALTAY)

APPENDIX-G: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- o Enstitü/ Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. ⁽¹⁾
- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren ... ay ertelenmiştir. ⁽²⁾
- o Tezimle ilgili gizlilik kararı verilmiştir. ⁽³⁾

30/07/2025

(imza)

Oya Aksu

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge"

- (1) Madde 6. 1. Lisansüstü teze ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.
- (2) Madde 6. 2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.
- (3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlerle ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.

Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

*Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.

