AN EXPLORATORY STUDY OF THE RELATIONSHIP BETWEEN INSTRUMENTAL AND INTEGRATIVE MOTIVATION AND THE SOCIO-ECONOMIC BACKGROUND OF TURKISH EFL STUDENTS

A THESIS
SUBMITTED TO THE INSTITUTE OF HUMANITIES AND LETTERS OF BILKENT UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

BY
DILEK YAGCI OGLU
AUGUST 1994
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ABSTRACT

Title: An exploratory study of the relationship between instrumental and integrative motivation and the socio-economic background of Turkish EFL students

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This study attempted to investigate whether there was a relationship between students' socio-economic background and their instrumental and integrative motivation. The subjects in the study were students from two English-medium universities, Bilkent University and Middle East Technical University (METU), who were studying in the preparatory schools in order to become proficient in English prior to entry to their respective departments. The 50 female and 50 male students who were between 17 to 28 years of age were randomly selected for the study. Two instruments, a socio-economic background (SEB) questionnaire which aimed at identifying four different levels of SEB, and a instrumental and integrative motivation scale were used to assess the subjects' SEB and the two types of motivation. In order to test the hypothesis of the study two statistical procedures were used: A Pearson product-moment correlation coefficient and a one-way analysis of variance (ANOVA). The results showed that instrumental motivation was highly related to the upper levels of SEB.
Integrative motivation was not significantly related to SEB. A further investigation was carried out in order to find out whether SEB of males and females was significantly related to instrumental and integrative motivation. The findings suggest females of the upper SEB levels showed a high level of instrumental motivation. There was no relationship between females from lower SEB levels and the two types of motivation. Likewise, there was no relationship between males from all levels of SEB and the two types of motivation.
BILKENT UNIVERSITY
INSTITUTE OF HUMANITIES AND LETTERS
MA THESIS EXAMINATION RESULT FORM
August 31, 1994

The examining committee appointed by the Institute of Humanities and Letters for the thesis examination of the MA TEFL student Dilek Yağcıoğlu has read the thesis of the student. The committee has decided that the thesis of the student is satisfactory.

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We certify that we have read this thesis and that in our combined opinion it is fully adequate in scope and in quality, as a thesis for the degree of Master of Arts.

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ACKNOWLEDGEMENTS

I am indebted to my thesis advisor, Dr. Arlene Clachar, who has graciously contributed to the writing of this thesis with her ideas, help, and encouragement.

I am also grateful to Dr. Andrzej Sokolowoski without whose help the statistical analysis in this thesis could never be carried out.

My thanks are also due to the thesis members Dr. Phyllis L. Lim and Ms. Patricia Brenner for their assistance in the process of producing this thesis.

Finally, I must express my deep appreciation to my dear parents, my brother, Dervis, my sister, Muhterem, my brother-in-law and my friends Meltem, Dilek, Sadiye and all the other people who have been most supportive throughout this study in every way.
To my parents
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CHAPTER 1 INTRODUCTION

Background of the Problem

In the field of second language acquisition (SLA) several factors are said to account for successful language learning. With the rise of the cognitive theory of learning and the emergence of the Communicative Approach in language teaching, researchers in the field have begun to look not only into the linguistic variables such as errors, interlanguage, and developmental sequences but also into other factors that have been found to explain the differential success among learners of second and foreign languages. These factors, which are considered to be of major importance in SLA, are age, aptitude, personality, and social-psychological variables (Larsen-Freeman, 1991). The latter two factors have been shown to have a powerful influence on the extent to which learners develop proficiency in a second or foreign language (Brown, 1987).

Personality factors refer to a person's personality traits such as self-esteem, inhibition, risk-taking, anxiety, empathy, extroversion, and instrumental and integrative motivation. Social-psychological (sometimes referred to as socio-cultural) factors are defined as the attitudes one has towards the target culture and language, acculturation, and social and psychological distance (Brown, 1987; McLaughlin, 1987). The recognition of these affective variables in SLA and their
influence on the motivation to learn a second or foreign language has been extensively documented. Some researchers have studied the effect of these individual variables on motivation (e.g., Gardner, Smythe, & Clement, 1979; Oller, Jr., Hudson, & Liu, 1977; Ramage, 1990; Svanes, 1987), whereas others have investigated the combined effect of these variables on motivational behaviour and language performance (Gardner, & Smythe, cited in Gardner, 1988; Genesee, Rogers, & Holobow, 1983; Kraemer, 1993; Spolsky, 1969). One very important finding that has resulted from these studies is that motivation plays a very important role in accounting for differential second and foreign language success.

Motivation is said to be concerned with the question "Why does an organism behave as it does?" (Gardner, 1985, p.50) and is claimed to have four aspects: a goal, an effortful behaviour which is identified as a drive, a desire to attain the goal, and favourable attitudes toward the activity in question. All these four aspects are considered to function together to make an organism motivated. According to Gardner (1985), motivation is only truly achieved when an individual having a goal for doing something expends effort to reach that goal and exhibits favourable attitudes towards that goal. More specifically, in second language learning, motivation is defined as the desire to identify with an ethnolinguistic community
combined with a cultural inquisitiveness and interest in that language (Gardner, 1985).

The role of motivation in second and foreign language learning is explained by the hypothesis that attitudes and motivation are influential in second language learning owing to the fact that they orient the individual to look for opportunities to learn the language (Gardner, 1985). This hypothesis was the result of observations made by Gardner and the researchers who studied attitudes of the learners toward many school subjects (Jordan; Neidt & Hedlund; Duckworth & Entwistle, cited in Gardner, 1985). Gardner later conceptualised motivation in second language learning as motivational intensity, desire to learn a second language, attitudes towards the second language, and goal as being reflected in the orientation to language study. Motivational intensity for Gardner is the learner's willingness to invest an effort in his or her language learning and to persist in such a study. The next aspect, that is, desire to learn a second language, corresponds to a strong wish to study and learn a second language. Attitudes towards the second language refer to the learner's perception of the group of people whose language he or she is learning and this perception is usually reflected in the learner's attitudes towards the language. The goal, on the other hand, is said to be reflected in the type of motivation, which is the learner's orientation to language study. The type of
motivation is claimed to involve the learner's reasons for learning a second language and thus, it represents the ultimate goal for achieving the more immediate goal of learning the second language (Gardner, 1985).

After establishing that the type of motivation reflects the ultimate goals for language study, the researchers sought to clarify the type of motivation that the learners exhibit in second language learning. Their conclusions indicated that learners usually exhibit two types of motivation when learning a second language: integrative and instrumental. These two types of motivation represent the learners' general disposition towards studying a language. Integrative motivation refers to the learner's desire to identify himself or herself with the target group and culture, and instrumental motivation refers to the learner's desire to gain social recognition or economic advantages through knowledge of the second or foreign language (Gardner & Lambert, 1972).

The identification of these two types of motivation has triggered a great number of studies, and researchers have become intrigued by the findings of these studies. The results were indicative of a positive relationship between these two types of motivation and success in second language learning (Gardner, 1979; Gardner, 1980; Gardner, Lalonde, & Moorcroft, 1985; Gardner & Lambert, 1972; Gardner, Smythe, & Clement, 1979). In addition to attempts to clarify the relationship between motivation
and second language learning, other researchers tried to find what influences the type of motivation exhibited by second-language learners. These types of motivation were empirically shown to be related to the attitudes of the learner, parents, teachers, socio-psychological factors as well as the learner's goals (Gardner, 1985; Spolsky, 1969; Tucker and Lambert, 1972).

Attitudes of the learners, as explained by how beneficial they see the study of a second or foreign language, are found to have an effect on their integrative and/or instrumental motivation. The attitudes of parents are also likely to affect the learner's motivation. This is manifested in the finding that learners usually reflect their parents' attitudes towards the speakers of the language (Tucker & Lambert, 1972). As Tucker and Lambert state, if the parents accept the target group members as peers, then, their children are likely to be integratively motivated towards learning the language of that target language group.

The attitudes as well as the expectations of the teachers about the success of the learners are also claimed to be determiners of the learners' motivation. Teachers' attitudes towards the various minority or majority groups affect the learners' instrumental and integrative motivation to learn or acquire the language in question (Tucker & Lambert, 1972; Spolsky, 1969). In addition to the above, peer groups are also said to be
influential in manipulating learners' attitudes towards a particular language (Spolsky, 1969).

Besides the attitudinal factors, socio-psychological (or socio-cultural) factors such as the ethnolinguistic community, ethnicity, and cultural milieu have been shown to have significant effects on motivation, especially on the integrative motivation of the learner. One such factor is the effect of the ethnolinguistic composition of the larger community to which the learner belongs (Tucker, & Lambert, 1972). This can be explained with an example from countries where different immigrant communities live. In such countries, in order to maintain various immigrant languages, these minority languages are offered as one of the foreign languages to be studied in schools. However, because the immigrant communities are often representative of second class citizens and are rather downgraded, the study of an immigrant group's language is associated with identifying oneself with the less prestigious minority group. Therefore, the attitudes towards the study of the minority group's language may act as a negative motivating force both for the teacher and the student, and may decrease the motivation to identify with that minority group and its language (Tucker & Lambert, 1972).

Ethnicity is also influential in the type of motivation students exhibit. In one of their studies, Clement and Kruidenier (1983) discusses the influence of ethnicity. They postulate that the ethnicity of the
learner might influence the learner's interest in learning a second language: for minority group members, learning the language of the majority might be a means of becoming assimilated into that other group, or at least, sharing the wealth of the majority, whereas for members of the dominant group, learning the language of the minority might allow more control and domination. In both of these cases the motivation of the learners is instrumental.

Another aspect of the socio-psychological factors that shape the type of motivation is cultural milieu. Clement and Kruidenier (1983) refer to two types of cultural settings: unicultural versus multicultural. The significance of unicultural settings lie in the assumption that in these so-called contexts there would be only one culture and language; therefore, the motivation to learn the language would not be influenced by other competing languages. In multicultural settings, however, some cultural groups and their languages would have more prestige than others, thus, leading to a different motivational pattern.

The discussion above indicates that certain socio-psychological factors are responsible for the type of motivation learners exhibit in second language learning. As argued before, the goals for learning a language are also related to the motivation that a learner has for learning that language, and this motivation, depending on
the learner's ultimate goals, is manifested as integrative and instrumental.

This relationship between goals for learning the target language, that is, integrative and instrumental motivation and the above-mentioned socio-psychological factors, led me to conduct informal interviews with students studying at two English medium universities in Turkey. As a result of these interviews, it was found that English plays various roles for these students depending on their goals, and hence, it can be argued that these students are likely to exhibit different types of motivational behaviour in the classroom. For example, for one upper-middle class student, whose parents have an international business, the goal for learning the target language, English, was to maintain overseas business contacts. For another upper-middle class student the goal in studying this foreign language was for social requirements, such as socialising with English speaking people, listening to American and/or British music, and reading British and American novels, rather than for competition in the job market. Yet, for another student from lower socio-economic class, English was a tool that would increase her chances of getting a good job after completing her degree.

These different goals may be related to the two types of motivation (i.e., integrative and instrumental) that these learners exhibit in learning English. Also, these goals seem to vary with respect to students' socio-
economic background as became evident from the interviews. This may indicate that socio-economic background is one of the factors that shapes the type of motivation learners bring to the foreign-language learning task. The previously mentioned studies accounted for attitudinal and social-psychological factors influencing the motivational behaviour. However, little attention has been paid to the relationship between socio-economic background and the integrative and/or instrumental motivation of the learners.

After having examined the studies concerning the relationship between social-psychological factors and integrative and instrumental motivation as well as the findings of the informal interviews, it seems that socio-economic background may be related to the types of motivation that learners exhibit in the second and in foreign-language classroom and, therefore, deserves investigation.

Statement of Purpose

The underlying assumption of this study is that the socio-economic background of foreign language learners may be related to the different types of motivation, namely integrative and/or instrumental that students evidence in the learning of the target language. This study, therefore, purports to determine whether the socio-economic background of Turkish students who study English as a foreign language (EFL) is related to their
integrative and/or instrumental motivation. The identification of this social factor that may be related to motivation in foreign language learning might give researchers a more in-depth understanding of the factors that impinge on second language learning. Consequently, teachers can become more cognisant of the extent to which the language learning phenomenon transcends the boundaries of the classroom. Such knowledge will then enable them to cater better to their students' varied needs.

Research Question

Is there a relationship between instrumental/integrative motivation for learning English and socio-economic background?

Operational Definitions

**Integrative motivation:** The learner's willingness or desire to be like representative members of the target language community and to become associated with that community (Gardner & Lambert, 1972).

**Instrumental motivation:** The learner's desire to gain social recognition or economic advantages through knowledge of a foreign language (Gardner & Lambert, 1972).

**Socio-economic background:** In this study the socio-economic background of a student refers to his or her
family's income, education and occupation of parents, and place of family's residence (Haslett, 1990).
CHAPTER 2 REVIEW OF LITERATURE

Introduction

Despite the abundance of documentation on the relationship between socio-psychological factors and integrative and instrumental motivation in second and foreign language learning, there is a paucity of literature on the possible relationship between socio-economic background of the learners and integrative and instrumental motivation. However, based on informal interviews with English as a Foreign Language (EFL) learners, it seemed likely that socio-economic status may be related to the learners' instrumental and/or integrative motivation. It is, thus, the purpose of this study to investigate whether a relationship exists between learners' socio-economic background and their instrumental and/or integrative motivation.

The first part of the review discusses the concept of motivation, more specifically, integrative and instrumental motivation in second language learning. The second part is concerned with the role of these two types of motivation in second and foreign language learning, and the third examines socio-psychological factors and their relation to integrative and instrumental motivation. The last section discusses the possible justification for examining the relationship between socio-economic background and instrumental and integrative motivation.
Motivation: Diversity of Its Definition

Motivation has been extensively studied in the second and foreign-language learning and has been defined in many different ways. The pioneers of the research on motivation and second and foreign-language learning are Robert Gardner and Wallace Lambert. The work of Mowrer (cited in Snow & Shapira, 1985) in child language development had been highly influential for Gardner and Lambert in their attempts to conceptualise motivation in second language learning. According to Mowrer, children acquire languages as a result of motivation, which is an outcome of children's desires to be like important members of their families and as they grow older, of their linguistic community. Identification is what Mowrer called this desire to imitate the parents. Following Mowrer, Gardner and Lambert (1972) drew analogy between first and second language acquisition, and stated that second language learners also possess desires to identify with the target community and its language. They, depending on certain factors, do have a curiosity and interest in the target group in order to sustain the necessary motivation to learn its language (Snow & Shapira, 1985).

This early definition of motivation has been modified as the researchers intensified their research in the field of language learning. When discussing definitions for motivation these researchers were very much under the influence of behaviourist schools of
psychology. The psychologists such as Freud, and Hull and Thorndike were some figures whose theories concerning human behaviour had been influential in the formation of today's concept of motivation (McDonough, 1986; O'Brien, 1977). For instance, Hull and Thorndike (cited in McDonough, 1986) defined motivation as the "energy directed toward a given goal". Following on this, McDonough (1986) defines motivation in second language learning as the strength, orientation, drive, and attitude exhibited in the learning process. This extended definition is now somewhat similar to Gardner's concept of motivation. Gardner (1985), as a result of numerous studies which he and his colleagues carried out, gave motivation a new facet by defining it as a combination of a number of variables: effort, desire to learn the language, and favourable attitudes toward learning the language. In other words, motivation, in Gardner's abstraction, refers to the "... extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity." (p.10). Gardner underlines the importance of combining these three aspects in order to achieve true motivation. He states that having only the desire to learn the language as well as favourable attitudes toward learning the language does not necessarily mean that the individual is motivated to learn the language. These two aspects must also be accompanied by effort, so as to have a truly
motivated individual. Effort is analogous to what McDonough calls drive in his definition of motivation. Therefore, according to Gardner, effort, desire, and favourable attitudes are all inherent in true motivation and this motivation is goal directed. The goal, of course, will be to learn the second or foreign language.

**Integrative and Instrumental Motivation**

The goal dimension of motivation is linked to the two types of motivation that were first introduced by Gardner and Lambert (1959). These researchers used an instrument called orientation index which they elaborated upon in the article they published in 1959 (Gardner, 1985). In that index students were classified as integratively or instrumentally motivated according to the alternative they specified as being most important to them. Students were considered to have integrative motivation when they chose the alternative which stated that they wanted to learn the target language in order to interact with the members of the target community. Instrumentality, on the other hand, was indicative of students' desire to learn the language because it would be useful in getting a job or it would make them better educated. This reflected the pragmatic reason for learning another language. Gardner (1985) later stated that "... integrative and instrumental motivation represent the ultimate goals for achieving the more immediate goal of learning the second or foreign
language." (p.11). Hence, the type of motivation is said to answer the question of why the individual is studying the language. This study will adopt Gardner and Lambert's definition for these two types of motivation.

The Role of Integrative and Instrumental Motivation in Second and Foreign Language Learning

The issue of motivation has been the focus of many studies carried out in second and foreign language learning (Coletta, Clement, & Edwards, 1983; Ely, 1986; England, 1983; Dornyei, 1990; Gardner, Lalonde, & Moorcroft, 1985; Gardner & Lambert, 1972; Gardner, Smythe, & Clement, 1979; Kraemer, 1993; Olshtain, Shohamy, Kemp, & Chatow, 1990; Ramage, 1990; Samimi & Tabuse, 1992; Strong, 1984; Svanes, 1987). The consensus of most of the studies was that the motivational constructs, namely effort, desire to learn the language, and instrumental and integrative motivation were related to successful second language learning. Most of the findings of these empirical studies revealed a pattern in which integrative and instrumental motivation played the major role. Research related to these two types of motivation has been carried out in both naturalistic (i.e., school settings), and controlled environments (i.e., laboratory conditions) with subjects of various nationalities and ages. Some of these studies extended over a short period of time, whereas the others were longitudinal. It is worth noting that in both
naturalistic and controlled environments, the results were still indicative of a relationship between the two types of motivation and second language learning.

The following studies were conducted in naturalistic settings. An early study of this sort, carried out by Gardner and Lambert (1972), aimed at determining the importance of aptitude along with motivational variables in second language learning. The subjects of these studies were English-speaking high school students in Montreal, Canada who were studying French. The instruments used in these investigations were similar to those used by Jones in Wales when investigating interest in learning a language (Gardner & Lambert, 1972). The results of the factor analysis that was employed to find which factors accounted most for second language learning showed that motivation, specifically integrative motivation provided the ground for successful second language learning. These findings were confirmed in a follow-up study by Gardner (Gardner & Lambert, 1972) in which a larger sample of English Canadian students and a more extended version of the instruments used before were incorporated. The role played by integrative motivation was especially evident in the development of speaking skills of these students in French.

Gardner and Lambert (1972) also conducted a number of studies with French American and Anglo American students in order to shed more light on the role played by integrative and instrumental motivation in second and
foreign language learning. The main aim of these studies was to test the generalizability of Gardner and Lambert's previous findings, and to support their theory concerning the role of integrative and instrumental motivation in second language learning. The subjects were tested on their language aptitude, motivational intensity, desire to learn French, integrative and instrumental motivation, and attitudes towards French speaking people. The results of their studies indicated that motivation, be it instrumental or integrative, was a very influential factor in second language learning.

Another study by Gardner, Smythe, and Clement (1979) investigated the relationship between integrative and instrumental motivation and achievement in French. The sample consisted of older students (i.e., adult students), one group being Canadian and the other American in an intensive language program. The students were given two sets of tests: one prior to the beginning, and the other in the last week of the program. On the same day as they took the pre-test, they were also given another test, specifically a screening test, measuring their oral expression and comprehension in French. Following the screening process, students were placed in different levels of the intensive French course and received instruction. They were also tested for their oral expression and aural comprehension in the last week of the course. The results of this study were consistent with the previous investigations that
integrative motivation is related to achievement in a foreign language. Moreover, it was found that oral proficiency in the second language was also related to integrative motivation.

Michael Strong (1984), another researcher in this field, was curious to know if integrative motivation was the cause or result of successful second language acquisition and investigated this in a study which examined the relationship between integrative motivation and second language proficiency. His sample consisted of a group of Spanish-speaking kindergarten students in an American classroom. These children were team-taught by a monolingual English teacher, a bilingual teacher, and a bilingual aide. As it was not possible to gather information as to these students' disposition to attitudes toward learning English, an indirect method in which children were questioned every two months during the school year about their preference for play and work partners and their best friends was employed. Towards the end of the year the children's communicative language proficiency was derived. This was called communicative owing to the fact that it was impossible to give these children a formal proficiency test. Therefore, instead, their proficiency was derived from natural language samples during communication with these students. The findings were somewhat different from the previous attempts in the field in that advanced students exhibited more integrative motivation than the beginners. Yet,
these results were still supportive of the theory that integrative motivation is related to second language acquisition.

A very recent study by Roberta Kraemer (1993) also confirmed the conclusions reached by many researchers on the role of integrative and instrumental motivation in second and foreign language learning. In her study she was testing the generalizability of Gardner's socio-educational model among Israeli high school students who were studying Arabic as a foreign language in regular high school programs. As a result of her investigation she found that the major role in the model was played by the two types of motivation. Instrumental motivation, in this case, showed a higher correlation with foreign language learning, which supported the theory concerning the role of instrumental and integrative motivation in second and foreign language learning.

Another concern was whether the previous results that supported the fact that integrative and instrumental motivation plays a very important role in learning a second and/or foreign language would be generalizable to a sample comprising culturally different learners. Olshtain et. al. (1990) attempted to investigate the factors predicting success among culturally different learners. For data collection, three different questionnaires, namely the motivation/attitude test which aimed at measuring the students' attitudes and motivation, the cognitive academic language proficiency
in the subjects first language (L1) in order to assess their L1 academic proficiency, and an English proficiency test for assessing their achievements in EFL were given to the subjects. Their findings also support the previous results in that integrative and instrumental motivation play an important role in the overall success of the learner in foreign language learning. However, it has been found that this role was not consistent across all the cultural groups and its influential level varied with students from different cultural backgrounds.

Samimy and Tabuse (1992) took a different path and extended their investigation over a long period of time. Aiming to explore the possible influence of affective and motivational variables on students' proficiency in beginning Japanese classes at the university level in one Midwestern U.S. University, the researchers studied the motivational behaviour of undergraduate and graduate students as well as other affective dispositions towards the study of Japanese. In all classes, the students were taught Japanese (following an audio-lingual method). A series of questionnaires adapted from Ely's (1984,1986) studies were then used to assess the students' situation specific affective disposition, motivational type and intensity, attitude towards the language class, concern for grade, and students' personal background and previous experience with Japanese. The data were collected in autumn and spring quarters of the academic year in which the study was conducted, and then examined using various
statistical methods such as stepwise regression and Pearson product-moment correlation. Because the study was longitudinal, it lent itself to the observation of the changes in the students' integrative and instrumental motivational behaviours when certain variables were introduced. The results showed that towards the end of the semester both integrative and instrumental were affecting the students' performance, and thus, supported the previous findings (Samimy & Tabuse, 1992).

The above-mentioned studies were all conducted in naturalistic settings. However, as stated earlier, learning of a second and/or foreign language and its relation to motivation has also been investigated in controlled environments. In one such study (Gardner, Lalonde, & Moorcroft, 1985), learners with varying aptitude and motivational (i.e., integrative and instrumental) characteristics were taught in a controlled environment in order to determine the role of motivation. These subjects were not studying French as a second language at their respective institutions but they had previous knowledge of French from high school. For the purposes of this study, the subjects, who were tested in groups of 25, were initially given a short form of Modern Language Aptitude Test, the French Listening Comprehension Test (FLCT), a can-do questionnaire which aimed at assessing students' perception of their competence in speaking and understanding French, and a French cloze test. In the last part of each session, the
subjects were asked to learn French equivalents of 25 English words in six trials, which were presented to the subjects in a visual/written format for one group and in an aural/oral format for the other. After each trial the subjects were also asked to rate their level of motivation and interest and their perception of the difficulty of the task. The conclusions reached were that learners with higher integrative motivation worked much harder to acquire the language they were learning. Although this experiment was carried out in a very controlled environment, the results were still indicative of how strong the role of instrumental and integrative motivation is even under controlled conditions.

As is evident from the documented studies, integrative and instrumental motivation plays a significant role in the second and foreign language learning. Not only has the role of two types of motivation been confirmed, but also they have been shown to be associated with socio-psychological factors. These socio-psychological factors, namely attitudes of the parents, teachers and peers as well as cultural factors have been found to be related to integrative and instrumental motivation in second and foreign language learning. These variables were also put under scrutiny in numerous studies as will be documented in the next section.
Motivation and Socio-psychological Factors

**Attitudinal Factors**

Research has shown that integrative and instrumental motivation has a very important role in second and foreign language learning. Along with the role that these two types of motivation play, it has further been shown that they are related to attitudinal factors. For example, the perception of the advantage of acquiring a second or foreign language, which leads to positive attitudes, is claimed to affect the interest of a learner of that particular language. In some countries, where knowledge of a second language makes a big difference in one's life, students having positive attitudes toward that language are driven to learn the language as their future is shaped by knowing another language. This is one factor influencing motivation, particularly, instrumental motivation of the learner of a second and foreign language as it is put by Tucker and Lambert (1972).

Another factor which relates to the type of motivation learners exhibit in learning a second or foreign language is the attitudes of the parents towards members of the target community and its language. This phenomenon occurs when two or more linguistic communities live together in a situation where one of them is a minority group. The minority group members are usually looked down upon and the language of that minority group is also degraded because of its association with the
subordinate group. If parents of a dominant group hold negative attitudes towards this minority, their children, who are learning the minority's language as a second or a foreign language, may share the same feelings, and hence, they look down on the language they are learning. This may prevent the development of integrative motivation (Tucker & Lambert, 1972).

Another proposition was that of John Carroll's (cited in Spolsky, 1969), which claimed that the more the learners see the foreign or second language used in the family the better their integrative or instrumental motivation would be towards learning the language in question. This view is supportive of what Gardner (Gardner & Lambert, 1972) showed in one of his studies among Montreal English-speaking students that the attitudes of the students were in fact the reflection of the attitudes of their parents.

The attitudes and expectations of the teachers are also considered to be important variables which affect integrative and instrumental motivation of the second or foreign language learners (Spolsky, 1969; Tucker & Lambert, 1972). The teachers' subjective bias about the group the learner belongs to, that is, teachers' negative attitudes towards the learners' ethnic group may have a detrimental effect on the learners' motivation. This biased attitude, then, inhibits students from developing integrative or instrumental motivation towards the language these teachers are teaching. Another finding
was about the teachers' expectations about the students' success. In other words, if teachers imply to students how much success is expected of them, this results in students having more motivation or less motivation towards the subject taught (Spolsky, 1969). Although the studies carried out about the teachers' expectations were not in the field of second language acquisition, it, nevertheless, can be enlightening for the practitioners in the field of second or foreign language learning to know that the expectations teachers have about their students' success may have positive or negative effect on the students' integrative or instrumental motivation. Similarly, peers' attitudes play a role in the shaping of the motivation learners have towards second or/and foreign language learning. This works in the same way as the attitudes of the parents.

Another attitudinal factor is the attitude of the learner towards the language and its speakers. Spolsky (1969) found that a person will be more successful in learning a second or a foreign language if he wants to be a member of the group speaking that language, that is, positive attitudes held by the learner towards the target group are likely to motivate him to learn the language. This desire to be a part of the target group is the result of integrative motivation.
Cultural Factors

In addition to the various attitudes that are found to be related to integrative and instrumental motivation, ethnicity and cultural milieu have also been considered to be important cultural factors influencing these two types of motivation (Gardner, 1990). Clement and Kruidenier (1983) argue that the larger ethnic group's positive attitudes towards the smaller ethnic group create the same positive attitudes towards the language of that group. If the language of that smaller group is to be learned, the same positive feelings are then transferred to the study of its language and hence, the learner develops an integrative motivation towards the study of that language. If, on the other hand, the reverse exists, then negative feelings are transmitted to the study of the other group's language, which results in the lack of motivation to learn that language. For minority group members, learning the language of the dominant group may mean assimilation into that group, and eventually, economic advancement. Therefore, minority group members would be likely to exhibit instrumental motivation.

The cultural milieu, which can be defined as the socio-cultural context in which the language learning takes place, has also been found to influence the integrative or instrumental motivation of the learner. Gardner (cited in Genesee, Rogers, & Holobow, 1983) states that the cultural milieu may influence the
motivation of the learner to acquire the second language because of ". . . the shared cultural beliefs about the value of learning the language or about the possibility of attaining a high level of competence in the language . . ." (p. 211). Genesee et al. claim that not only the social context defined in terms of the second language group but also the social context of the intergroup relations, that is, support from the target language group, is also of great importance and is influential in the type of motivation that the second language learner exhibits. In their study investigating the motivational support from the target group and the learner's own motives for learning a second language, it was concluded that the perceptions of the target language group's support was correlated with their proficiency as well as their willingness to belong to social groups that include target language group members. The cultural milieu is, therefore, related to integrative motivation.

These empirical findings about the relationship between integrative and instrumental motivation and socio-psychological constructs are crucial for the understanding of the complex phenomenon of second or foreign language learning. It is, however, important to note that the socio-psychological factors accounted for in the above studies are not the only constructs that may be related to second or foreign language learning. As it can be easily observed from the literature reviewed, the number of these constructs have increased considerably in
the past decades. This indicates that researchers are still searching for a more thorough explanation of the relationship among socio-psychological factors, motivation, and second and foreign-language learning.

One factor that has not been accorded much attention by researchers is the second-language learners' socio-economic background and its relation to their integrative and instrumental motivation. As stated in the previous chapter, the interviews conducted at some universities in Turkey revealed that socio-economic background may be related to the learner's integrative and instrumental motivation in foreign language learning. This study, therefore, examines the possible relationship between socio-economic background of Turkish EFL students and their integrative and/or instrumental motivation.
CHAPTER 3 METHODOLOGY

Introduction

The present study is designed to find out whether the socio-economic background of learners is related to their integrative and/or instrumental motivation in foreign-language learning. Studies prior to this one have been conducted to explore other social-psychological factors such as attitudes, cultural milieu, context, and their relation to integrative and instrumental motivation in second and foreign-language learning. While it has been confirmed that such social factors are significantly related to the two types of motivation, the possible relationship between socio-economic background of the learners and integrative and instrumental motivation has received scant attention in previous studies.

This chapter will initially describe the subjects who participated in the study. Next, there will be a description of the instruments which were used to elicit information on the subjects' socio-economic background, and their integrative and/or instrumental motivation. This will be followed by the procedure and a discussion of the statistical analyses.

Subjects

The sample consisted of 100 Turkish EFL undergraduate, preparatory school students at two English medium universities in Ankara, namely at Middle East
Technical University (METU) and Bilkent University. METU is a state institution where competition for entry is very rigorous. Bilkent University is a privately owned, rather new establishment which is known for the quality of its education and the high academic standards of its faculty. Both universities have students from a wide range of socio-economic backgrounds. These two institutions are the only two universities in Ankara where all courses are offered in English, and where students who enroll are required to complete a one or two-year English course prior to study in the departments of their choices.

At the outset of the study, 225 students were given the two questionnaires which assessed their socio-economic background and levels of integrative and instrumental motivation. As it was not possible for the researcher to select individual students randomly, the two questionnaires had to be administered to the two hundred and twenty students. The first administration took place at the preparatory school at METU in five different classes each having approximately 23 students. The second administration was carried out at Bilkent University preparatory school in six classes with approximately 20 students in each. The administration of the questionnaires was done in two days due to class schedule constraints. A sample of 100 subjects was then randomly selected--50 males and 50 females--since gender may prove to be an important variable in the analysis and
interpretation of the results. The means and the standard deviations for the subjects' age and years of formal instruction in English are presented in Table 1:

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>19.04</td>
<td>1.37</td>
</tr>
<tr>
<td>Formal instruction in English (years)</td>
<td>3.37</td>
<td>2.97</td>
</tr>
</tbody>
</table>

Instruments

The instruments used in this study were socio-economic background questionnaire, and integrative and instrumental motivation Likert-type rating scales. The socio-economic background questionnaire, which aimed at eliciting the subjects' socio-economic standing, consisted of items which determined the education, occupation, and income level of subjects' parents as well as place and ownership of parents' residence (see Appendix A). The rationale for adopting these items in the socio-economic background questionnaire was based on Haslett's (1990) definition of socio-economic status. In
order to word the items the report of State Institute of Statistics on Social and Economic Characteristics of Population was used as a reference (1990). The alternatives for each item were organised in such a way that 4 points were accorded a response that corresponded to upper middle class, 3 points for middle class, 2 points for lower middle class and 1 point for working class. For example, an item asking about their family residence reads as follows: "Your family's residence: city centre; town centre; district; village". In this example, if the first alternative is ticked the respondent gets 4 points.

The item which elicited the information on occupation of the respondents' parents was designed in such a way that the different jobs presented in the alternatives were grouped to match the different socio-economic strata. For example, doctor of medicine, lawyer, and professor were all clustered and represented upper middle class. Hence, a respondent stating that his or her mother's or father's occupation is professor was considered to be upper middle class and received 4 points for the response. Questions asking for information such as "Do your parents own their house?", to which respondents answered by ticking either the yes or no alternative, carried 4 points for yes (a higher social status) and 1 point for no (a lower social status).

The second instrument was used to measure the subjects' integrative and/or instrumental motivation
(see Appendix B). The items used in this instrument were all adapted from Gardner's (1985) Attitude/Motivation Test Battery and Clement and Kruidenier's (1983) questionnaire which was used to assess the different influences of ethnicity, cultural milieu, and target language on the two types of motivation. Both of these scales were confirmed to be reliable and valid by these researchers.

A Likert-type rating was used with strongly agree representing the highest degree of integrative and instrumental motivation. Strongly disagree represented the lowest degree of these two types of motivation. 5 points were given for each strongly agree response and 1 point for each strongly disagree response. The original instrument was translated and back translated to ascertain internal validity.

There were 16 items in the questionnaire 8 of which elicited instrumental and the other 8 integrative motivation. Examples of items which measured instrumental motivation and integrative motivation respectively were, "I am learning English because it will help me to get a better paying job", and "I am learning English because I would like to make friends with English speaking people". A subject who ticked strongly agree was considered to have high degree of instrumental or integrative motivation and, hence, was given 5 points.
Procedure

The subjects answered the questionnaire during regular class time under their class teacher's supervision. Before completing the instruments, the subjects were given a very brief explanation of the purpose of the study and were told that their responses would be confidential and that they had the right to withdraw from the experiment. The subjects were then left to complete the questionnaires at their own pace. The teachers who administered the questionnaires, reported that it only took 15 to 20 minutes for the subjects to complete them.

Analytical Procedures

Responses on the socio-economic background instrument were codified in such a way that the lowest socio-economic status alternatives in each item received 1 point and the highest socio-economic status alternatives in each item received 4 points. Thus, the higher the numerical value the higher the socio-economic standing. Likewise, higher numerical values on the scales measuring integrative and instrumental motivation represented higher levels of these two types of motivation: 5, denoting strongly agree, represented a higher level of instrumental and integrative motivation than 1, denoting strongly disagree. A Pearson product-Moment correlation was conducted to see if socio-economic background (SEB) and instrumental and integrative
motivation were correlated. Later, a one-way analysis of variance (ANOVA) was used to see which level of SEB correlated most with two types of motivation. For this purpose, the means for SEB and instrumental and integrative motivation were calculated. Next, these means were analysed using ANOVA. Further in the study, factor analysis was used to find which items in the socio-economic background and integrative/instrumental motivation scale were the best predictors of the variables.
 CHAPTER 4 RESULTS

Overview of the study

The aim of the study was to explore the relationship between EFL students' socio-economic background and their integrative and instrumental motivation. Socio-economic background (SEB) was measured by using a questionnaire which elicited information on parents' residence, education, occupation, and income. Integrative and instrumental motivation was measured using a scale which was adapted from Gardner (1985) and Clement and Kruidenier (1983), and comprised of eight items for the identification of instrumental motivation, and another set of eight items for the identification of integrative motivation. To analyse the relationship between SEB and motivation, a Pearson product-moment correlation coefficient and analysis of variance (ANOVA) were used.

Overview of Analytical Procedures

The statistical analyses were carried out in four stages. At the first stage, SEB scores and instrumental and integrative motivation scores were calculated. In order to be able to calculate the scores, numbers were assigned to each alternative for each item in the SEB questionnaire and in the instrumental and integrative motivation scale. In the SEB questionnaire, for the first item on residence, the alternative stating that the
respondent lives in a city carried 4 points; the second alternative, town carried 3 points; third alternative, district carried 2 points, and village carried 1 point. The second item, which elicited the parent's education, was also treated in a similar fashion. The first alternative to this item was university which carried 4 points; the second one, secondary school carried 3 points; third one, middle school carried 2 points; and the last one, primary school carried 1 point. The third item elicited the parent's occupation where different jobs were clustered to match the four levels of SEB according to Cingi and Kasnakoglu's (1980) categorisation of the prestigious and ono-prestigious jobs in Turkey. Jobs such as university professor, doctor of medicine and engineer carried 4 points; teacher, military officer and government officer carried 3 points; secretary, technician and shop owner carried 2 points; and worker, farmer and driver carried 1 point. The last item which elicited the income level of the parents was designed in such a way that the alternative 20 million TL and over was given 4 points; 10-19 million TL was given 3 points; 5-9 million TL was given 2 points; and finally 0-4 million TL was given 1 point. In all these items 4 was representing the highest level of SEB and 1 the lowest. In the second questionnaire (i.e., instrumental and integrative motivation) the alternatives were presented in a Likert scale where 5 denoted the strongly agree alternative; 4 agree; 3 neutral; 2 disagree and 1
strongly disagree. A score of 5 represented the highest level of instrumental or integrative motivation and 1 represented the lowest level of these two types of motivation.

The second stage examined whether there was a correlation between SEE and instrumental motivation, and SEE and integrative motivation. At this stage SEE, and instrumental and integrative motivation were treated as continuos variables. The scores students received from instrumental and integrative motivation questionnaire were correlated with the scores from the SEE questionnaire. Pearson product-moment correlation coefficient was used to examine this correlation.

At the third stage, SEE and instrumental and integrative motivation were tested for significant differences between means. Before computing, four levels of SEE (i.e., the independent variable) were identified: upper-middle class, denoted by number 4; middle class, denoted by number 3; lower-middle class, denoted by number 2; and working class denoted by 1. Integrative and instrumental motivation were treated as two separate dependent variables. The scores from the Likert scale, where 5 denoted the strongly agree; 4 agree; 3 neutral; 2 disagree; and 1 denoted the strongly disagree alternative, were averaged in order to reach at a mean for each student on each scale. A one-way analysis of variance (ANOVA) was then used to test whether the means of the four groups were significantly different with
respect to instrumental and integrative motivation separately.

As an extension to the main scope of the study it was further investigated whether there was a significant relationship among gender, SEB and instrumental and integrative motivation. This was again done using a one-way ANOVA. Finally, a factor analysis was carried out in order to identify which items in the integrative and instrumental motivational scale were the best predictors of the two types of motivation. The same procedure, that is, factor analysis was also used to find out which item/s in the SEB questionnaire were the best predictors of SEB in Turkey.

Results of the Study

Before computing the Pearson product-moment correlation coefficient, the items in the socio-economic questionnaire were assigned numerical values as explained in the previous section. The alternatives to each item in the questionnaire were so organised that numbers 1 to 4 denoted different levels of SEB: 4 corresponded to the upper middle class, 3 to middle class, 2 to lower middle class, and 1 to working class. In questions which only required a YES or No response 4 was assigned to the positive responses denoting higher level of SEB and 1 to the negative ones denoting a lower level of SEB. The numbers, which were assigned to each alternative for each item, were added for each student in order to get a total
which represented the student's SEB. As explained before, the instrumental and integrative motivation questionnaire had a Likert-type rating such that 5 represented the strongest degree of instrumental and integrative motivation and 1 the weakest. The numbers that each student ticked for each item in the instrumental and integrative motivation scales were then added separately and the resulting two numbers represented the students' instrumental and integrative motivation. Next, scores from the SEB and scores for the two types of motivation were correlated using Pearson product-moment correlation coefficient. The result indicated a positive relationship between instrumental motivation and SEB, which was quite strong ($r = .40$, $p < .05$). According to Gardner (1985) a correlation coefficient of .40 is an indicator of a good correlation for variables such as attitudes, motivation and other affective variables. The correlation between integrative motivation and SEB, on the other hand, was considerably weak ($r = .09$), and, hence, not significant.

The next analysis was a one-way ANOVA. In order to carry out the analysis, the SEB and instrumental/integrative motivation variables were treated as categorical data and the means for SEB and instrumental and integrative motivation were calculated. Table 2 presents the mean values for each type of motivation at the four levels of SEB.
Table 2

Means and Standard Deviations of Instrumental and Integrative Motivation at All Levels of SEB

<table>
<thead>
<tr>
<th>SEB</th>
<th>n</th>
<th>Instrumental</th>
<th></th>
<th>Integrative</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>Wrk.</td>
<td>29</td>
<td>3.8707</td>
<td>.5137</td>
<td>3.5863</td>
<td>.6224</td>
</tr>
<tr>
<td>Low.Mid.</td>
<td>26</td>
<td>3.9087</td>
<td>.5019</td>
<td>3.5625</td>
<td>.6287</td>
</tr>
<tr>
<td>Mid.</td>
<td>29</td>
<td>4.1552</td>
<td>.5225</td>
<td>3.8147</td>
<td>.5821</td>
</tr>
<tr>
<td>Upr. Mid.</td>
<td>16</td>
<td>4.4375</td>
<td>.4542</td>
<td>3.7031</td>
<td>.7484</td>
</tr>
<tr>
<td>All Groups</td>
<td>100</td>
<td>4.0538</td>
<td>.5375</td>
<td>3.6650</td>
<td>.6336</td>
</tr>
</tbody>
</table>

Note. SEB = Socio-economic background; Wrk. = Working class; Low.Mid. = Lower middle class; Mid. = Middle class; Upr. Mid. = Upper middle class.

The results of the one-way ANOVA (one for instrumental motivation and one for integrative) showed that high SEB had the strongest relationship with instrumental motivation ($F = 5.4675, df = 3,96, p < .001$), whereas integrative motivation was not found to be significantly related to SEB at any level, a finding which supported the results of Pearson product-moment correlation coefficient. Table 3 shows the result of the first ANOVA (i.e., instrumental motivation and SEB) and Table 4 shows the result of the second ANOVA.
which was carried out to find the difference between means for integrative motivation and SEB.

Table 3

Results of ANOVA: Instrumental Motivation and SEB

(N = 100)

<table>
<thead>
<tr>
<th>Source of variance</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>4.174</td>
<td>3</td>
<td>1.3912</td>
<td>5.4675</td>
<td>.001*</td>
</tr>
<tr>
<td>Within groups</td>
<td>24.428</td>
<td>96</td>
<td>.2545</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>28.602</td>
<td>99</td>
<td>1.6457</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .001.

Table 4

Results of ANOVA: Integrative Motivation and SEB

(N = 100)

<table>
<thead>
<tr>
<th>Source of variance</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>1.126</td>
<td>3</td>
<td>.3753</td>
<td>.9329</td>
<td>.4279</td>
</tr>
<tr>
<td>Within groups</td>
<td>38.620</td>
<td>96</td>
<td>.4023</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>39.746</td>
<td>99</td>
<td>.7776</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. SS = Sum of squares; MS = Mean of squares; df = degree of freedom.
The relationship between instrumental motivation and SEB was particularly strong at the upper-middle class which is depicted in the graph below. This graph shows the means of both types of motivation at different levels of SEB. As can be seen from the graph, instrumental motivation seems to increase steadily as one moves up the socio-economic ladder. Although integrative motivation seems to peak at middle class, the results of ANOVA for integrative motivation showed no significant differences for this type of motivation. Therefore, the graph cannot be used to make any claims about SEB and integrative motivation.

Figure 1. Instrumental and integrative motivation.

Note. SEB = Socio-economic background; Inst.M. = Instrumental motivation; Intg.M. = Integrative motivation; Wrk. = Working class; Lwm. = Lower-middle class; Mdl. = Middle class; Upm. = Upper-middle class.
The results of the first analysis indicated a significant relationship between instrumental motivation and SEB. However, the data analysed could not inform the researcher whether there was a relationship that might exist among gender, SEB and the two types of motivation. Although it was not the initial purpose of this study, curiosity lead the researcher to analyse the data in order to see if there was a relationship between the SEB of males and females and the two types of motivation. In order to able to carry out this analysis an additional 89 subjects were included in the sample bringing the sample size to 189 subjects. Tables 5 and 6 present the means for the two types of motivation for female and male students at the four different levels of SEB.

Table 5
Means and SD of Instrumental and Integrative Motivation for Female Students at All SEB Levels

<table>
<thead>
<tr>
<th>SEB</th>
<th>n</th>
<th>Instrumental</th>
<th></th>
<th></th>
<th>Integrative</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>SD</td>
<td></td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>Wrk.</td>
<td>7</td>
<td>3.9114</td>
<td>.52926</td>
<td>3.8750</td>
<td>.69970</td>
<td></td>
</tr>
<tr>
<td>Lw.Mid</td>
<td>18</td>
<td>4.0703</td>
<td>.49896</td>
<td>3.8338</td>
<td>.54224</td>
<td></td>
</tr>
<tr>
<td>Mid.</td>
<td>31</td>
<td>4.2259</td>
<td>.44219</td>
<td>3.8237</td>
<td>.57411</td>
<td></td>
</tr>
<tr>
<td>Upp. M</td>
<td>25</td>
<td>4.4666</td>
<td>.45416</td>
<td>3.9914</td>
<td>.60801</td>
<td></td>
</tr>
<tr>
<td>All groups</td>
<td>81</td>
<td>4.2385</td>
<td>.49109</td>
<td>3.8822</td>
<td>.58248</td>
<td></td>
</tr>
</tbody>
</table>
Table 6
Means and SD of Instrumental and Integrative Motivation for Male Students at All SEB Levels

<table>
<thead>
<tr>
<th>SEB</th>
<th>n</th>
<th>M</th>
<th>SD</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrk.</td>
<td>30</td>
<td>3.9966</td>
<td>.52136</td>
<td>3.6048</td>
<td>.57837</td>
</tr>
<tr>
<td>Lw.Mid</td>
<td>18</td>
<td>3.9383</td>
<td>.49555</td>
<td>3.3619</td>
<td>.67945</td>
</tr>
<tr>
<td>Mid.</td>
<td>30</td>
<td>3.9312</td>
<td>.59154</td>
<td>3.6933</td>
<td>.51391</td>
</tr>
<tr>
<td>Upp. M</td>
<td>30</td>
<td>4.0975</td>
<td>.43586</td>
<td>3.5649</td>
<td>.65385</td>
</tr>
<tr>
<td>All groups</td>
<td>108</td>
<td>3.9967</td>
<td>.51346</td>
<td>3.5778</td>
<td>.60274</td>
</tr>
</tbody>
</table>

Note. SEB = Socio-economic background; Wrk. = working class; Lw.Mid = Lower-middle class; Mid. = Middle class; Upp. M = Upper-middle class.

The analysis used for the testing of the difference between female and male students with respect to the two types of motivation was again one-way ANOVA. The results indicated that there was a relationship between SEB, gender and instrumental motivation: upper-middle class females showed a high level of instrumental motivation ($F = 3.9334$, $df = 3,77$, $p < .01$). There was no such relationship with females of other socio-economic classes. Integrative motivation and SEB were not found to be related to gender. There was also no relationship
among males, SEB, and instrumental motivation. Table 7 shows the results of ANOVA for instrumental motivation, SEB, and gender.

Table 7
Results of ANOVA: Instrumental Motivation and SEB for Female Students

(N = 81)

<table>
<thead>
<tr>
<th>Source of variance</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>2.564</td>
<td>3</td>
<td>.8546</td>
<td>3.9333</td>
<td>.01*</td>
</tr>
<tr>
<td>Within groups</td>
<td>16.729</td>
<td>77</td>
<td>.2173</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>19.293</td>
<td>80</td>
<td>1.0719</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*P < .01.

The graph below shows the two types of motivation at different SEB levels. Note that instrumental motivation peaks at upper middle class and suggests the strongest relationship.
Figure 2. Instrumental and integrative motivation at different levels of SEB for females.

![Plot of Means](image)

Note. FSEB = Socio-economic background for females; FInst.M. = Instrumental motivation of female students; FIntg.M. = Integrative motivation of female students; Wrk. = Working class; Lwm. = Lower-middle class; Mdl. = Middle class; Upm. = Upper-middle class.

Results of Further Analysis

In the last stage of the analysis a Factor Analysis (varimax rotated) was used to identify the best predictors of instrumental and integrative motivation. The first three items in the instrumental motivation scale were the best predictors of instrumentality: (1) "I am learning English because it will help me get a better paying job"; (2) "I am learning English because it may make me a more qualified job candidate"; (3) "I am
learning English because I feel it may be helpful in my future career".

The best predictors of integrative motivation were: Items (10) “I am learning English because I want to become a member of a group of English speaking people”; (12) "I am learning English because I will be able to participate more freely in the activities of other cultural groups”; (14) "I am learning English because I want to learn more about how people in English speaking countries live".

A factor analysis was also used to determine which of the four items in the SEE questionnaire, namely the parents' residence, education, occupation, and income, were the best predictors of SEE. The results showed that father's occupation was the best predictor of SEE. This implies that father's occupation on its own can be considered as the main indicator of a student's socio-economic background in Turkey, a finding which concurs with that of Çıngı and Kasnakoğlu (1980).
Summary of the Study

The intent of this study was to explore the relationship between SEE and instrumental and integrative motivation of Turkish EFL students. A total of 100 students from two universities in Ankara were the subjects of this study whose responses to the two questionnaires used in the study were analysed statistically. The results of the statistical analyses show that only instrumental motivation is significantly related to SEE and that this relation was particularly strong at the upper levels of SEE. Later, the researcher increased the sample size in order to find out if there is a relationship among gender, SEE, and the two types of motivation. It is found that this relationship between SEE and instrumental motivation is especially significant with upper-middle class female students. There were no significant relationship among males, SEE, and instrumental motivation.

Discussion of Findings

The main hypothesis of this study was that the two types of motivation, instrumental and integrative, would be related to students' socio-economic background. The results partially supported this hypothesis in that it
was found that socio-economic status was highly correlated with instrumental motivation of the students in the two English medium universities in Turkey. Integrative motivation was not found to be significantly correlated. This finding also implies that students' socio-economic backgrounds represent one of the many social factors that affect the type of motivation which the learner of a second or a foreign language exhibits.

This can be further explained by considering the context in which the study took place. First of all, this study was carried out in Turkey where English does not have an official status and is only learnt as a foreign language (Bear, 1987). Moreover, in Turkey there are not many native English speakers with whom people can interact. The only native English speakers living here are diplomats, business people, and a few teachers employed by universities and secondary schools where the medium of instruction is English. Therefore, one can not expect the students in Turkey to have desires to identify with an English-language target community (Bear, 1987), that is, for integrative purposes.

It is more interesting that only the students who belonged to the upper-middle class were found to have high instrumental motivation. The possible explanation for this may be due to the fact that students coming from higher social standing are likely to be aware of the advantages of knowing English because of their encounters with people who enjoy the economic gains associated with
the knowledge of English. Such individuals receive either extra payments for knowing English or another foreign language (in Turkey people take a foreign language test, and if they succeed they become eligible for extra pay every month from the institution in which they work), or get relatively higher salaries than other people who do not know a foreign language. Moreover, such individuals have the most prestigious jobs in Turkey, which allow them to lead a more comfortable way of life and to be considered highly respected members of the society. This awareness may lead students to exhibit instrumental motivation in the learning of a foreign language.

Another finding in the study was the relationship among gender, the type of motivation, and SEE. The results indicate that upper-middle class females show the highest level of instrumental motivation. This finding can be explained by looking at the status of women in the Turkish society. The Turkish society is mainly male dominated, and male members of the society enjoy more socio-economic privileges than women, such as being given the opportunity to get higher education, getting the more prestigious jobs, and occupying the socially respected roles. Women, on the other hand, are not treated in the same way as men are and are expected to be socially subordinate (Gok, 1990). Owing to this reason women may feel that they have to really strive to be successful in education to change their status in the society. This in
return may make them more instrumentally motivated to acquire English, as this knowledge is likely to increase their earning power and social standing. This state of affairs may have been reflected in the relationship found among gender (female), SEB and instrumental motivation.

In addition, a factor analysis of the items in the instrumental motivation scale showed that the first three items were the best predictors of instrumental motivation: (1) I am learning English because it will help to get a better paying job; (2) I am learning English because it may make me a more qualified job candidate; (3) I am learning English because I feel it may be helpful in my future career. The first item stated the reason for learning English as being of help in getting a better paying job. The second and the third items were somewhat related to career considerations, too. These findings imply that the instrumentality of learning English in Turkey is related to the fact that it will help learners to increase their earning power, and thus, their economic standing. The rest of the items had no relation to economic advantage but were concerned with other instrumental reasons for learning a second or foreign language such as learning English in order to have a well-rounded education, and learning English as a vehicle for becoming an influential member of the community.

With respect to integrative motivation, the factor analysis identified the following items as the best
predictors: (10) I am learning English because I want to become a member of a group of English speaking people; (12) I am learning English because I will be able to participate more freely in the activities of other cultural groups; (14) I am learning English because I want to find out how people in the English speaking countries live. The results of the factor analysis also revealed that items which stated the reason for learning English—in order to become a member of an English speaking community in Turkey, being able to participate in the activities of the people of different cultures, and learning about the life styles of the people living in English-speaking countries—were the best predictors of integrative motivation, although the subjects did not strongly exhibit this type of motivation. This may suggest that despite the fact that Turkey is a monolingual country there are some desires on the part of EFL students to be, at least vicariously associated with an English-speaking community. A possible explanation is that in the last twenty-five years Western (particularly American) values have played a predominant role in the Turkish society. Young people in Turkey listen to American music, watch a great many American films, come in contact with the Western way of life through serials and soap operas on television and have learnt a great deal about the Western world ("Gokten 'imaj'," 1994). The Western countries, for many young Turks, represent the most developed and emulated countries ("Gokten
'imaj'," 1994). Hence, everything Western (particularly American) appeals to some youngsters, which may lead to integrative motivation. This may suggest that the students in Turkey exhibits both types of motivation with instrumental being the strongest. Thus, in teaching English to Turkish students it should be borne in mind that the students can benefit from English courses that are geared towards their instrumental goals for learning English. At the same time some cultural elements from the target culture should be incorporated into the course so as to address the students' desires to be associated with the target community.

Assessment of the Study

This study has a main strength as well as some weaknesses. Its strength lies in the fact that it is a pioneer study which investigated the relationship between SEE and instrumental and integrative motivation in foreign-language learning. Moreover, a thorough review of the literature on SEE enabled the researcher to develop an instrument which proved to be informative as to what aspects of SEE are most meaningful for the Turkish population. In this respect, the results have been beneficial.

However, this study has its weaknesses too. The first weakness relates to the generalizability of the results. Although an attempt was made to use a fairly large sample size, it can still be argued that the
findings are limited to only two Turkish universities in Ankara. Had it been possible to select a larger number of students from many more universities, where the medium of instruction is in English, the results would have been more reliable. Nevertheless, this study has provided thought for future research and it has contributed to the field of foreign-language education by introducing another factor, SEB, which is related to instrumental motivation in foreign-language learning.
References


APPENDIX A

Socio-economic Background Questionnaire

English Version

By way of introduction, my name is Dilek Yağcıoğlu and I am a student in the Master's of Arts in the teaching of English as a Foreign Language Program at Bilkent University in Ankara. I am doing research on the different types of motivation that students exhibit in a foreign language class and the relation of these to the students' socio-economic background and, therefore, I am asking you to provide me with the following information. This information will help me as well as other teachers to understand second language learning better and, thus, we will be able to help you more.

Let me assure you that any information given to me is confidential. None of it will be released in any way that will permit the identification of individuals who participate. Co-operation is, of course, voluntary. However, I hope you will seriously consider taking part in this study.

If you have any questions, please call the M.A. TEFL Program at Bilkent University in Ankara, (312) 266-4040 ext. 1561.

Please answer the following questions by TICKING the box that is most applicable to you.

e.g. Are you a student at Bilkent University?
YES □ NO ☑

1. Sex: MALE □ FEMALE □
2. Your age: ........................................
3. How long have you been learning English?
..............................................
4. Your family's permanent residence:
   CITY CENTER □
   TOWN CENTER □
   DISTRICT □
   VILLAGE □
5. Does your family own their house/ apartment?
   YES □ NO □
6. If not what is your monthly rent?
(Please specify).................................... TL
7. What is your mother's level of education?
- UNIVERSITY and above □
- SECONDARY SCHOOL □
- JUNIOR HIGH SCHOOL □
- PRIMARY SCHOOL □
- Other (please specify) ...........................................

8. What is your father's level of education?
- UNIVERSITY and above □
- SECONDARY SCHOOL □
- JUNIOR HIGH SCHOOL □
- PRIMARY SCHOOL □
- Other (please specify) ...........................................

9. Does your mother work?
- YES □
- NO □

10. If you said yes to question #7, what does she do

- University professor □
- Doctor □
- Lawyer □
- Businesswoman □
- Manageress □
- Dentist □
- Officer □
- Member of the parliament □
- Worker □
- Carpenter □
- Farmer □
- Driver □
- Other □

(PLEASE SPECIFY) .........................................................
11. How much does your mother earn?
- 20 million TL and above □
- 10 million TL - 19 999 999 TL □
- 5 million TL - 9 999 999 TL □
- 0 - 4 999 999 TL □

12. Does your father work?
YES □ NO □

13. If you said yes to question #10, what does he do?
- University professor □
- Architect □
- Doctor □
- Engineer □
- Lawyer □
- Actress □
- Businesswoman □
- Teacher at secondary ed. □
- Manageress □
- Artist □
- Dentist □
- Clerk □
- Officer □
- Waitress □
- Member of the parliament □
- Shopkeeper □
- Worker □
- Secretary □
- Carpenter □
- Technician □
- Farmer □
- Salesman □
- Driver □
- Mechanic □
- OTHER □
- (PLEASE SPECIFY)

14. How much does your father earn?
- 20 million TL and above □
- 10 million TL - 19 999 999 TL □
- 5 million TL - 9 999 999 TL □
- 0 - 4 999 999 TL □
APPENDIX A
Socio-economic Background Questionnaire
Turkish Version


Herhangi bir sorunuz olursa lütfen aşağıdaki telefon numarası yazılı olan Bilkent Üniversitesi M.A. TEFL programını arayın.
(312) 266-4040 ext. 1561

Lütfen aşağıdaki soruları size uygun gelen kutuyu işaretleyerek cevaplayınız.

ÖRNEK:
Bilkent Üniversitesi nde mi okuyorsunuz?
EVET □ HAYIR □

1. Cinsiyetiniz: KADIN □ ERKEK □
2. Yaşınız: ..............................
3. Kaç yıldan beri İngilizce öğreniyorsunuz?
..............................................
4. Ailenizin (anne ve babanızın) devamlı ikamet ettiikleri yer:
   • IL □
   • İLÇE □
   • BUCAK □
   • KÖY □
5. Ailenizin oturduğu ev kendi müklüleri mı?
EVET □ HAYIR □
6. 5inci soruyu HAYIR diye yanıtlanmışsanız, aylık kira bedeli olarak ne ödüyorsunuz?

(Lütfen belirtiniz)..........................

7. Annenizin eğitim durumu;
   • ÜNİVERSİTE □
   • LİSE veya dengi □
   • ORTAOKUL □
   • İLKOKUL □
   • BAŞKA □

8. Babanızın eğitim durumu;
   • ÜNİVERSİTE □
   • LİSE veya dengi □
   • ORTAOKUL □
   • İLKOKUL □
   • BAŞKA □

9. Anneniz herhangi bir işe çalışıyor mu?

EVET □   HAYIR □

10. 9uncu soruyu EVET diye yanıt Epidiyasanız anneniz aşağıdaki dakilerden hangisine dahildir?

   üniversite öğretim üyesi □   mimar □
   doktor/diş hekimi □   mühendis □
   avukat □   sanatçı □
   iş kadını □   öğretmen □
   idareci □   dükkan sahibi □
   milletvekili □   memur □
   asker( subay, albay vs.) □   garson □
   işçi □   sekreter □
   marangoz □   teknisyen □
   çiftçi □   tezgahtar □
   şoför □   makinist □

   BAŞKA □ (Lütfen belirtiniz)
11. Annenizin kazancı nedir?

- 20 milyon TL ve üzeri   □
- 10 milyon TL - 19 milyon TL   □
- 5 milyon TL - 9 milyon TL   □
- 0 - 4 milyon TL   □

12. Babanız çalışıyor mu?

- EVET   □
- HAYIR   □

13. 12nci soruyu EVET diye yanıtladıysanız, babanız aşağıdakilerden hangisine dahildir?

- üniversite öğretim üyesi   □
- doktor/diş hekimi   □
- avukat   □
- işadamı   □
- idareci   □
- milletvekili   □
- asker( subay, albay vs.)   □
- işçi   □
- marangoz   □
- çiftçi   □
- şoför   □
- BAŞKA   □

(Lütfen belirtiniz)

14. Babanızın kazancı nedir?

- 20 milyon TL ve üzeri   □
- 10 milyon TL - 19 milyon TL   □
- 5 milyon TL - 9 milyon TL   □
- 0 - 4 milyon TL   □
APPENDIX B

Instrumental and Integrative Motivation Scale

English Version

Answer the following questions by CIRCLING the response that best expresses your feelings.
e.g. I like practising English with my friends
   a) strongly agree b) agree c) neutral d) disagree
e) strongly disagree

I am learning English, because

1. it will help me to get a better paying job.
   a) strongly agree b) agree c) neutral d) disagree
e) strongly disagree
2. it may make me a more qualified job candidate.
   a) strongly agree b) agree c) neutral d) disagree
e) strongly disagree
3. I feel it may be helpful in my future career.
   a) strongly agree b) agree c) neutral d) disagree
e) strongly disagree
4. I need to fulfil the university foreign language requirement
   a) strongly agree b) agree c) neutral d) disagree
e) strongly disagree
5. I need to study English as a requirement for my major.
   a) strongly agree b) agree c) neutral d) disagree
e) strongly disagree
6. I think foreign language study is part of a well-rounded education.
   a) strongly agree b) agree c) neutral d) disagree
e) strongly disagree
7. it will permit me to become an influential member of my community.
   a) strongly agree b) agree c) neutral d) disagree
e) strongly disagree
8. I want to learn about another culture to understand the world better.
   a) strongly agree b) agree c) neutral d) disagree
e) strongly disagree
9. I am interested in English culture, history, or literature.
   a) strongly agree b) agree c) neutral d) disagree
e) strongly disagree
10. I want to become a member of a group of English speaking people.
   a) strongly agree b) agree c) neutral d) disagree e) strongly disagree
11. I want to be able to use it with English speaking friends, relatives, or people.
   a) strongly agree b) agree c) neutral d) disagree e) strongly disagree
12. I will be able to participate more freely in the activities of other cultural groups.
   a) strongly agree b) agree c) neutral d) disagree e) strongly disagree
13. I would like to make friends with some English-speaking people.
   a) strongly agree b) agree c) neutral d) disagree e) strongly disagree
   a) strongly agree b) agree c) neutral d) disagree e) strongly disagree
15. It will help me if I should travel.
   a) strongly agree b) agree c) neutral d) disagree e) strongly disagree
16. It will allow me to meet and converse with more and varied people.
   a) strongly agree b) agree c) neutral d) disagree e) strongly disagree
APPENDIX B

Instrumental and Integrative Motivation Scale
Turkish Version

Aşağıdaki soruları okuduktan sonra fikrinizi seçeneğin başındaki harfi daire içine alarak belirtiniz.

ÖRNEK:
Arkadaşlarıyla İngilizce konuşmak hoşuma gider. [Eğer bu fikre kesinlikle katılsanız aşağıdaki gösterildiği gibi işaretleyin.]
(ğ) kesinlikle katılırım b) katılırım c) farketmez d) katılmam e) kesinlikle katılamam

Anket
İngilizce öğreniyorum çünkü

1. İngilizce bilgisi daha iyi ücretli bir işe girmeye yardımcı olacak.
   a) kesinlikle katılırım b) katılırım c) farketmez d) katılmam e) kesinlikle katılamam

2. İngilizce bilmek iş ararken daha nitelikli bir aday olmamı sağlayacak.
   a) kesinlikle katılırım b) katılırım c) farketmez d) katılmam e) kesinlikle katılamam

3. gelecekteki kariyerimde bana yardımcı olacağını sanıyorum.
   a) kesinlikle katılırım b) katılırım c) farketmez d) katılmam e) kesinlikle katılamam

4. üniversitenin yabancı dil öğrenme zorunluluğunun yerine getirmem gerektiğini düşünür.
   a) kesinlikle katılırım b) katılırım c) farketmez d) katılmam e) kesinlikle katılamam

5. eğitim gördüğüm bilim dalında İngilizce öğrenmek bir ön şarttır.
   a) kesinlikle katılırım b) katılırım c) farketmez d) katılmam e) kesinlikle katılamam

6. yabancı dil öğrenmenin iyi bir eğitimin önemli bir parçasını oluşturduğuunu inanıyorum.
   a) kesinlikle katılırım b) katılırım c) farketmez d) katılmam e) kesinlikle katılamam

7. bu benim toplumda söz sahibi bir fert olmamı sağlayacaktır.
   a) kesinlikle katılırım b) katılırım c) farketmez d) katılmam e) kesinlikle katılamam
8. dünyayı daha iyi anlamak için bir başka kültürü de öğrenmek istiyorum.
   a) kesinlikle katılırım  b) katılırım
   c) farketmez  d) katılmam  e) kesinlikle katılmam

9. İngilizce konuşulan ülkelerin tarihi, kültürü ve edebiyatiyla ilgileniyorum.
   a) kesinlikle katılırım  b) katılırım
   c) farketmez  d) katılmam  e) kesinlikle katılmam

10. Türkiye'deki İngilizce konuşan yabancı topluluklarının bir üyesi olmak istiyorum.
    a) kesinlikle katılırım  b) katılırım
    c) farketmez  d) katılmam  e) kesinlikle katılmam

11. İngilizce konuşan arkadaşları, akrabalari ya da diğer kişilerle İngilizce konuşabilmesi istiyorum.
    a) kesinlikle katılırım  b) katılırım
    c) farketmez  d) katılmam  e) kesinlikle katılmam

12. bunun sayesinde farklı kültürlerden gelen insanların faaliyetlerine rahatlıkla katılabilirim.
    a) kesinlikle katılırım  b) katılırım
    c) farketmez  d) katılmam  e) kesinlikle katılmam

13. İngilizce konuşan kişilerle arkadaşlık kurmak isterim.
    a) kesinlikle katılırım  b) katılırım
    c) farketmez  d) katılmam  e) kesinlikle katılmam

14. İngilizce konuşulan ülkelerdeki insanların yaşam biçimlerini bilmek istiyorum.
    a) kesinlikle katılırım  b) katılırım
    c) farketmez  d) katılmam  e) kesinlikle katılmam

15. bunun bana dış ülkelerde seyahatlerimde yarar olacak.
    a) kesinlikle katılırım  b) katılırım
    c) farketmez  d) katılmam  e) kesinlikle katılmam

16. İngilizce bilmek daha çok sayıda ve daha farklı insanlarla tanışip iletişim kurmayı sağlayacak.
    a) kesinlikle katılırım  b) katılırım
    c) farketmez  d) katılmam  e) kesinlikle katılmam