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**SOCIAL JUSTICE OR INJUSTICE IN EFL: A COMPARATIVE ANALYSIS OF  
DIFFERENCES BETWEEN PRIVATE AND STATE SECONDARY SCHOOLS**

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**MASTER OF ARTS**

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**DEDICATION**

*To my beloved soul mate, Emre ÖZÖNEN,  
and my cherished canine companions, Sasha and Kismet...*

## ETHICS DECLARATIONS

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I hereby declare that;

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I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

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27/06/2024

Sena ÖZÖNEN

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**ABSTRACT****SOCIAL JUSTICE OR INJUSTICE IN EFL: A COMPARATIVE ANALYSIS OF DIFFERENCES BETWEEN PRIVATE AND STATE SECONDARY SCHOOLS****Sena ÖZÖNEN****Master Thesis, Department of English Language Education****Supervisor: Dr. Gürcan DEMİROGLARI****June 2024, 100 Pages**

The objective of this study is to investigate the potential social injustices in English as a foreign language learning (EFL) classrooms resulting from inequalities in access to EFL learning resources arising from secondary school learners' socioeconomic background differences. Employing a qualitative research method, the study conducted two sequential data collection phases. The data was gathered through naturalistic observations and semi-structured interviews. Observational studies were performed on 120 participants in state school and 80 participants in private school. The differences and similarities in EFL learning opportunities between state and private schools and learners' overall willingness to engage in EFL learning activities were observed during three consecutive weeks. Following that, two semi-structured interviews titled "Learning Opportunities in EFL Context" with 11 open-ended questions and "Motivation in Language Learning and Willingness to Participate in Language Classrooms" with 7 open-ended questions were utilized with 5 participants from the state school and 5 participants from the private school. Content and descriptive analyses were applied in order to obtain rich and comprehensive results.

Findings of the study underscored the presence of social injustice in accessing high quality EFL learning opportunities, both in and outside of school, between state school and private school learners. Learners from lower socioeconomic backgrounds at state schools have evidently limited access to additional and supportive EFL learning opportunities compared to their counterparts of higher SES at private schools. Remarkable disparities among secondary school learners of different SES were revealed regarding EFL course hours, quality of EFL course materials, diversity of extracurricular activities and parental support. The findings also highlighted that this inequality in the distribution of learning recourses resulted in fluctuation

in learners' motivation to study EFL, especially in terms of integrative motivation. The results revealed that learners at private schools displayed a higher level of integrative motivation to participate in EFL studies. State school learners possess lower integrative motivation since they did not have international aims such as studying or living abroad. However both types of school learners demonstrated instrumental motivation to some extent. Findings of interview studies also highlighted the significance of instructor-learner relationship on learners' EFL learning motivation. Both private and state school learners mentioned that negative attitude demonstrated by their instructors during the classes dropped their motivation to engage in the classroom activities.

In conclusion, the findings of this research hold significant implications for both policymakers and educators in the field of EFL education, especially in the framework of critical pedagogy (CP). This study also underlines the need for educational reforms referring this social injustice in the field of EFL education by providing higher quality of learning opportunities and learning environments for socioeconomically disadvantaged learners.

**Keywords:** Social justice, critical pedagogy, EFL learning opportunities, SES.

## ÖZ

# YABANCI DİL OLARAK İNGİLİZCE ÖĞRENİMİNDE SOSYAL ADALET Mİ YOKSA ADALETSİZLİK Mİ: ÖZEL VE DEVLET ORTAOKULLARINDAKİ FARKLILIKLARIN KARŞILAŞTIRMALI ANALİZİ

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Bu çalışmanın temel amacı, ortaokul öğrencilerinin dil öğrenme imkanlarına erişebilme farklılıklarının ortaya çıkardığı, yabancı dil olarak İngilizce öğrenimi sınıflarındaki potansiyel sosyal adaletsizlikleri araştırmaktır. Nitel araştırma yöntemlerinin uygulandığı bu çalışmada veriler iki ölçme aracı ile elde edilmiştir: doğal gözlem ve açık uçlu sorulardan oluşan, yarı yapılandırılmış görüşme çalışmaları. Gözlem çalışmaları, devlet okulundan 120 katılımcı ve özel okuldan 80 katılımcı ile üç haftalık süre zarfında gerçekleştirilmiştir. Araştırmacı, bu gözlem çalışmalarıyla devlet ve özel okullar arasındaki İngilizce öğrenme fırsatlarındaki farklılıklar ve benzerlikleri ve öğrencilerin genel olarak İngilizce öğrenme motivasyonları hakkında veri toplamıştır. Bunun ardından, devlet okulu ve özel okuldan beşer katılımcı ile "İngilizce Öğrenim Bağlamında Öğrenme Fırsatları" adlı 11 açık uçlu soru ve "Dil Öğrenme Motivasyonu ve Dil Sınıflarına Katılma İstekliliği" adlı 7 açık uçlu soru içeren iki yarı yapılandırılmış görüşme çalışması uygulanmıştır. Toplanan verilerin analizinde zengin ve kapsamlı sonuçlar elde etmek için içerik ve betimsel analiz teknikleri kullanılmıştır.

Araştırma sonuçları, devlet okulu ve özel okul öğrencileri arasında, dil öğrenme olanaklarına erişim bakımından sosyal adaletsizliğin var olduğunu açıkça ortaya çıkarmıştır. Özel okul öğrencilerine kıyasla, düşük sosyoekonomik statüye sahip devlet okulu öğrencilerinin iyi kalitedeki dil öğrenme kaynaklarına erişiminin oldukça kısıtlı olduğu saptanmıştır. Farklı sosyoekonomik altyapıardan gelen öğrenciler barındıran bu iki okul türü arasında; mevcut İngilizce ders saatleri, İngilizce ders materyallerinin kalitesi, okul dışı dil öğrenme aktivitelerinin mevcudiyeti, ve aile desteği konularıyla kayda değer farklılıklar olduğu gözlemlenmiştir. Çalışma sonuçları aynı zamanda, mevcut eşitsizliğin



öğrencilerde motivasyon farklılıklarına da sebep olduğunu ortaya çıkarmıştır. Öğrencilere uygulanan yarı yapılandırılmış görüşme çalışmalarının sonuçlarına göre, özel okulda okuyan, yüksek sosyoekonomik statüye sahip öğrenciler, devlet okulunda okuyan düşük sosyoekonomik altyapıya sahip öğrencilere nazaran İngilizce öğrenimine karşı daha yüksek seviyede içsel motivasyon örneği göstermektedir. Devlet okulu öğrencileri is temel olarak yurt dışında okuma veya yaşama gibi uluslararası hedeflere sahip olmadıkları için daha düşük içsel motivasyon belirtileri göstermiştir. Diğer taraftan, her iki türdeki okul öğrencilerinde İngilizce öğrenme konusunda belirli ölçüde dışsal motivasyonun varlığı ortaya çıkmıştır. Görüşme çalışmalarının bulguları aynı zamanda, öğretmen-öğrenci ilişkisinin öğrencilerin İngilizce öğrenme motivasyonu üzerindeki önemini de vurgulamaktadır. Hem özel hem de devlet okulu öğrencileri, yabancı dil olarak İngilizce derslerinde öğretmenlerinin göstermiş olduğu olumsuz davranış ve tutumların sınıf içi etkinliklere katılım motivasyonlarını olumsuz yönde etkilediğini belirtmişlerdir.

Sonuç olarak, bu araştırmanın bulguları, özellikle eleştirel pedagoji çerçevesinde, İngilizce'nin yabancı dil olarak öğrenilmesi alanında karar alma yetkisine sahip kişiler ve alandaki eğitimciler için önemli sonuçlar taşımaktadır. Bu çalışma, EFL eğitimindeki mevcut sosyal adaletsizliği ele alarak sosyoekonomik açıdan dezavantajlı öğrenciler için daha yüksek kalitede öğrenme fırsatları ve öğrenme ortamları sağlamaya yönelik eğitim düzenlemelerinin gerekliliğini de vurgulamaktadır.

**Anahtar Kelimeler:** Sosyal adalet, eleştirel pedagoji, ikinci dil olarak İngilizce öğrenme olanakları, sosyoekonomik durum.

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**ABBREVIATIONS**

<b>EFL</b>	: English as a Foreign Language
<b>ESL</b>	: English as a Second Language
<b>ELT</b>	: English Language Teaching
<b>SES</b>	: Socioeconomic Status
<b>CP</b>	: Critical Pedagogy
<b>EBA</b>	: Education Information Network

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## CHAPTER I

### 1. INTRODUCTION

#### 1.1. Background of the Study

The globalization of English has made it necessary to learn the language since it has been recognized as a means of achieving a higher social status, economic success, and reaching many other life opportunities. Jeevaretnam and Ravichendran (2020) identify English as a foreign language (EFL) as the “language of opportunity” since it leads to better and well-paid job chances. Moreover, it is defined by Nykoll (2018) as a communicative tool for professional and socioeconomic progress. In other words, having a good mastery of EFL provides several benefits, including better job opportunities, social mobility, and socio-cultural development. This status of English reveals the undeniable fact that EFL learning is no longer considered as a luxury but rather a necessity to have a good place in today’s competitive world. For this reason, knowing the great value of English, developing countries, including Türkiye, have introduced EFL as an essential component of the educational curriculums and a compulsory school subject at a variety of educational levels. However, just like in every field of education, there are considerable inequalities for students in access to high-quality EFL learning opportunities. Although EFL learning and the opportunities it provides are considered as a necessity and a basic right for each individual, there are some marginalized learners whose right to learn EFL is undervalued or even completely neglected. These learners may face obstacles that hinder their access to quality EFL instruction, opportunities, and resources for a variety of reasons, including socioeconomic status (SES). Additionally, these obstacles increase existing inequalities, maintaining a cycle in which learners with higher SES levels have opportunity to study EFL in private schools with richer EFL learning resources whereas less advantaged learners encounter systematic roadblocks in state schools. As a consequence of this socioeconomic disparity, social injustice manifests in EFL context. This situation most likely results in lack of motivation and achievement in EFL learning for these disadvantaged groups. Therefore, the question “Is there a social justice or injustice in EFL classrooms?” has emerged as a critical subject of study in the field of education that requires an extensive investigation.

Even though it is necessary to create a supportive learning environment in which each individual, regardless of their age, race, ethnicity, socioeconomic status, and gender, has an equal right to education, as Akbari (2008) points out, there are discriminatory educational foundations in place, and the rights of certain classes are suppressed in learning and teaching



contexts. In other words, certain groups are privileged, while others are marginalized due to the criteria like their age, gender, ethnicity, or social class. All these discriminatory factors may cause a social injustice in learning and teaching context, which is one of the main concerns of critical pedagogy (CP). Critical pedagogy, developed by Freire in 1960s, is an idea dealing with social justice and social change via education, and criticizes educational practice as causing social injustice and any patterns of inequality. Oral (2009) emphasizes that CP seeks to expand opportunities to criticize and oppose the practices within the traditional education system. It identifies current social and economic inequalities in access to learning opportunities and resources, as well as the existence of oppressed social classes in education.

The factor that principally determines individuals' social class is their socioeconomic status. Akram et al. (2021) defined SES as a person's or a family's social status composing of income level, occupation and educational level. Liu (2020) underlines the fact that inequalities in SES are highly related with differences in foreign language learning outcomes. In other words, the inequality of availability and accessibility of learning opportunities and resources in different school types, as a result of differences in SES, may influence learners' willingness and motivation to study EFL. Learning motivation is a complex and fluctuating process influenced by a variety of factors, including availability and accessibility of learning opportunities. Access to learning resources, such as books, technology, and a range of materials, as well as the possibility of participating in an English-speaking environment, may have a positive impact on learner's EFL learning motivation. According to Jang et al. (2016), having difficulty in accessing learning resources create remarkable challenges for economically disadvantaged students, which might negatively affect their learning motivation. Therefore, it is probable that learners' motivation to study EFL is influenced by the social (in)justice as a result of socioeconomic inequality in the society.

## **1.2. Statement of the Problem**

Socio-cultural perspective to language learning, developed by Vygotsky, underpins the idea of recognizing learners' social backgrounds in language learning. According to this theory, language development is a social process and it benefits from social interaction (Nykoll, 2018). Additionally, this perspective suggests that language learning process of individuals is affected and shaped by their social elements, such as identity, ethnicity, life experiences and socioeconomic status. In other words, all the elements composing an

individual's socio-cultural background have been considered to play a remarkable role on learners' language learning process.

Socioeconomic status is accepted as one of these factors that influences learner's language learning. In other words, it is a well-known fact that, due to differences in SES, not all learners have equal learning opportunities and resources to help them with their EFL education. Socioeconomic status can help certain groups of learners in their EFL learning while hindering others. Students come from diverse socioeconomic backgrounds; while those with higher parental income have the opportunity to study at private schools, access a variety of language learning materials, travel abroad, and have good role models in terms of studying EFL, socioeconomically disadvantaged groups, on the other hand, may have a lack or scarcity of learning materials, or they may have very limited or no parental involvement or opportunity to participate in English-speaking environments. According to Makbool et al. (2018), advantages and disadvantages that parents possess influence their children's learning outcomes. Moreover, Aikens et al. (2007) indicate that economically disadvantaged families often afford schools which have inadequate facilities and resources, resulting in poor academic success and language acquisition.

Kormos and Kiddle (2013) emphasize that EFL learning may open up new doors for students from lower socioeconomic backgrounds and aid them in breaking down social obstacles. However, the accessibility to learning opportunities differs based on the factors, such as the region where learners live, the family they grow up in, and the quality of the school they attend. For instance, learners in private schools have relatively higher quality of education, variety of resources, longer EFL class hours and more opportunities to be exposed to English compared to those studying EFL in a state school. Moreover, Mueller and Parcel (1981) underline the fact that the parents with high SES are more likely to offer better learning opportunities to their children because they have wide variety resources and they do their best to provide the finest learning resources to their children in their educational experience. They also give all of the fundamental and required amenities for their students' learning process. This parental involvement and support is a significant factor in enhancing a learner's motivation to study EFL. On the other hand, in state schools, students study English in more crowded classrooms where the chance of interaction and communication is lower, and the only resource to study EFL is mostly limited with their course book. Moreover, because of financial incapability, most of the state school students have no chance to interact with English-speaking people or participate in extracurricular activities to improve their EFL skills.

Therefore, the students with high SES have the chance to learn English in private schools where they can access a variety of course materials, are more encouraged to learn by their teachers and parents, and are exposed to English for longer hours compared to the students in state schools. All these factors causing social injustice in EFL context may play an essential role in students' EFL learning motivation and thus their academic performance. For these reasons, there is a need for further investigation into the subjects of debate; how SES influences the social justice in EFL context regarding the accessibility and availability of learning opportunities, and whether it has a significant effect on students' EFL learning motivation.

### **1.3. Purpose of the Study**

Some researchers like Abrahams & Farias (2011) and Kormos & Kiddle (2013), who support the socio-cultural perspective to language learning, conducted some studies to investigate the influence of social factors on learners' language learning process. Nonetheless, main focus of these studies is on the effect of the issues, such as learners' beliefs, cultural background, motivation, and personality on their language competence and performance. Very limited number of studies has attempted to analyze the role of learners' SES to their access to EFL learning opportunities and its impact on their willingness and motivation to learn and use EFL. On the other hand, although a lot of research has been conducted to examine social justice in the context of EFL teaching, only a few "learning" and "learner" oriented studies have been performed. Considering the fact that society is organized on power relations mostly determined by economic resources, it is an inevitable and urgent need to conduct more empirical research on the impact of this economic power or weakness on students' EFL learning process.

This study aims to fill this gap in the literature by exploring how SES influences secondary school EFL learners' opportunities to learn English, and its implications for social justice in language education. Moreover, investigating the effect of the social injustice, caused by SES characteristics, on secondary school students' motivational orientations toward EFL is the other purpose of this study. It seeks to determine whether socioeconomic disadvantages, resulting in lack of learning opportunities, have a detrimental effect on learners' motivation and willingness to study EFL. In brief, the study intends to determine if socioeconomic disadvantages, resulting in limited access to learning possibilities, have a negative impact on learners' desire and willingness to participate in EFL instruction.

The study aims to answer the following research questions:

2. How does secondary school EFL learners' socioeconomic status affect their access to English as a foreign language learning opportunities in private and state schools?
3. How does inequality in accessing learning opportunities influence English as a foreign language learning motivation of secondary school learners in private and state schools?

#### **1.4. Significance of the Study**

Findings of this study seek to provide a better understanding of how socioeconomic welfare is associated with accessibility to EFL learning opportunities, and whether socioeconomic status is a barrier to secondary school students in their English language learning journey. Moreover, it is aimed to reveal the effects of potential social injustice on learning motivation in EFL context. In other words, by analyzing the influence of social injustice, resulting from SES disparities, on learners' motivational orientations to learn EFL, this study intends to unveil the complex interplay between socioeconomic factors and student involvement with EFL learning. Understanding how socioeconomic differences influence access to EFL learning opportunities is critical for addressing social justice issues in EFL context. By exploring the relationship between access to learning opportunities, depending on SES, and motivation to study EFL, this study aims to shed light on structural inequalities that restrict fair access to EFL learning opportunities. While learning English may provide a new perspective on life and open the way to live in better conditions for the learners with low SES, these inequalities may cause lack of motivation and a negative attitude toward learning EFL. Therefore, it is important and vital to explore and reveal the consequences of these inequalities. The findings of this study have the potential to inform educational policies and practices focused on encouraging inclusion and providing a supportive learning environment for all learners, regardless of their SES. Furthermore, this study contributes to our knowledge of the broader social justice issues in EFL context by investigating the effect of SES on access to EFL learning opportunities. As a whole, this study will not only contribute to the related literature on social justice in EFL context, it will also help policymakers, language instructors in secondary schools, and stakeholders gain a better understanding of the impact of socioeconomic inequality and social injustice on students' language learning willingness. Furthermore, the findings of this study might help to create a more inclusive and equal educational system, where all the learners have equal rights to access to EFL learning opportunities and to obtain equal levels of EFL instruction.

### **1.5. Limitations**

The findings of this study may have limited applicability beyond the specific context of Mersin province, Türkiye. Because of the participants' limited size, generalizing the findings to broader regions or educational contexts may be inappropriate. Moreover, data collection was confined to a single state school and private school during a certain period of time due to the researcher's limited availability to observe participants in their natural learning environment over three consecutive weeks. This may cause biases in the study. Variations in school settings, instruction techniques, and student characteristics may not be adequately accounted for across locations or school types. As a result, the findings of the study are difficult to extrapolate to the general Turkish context.

### **1.6. Review of the Literature**

Even though education is considered as one of the basic rights of individuals, the inequalities in access to educational resources continue to be a global concern. Some people's rights are oppressed in education for a variety of reasons in different cultures, and it results in social injustice in education. In order to have a better understanding on the research topic, it is essential to discuss the elements of social justice in education. This review of literature gathers significant and comprehensive information from prior studies on the research topic and related background theories. It begins with a discussion of critical pedagogy (CP) and its place in education, which is concerned with ensuring social justice in education. Following that, the term social justice itself and its place in English language teaching (ELT) and in English as a foreign language (EFL) learning contexts are defined. Finally, the term motivation is investigated in relation with availability of learning opportunities and accessibility of EFL learning resources.

#### **Critical Pedagogy in English as a Foreign Language Context**

Pennycook (1990) defines Critical Pedagogy (CP) as a radical educational framework that seeks to analyze and criticize the socio-cultural and political context within educational settings, as well as improve teaching techniques, in order to foster positive influences on both educational practices and societal dynamics. In other words, CP advocates for an educational system founded on democratic and liberating principles that foster personal, social, and professional development. Moreover, it endeavours to raise critical awareness on the purpose of education. CP grounds itself on a learner-centred perspective, adopting the idea that students must engage in critical dialogues. In this approach, problems are generated by the

learner, which forms the central content of the lesson; this process is called as problem posing (Larson, 2014). Among the numerous educators and theorists who have contributed to the evolution of this radical approach, Paulo Freire and his inspiring works in 1960s are frequently cited as the cornerstone of CP. Freire (2005), in his illustrious work “Pedagogy of the Oppressed” proposed a dialogic method in which marginalized individuals learn to recognize that their predicament is not a natural order but rather the product of powerful social interests. This recognition gives them the confidence to believe in the possibility of changing their situation. He also emphasizes that instead of traditional “banking education” – where the knowledge is transferred to unquestioning students who are seen as “empty vessels” – “problem-solving education” approach – where learners are the agencies of their own education – should be adopted. He refers to the disadvantaged minority groups living under the control of majority as “the oppressed” and those who impose oppression as “the oppressors”. Additionally, he sermonizes that each individual must take action to liberate themselves from oppression. According to Hawkins and Norton (2009), CP specifically focuses on how prevailing ideologies in society shape our thinking and meaning-making processes in ways that privilege certain groups of people while marginalizing others. To that end, it aims to empower individuals to confront oppressive conditions they encounter in their lives. Akbari (2008) characterizes CP as an approach dealing with the questions of social justice and social change with the help of education. However, critical pedagogues claim that educational systems are reflections of social systems, and hence any discrimination based on race, ethnicity and social class that exist in social systems are also present in educational systems. In other words, Akbari (2008) argues the fact that those with the greatest decision making authority in society also have the power to design and administer educational systems. Therefore, the ideas of these powerful ones are embraced whereas the values and ideas of others are suppressed.

CP has been present for about two decades in the field of language education. However, a surge of interest in its application has been observed in recent times (Canagarajah, 2005, as cited in Akbari, 2008). CP in ELT involves linking language to the real world context. It includes accepting language not only as a system but also as an ideology. According to Norton and Toohey (2004), language is more than communication; it is a dynamic practice that both shapes and is shaped by learners’ perceptions of themselves, their personal backgrounds, their social environment and their future possibilities. Language learning can be empowering when the language classrooms become the places where the learners are able to explore their own identities and their own society. Moreover, Ooiwa-Yoshizawa (2012)

indicates that CP in language classrooms is based on the fundamental principle that there must be a relationship between course materials and learners' cultural, political and social conditions. Furthermore, subjects should be contextualized in learners' local surroundings and tailored to their unique needs. Moreover, the main goal of EFL teaching should be to teach learners how to assert their rights in society rather than teaching them how to speak and write accurately. The study "Critical Pedagogy(ies) in Indonesia" by Larson (2014) reveals the fact that CP not only makes the course material more relevant and meaningful to the learners, but also enhances learners' awareness of existing concerns and challenges.

On the other hand, Kim (2015) emphasizes that in a critical pedagogy classroom, EFL learners have the opportunity to both raise and solve the problems in the target language instead of just passively embracing linguistic knowledge. This active interaction inspires learners and demonstrates the great potential of CP approach. Furthermore, it expands the educational area to include the cultural, social, and political elements of language use (Kumaravadivelu, 2006). Besides, Akbari (2008) characterizes CP in language education as a chance of change for both teachers and students whose values and rights are denied in society. It gives them an opportunity for liberation as it recognizes the voices of the learners and the practitioners. Moreover, it gives them an opportunity to assert their agency within their own contexts. Therefore, it is perceived as a discourse of hope for marginalized people to explore strategies for social transformation for a more fair and democratic life. Many scholars and practitioners have argued that there is not sole one methodology to teach EFL as the role of English is different in various societies. For this reason, CP supports the idea that, the methods for language education should be flexible and changeable in accordance with the context in order to make sense for the learners. In other words, it regards teaching methods as cultural products. Crooks (2010), in his study titled "The practicality and relevance of second language critical pedagogy" strongly contends that there is a pressing need for greater reporting on actual implementation of EFL critical pedagogy. Raising awareness of diversity and various forms of inequality may enhance the relevance of radical educational approaches in classrooms, particularly in EFL settings.

### **Social Justice and Injustice in English as a Foreign Language Context**

In 1840, the term "social justice" was first used by a Sicilian priest, Luigi Taparelli d'Azeglio (Novak, 2000). Since then, a variety of definitions have been made to describe this concept. According to Novak (2009), social justice is a unified notion that brings people together on a common platform, encouraging shared connections and collaboration in order

to achieve an equitable distribution of advantages and disadvantages among individuals. Randolph and Johnson (2017) state that social justice is a subjective term and has various connotations in different contexts. Moreover, according to Deranty (2016), social justice is more specifically about equitable allocation of resources obtained from cultural, political and economic agencies of the community. On the other hand, Goldfarb and Grinberg (2002) define social justice as a means of assuring fundamental human rights to equality and fairness in all economic, social, political and academic parts of life.

Although the term “social justice” is often more associated with politics, it has a broader scope. Social justice has emerged as one of the major concerns of researchers in the field of education in the early 21<sup>st</sup> century (Furman & Gruenewald, 2004). Social justice in education mainly revolves around ensuring equitable access to education and equipping learners from varied social and economic backgrounds with the skills and knowledge required to engage in democratic society in a context of justice and equity. In addition, it focuses on fostering multiculturalism by providing equitable education to individuals with different languages, ethnicities, religions, and social backgrounds (Banks et al., 2001). Although earlier discussions on social justice in education primarily centred on the ideas like “equal access to education”, and “economic class separation”, the term has evolved into a more comprehensive concept. It now includes critical pedagogy, oppression, multiculturalism, social inequalities, individual differences, and diversity. This broader scope reflects the evolving nature of the social sciences and addresses society’s changing needs (Can, 2021). Blake (2015), in his study “Teaching social justice in theory and practice”, defines social justice in education as making learners aware of existing inequalities, injustices and discrepancies in their surroundings. This awareness encourages them to strive for more fair society that values individual rights, equitable access to resources, and respectful treatment regardless of ethnicity, social class, gender, socioeconomic status, religion or any other disadvantage (as cited in Hossain,2018). Overall, education is considered as crucial in reacting and confronting social inequalities, as well as providing conditions that promote equality, participation and tolerance. These efforts help to create a more safe, peaceful and harmonious society.

In many developing countries, including Türkiye, EFL is a compulsory school subject, and is extensively implemented up to grade twelve. Learning EFL is a common objective for educated individuals seeking employment opportunities, academic advancement, business and commerce engagement, and international communication. As a result, there is a widespread of teaching and learning EFL by learners from diverse socioeconomic, ethnic,



religious, cultural and linguistic backgrounds. Randolph and Johnson (2017) states that in terms of foreign language education, social justice is directly associated with intercultural competency, critical pedagogy (CP), community-based learning and transformative learning. They claim that it is essential for students to improve their intercultural communicative competence to change the way they interact with the world. The duty of the teachers in these classrooms is to employ CP and emphasize on social justice. However, there is a sad truth on the stage that some components related to social justice, including socioeconomic status, parents' literacy, ethnicity and age, have remarkable effects on learners' EFL learning process. The study "The Relationship of Socioeconomic Status with Language Learning Motivation" conducted by Akram and Ghani (2013) indicates that all foreign language learners do not have equal chances to study EFL because of their socioeconomic backgrounds, and some groups encounter a variety of inequalities in their language learning journey. Caldas and Bankstone (1997) define socioeconomic status in their study "Effect of School Population Socioeconomic Status on Individual Academic Achievement" as a measure of an individual's combined economic and social position, which is typically related positively with better health and education opportunities. On the other hand, Akram et al. (2021) indicate that socioeconomic status of a family includes some fundamental elements, such as income level, occupation, social status in society, and education level of the family members. Shamim (2011) has found that language learning performance of learners with high SES is better than those with lower SES (As cited in Akram and Ghani 2013). It is claimed that this correlation between SES and language learning proficiency may be because of the fact that students with higher parental income completed their earlier education in private schools while the others studied in state schools. According to the PISA (Programme for International Student Assessment) Report (2003), European school-age children with higher-qualified parents demonstrated much better performance on language competence tests. In addition, in his study "Symmetries and Asymmetries of Age Effects in Naturalistic and Instructed L2 Learning", Munoz (2008) found a significant correlation between socioeconomic status and language achievement by suggesting that learners from diverse socioeconomic backgrounds have different opportunities in terms of types of schools (state versus private) and participating in extracurricular activities to be exposed to target language, such as private tuition, study abroad, and diverse learning resources. In an EFL education initiative, it is crucial to recognize that learners may come from diverse socioeconomic and cultural backgrounds, which may subject them to unfair circumstances and feelings of inadequacy in language acquisition. Kelly (2012) argues that the needs of learners from

varied backgrounds, each with unique challenges and perspectives, must be recognized in order to achieve social justice both inside educational settings and beyond the classroom. For this reason, it is the responsibility of language facilitators to establish techniques and approaches to eliminate any unpleasant situations while also ensuring that learners have adequate opportunities for holistic development (Rodas and Osborn, 2016).

### **Accessibility to English as a Foreign Language Learning Opportunities**

EFL learning opportunities are mainly related to availability of high-quality learning resources, such as comprehensive course books, online resources, extracurricular activities, private tutoring, and language courses. These opportunities have a remarkable impact on language learning outcomes for EFL learners. However, learners with low socioeconomic backgrounds have scarce opportunities to access these learning resources compared to those with higher SES, and this inequality may appear as a major hurdle for these disadvantaged learner groups in receiving EFL education. According to Peng (2024), learners with lower SES mostly encounter with challenges to access the learning opportunities when learning EFL due to insufficient learning materials, inadequate teaching resources, a limited exposure to linguistic environment, and adverse familial conditions. For example, Alhabeeb and Rowley (2018), in their study “E-learning critical success factors: Comparing perspectives from academic staff and students” emphasize on the fact that in this era of e-learning and digitalization, benefiting from digital learning resources and devices has a significant effect on learners’ advancement in EFL. Without access to these digital resources, both instructors and learners may not be able to struggle with modern learning challenges. Furthermore, in her study “Symmetries and Asymmetries of Age Effects in Naturalistic and Instructed L2 Learning”, Munoz (2008) states that there is a strong link between SES and advancement in English because learners with different SES levels have access to different school types (private vs. state), and different levels of exposure to EFL, such as being abroad, participating in a language school or private tuition, and interacting with an English native speaker.

On the other hand, parental involvement is also an important opportunity for learners to improve in English. In his study “Strategies Used by Chinese Parents to Support English Language Learning: Voices of 'Elite' University Students”, Gao (2006) revealed the fact that parents have a strong influence on learners’ EFL learning. The participants with higher SES in his research reported that they were exposed to various forms of support by their parents to study EFL, including encouragement to learn EFL, financial assistance for extracurricular EFL learning activities, providing English TV programmes. Moreover, some of the

participants also mentioned that even if their parents did not have any proficiency in English, they support for their children's to EFL education. As a result, it is crucial to comprehend the factors that lead to unequal access to EFL learning opportunities, as well as developing solutions to address these disparities. This is critical for fostering equality and enhancing educational opportunities for all students.

### **Motivation in English as a Foreign Language Learning Context**

Numerous researchers have defined motivation from various perspectives. According to Gardner (1985), motivation is a combination of effort, desire to achieve, and positive attitudes towards the goal. Melendy (2008), on the other hand, describes motivation as a process initiated by a need and culminating in behaviours that promote individuals to attain their goals (As cited in Akram and Ghani, 2012). Moreover, Dörnyei (1994) argued that motivation explains the reason why individuals choose a specific activity, their willingness to persevere with it, and how much effort they invest in it.

On the other side, the concept of motivation emerged within educational psychology during the first half of the 20<sup>th</sup> century, and motivational factors are considered to play significant role in learning (Akram and Ghani, 2012). Learning and motivation hold equal significance to achieve goals. While learning provides acquisition of new knowledge and skills, motivation is considered as a driving force for individuals to participate in the learning process (Wimolmas, 2013). Foreign language learning motivation has long been a research object in the field of second language acquisition (SLA). Its history dates back to seminal work of Gardner and Lambert (1959). The results of their study "Motivational Variables in Second-Language Acquisition" demonstrate that there are two crucial factors equally influencing the achievement in French: linguistic ability and motivation (Gardner and Lambert, 1959). They also argued that achievement in a foreign language is reliant on basically the same type of motivation that is required for a child to learn their first language. According to Akram and Ghani (2012), motivation to study a foreign language consists of four components: a goal, a willingness to achieve the goal, effortful behaviour, and positive attitudes towards the learning activity. Dörnyei (1994) identified motivation as one of the primary factors influencing achievement in foreign language learning. Additionally he emphasized that motivation to study a foreign language comes from a learning desire and a positive attitude towards the language acquisition. As motivation has been evidently considered as one of the essential elements to learn a foreign language, the factors that impact motivation should be investigated in deep. Kormos and Kiddle (2013), in their research "The

role of socioeconomic factors in motivation to learn English as a foreign language: The case of Chile” stated that motivational force to learn a foreign language varies greatly depending on the learner’s linguistic, cultural, social and economic background. For example, opportunities, such as using English to communicate with native speakers or travelling to regions where English is spoken as the first language might be inaccessible to learners from disadvantaged backgrounds. Therefore, the factors directly related to socioeconomic status of the learners might have a considerable effect on their motivation to learn a foreign language. Carr and Pauwels (2006) believe that learners from lower socioeconomic backgrounds have fewer positive attitude and motivation toward studying a foreign language as they lack opportunities to travel abroad. Another study conducted by Lamb (2013) in Indonesia demonstrates the fact that learners living in rural areas exhibit remarkably lower level of willingness to learn EFL compared to the learners living in metropolitan areas. This stronger motivation of the learners from metropolitan areas is attributed to their desire to access additional educational opportunities. In other words, students from higher socioeconomic background have higher level of internalized goals, which makes them more motivated than learners from lower socioeconomic background. In the field of EFL learning, motivation is analyzed in two common types: Integrative and instrumental motivation.

### **Integrative Motivation**

Saville-Troike (2006) defines integrative motivation to learn a foreign language as the willingness to become recognized or valued members of a society where the foreign language is spoken. It stems from the desire to learn the language to understand, interact, and socialized with its speakers. In other words, integrative motivation involves studying a foreign language with the aim of integrating into the community where target language is spoken. Similarly, Gardner and Lambert (1972), suggest that integrative motivation arises when learners desire to integrate themselves with the culture of the foreign language community. On the other hand, Zoltán Dörnyei (1994) integrative motivation to study a foreign language stems from a blend of various interests, including forming friendships with individuals who speak the target language. For example, the study carried out by Lamb (2004) demonstrates that EFL learners in Indonesia consider EFL learning as a way of extending their visions, and opening up a variety of social, cultural, and economic opportunities. Overall, it can be mentioned about integrative motivation that it is a kind of internal desire to learn a language with the purposes of learning the target culture, making friends speaking the language, and being a member of the target community.

### **Instrumental Motivation**

Instrumental motivation is defined as a desire to learn a foreign language with the intention of achieving some specific external goals, such as employment (Gardner and Lambert, 1972). Similarly, Yang (2012) defines instrumental motivation as studying a foreign language for practical gains, such as enhancing social status, fulfilling academic requirements, or securing employment. In the past, there was a belief that understanding the target culture, by reading the literature, enables learners to develop their linguistic skills. For this reason, integrative motivation was considered to be more effective than instrumental motivation in predicting foreign language acquisition outcomes (Gass, 2013). However, numerous studies show that foreign language learners are mostly instrumentally motivated rather than integratively. For instance, the study conducted by Hamp-Lyons (1983) revealed the fact that most of the EFL learners study English with the purpose of obtaining tangible and measurable extrinsic benefits. Another research performed in Canada by Dörnyei (1990) illustrates that learners are motivated to improve their language proficiency in order to progress in their prospective careers.

In short, instrumental motivation is about studying a language for a specific purpose, such as advancing a profession or reading some technical literature. Integrative motivation, on the other hand, is driven by the desire to be a part of the target culture. Both types of motivation are considered as an essential part of EFL learning and teaching (Rashed, 2017). Although recent studies reveal the fact that instrumental factors are more effective on learners' motivation to learn EFL, it does not mean that learners are not interested in learning the target culture and community. As the research conducted by Rashed (2017) demonstrates, a significant number of learners express their interest in learning EFL and seek information about the target culture, which indicates that learners possess not only instrumental motivation but also integrative motivation to learn EFL.

### ***Related Studies***

Several studies in EFL context have examined the role of social justice and SES on EFL learning. These studies were mainly focused on the impacts of socioeconomic background on learners' EFL achievement, their linguistic outcomes and their attitudes towards EFL. For example, Nykoll (2018) investigated the effects of SES on students' EFL learning perceptions and outcomes in his study "The Influence of Learners' Socioeconomic Status on Learning English as a Foreign Language". The results of the study demonstrated the fact that students' SES had a significant impact on their attitudes, motivation, perceptions and competency

through EFL learning. Another study conducted by Zafar et. al(2022) “Evaluating The Effect Of Socioeconomic Status On Students’ English Language Learning At Secondary Level” examined the role of SES in accessing to EFL learning resources. The findings of this study highlighted the impact of socioeconomic factors, such as parental involvement, access to online and digital resources, and exposure to linguistic environment on secondary school students’ EFL learning. In addition, the findings of the study “A Comparative Study of English as a Second Language in Government and Private Schools” by Khaliq & Diviwedi (2016) revealed the disparities in the available infrastructure between private and state schools. It underscored the fact that the private school learners, whose parents were well-educated and well-paid, had a better competence in four skills compared to state school learners because the facilities in private schools were better than those in state schools. Akram et al. (2021) also conducted a research investigating the role of socioeconomic status in learning English as a second language (ESL). Participants of their study included 205 students from private and state schools, and the main focus of the research was the attitude differences towards ESL in these two school types. The findings of the study demonstrated that learners from state schools showed less interest in learning, especially ESL. They emphasized on the fact that learners with wealthy and educated family environment had a more positive attitude towards learning ESL compared to those from poor families. As a result, the researchers came to the conclusion that SES played an important role on learners’ ESL learning. Moreover, Aikens et al. (2007) in their study titled “Ethnic differences in the effects of parental depression on preschool children's socioemotional functioning” highlighted the importance of socioeconomic status on learners’ EFL learning. The researchers underlined the fact that families with low socioeconomic backgrounds struggled to afford with high quality schools, which influenced their children’s achievement in EFL. As their children were not able to reach a variety of learning opportunities in such schools with poor amenities, their academic achievement and language acquisition process were negatively affected. Similarly, Kormos & Kiddle (2013) validated the hypothesis that learners from higher socioeconomic backgrounds consistently achieve higher scores in EFL than those with lower SES. Additionally, Dunlosky et al. (2013) offered two reasons to answer the question “Why learners from higher socioeconomic backgrounds become more successful in EFL learning than those with lower SES?” Firstly, parents with higher SES prioritize their children’s education, and they are able to provide better learning resources for their children, which helps them to achieve higher academic success. Secondly, learners with lower SES are exposed to chronic stress, which is an obstacle for their achievement. In conclusion, they

argued that unequal distribution of resources and learning opportunities had significant effects for those with lower SES. Another study conducted recently by Ashcraft (2023) revealed a spectacular fact that the correlation between SES and word reading in EFL starts in kindergarten, and learners with lower SES achieve lower scores in English word reading. He examined achievement in four skills among learners from various grades and socioeconomic backgrounds. The findings of his research demonstrated that learners living in poor districts showed lower success rates in EFL due to lack of resources available to assist their learning. Contrary to this, learners from higher SES backgrounds had more opportunities, such as early exposure to English and travelling to English-speaking countries. Additionally, their parents tended to be better educated and familiar to English, which was a motivating factor for them to become masters of EFL. On the other hand, Jeevaretnam & Ravichendran (2020) carried out a study investigating the impact of parents' occupation and economic status on EFL learning achievement in Sri Lanka. Their results indicated a notable correlation between fathers' occupations and learners' EFL achievement, while no such relationship was determined with mothers' occupational background. Moreover, the overall results of the study demonstrated that socioeconomic background did not have a significant impact on learners' EFL learning achievement in Sri Lanka. Instead, factors, such as teaching techniques applied by the instructors had a more direct influence on learners' EFL outcomes. These studies highlight the significance of tackling socioeconomic disparities in EFL learning to advance social justice regarding equal accessibility to learning opportunities in EFL classrooms and improve EFL learning achievements of learners.

## CHAPTER II

### 2. METHODOLOGY

This chapter provides detailed information about the design of the research study, the setting and the participants, data collection instruments, data collection procedures and analysis. All of the procedures in this study's methodological process were carried out with the aim of acquiring relevant data in order to help answer research questions.

#### 2.1. Research Design

In order to accomplish the objectives, qualitative study was employed in this research. Multiple case study research design with content and descriptive analysis were conducted in order to gather rich data and obtain comprehensive results for an extensive understanding of social injustice arising from inequalities in learning opportunities in secondary school students' EFL learning and its impacts on motivation. According to Sofaer (1999), qualitative research methods not only offer extensive descriptions of complex phenomena but also show how individuals with varied interests and roles perceive and interpret the events. Moreover, they provide a platform for marginalized voices whose sounds are rarely heard.

In order to answer the research questions related to the purpose of the study, data collection procedure was carried out in two stages. Firstly, naturalistic observations were made by utilizing observation checklists. The observation checklists were preferred in order to assess participants' attitude and willingness to participate in English classes within their naturalistic settings. The observational studies conducted consistently for over a period of three weeks with the same participant groups in order to prevent potential biases. Secondly, two different semi-structured interviews titled "Learning Opportunities in EFL Context" with 11 open-ended questions and "Motivation in Language Learning and Willingness to Participate in Language Classrooms" with 7 open-ended questions were used in order to collect data about learning opportunities that participants have and their willingness to learn EFL. The former one was designed to assess students' accessibility to EFL learning opportunities and resources, their EFL class hours and parental attitudes towards English learning. The data collected by this interview was used to compare the differences in access to EFL learning opportunities between students with low and high SES.

On the other hand, the data gathered from the latter interview was intended to highlight how social injustice, stemming from disparities in access to EFL learning opportunities, affects secondary school students' motivation and willingness to study EFL.



## 2.2. Research Setting and Participants

Participants of the research study include Turkish secondary school students from both state and private schools. The research comprised 120 learners studying in Barbaros Secondary School, a state school in Mersin, and 80 learners from Toros Collage, a private school in Mersin, and they were chosen considering their socioeconomic backgrounds. The participants were chosen only from Mersin Province since the researcher lived there. In addition, the researcher needed to conduct a series of observation studies in participants' learning environments; therefore, the criteria for selection included easy access to the research settings and participants. To collect data, 200 students were observed using observation checklists, while 12 were interviewed through semi-structured interviews.

Participants from private school have higher parental income, longer EFL class hours, more diverse learning materials and resources at school, and the opportunity to participate in extracurricular activities, whereas those studying in state school have lower parental income, shorter EFL class hours and limited learning resources and activities. Table 1 shows the main demographic information of the participants.

**Table 1.** *Demographic Information of the Participants*

School Type	Age	EFL Course Hours at School
Private School	11-14	12
State School	11-14	4-6

## 2.3. Data Collection Procedure

In the initial phase of this study, the interview questions and naturalistic observation criteria were developed through collaboration of the researcher's advisor, a lecturer from preparatory school at Çağ University, an assistant professor from Çağ University, and a secondary school teacher in Mersin. Subsequently, the researcher obtained necessary permissions from the Ethics Committee of Çağ University and the Mersin Provincial Directorate of National Education, respectively to conduct the study. The data collection process was officially completed in four sequential phases. Firstly, since the target participants were under the age of 18, parental consent forms were sent to their parents to ensure that the study was carried out with their approval. Upon receiving parental consents, the first two observational studies were conducted with 200 voluntary students from a state and a private school in their classroom settings. Following that, 12 participants were chosen

based on the observational study results and interviewed utilizing a semi-structured interview named “Learning Opportunities in the EFL Context”. Participant selection for the interview was made based on their level of willingness to participate in EFL classroom activities. In the third phase, the same sample group was observed once more to reassess their willingness and motivation to study EFL. Finally, to support the previous observation findings, the researcher performed the second interview titled “Motivation in Language Learning and Willingness to Participate in Language Classrooms”. Both interviews were performed face-to-face with participants at schools. Furthermore, the students were given participant numbers in order to maintain participant anonymity and confidentiality throughout the study. Observational studies were utilized in order to choose the participants to be interviewed and to support the data collected by the interviews. The obtained qualitative data were kept for analysis.

#### **2.4. Data Collection Tools**

The current study used a variety of qualitative data collection tools. An observation checklist and two interviews named “Learning Opportunities in the EFL Context” with and “Motivation in Language Learning and Willingness to Participate in Language Classrooms” were implemented for qualitative data collection. The next sections of the study will provide in-depth information regarding the data collection tools will be presented.

##### **2.4.1. Naturalistic Observation**

Before conducting interviews, the researcher performed three-week progressive naturalistic observations at each school to assess the participants' motivation and willingness to attend EFL classes in their natural educational setting. According to Mack et al. (2015), there is an often disparity between what individuals claim to believe or do and their actual behaviour. This phenomenon may arise both in scientific studies and in our daily lives. Naturalistic observation study assists us in overcoming this deceptive contradiction by serving as a valuable tool for verifying and validating the information given by the participants in the interviews. In other words, observational studies provide data verifying participants' subjective beliefs and behaviours. Additionally, they highlight that naturalistic observation can provide insights into the various factors shaping participants' lives and behaviours, such as their social, cultural, and economic backgrounds. Through observing their social interactions, relationships, and actions, the researcher may acquire a deeper understanding of participants' actions, behaviours and underlying dynamics within their social contexts.

For this study, 120 students at the target state school and 80 students at the private school were gradually observed for two purposes. First, the researcher observed learning opportunities available at schools, such as course materials, learning environment, EFL teacher's attitude, classroom activities and EFL learning hours. The second objective of the observational studies was to gain information about students' willingness and motivation to engage in EFL classes. Throughout the observation phase, the same students were observed in their own classroom setting during six course hours in three sequential weeks in order to avoid biases and to catch students' natural, consistent behaviours during EFL classes. If the participants had been observed only once, the researcher would have most likely encountered unnatural student behaviour during the course.

The naturalistic observations were performed in accordance with the criteria outlined in the observation check lists. Observation criteria were determined with the assistance of the researcher's advisor, two instructors at Çığ University, and a secondary school EFL teacher in accordance with the research questions, and with the aim of supporting the data collected through interviews. Criteria included in naturalistic observation are demonstrated in Table 2.

**Table 2.** *Criteria Included in Naturalistic Observation*

Criteria	Includes
EFL Learners' Willingness	<ul style="list-style-type: none"> <li>• willingness to participate in classroom activities</li> <li>• willingness to answer the questions asked by the teacher</li> <li>• willingness to follow the exercises in the course book</li> <li>• willingness to speak English</li> </ul>
EFL Instructor's Attitude	<ul style="list-style-type: none"> <li>• instructor's attitude towards learners</li> <li>• instructor's attitude towards the course</li> </ul>
EFL Teaching and Learning resources	<ul style="list-style-type: none"> <li>• Course materials</li> <li>• Features of learning environment (classroom size, technological features, etc.)</li> </ul>

#### **2.4.2. Semi Structured Interviews**

In addition to naturalistic observation study, the researcher prepared and facilitated two semi-structured interviews to gather deeper qualitative data for the study. According to Mack et al. (2005), interviews, as a tool of qualitative research methods, enable participants to respond the questions in their own words by open-ended questions, unlike quantitative studies forcing them to choose from predetermined responses. Thus, open-ended questions

can elicit replies that are meaningful, unexpected, and richly informative. In this study, the first interview, titled “Learning Opportunities in EFL Context” was conducted to investigate learners’ current in-class or out-of-class EFL learning opportunities. It comprised 11 open-ended questions examining the availability and accessibility of the EFL learning resources for learners. Questions 1, 4, 5, 6, and 7, were designed to examine learners’ learning environment and in-class opportunities to learn EFL. These questions were aimed to gather information about learners’ EFL course hours at school, learners’ perspectives on the effectiveness and adequacy level of their course materials, the effects of the classroom size on their learning process, and the factors that have positive or negative impact on their EFL learning at school. On the other hand, questions 2, 3, 8, and 9 were designed in order to assess learners’ access to out-of-school opportunities that could raise their EFL proficiency. Opportunities to obtain additional EFL resources other than course materials, and to attend supplementary EFL courses or private lessons were aimed to examine with the help of these interview questions. Finally, questions 10 and 11 were formulated to evaluate parental attitudes regarding their children’s EFL learning process. These questions inquired not only about the proficiency level of learners’ parents in EFL but also how much importance parents attribute to their children’s EFL learning and progress.

On the other hand, the interview, titled “Motivation in Language Learning and Willingness to Participate in Language Classes” was designed by the researcher to investigate the motivational orientations of the learners to study EFL. While questions 2, 6, 7 aimed to evaluate learners’ integrative motivation intensity, questions 1, 3, 4, 5 were designed to assess learners’ instrumental motivation to study EFL. Questions were designed with the aim of identifying learners’ willingness to study EFL and their main purpose to learn EFL.

## **2.5. The role of the Researcher**

The primary role of the researcher in these qualitative studies was to inform the participants about the purpose of the study and the importance of their contribution. In other words, the researcher was responsible for establishing trust, and creating an encouraging environment for participants to express their feelings and opinions freely. During the observational phase, the participants were made aware of the researcher’s presence and the aim of the research. The researcher merely observed the participants in their naturalistic environment, and collected data without manipulating any variables or interventions.

On the other hand, during the semi-structured interviews, the researcher played more active role compared to naturalistic observations. The researcher guided the interview process

by providing a set of predetermined questions eliciting detailed responses. Finally the researcher was responsible for presenting the findings of the qualitative studies in a clear, understandable and objective manner.

## **2.6. Trustworthiness**

Trustworthiness considered as one of the fundamental components of all research methods. Especially in qualitative research studies, it is vital to provide trustworthiness and credibility because in qualitative studies, researcher's subjective interpretation of the data might influence the findings. For this reason, meticulous attention to trustworthiness issues is essential to ensure the research's integrity. According to Brink (1993), paying great attention to the trustworthiness of a study may distinguish between high-quality and low-quality research. Additionally, it can help to ensure that fellow scientists regard findings as legitimate and trustworthy.

Unlike quantitative studies, in qualitative studies, trustworthiness is not measured and indicated with statistical or empirical analysis (Yıldırım & Şimşek, 2006). Instead, various tactics and strategies are employed in each phase of the study in order to guarantee the reliability of the research. In order to avoid biases in this study, the researcher employed a variety of credibility strategies to conduct a reliable and validate study. First of all, in order to ensure internal validity of the observational and interview studies, opinions of three different experts in the field of social sciences were obtained. Moreover, the consecutive observations were conducted by the researcher for three weeks with the same learner groups and instructors in the same classroom settings, which reduced the potential unnatural learner behaviours during the observations. Additionally, utilizing two data collection tools, observation checklist and interviews, helped the study to be more trustworthy as the data collected by the observations provided triangulation, and served as supportive information for the interviews. According to Yıldırım & Şimşek (2006), utilizing various data collection in order to support each other enhances the reliability and validity of the findings in qualitative studies.

On the other hand, in order to ensure the external validity, the researcher initially chose the target study group in accordance with the purpose of the research study. The participants of the interviews were selected from two different school types according to their motivational orientations. Moreover, in order to enhance external validity, the researcher described the participants, the environment where the research was conducted, data collection and analysis phases in details. Furthermore, the researcher also paid attention to internal reliability of the

study, which means consistency and coherence of the data obtained during the study. In order to ensure internal reliability in this study, collected data was examined and reviewed by an expert in the field of social sciences, and his opinions were taken into consideration for analysing the data. Moreover, the findings were presented by the researcher without any subjective interpretation. On the other hand, for external reliability, data collection tools, raw data, studies conducted during the data analysis phase were archived by the researcher in order to confirm the obtained findings. Table 3 shows the studies conducted regarding validity and reliability of the research.

**Table 3.** *Studies Conducted Regarding Validity and Reliability of the Research*

Criteria	Strategy	Implementation
<b>Credibility</b>	Long Term Interaction	Observing the participants during three consecutive weeks in the spring semester of the 2023-2024 academic year and observing in the same classroom environment with the same learners and instructors.
	Expert Review	An expert opinion was consulted regarding the observation criteria and interview questions
<b>Transmissibility</b>	Detailed Description	Direct quotes related to the interviews were included. The researcher described the participants, the environment where the research was conducted, data collection and analysis phases in details.
	Purposeful Sampling	The study group was selected in accordance with the purpose of the research. The participants of the interview were chosen from different school types.
<b>Consistency</b>	Consistency Review	All participants were asked the same interview questions. The interview data were analyzed by comparing them each other. Sample texts taken from the interviews were also examined by a researcher who is an expert in this field.
<b>Confirmability</b>	Confirmation Review	The data collection tools, raw data, and studies carried out during the data analysis phase were archived by the researcher.

## 2.7. Ethics

In this research, ethical considerations were paramount to guarantee the rights and well-being of all participants involved. Required permissions were received from Ethics Committee of Çağ University and Mersin Directorate of National Education prior to

performing the research to ensure the research design, data collection tools and procedure abided by ethical standards. Additionally, before conducting the study, parental consent forms were sent to the parents in order to obtain their approval to study with their children. At the beginning of both the observational study and the interviews, the researcher explained the purpose of the study, and responded the participants' questions. Participants were told that their participation in these studies was entirely voluntary and they could withdraw at any time without encountering any repercussions.

Moreover, while preparing interview questions learners' potential sensibilities were taken into consideration, so the questions directly asking learners' socioeconomic backgrounds or parental incomes were not included in the interviews. Furthermore, the personal information of the participants was kept confidential and their names were not disclosed; instead participant numbers were assigned to each of them.

To summarize, each phase of this study was conducted by following the principles of integrity, transparency, and respect, ensuring that it was carried out ethically and in compliance with current regulations.

## **2.8. Data Analysis**

The data gathered from observational studies and semi-structured interviews were systematically analysed to ensure the reliability and validity of the research findings. The observational data, including detailed accounts of participants' behaviours, interactions, and learning resources and environment in EFL context, and the data obtained from semi-structured interviews underwent content and descriptive analysis. This included thorough process of coding and categorizing the observation and interview papers in order to analyze key concepts related to accessibility to learning opportunities and learners' motivational orientations regarding EFL context.

Firstly, "Learning Opportunities in the EFL context" interview and observation papers were studiously examined, coded, and arranged into thematic categories in order to analyse current EFL learning and teaching opportunities learners own. The same process was performed for the second interview "Motivation in Language Learning and Willingness to Participate in Language Classes" in order to construe EFL learning motivations of learners. Triangulating the data with the help of both observational studies and interview questions provided a comprehensive understanding of research questions. The integration of multiple data tools allowed for a more in-depth investigation of the relationship between

socioeconomic status, access to EFL learning resources, and learners' motivation to study EFL.



## CHAPTER III

### 3. FINDINGS

This chapter covers an extensive review of the results obtained through the qualitative data analysis, emphasizing the accessibility to EFL learning opportunities, and its effects on learners' motivation to engage in EFL studies. The findings were derived employing content and descriptive analysis methodologies with the application of coding and categorizing techniques. The overall coding and categorizing tables, figures, and the findings for research questions 1 and two will be presented respectively in this chapter.

#### 3.1. Findings on Research Question 1

This part aims to answer the first research question “How does secondary school EFL learners' socioeconomic status affect their access to English as a foreign language learning opportunities in private and state schools?” In order to collect data regarding this research question, firstly the learning opportunities available at schools and the disparities in state and private schools were observed in learners' naturalistic learning environment. Subsequently, in order to gather more detailed information about learners' access to EFL learning opportunities both at school and out of school, the first semi-structured interview titled “Learning Opportunities in EFL context” were conducted. The data gathered from three weeks of observational studies and semi-structured interview underwent content and descriptive analysis including the systematic employment of coding and categorizing techniques.

### 3.1.1. Findings on EFL Learning Environment

**Table 4.** *Content Analysis of Observation Studies on Accessibility to EFL Learning Opportunities*

<b>Learning Environment</b>		
<b>Sub-Categories</b>	<b>Codes</b>	<b>Sub-codes</b>
Physical Environment	Classroom Size	
	Technological Equipments	
Social Atmosphere	Teacher – Student Interaction	
<b>Learning Resources</b>		
<b>Sub-Categories</b>	<b>Codes</b>	<b>Sub-Codes</b>
Course Materials	Conditions of Materials	Supplementary materials, Digital
	Types of Materials	materials
Instructor’s Effectiveness	Teaching Style	
	Use of English	

The main goal of the observational studies was to evaluate the learning opportunities available for EFL learners in both state and private schools. The characteristics of learning environment, availability and quality of EFL learning resources, EFL instructors’ attitude towards learner and the course were the key observation criteria. To examine the similarities and disparities between two types of schools, the findings were organized into themes, sub-themes, codes and sub-codes.

#### ***Learning Environment in the State School***

##### **a. Physical Atmosphere**

Findings of the observations revealed that the classrooms in the state school were overcrowded with an average of 40-45 students per class, which hindered individual attention and instruction. It was observed that, some learners lose their interest during the course as they rarely get the opportunity to engage actively in course activities, or to share their opinions on the regarding course subject. For instance, during a course book activity, one of the learners initially showed a great interest in answering the questions. Although he raised his hand several times in order to get the chance to answer the questions, he was not given the opportunity. As a result, his concentration and enthusiasm diminished when his turn did not come, and the instructor did not provide him an opportunity to respond due to the

overcrowded classroom. Feeling overlooked by the teacher, he stated “the instructor does not recognize me,” subsequently he lost interest in the lesson, and was distracted by other things. Moreover, some learners also became distracted as a result of noise created by other learners in the classroom and school garden. Classroom size made it harder for the instructor to manage the classroom and conduct an engaged lesson. This physical atmosphere hampered the course efficacy.

In terms of technological equipment, the classrooms at state school were equipped with smart boards that could offer comprehensive audio-visual instruction for learners. Nevertheless, during the three weeks of observational studies carried out across three different classes, it was observed that instead of facilitating interactive activities to enhance learners’ listening skills, these smart boards were mostly utilized to project the course book on the board. As a result, it was noted that despite the availability of modern technological equipment in the classrooms, its potential was not effectively used to support learners’ advancement in EFL.

### **b. Social Atmosphere**

In state school, where the classrooms were overcrowded, teacher-student interaction was very limited, which caused some learners to feel overlooked, as seen in the example of the eager learner losing interest in the previous part. It was observed that there was no individualized attention to each student by the instructor. Moreover, there was very limited supportive environment in the classrooms. The learners who were less successful in the classroom activities were sometimes ignored and even reprimanded by the instructor, which decreased their motivation to be active participants. For example, when the instructor asked a question to a learner and could not receive any answers, he told him that “Suppose I never asked.” This attitude most likely impacted negatively the learner’s motivation and self-esteem. As a result, during the three weeks of observational studies conducted with the same learner groups, it was noted that some learners consistently remained inactive during the classes, without being prompted by the instructor. The researcher noted that some learners’ voices were not heard at all during the observations. The reason of this situation is not only about classroom sizes but also because of the instructor’s attitude, which will be deeply analyzed in the following parts.

Additionally, it was observed that the instructor at the state school was constantly teaching while seated instead of moving around among the learners, which remarkably reduced the level of teacher-student interaction and learners’ motivation. This stationary position of the

instructor hindered the opportunities to connect with the learners and identify their individual needs. It also created a more passive learning atmosphere where learners felt less valued and supported.

On the other hand, the instructor occasionally made jokes with the learners in Turkish, which fostered a positive atmosphere in the classroom, and boosted their interaction. The learning environment became friendlier as a result of the instructor's use of humour. Because learners felt more connected to the instructor in this positive atmosphere, they became more eager to participate in the classroom activities then.

### ***Learning Environment in the Private School***

#### **a. Physical Atmosphere**

With the 20-25 students per class, the private school had smaller classroom sizes compared to the public school, but they were still too large to provide for personalized instruction. Creating an optimal learning environment is a challenge with that number of learners in a classroom. However, in contrast to the state school, the instructors in private school showed greater ability to recognize and control each student in the classrooms. Throughout the consecutive observation weeks, it was noted that the majority of the learners in the classroom actively participated in the classroom activities either at their own willingness or in response to prompts from the instructors.

Moreover, in the private school there was an English club classroom for students where they actively participated in authentic EFL learning and practicing activities. In this club, the learners prepared for Junior Model United Nations (JMUN) programme, where students simulate the real United Nations sessions. This experience not only helped learners to improve their public speaking and critical thinking skills but also enabled them to use EFL in a realistic context. They also engaged in drama activities called "Destination Imagination" in this club, where the learners were given some spontaneous tasks in English, such as dramatizing events or establishing dialogues with provided materials. Those activities enabled learners to practice EFL in an enjoyable and interactive environment by fostering creativity and rapid thinking in English. In these entertaining and engaging classes, learners are able to improve their EFL skills in a dynamic and supportive setting, which enhances the effectiveness of the learning. As a result, the learners at private school had the opportunity to practice EFL beyond traditional classroom settings.

Regarding technological equipments available in the private school, just like those in the state school, the classrooms were equipped with smart boards. However, unlike in the state

school, these modern technological gadgets were used for their intended purpose. In other words, the instructors utilized smart boards in order to conduct audio-visual activities in the classroom. The learners engaged in reading and listening activities and practiced pronunciation using these boards. Therefore, it was noted by the researcher that, there was a more purposeful integration of technology into the learning process. Although both the state and private schools had access to same technological equipments in the classrooms, the private schools utilized the potential of them to enhance EFL skills. Audio-visual activities provided with these technological devices allowed learners in the private school to experience a richer and more interactive EFL learning process.

### **b. Social Atmosphere**

In comparison of the state school, the private school demonstrated a stronger interaction between learners and the instructors. At the beginning of the each class, the instructors engaged learners in daily conversations in English, enhancing them prepare for the lesson. The instructors fostered a friendly and dynamic atmosphere in addition to assisting the learners in practicing the language in a real-world context by starting each class with discussions on daily topics in English. During the courses, the instructors move among the learners in order to maintain their attention. If a learner did not bring the course book the instructor immediately realized and warned him on this issue. There was an interactive classroom atmosphere where both the instructors and the learners are active and speak English. This interactive atmosphere provided an active learning environment for the learners where they continuously speak English.

Furthermore, a more supportive environment was observed in the classrooms. The instructors often made jokes with students, always in English. These jokes were personalized and never demeaning the learners. Additionally, the instructors were aware of the learners' individual interests, allowing them to discuss on subjects of interest in English. For example, one of the learners in a classroom was obviously interested in world politics and famous politicians, so the instructor fostered an atmosphere where he could share his opinions on politics in English. This provided him with practice EFL in an authentic classroom environment instead of speaking on a course book topic which he was not interested at all.

## **3.1.2. Findings on EFL Learning Opportunities**

### ***Learning Resources in the State School***

#### **a. Course Materials**

Course books provided by the Turkish Ministry of Education were predominantly followed in the state school EFL classrooms. Additionally, the learners were also asked to purchase some additional exercise books. However, these supplementary books mainly featured outdated content and followed a standardized format, which failed to address the individual needs and interests of the learners. Therefore, they did not include any authentic activities, which are more meaningful for the learners besides fostering their critical thinking abilities. As a result of this situation, it was noted that during course book exercises the learners felt distracted and unmotivated. Moreover, the course books were predominantly filled with grammar exercises rather than a balanced focus on four skills in EFL learning (reading, writing, listening, and speaking), limiting learners' comprehensive language development. Instructions in the book were also written in Turkish language, hindering learners to think and respond in the target language. Overall, the course books followed in the state school were insufficient to provide an engaging and authentic EFL learning setting for the learners.

In some classrooms, another supplementary text book was provided for the learners studying for high school entrance exam. However, the focuses of these books were mainly on grammar rules, and included vocabulary lists with their Turkish equivalents. The main aim of these books were enhancing learners' academic achievement in grammar in order to prepare them for specific test formats rather than promoting comprehensive language proficiency. Apart from that, the learners were not provided any other supplementary materials, such as worksheets, digital sources, and reading books during three observation weeks.

### **b. Instructor's Effectiveness**

The observations underscored the fact that traditional teaching methods, which consider learners as passive and uniform recipients of information, were dominant in the state school's classrooms. The instructor, focusing mainly on textbook exercises, positioned himself at the centre of the class and gave less attention to providing interactive and communicative learning atmosphere for the learners. He did not incorporate any principles of discovery learning or socio-cultural learning approaches, relying instead on the grammar-translation method as the core of his teaching. The main goal of the lessons was teaching grammar and vocabulary rather than providing holistic education.

Furthermore, the course books were the sole materials used in the classes, and the instructor adhered entirely to them instead of assisting the learners with authentic materials. Each week, in one class hour the instructor asked the learners to transcribe the word list on

the book into their notebooks and then write their Turkish meanings. During three observational weeks with the same groups of learners, there were no interactive activities such as discussions, group works and project based learning, nor were there activities improving four skills –listening, reading, writing, and speaking. In other words, activities that enhance learners' comprehensive skills, critical thinking and problem solving abilities were not conducted within the classes.

Additionally, it was observed that all the grammatical rules were explicitly instructed in Turkish, which hindered discovery learning process of the learners. Instead of scaffolding the learners, the instructor preferred to write all the grammar rules on the board and asked learners to copy them into their notebooks. Moreover, learners were tasked to translate every word in the course book into Turkish before class, and they tell these translations during the lesson.

Moreover, the instructor did not exhibit any positive reinforcement and supportive attitude towards learners to enhance their developments. Constructive feedbacks were rarely provided, and when it was, it was in a negative manner. When the learners made mistake during text book exercises, the instructor did not correct their mistake, and asked another learner to complete the exercise. Even though many learners were distracted and continuously passive during the classes, the instructor either ignored or reprimanded them instead of encouraging them to participate in the classroom activities.

Additionally during the courses, the instructions were given predominantly in Turkish by the instructor rather than English. Instructor always used Turkish while explaining grammatical rules, making jokes, warning the learners and asking questions. The instructor also translated every word in the questions into Turkish, resulting in a classroom atmosphere devoid of English usage. Even when the instructor gave instructions in English, the learners continued to respond in Turkish, revealing their lack of exposure to an English-speaking environment. As a result, the classes felt more like Turkish language classrooms rather than EFL learning courses.

### ***Learning Resources in the Private School***

#### **a. Course Materials**

Compared to the course materials available in the state school there were significant disparities in both the quality and variety at the private school. First of all, while the state school predominantly depended on a single course book with a lot of Turkish instructions, the private school provided a variety of course books, each tailored to target different language

skills. The courses were divided into four skill classes and main course lessons, where each skill were taught both individually and in an integrated manner with each other using specific course materials, offering a holistic learning setting. The learners had access to a variety of course materials, such as readers at different levels, writing portfolios, main course books including balanced and comprehensive coverage of each EFL skill. All the activities and the instructions in these books were exclusively in English, and included authentic activities for the learners, exposing them to use of real-world English. In addition to course books, supplementary materials such as worksheets and digital books were utilized during the classes, offering interactive learning environment. These materials provided additional practice at school and at home for the learners.

#### **b. Instructor's Effectiveness**

In the private school, instructors' overall attitudes toward the learners were significantly more supportive and encouraging during three weeks of observation. First of all, it was observed that, the instructors demonstrated a considerable effort in order to create a friendly and interactive language learning environment, positioning learners as the active agents of the classroom while the instructors acted guides. Although the classrooms were crowded for a private school, the instructors made a concerted effort to catch all the learners' attention during the course hours. Whenever they realized a learner becoming distracted, they immediately addressed it and encouraged the learner to participate in the classroom activities. The classroom activities were based on learners' discovery and they aim to improve all language skills in an integrated manner. Additionally, all the instructions were given in English, and learners' first language was rarely utilized in the EFL classrooms. Even when the learners were not able to understand the instructions in English, the instructors never translated them into Turkish language. Instead, the instructors rephrased same instructions with simpler words in English. Not only the instructors, but also the learners were speaking English even during daily life discussions. When a learner asked for the meaning of a word during an activity and a classmate translated it into Turkish, the instructor warned and asked that learner to explain the word in English instead. Overall, there was a completely English-speaking atmosphere in the private school classrooms in contrast to those in the state school.

Furthermore, both instructor and peer feedback methods were conducted during the classes in order to correct learner mistakes. For example, in a reading class, where learners read and listened to stories and completed comprehension activities, each learner took turns reading the story aloud while the instructor was recording their voices. After that, the



instructor and all learners listened to the recordings together, in order to find pronunciation mistakes and provide feedbacks together. This process was repeated for each learner, which enabled an interactive environment where all the learners actively engaged and collectively discovered their own and the other learners' mistakes. After they completed this activity, the instructor tasked them to write a summary paragraph regarding the story they had read together. As a result, in a single class hour, all four language skills were practiced in an integrated manner.

On the other hand, when the instructor provided a worksheet for practicing grammar, she did not leave the learners to work on it independently. While the learners were dealing with the questions, the instructor was moving around the classroom and assisting them whenever needed. Additionally, when the learners made mistake during a classroom activity, the instructor did not directly provide the correct answer or ask another learner to answer. Instead, she acted as a mediator encouraging the learners to find the correct answer by effectively scaffolding their learning. Besides, it was noted that grammatical rules were not explicitly provided, but rather the instructor implicitly taught them with sample sentences and discussions on real-life topics. For instance, during a class aimed at teaching use of "will", the instructor initiated a discussion about the future plans of the learners. Additionally, in another class focused on teaching "conditional clauses", the instructor did not immediately present the rules, but asked several "if questions" to the learners. After correcting the mistakes of first few learners, others were able to discover the grammar rule and started creating complete and correct sentences, which was a great example of discovery learning and scaffolding.

**Figure 1.** Content Analysis of Observational Studies on EFL Learning Opportunities at School

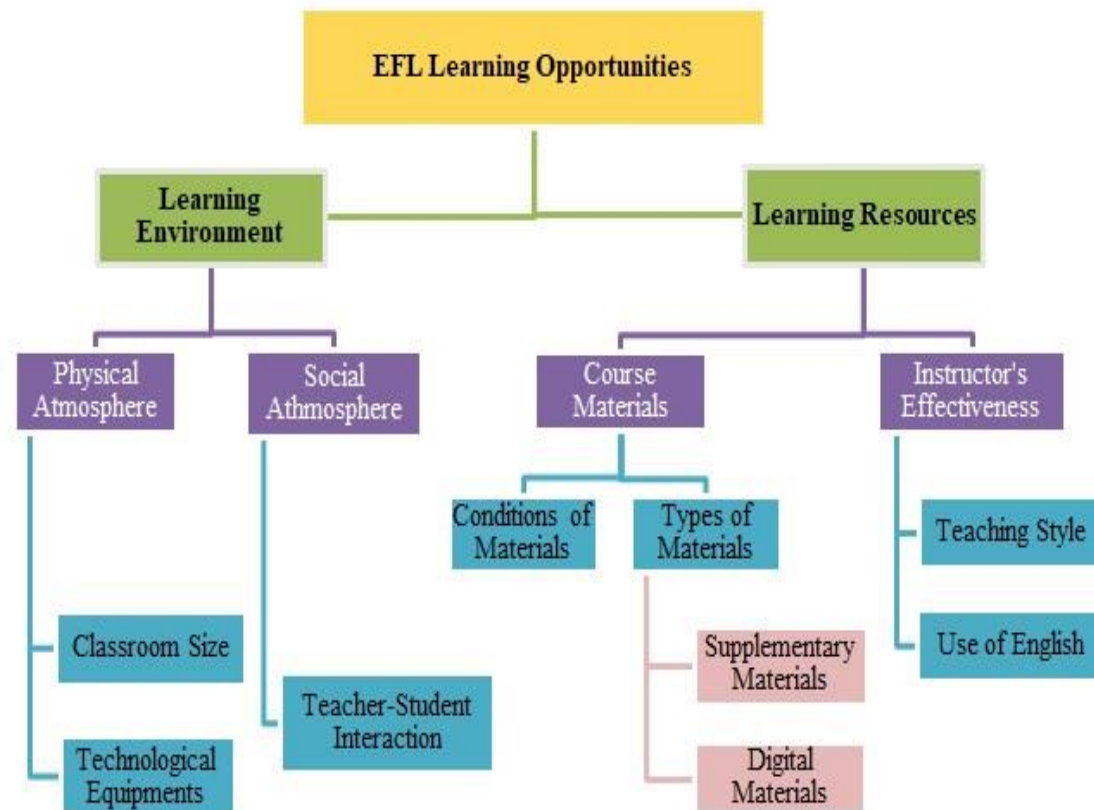


Figure 1 illustrates the content analysis of the data gathered through naturalistic observation studies investigating learners' access to EFL learning opportunities at schools. The analysis was designed in theme, sub-themes, codes, and sub-codes.

**Table 5.** *Content Analysis of Interviews on Accessibility to EFL Learning Opportunities*

<b>EFL Learning Opportunities in School</b>		
<b>Sub-Categories</b>	<b>Codes</b>	<b>Sub-Codes</b>
Classroom Environment	Physical Atmosphere	Classroom size
	Social Atmosphere	Teacher's attitude, Other learners' attitude
	EFL Course Hours	Sufficiency and efficiency of course hours
Facilities	Course Books	Inclusivity & diversity, effectiveness, Design
<b>EFL Learning Opportunities outside of School</b>		
<b>Sub-Categories</b>	<b>Codes</b>	<b>Sub-Codes</b>
Access to Additional Learning Resources	Supplemental Courses	Private tutoring, Language schools, Online courses
	Supplemental Materials	English novels & textbooks
	Out of School Activities	Being abroad, Entertaining activities in English
Parental Involvement	Level of Support	Providing opportunities
	Proficiency in English	Opportunity to practice English at home

The semi-structured interview titled “EFL Learning Opportunities” was designed to examine the EFL learning opportunities available both within and outside of school. The interview included inquiries investigating learners’ opinions on the EFL learning opportunities they were provided, such as EFL learning environment, quality and accessibility of course materials, availability of supplementary resources and extracurricular activities outside of school like private tutoring, and overseas immersion experiences. Additionally, questions were included to examine the level of parental support received by learners in their EFL learning process. In order to examine and compare the findings between two types of schools, the data underwent descriptive and content analysis and were designed into themes, sub-themes, codes and sub-codes.

### ***State School Learners' EFL Learning Opportunities in School***

#### **a. Learning Environment**

Interview participants from the state school underlined the fact that the physical conditions of their current EFL learning environment were inadequate to have an effective EFL education. Specifically, three out of five participants agreed on the fact that the number of the students in their classroom was too much to concentrate on the lessons and to be realized by the instructor, while two of them stated that the classroom size did not impact their EFL learning.

##### **Participant 2:**

“As there are too many students, the classroom is always too noisy to concentrate on the lesson.”

##### **Participant 4:**

“I am seated in the back row of the classroom, and due to the large number of students, the teacher does not always recognize me during the activities.”

##### **Participant 5:**

“The number of the students in the classroom negatively affects my EFL learning. It is too challenging to study EFL in such an environment.”

Moreover, some participants stated that the attitude and willingness of their classmates also impact their EFL learning.

##### **Participant 2:**

“Some students talk too much during the classes, and they are not interested in EFL learning at all. It has a negative impact on me.”

##### **Participant 4:**

“My desk mate talks too much, and he always asks me questions during the EFL course hours. It disturbs my concentration.”

##### **Participant 5:**

“Most of my classmates are extremely reluctant to learn EFL, which affects me negatively.”

#### **b. EFL Course Hours and Materials**

At the state school the learners were provided with 4-6 EFL course hours per week. Although this amount of time was fewer than the course hours at private school, most of the participants believed that these learning hours adequate and even excessive for EFL education at school.

**Participant 2:**

“As I do some extracurricular activities at home, such as watching movies and videos in English, the amount of the course hours at school is enough for my EFL education.”

**Participant 3:**

“I believe the EFL course hours we have at school are adequate because it would be really boring for us to have more course hours for EFL learning.”

**Participant 4:**

“I think it would be better if the amount of EFL course hours were decreased.”

**Participant 5:**

“I think, this amount of course hours is too much for us as it causes burn out.”

On the other hand, most of the participants had negative opinions about the current course materials. They believed that the course book neither inclusive nor interesting enough to improve their EFL skills. They also complained about the lack of supplementary materials as they considered the current course book insufficient to learn English. Although one of the participants stated that the course material was adequate, she added the comment that if they had the opportunity to access more diverse materials at school, it would be better for their improvement.

**Participant 1:**

“I believe the course book is nice. However, I do not think it provides us with enough information to learn English.”

**Participant2:**

“In my opinion, the course book we have is not adequate. If we had extra resources like text books and reading books, it would be more supportive. The lack of diversity in course materials negatively affects my EFL learning”

**Participant 5:**

“I definitely do not think the course materials at school are sufficient for our language development. I believe that they do not contribute to our EFL learning at all.”

## *State School Learners' EFL Learning Opportunities outside of School*

### **a. Access to Additional Learning Resources**

#### **Supplemental Courses**

One of the participants expressed that he attended a language school in order to prepare for the high school entrance exam. However, the rest of the participants reported that they had never been provided with any forms of supplemental education, such as private tutoring or digital courses. Additionally, most of them emphasized the fact that having the opportunity to participate in additional EFL tutoring would be supportive for their advancement in EFL.

#### **Participant 5:**

“I do not attend any forms of supplemental EFL education. However, I think, receiving private tutoring would be very beneficial for my language development as I would have the opportunity to learn the same subjects twice. In fact, I would love to have an opportunity to receive private tutoring from a native English-speaker.”

#### *Supplemental Materials*

The participants were asked if they bought any supplemental materials other than their course books, such as reading books, textbooks, and magazines, in order to improve their EFL learning. Two of them reported that as they were not interested in reading at all, they preferred to watch movie and play video games in English rather than reading books or magazines. The other three participants indicated that they felt it necessary to buy supplemental materials due to inadequacy of school books.

#### **Participant 3:**

“I consider buying supplemental materials as a requirement because I think our available course books are insufficient to learn English.”

#### **Participant 5:**

“I prefer to buy supplemental textbooks because our course book does not provide me with adequate English knowledge.”

#### *Extracurricular Activities*

Given that EFL learning is a dynamic process, it is essential for the learners to engage in extracurricular activities outside of school in order to improve especially their communicative skills. Acknowledging this fact, the researcher included the questions in the interview to

investigate learners' availability of the opportunities to participate in extracurricular activities related to EFL development. Most of the participants from the state school reported that they did not participate in any extracurricular activities. Only two of them expressed that they engaged in some digital activities in English.

**Participant 1:**

"I make online friends through some applications, so that I can improve my English speaking skills"

**Participant 2:**

"I play video games in English and I sometimes watch videos and movies with English subtitles."

**b. Parental Involvement**

**Parental Support**

As the significance of instructor support and encouragement in classroom cannot be overestimated, similarly, it is vital for learners to receive parental support at home to have a more positive attitude towards EFL learning. For this reason, level of parental support was included as a subject of investigation in the interview. The majority of the participants from the state school emphasized the fact that they either receive very limited or no support from their parents in their EFL learning journey.

**Participant 1:**

"My parents believe that learning EFL is essential for my overall development. However, apart from urging me to study, they do not provide any additional assistance."

**Participant 2:**

"My parents do not care my EFL education at all."

**Participant 3:**

"I think my parents are not interested in my EFL education because they provide no support for me to improve myself in English."

**Participant 4:**

"My parents do not have any idea about EFL, so they cannot support me."

**Participant 5:**

"My parents think that EFL learning is crucial, but they do not offer me any assistance other than buying textbooks for me."

### ***Parental Proficiency in English***

Access to the opportunities to practice English outside of school is a positive factor that affects learners' communicative skills. The learners with English-speaking family members at home have the chance to practice the language and receive help with their homework. Most of the participants from the state school indicated that they had no chance to practice English at home providing the following responses when they were asked their parental proficiency in English and the availability of the opportunity to practice EFL at home.

#### **Participant 1:**

“Nobody in my family knows English, so I cannot practice English at home. Nonetheless, I have some cousins knowing English, and I rarely have chance to practice with them.”

#### **Participant 2:**

“My parents cannot speak English, so they cannot assist me with my homework.”

#### **Participant 3:**

“I have no chance to practice English at home since nobody is able to speak English in my family.”

#### **Participant 4:**

“My sister can speak English. Therefore, I sometimes practice with her. We ask questions to each other in English.”

#### **Participant 5:**

“My parents cannot speak English.”

### ***Private School Learners' EFL Learning Opportunities in School***

#### **a. Learning Environment**

As observational studies underscored, the classroom sizes in the private school were larger than the expected with 20-25 learners per classroom. The researcher also noted that this high number of learners in the classrooms did not considerably affect the course efficacy. The analysis of the responses from 5 participants studying at the private school revealed the fact that, some of the participants shared the similar feelings with the researcher, while some of them believed that the classroom sizes negatively affect their EFL learning process.

#### **Participant 6:**

“I think the number of students in my classroom is too much, and it sometimes slows down the pace of the lesson.”



**Participant 8:**

“Sometimes, it has a negative impact on me because some students make a lot of noise during class, and I sometimes cannot find an opportunity to answer the questions during activities.”

**Participant 9:**

“I believe the classroom size does not have a significant influence on my learning. However, learning with smaller group of students would be better.”

On the other hand, some participants underlined the fact that the social atmosphere, including instructors’ and classmates’ attitude, has an impact on their EFL learning process.

**Participant 6:**

“The inappropriate use of English by my classmates negatively influences me. However, my teacher’s friendly attitude has a positive impact”

**Participant 8:**

“Some of my classmates have a high level of proficiency in English, and it has a negative impact on me as they always interrupt me when I make mistakes.”

**Participant 9:**

“My skills teachers’ attitudes towards me negatively affect my EFL education.”

**b. EFL Course Hours and Materials**

In the private school, the learners were provided with 12 EFL course hours per week, including four language skills classes and main course classes. Most of the participants believed that this amount of course hours was sufficient and efficient for their EFL development. With the exception of one participant, all the others expressed that this amount of time is necessary to learn English effectively.

**Participant 6:**

“In my opinion 12 course hours for EFL learning at school is adequate and necessary because EFL course hours always need to be more than other course hours.”

**Participant 10:**

“I think we have adequate amount of EFL course hours since we are provided with both language skills classes and main course classes. In fact, I think it would be better if it were slightly decreased.”

On the other hand, all participants from the private school expressed positive opinions regarding the course materials. They find the materials both efficient and enjoyable. Additionally, they expressed their satisfaction with the diversity of the current materials.

**Participant 10:**

“Our course books are prepared by a foreign company, which makes them special and efficient for us.”

**Participant 9:**

“When I compare our course materials with those provided in state schools to my friends, I feel that our materials are much more favourable to learn English.”

***Private School Learners’ EFL Learning Opportunities outside of School***

**a. Access to Additional Learning Resources**

**Supplemental Courses**

The findings of the interview questions examining the private school participants’ attendance to supplementary courses revealed the fact that compared to those in the state school; private school learners had more access to additional courses in EFL. Most private school participants stated that they were provided with private tutoring in English and language schools in order to improve their language skills, noting the positive influence of these additional courses on their EFL development. On the other hand, some participants reported that instead of attending supplemental courses, they engaged in diverse activities regarding their EFL development since they believed the EFL education provided at school was adequate for them. In other words, those who were not provided with additional tutoring highlighted the fact their situation based on personal preference rather than financial incapability or lack of opportunities.

**Participant 6:**

“I attend a language school, and it helps me with practicing English with native English-speakers.”

**Participant 7:**

“I have been taking private course for three years, and I can feel its positive influence on my achievement in EFL.”

**Participants 9:**

“I have never attended an additional EFL course, and I do not plan to because I believe it is waste of money to take a supplemental course in English. I find the EFL education provided at school to be sufficient for me.”

**Participant 10:**

“I believe instead of attending a course, it is more improving to travel English-speaking countries. For this reason I do not prefer to take an additional course. I have been to the United States twice, and I think it has positively impacted my EFL learning.”

**Supplemental Materials**

All participants from the private school reported purchasing supplemental materials, especially reading books in English, in order to improve their language skills. Despite being provided with reading sources at school, they still felt eager to buy additional ones. The majority of the participants stated that they buy supplemental books in order to enhance their reading fluency, while one participant indicated the reason why she bought these additional books was to become more familiar with street English.

**Participant 6:**

“I often purchase EFL reading books appropriate for my level of English in order to improve my reading fluency and pronunciation.”

**Participant 8:**

“I buy reading books which are easily understandable for me, and I try to read books including daily language in order to improve in street English.”

***Extracurricular Activities***

The responses of the private school participants to the questions examining their extracurricular activities to enhance EFL learning underscored that they do various types of activities outside of classroom compared to these in the state school. While the participants from the state school mostly mentioned watching videos and movies in English, those in the private school described a wider variety of extracurricular activities. These included watching movies and series with English subtitles, translating the English song lyrics into Turkish, travelling abroad, having online conversations with English-speaking friends, and engaging in English-speaking communities.

**Participant 6:**

“I play online, interactive games where I meet some English-speaking gamers. We chat in English, so that I practice English while having fun.”

**Participant 7:**

“I watch movies in English language, and translate English songs into Turkish at the weekends.”

**Participant 10:**

“I am a member of JMUN community where I always speak English with my friends and I practice formal English in this community.”

**b. Parental Involvement*****Parental Support***

In contrast to those in the state school, all the private school participants reported favourable parental attitude towards their EFL learning. While the state school parents' support was limited with offering additional courses with their children, parents of the private school learners support them with extensive opportunities relying on high SES. In addition to providing additional courses, they support their advancement in EFL with the opportunities such as travelling and studying abroad.

**Participant 10:**

“My parents always support me to study EFL as they believe learning EFL is crucial for me. WE frequently visit English-speaking countries, enabling me practice English.”

**Participant 9:**

“As my father plans to move abroad, he always favours me to improve my EFL abilities. We also practice English together at home.”

**Participant 8:**

“Since my parents want me to study university abroad, they always support me with additional materials in English.”

***Parental Proficiency in English***

Although every participant from the private school acknowledged the presence of parental support for their EFL education, not all of them accessed the opportunity to practice English at home. While some of them indicated that they were able to practice the language with at

least one of the family members at home, others noted that despite their parents' proficiency in English, such practice is lacking in their household.

**Participant 6:**

"I am able to practice English with my elder brother at home."

**Participant 7:**

"At home, only my sister knows English. However, apart from assisting me with my homework she does not help me practice English."

**Participant 10:**

"Even though both my parents have English proficiency, we do not practice at home."

**Figure 2.** Content Analysis of Interview Studies on EFL Learning Opportunities in School and outside of School

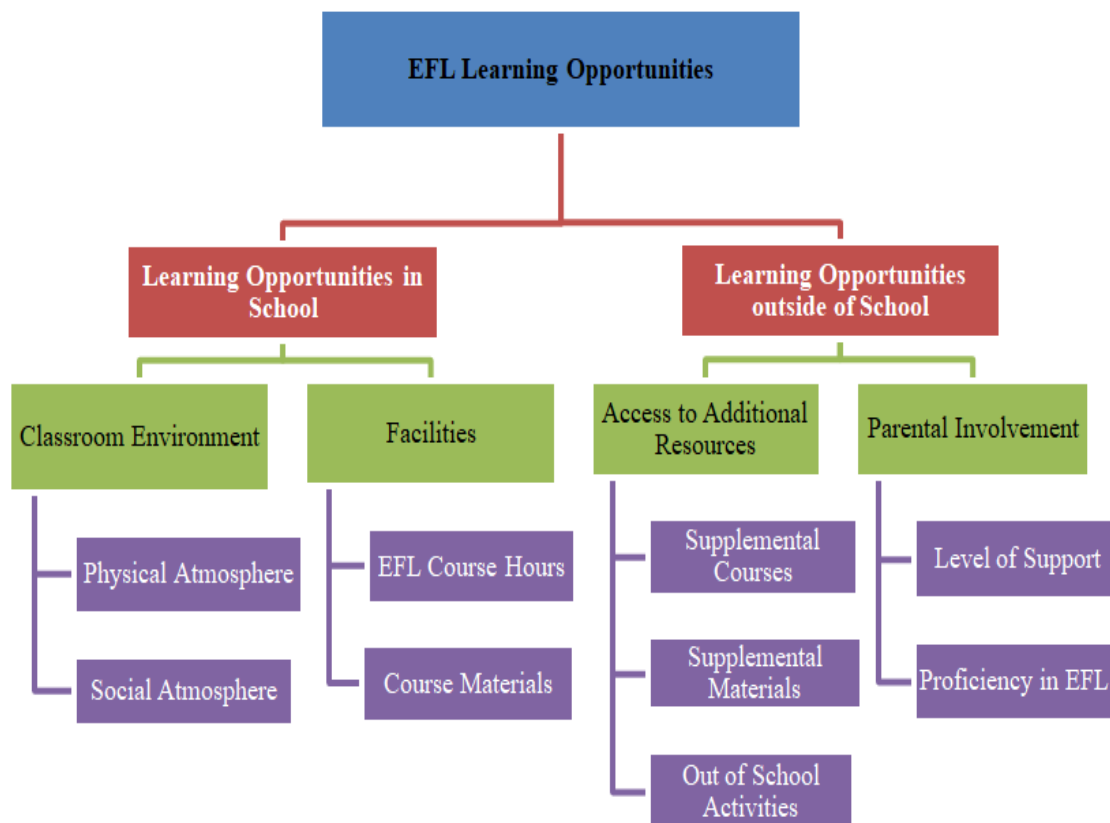


Figure 2 illustrates detailed coding and categorizing process of the data collected through interview studies assessing learners' ability to access EFL learning opportunities in and outside of school.

### 3.2. Findings on Research Question 2

This part covers the second research question “How does inequality in accessing learning opportunities influence English as a foreign language learning motivation of secondary school learners in private and state schools?” The aim of this research question was to examine the effect of social injustice, deriving from disparities in access to EFL learning opportunities, on learners’ motivation to study EFL.

Data regarding this research question was collected through observations and the second semi-structured interview titled “Motivation in Language Learning and Willingness to Participate in Language Classrooms”. The same participants from the first interview took part in the second interview study. Firstly, the researcher assessed learners’ willingness to participate in EFL learning studies at school during a three week-period. In both the private and the state schools there were highly and weakly motivated learners. At the end of the observational period, the interviews were performed with participants of varied levels of motivation in order to avoid biased results.

The data obtained from observational studies and the semi-structured interview underwent content and descriptive analysis utilizing systematic coding and categorizing techniques.

#### 3.2.1. Findings on Learners’ Motivation to Study EFL

**Table 6.** *Content Analysis of Observation Studies on Learners’ Motivation to Participate in EFL Classrooms*

<b>Classroom Participation</b>	
<b>Sub-Categories</b>	<b>Codes</b>
Active Engagement	Participation in classroom activities, Willingness to respond teacher's questions
Engagement with Course Materials	Completion of course book exercises
<b>Speaking English</b>	
<b>Sub-Categories</b>	<b>Codes</b>
Oral Communication	Participation in conversations in English, Responding in English during discussions

The purpose of the observational studies was to evaluate the learners’ willingness to engage in EFL learning activities at school, and identify the disparities between state and

private schools in this context. During the observations, the researcher focused mainly on learners' classroom participation, their willingness to engage in classroom activities, complete the course book exercises as well as their motivation to speak English during the EFL course hours.

### ***Learners' Willingness to Study EFL in the State School***

#### **a. Classroom Participation**

As noted in the findings of research question 1, the state school lacked the ability to provide various EFL learning activities apart from grammar-oriented course book activities. This situation limited the researcher's ability to observe learners' willingness to get involved in different types of classroom activities. Moreover, due to the teacher-centred atmosphere in the classroom, the opportunity to actively participate in the activities was not totally provided to the learners. Overall, it was noted by the researcher that during completing the course book exercises, most learners were eager to answer the questions as they were consistently assigned those exercises to complete at home in advance. Having been prepared for the class, the learners demonstrated increased self-confidence and willingness to participate in the course book exercises. However, the learners sitting in the back rows remained completely silent during these activities throughout the three observational weeks. They were rarely recognized by the instructor, and even when the instructor asked them to respond to the questions, those learners remained reluctant.

Moreover, it was observed that learners' level of motivation to engage in classroom activities varied over time with the effect of various factors, such as instructors' behaviours and feedbacks, and the type of classroom activity. For instance, when the learners received negative feedback from their instructor for their responses, some of them became demotivated. Additionally, the passive learners in the back rows were systematically reprimanded by the instructor, resulting in them demonstrating introverted and unconcerned attitudes towards the classes instead of fostering their participation. Conversely, when the instructor made jokes in the classroom, the learners' willingness to engage in the activities increased as the EFL learning atmosphere became friendlier and funnier for them.

Additionally, it was observed that the learners felt more motivated during the activities that allowed for their active participation whereas they became more distracted and demotivated during the teacher-centred activities. For instance, while the learners were responding to the questions they had prepared for at home; nearly the entire classroom was eagerly anticipating their turn to respond. In contrast, when the instructor explained a grammar subject without

interacting with the learners and merely wrote the rules on the board, most of the learners engaged extracurricular activities, and it was obvious that they were totally distracted.

### **b. Willingness to Speak English**

Due to the limited English-speaking environment in the state school's EFL classrooms, the learners were significantly less willing to speak English during the classes. As previously noted, the state school instructor primarily followed grammar translation method in the EFL classes, where both the learners and the instructor consistently translated the sentences and the words from the course book into Turkish. Therefore, the learners mostly communicated in their native language. Additionally, since the EFL classes in the state school did not involve any interactive speaking activities in the state school, the researcher was unable to assess learners' willingness to take part in EFL speaking activities.

Furthermore, the researcher observed that the learners insisted on communicating in Turkish even though the instructor asked questions in English. They frequently asked questions to the instructor in their native language instead of EFL.

### ***Learners' Willingness to Study EFL in the Private School***

#### **a. Classroom Participation**

Regarding learners' willingness to engage in classroom activities and complete the course books exercises, the private school learners displayed similar levels of motivation as those in the state school. In general, they were significantly eager to respond the instructor's questions and take part in course book exercises. Additionally it was noted that their levels of willingness to actively participate in EFL classes consistently increased during one instructor's class while it decreased in another instructor's classes. This indicated the researcher that their level of motivation fluctuated based on the course instructors' attitudes.

Furthermore, unlike the state school, the private school provided its learners with more interactive EFL activities rather than grammar-oriented classes. For this reason, the researcher was able to observe not learners' willingness to respond the course book questions but also their motivation to take part in group works and classroom discussions. It was noted at the end of the three weeks observations that private school learners, regardless of their proficiency level, were eager to take part in classroom activities. In particular, during classroom discussions in one instructor's classes, the entire class made an effort to share their ideas. However, the same levels of motivation and willingness were not recognized in the course hours of other instructor. Although that instructor's courses were more suitable to perform interactive and more learner-centred activities, the learners' willingness to be active during those classes decreased remarkably.



### b. Willingness to Speak English

Since all EFL courses in the private school were performed in English, as opposed to those in the state school, it was clear that the learners became accustomed to express themselves in English rather than their native language. During course hours, it was noted that the private school learners hardly ever used Turkish. Even when they were discussing about extracurricular discussions and engaging in group works, all learners made a great effort to speak English. Moreover, the instructors also rarely used Turkish in the classrooms. Even when learners ask questions in their native language the instructors insisted on responding in English. Only exception was when the learners found an instruction too difficult to understand in EFL; in such cases, the instructor applied translanguaging techniques in order to keep learners' motivation high.

Additionally, it was reported by the researcher that when the learners engaged in authentic activities their willingness to speak English increased significantly. In other words, when they took part in activities related to their interests, their level of motivation to speak EFL became higher. As a result, three weeks of observation revealed the fact that although learners' willingness to speak English varies according to the course instructors' attitudes and the types of the activities in both types of schools, the private school learners exhibited much higher levels of motivation to express themselves in EFL during the course hours than those in the state school.

**Figure 3.** *Content Analysis of Observational Studies on EFL Learners' Willingness*

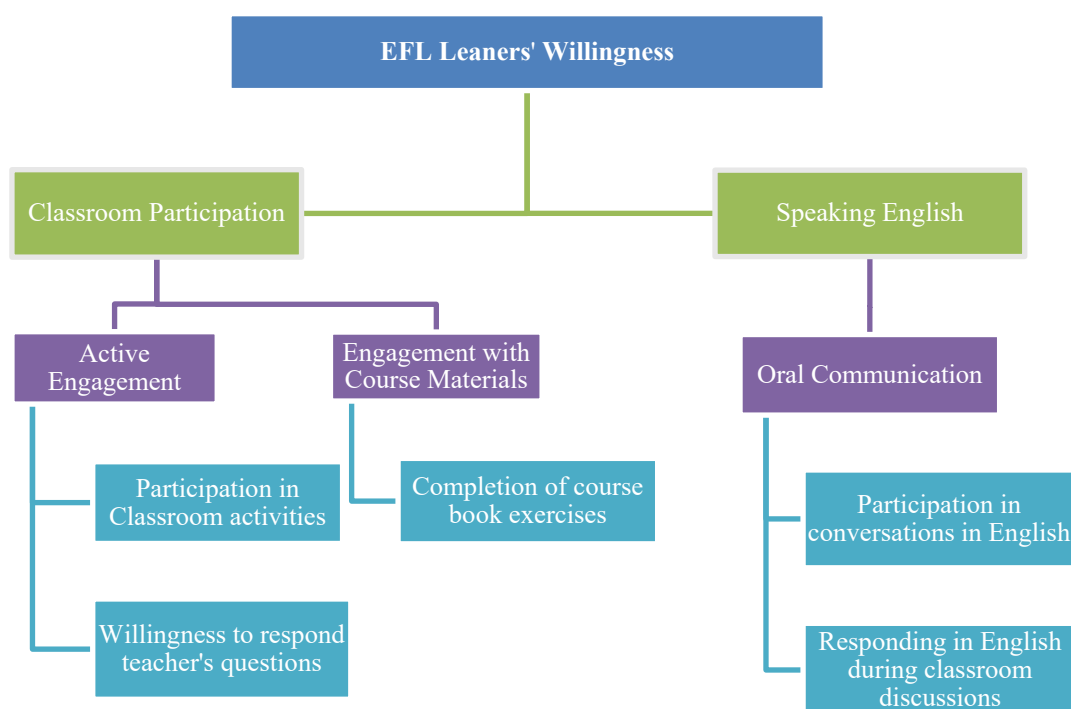


Figure 3 demonstrates detailed coding and categorizing process of the data collected through observational studies assessing learners' motivation to study EFL at schools. The analysis was designed in theme, sub-themes, codes and sub-codes.

**Table 7.** *Content Analysis of Interviews on EFL Learning Motivation*

<b>Integrative Motivation</b>		
<b>Sub-Categories</b>	<b>Codes</b>	<b>Sub-Codes</b>
Personal Enjoyment and Development	Cultural Development	Expanding perspective Improving cultural background
	Enjoyment of Learning EFL	Personal interest, enjoyment of English culture, satisfaction with learning
Social Integration	Connection with Different Cultures	Travelling abroad, communication with foreigners
<b>Instrumental Motivation</b>		
<b>Sub-Categories</b>	<b>Codes</b>	<b>Sub-Codes</b>
Career Opportunities	Better Job Prospects	Higher salary potential, Higher positions, International career opportunities
Academic Aspirations	Academic Achievement	High scores, Preparation for high school entrance exam, Studying abroad

After three weeks of observations examining learners' level of motivation to participate in EFL courses at school, the interview titled "Motivation in Language Learning and Willingness to Participate in Language Classrooms" was conducted with the participant groups in both schools. The data collected from the interviews and observations had a complementary role on each other. While learners' motivation levels to take part in EFL classroom activities were examined through observational studies, the interviews provided the researcher with deeper insights into learners' willingness to study EFL and the types of the motivation they had. The data obtained from interviews went through content and descriptive analysis.

### ***State School Learners' Integrative Motivation to Study EFL***

#### **a. Personal Development and Enjoyment**

The interview responses of the state school participants revealed the fact that most learners did not aim to learn EFL for their personal development. Only few participants indicated that they study EFL as they enjoy learning a new language and improving themselves. The other participants admitted the fact that, they did not enjoy studying EFL because they believed learning English would not provide them with any opportunities. Some of them even reported that they considered EFL learning as a waste of time.

**Participant 2:**

“Since I am unable to succeed in English, I do not enjoy learning it. Although it may help me in my career as a football player, I do not believe it contributes my overall development.”

**Participant 3:**

“I see learning English as a hobby because I find it interesting and enjoyable. For this reason, I would like to gain a high level of English proficiency.”

**Participant 4:**

“I believe learning English is a waste of time and contributes nothing for my development because I do not plan to travel abroad. Therefore, I am not interested in learning EFL.”

**Participant 5:**

“I do not enjoy learning EFL because I do not believe it will help me in my future life.”

On the other hand, one of the participants reported that she was eager to learn EFL in order to keep herself up-to-date with the latest developments around the world. However, she complained about lack of the opportunities she had at school and home.

**Participant 1:**

“Learning English is essential for my development. In order to keep myself up-to-date with the developments around the world I must know English. However, unfortunately, with these limited opportunities at school and home it is too difficult for me to excel in EFL.”

### **b. Social Integration**

The same participants believing that having proficiency in EFL would contribute to their overall development expressed their willingness to improve in English in order to be able to communicate with foreigners. Conversely, those who thought EFL learning was not essential for their development also displayed the same level of demotivation to participate in English-speaking environments. One of them believed that even if he needed to speak EFL in his professional life, a translator could assist him.

#### **Participant 1:**

“I would like to speak English fluently because I am dreaming about travelling and studying abroad and communicating with the people living there.”

#### **Participant 4:**

“I do not need to speak English. Even when I have to communicate with a foreigner in my career life I can hire a translator.”

### ***State School Learners' Instrumental Motivation to Study EFL***

#### **a. Career Opportunities**

Compared to integrative motivation, the state school participants demonstrated greater instrumental motivation to learn EFL. Analysis of their responses to the interview questions revealed that the learners considered EFL as a means to secure better job opportunities. Almost all participants agreed that having a high proficiency in EFL would be advantageous for their future career, except for one who expressed doubts about the potential opportunities that EFL would provide. Even those learners who responded negatively to the questions assessing their integrative motivation to study EFL still recognized the significance of knowing English for advancing in their career.

#### **Participant 1:**

“Since all big companies are seeking for English-speaking employees, I believe having proficiency in EFL will benefit me in my professional life.”

#### **Participant 2:**

“I think learning English will offer some advantages for my future career as a football player. However, I am doubtful about its benefits to provide better job opportunities.”

#### **Participant 3:**

“I believe that having proficiency in EFL will provide me with going abroad and finding better job opportunities there.”

### **b. Academic Aspirations**

The interview results indicated that the participants were motivated to be successful in EFL in order to improve their exam scores and increase their grade point average (GPA). In other words, they concerned about achieving success in EFL courses. Some of them mentioned that being unsuccessful in EFL classes would decrease their GPA, hindering them from receiving certificate of high achievement at the end of the academic year. Additionally, one of the participants expressed his willingness to succeed in EFL learning in order to pursue her higher education overseas. On the other hand, some participants stated that they were not motivated to achieve proficiency in EFL at all, even for their exam scores.

#### **Participant 1:**

“I have a goal to study university overseas. Therefore, I believe in the significance of achieving high proficiency in English.”

#### **Participant 2:**

“I want to be successful in EFL classes since it is important for my GPA.”

#### **Participant 3:**

“I study hard to learn English since I want to have high exam scores and receive high achievement certificate at the end of the year.”

#### **Participant 5:**

“Since I hate learning English, I am not interested in being successful in EFL classes.”

### ***Private School Learners’ Integrative Motivation to Study EFL***

#### **a. Personal Development and Enjoyment**

Participants from the private school showed higher levels of integrative motivation to engage in EFL learning compared to the state school learners. Their responses to the interview questions indicated that most of the participants were willing to learn EFL with concern for their personal development. Even though some of them expressed their negative beliefs towards the EFL classes at school, their motivation for mastering in English still remained high. They mostly underlined the cultural development aspect of learning EFL in their responses.

**Participant 6:**

“I am highly interested in learning other languages, and I believe that studying English will make it easier for me to learn other languages.”

**Participant 7:**

“I love learning EFL because I think being able to speak English makes me a cooler person.”

**Participant 8:**

“I think that achieving proficiency in English provides me a better general cultural knowledge about the latest developments.”

**Participant 9:**

“I am eager to learn English in order to broaden my perspective.”

**b. Social Integration**

The private school learners showed great interest in communicating with English-speaking people. The participants’ responses underscored their high motivation to study EFL in order to integrate with people from other cultures. Some of them expressed that having proficiency in EFL is essential to have a place in the modern world, emphasizing on the importance of English as a lingua franca.

**Participant 6:**

“I think mastering in English is essential in today’s world because it enables us to interact with individuals around the world.”

**Participant 8:**

“In my opinion, in order to express ourselves in any country around the world we need to know English, which is one of the global languages.”

**Participant 9:**

“For me having proficiency in EFL is much more important to communicate with foreign people than receiving high exam scores.”

**Participant 10:**

“Since English is considered as a universal language, it is important to have a brilliant knowledge of EFL to connect with individuals from various cultures.”

### *Private School Learners' Instrumental Motivation to Study EFL*

#### **a. Career Opportunities**

Similar to the state school participants, those in the private school agreed on the significance of EFL for their future professional success. They believed that having a great proficiency in EFL would provide them with better career opportunities. Moreover, some of them had a desire to work overseas, and were aware that they needed to enhance their EFL skills to do so.

#### **Participant 8:**

“Since it is not easy to have a good career in our country, I would like to work abroad. For this reason, I am highly willing to improve my EFL skills.”

#### **Participant 10:**

“I believe that excelling in EFL will provide me better positions in my career life besides allowing me to access various job opportunities.”

#### **b. Academic Aspirations**

When the participants from private school were asked how important it was for them to be successful in EFL courses at school, their responses underscored the fact that even though they highlighted the importance of getting high exam scores, their greatest motivation to learn EFL was not related to their academic achievement. Some of the learners emphasized that they have more important goals to study EFL rather than achieving success at school. Even those who mentioned their willingness to achieve good scores in EFL courses attributed their willingness to their self development. Moreover, they did not limit their achievement with the school exams, but they aimed to be successful in international exams. As a result, in contrast to those in the state school, the participants from the private school in general did not connect achieving success in EFL with obtaining high scores or GPA.

#### **Participant 6:**

“Instead of receiving high scores on EFL course exams, I prioritize accomplishing my goals regarding EFL, such as fluency in speaking.”

#### **Participant 9:**

“It is an undeniable fact that obtaining high scores on the exams is significant for me. However, I would prefer to achieve success in English language itself rather than success in EFL courses.”

**Figure 4.** Content Analysis of Interview Studies on EFL Learners' Willingness

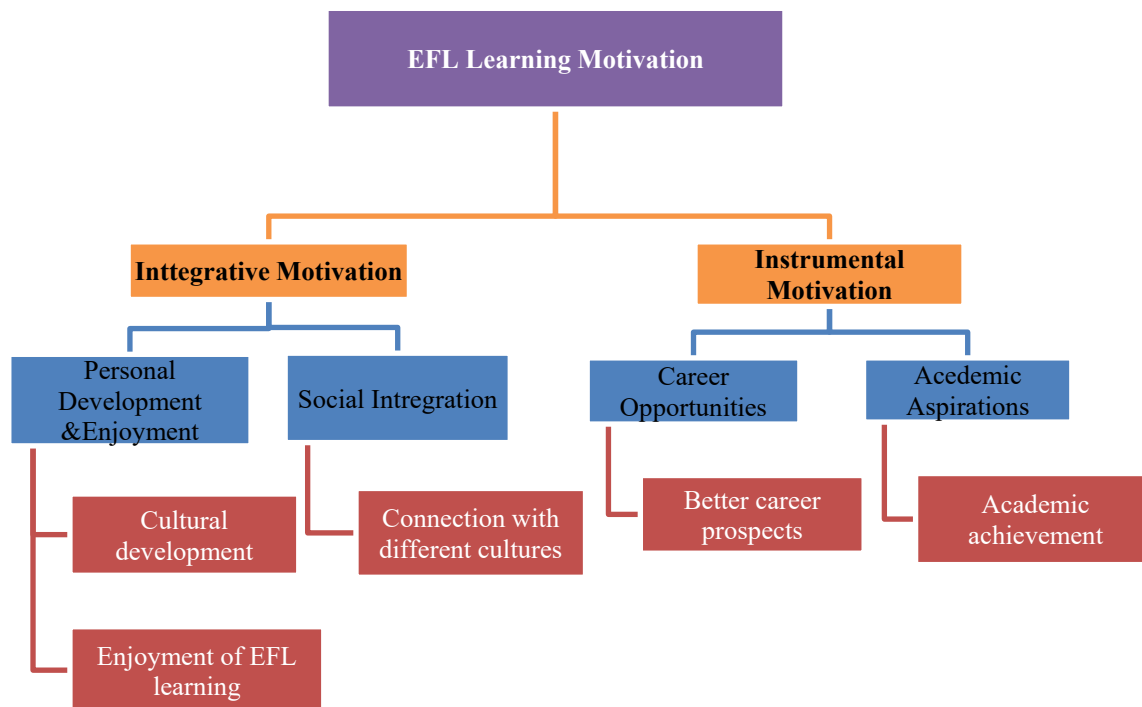


Figure 4 demonstrates detailed coding and categorizing design of the content analysis regarding the data collected through interview studies assessing learners' integrative and instrumental motivation to study EFL.



## CHAPTER IV

### 4. DISCUSSION AND CONCLUSION

#### 4.1. Overview of the Study

The primary objective of this study was to investigate the influence of socioeconomic status (SES) on secondary school learners' access to EFL learning opportunities and their motivation to pursue EFL studies. Employing the principles of critical pedagogy (CP), this study aimed to analyze how disparities in SES levels affect EFL learning experiences of the secondary school learners and the broader consequences for social justice in EFL context. Overall, the data collected were utilized to gain a deeper understanding of the connection between the social (in)justice secondary school learners encountered in EFL contexts and their motivation to engage in EFL studies. By analyzing the rich data on secondary school learners' available EFL learning opportunities at school and home as well as assessing their integrative and instrumental motivation levels, this study provides a great understanding of how learners' accessibility to EFL learning resources, arising from their socioeconomic background, impact their willingness to learn EFL. The data collected through naturalistic observation studies, carried out over a three-week period, provided insight into learners' behaviour in their natural learning environment as well as revealing the current learning opportunities offered them at school. Alternatively, those findings obtained from the observational studies were complemented with the help of the interviews, enabling the researcher to gain information about learners' opportunities at home and their views on studying EFL.

Accordingly, this section covers a discussion of the findings obtained after collecting and analyzing qualitative data addressing the research questions of the study. It aims to draw conclusions and provide recommendations for future research, considering the study's implications and limitations.

## **4.2. Discussion of the Findings with Reference to Research Questions**

### **Research Question 1: “How does secondary school EFL learners’ socioeconomic status affect their access to English as a foreign language learning opportunities in private and state schools?”**

The study first investigated the disparities in access to EFL learning opportunities between state school and private school learners. In order to achieve that goal, the researcher first carried out naturalistic observations in learners’ learning environments at school, providing data regarding the characteristics of the EFL learning environment such as physical and technological conditions, quality of social interactions, conditions and types of the course materials, variety of learning activities, teaching techniques employed during the classes, and EFL instructors’ attitude towards the learners. Following that, semi-structured interviews were utilized in order to assess learners’ EFL learning opportunities outside of school such as, extracurricular activities, access to supplementary materials and EFL learning courses, and parental support.

The findings underscored the fact that there is social injustice on the place in terms of access to EFL learning opportunities among secondary school EFL learners from various socioeconomic backgrounds. Learners with higher SES in private schools are afforded higher quality of EFL learning opportunities compared to those with lower SES in state schools. With the help of the diverse and authentic course materials, longer EFL course hours, instructors’ relatively positive attitude, interactive classroom activities and effective use of technological equipments, private schools offer their learners more effective learning environment compared to state schools. The observation findings and learners’ responses to the interview questions highlights the fact that there are no significant disparities in the infrastructure of the schools, including classroom sizes and technological equipments between private and state schools. However, it is obvious that these facilities are utilized more effectively by the private school instructors, enhancing the quality of EFL learning at private schools.

On the other hand, in terms of other learning facilities such as course materials and classroom activities, private schools provide their learners with significantly superior opportunities compared to state schools. The lack of course materials diversity and authentic classroom activities hinder learners’ progress in EFL. Similar to what state school participants indicated in their responses to the interview questions assessing their satisfaction with the course materials, the available course materials are inadequate to address the

learners' needs to develop in four EFL skills at state schools. They are primarily designed to improve grammatical knowledge rather than fostering learners' communicative skills. In contrast, the course materials in private schools include more effective and result-oriented activities, ultimately fostering a congenial EFL learning environment for the learners. As a result, learners from disadvantages socioeconomic backgrounds have fewer opportunity to access high-quality resources in EFL learning. These findings are consistent with the study conducted by Pace et al. (2017) titled "Identifying Pathways between Socioeconomic Status and Language Development". The study's findings reveal the fact that learners from different socioeconomic backgrounds have various levels of access to books and other EFL learning resources both at home and school, which either promote or hinder EFL learning opportunities for them. Moreover, private schools offer twice as many of EFL course hours for their learners compared to state schools. This inequality in course hours also causes injustice for the learners in terms of their exposure to EFL. While learners at private school have higher opportunity to mingle with EFL activities, state school learners are assisted with limited time in EFL. This situation underscores the fact that learners with lower SES are included in EFL learning activities far less than those from higher socioeconomic backgrounds, effecting their motivation and enthusiasm for studying EFL. Peng's (2024) recent study on disparities in EFL education between urban and rural schools, titled "Analysis of the Current Situation of Rural English Education under the Difference between Urban and Rural Areas in China", supports these results. The study underscores the fact that learners from lower socioeconomic backgrounds mostly encounter with challenges to access the learning opportunities when learning EFL due to insufficient learning materials, inadequate teaching resources, and a limited exposure to linguistic environment. The study also revealed that educational resources were often relatively scarce in the schools, where learners' level of SES was lower, placing those learners at a disadvantage to access English education compared to urban areas, where learners' SES was higher. The findings of her study revealed that the imbalanced distribution of the EFL learning resources, deriving from socioeconomic disparities, resulted in educational injustice between state and private schools.

The most significant gap underscored by this study between the state and private schools' EFL learning environment is the instructors' effectiveness and employed teaching methods during the classes. Both the observation results and interview participant responses clearly demonstrate the fact that, the EFL course hours are remarkably more effective at private schools compared to state schools. At state schools, there appears to be a lack of understanding among EFL instructors regarding the objectives of teaching and learning EFL,

as it is taught in a similar manner to other school subject and fails to promote learners' communicative skills in EFL. Instructors, unaware of learners' needs and personal interests, prefer to strictly adhere to course books and employ traditional teaching methods instead of creating authentic and supporting activities and communication-based approaches. In contrast, the overall learning environment and the teaching methodologies in private schools make EFL activities far more effective in enhancing learners' comprehensive EFL skills. It was obvious that the primary aim of the private school instructors were to foster learners' overall language skills in an integrative manner. As a result, learners of lower SES do not have equal access to the opportunities as their higher socioeconomic counterparts in terms of participating in effective, authentic and supportive EFL classrooms. The research by Khaliq and Diwivedi (2016) titled "A Comparative Study of English as a Second Language in Government and Private Schools" investigated and compared the available EFL learning resources and instructors' efficiency at state and private schools. The findings of the study revealed the spectacular fact that despite having more advanced qualifications, surpassing training, and longer teaching experience compared to private school instructors, instructors at state schools achieve more encouraging results in EFL learning. The study indicates the main reason for this situation is state school instructors' lack of awareness regarding the primary goals of EFL education. The findings also comply with the Peggy's (2024) study examining the disparities in EFL learning opportunities between learners of low and high SES. The study underlines that the quality of EFL education mainly depends on EFL instructors' level of ability to come up with new ideas and perspectives rather than adapting traditional techniques in EFL classrooms, which is rarely observed at schools with learners of lower SES.

There is also a significant difference in access to extracurricular activities among learners from diverse socioeconomic backgrounds. Learners in private schools are not only provided higher quality of opportunities at school, but also supported by a variety of extracurricular activities enhancing their EFL development at home. The majority of them are assisted with private tutoring and language courses as well as travelling overseas. On the other hand, learners of lower SES have minimal to no opportunities to travel abroad despite their desire to do so. Moreover, most of them indicate that if they had more supportive opportunities such as attending private tutoring and language courses, it might promote their EFL abilities. In his study, Munoz (2008) found a notable correlation between socioeconomic status and language achievement by suggesting that learners from diverse socioeconomic backgrounds have different opportunities in terms of types of schools (state versus private) and participating in

extracurricular activities to be exposed to target language, such as private tutoring, travelling and studying abroad, and accessing additional learning resources. The study argues that as a result of this lack of opportunities, learners of lower SES gain less comprehension and achievement in EFL. Similarly, Ashcraft (2023) in his study titled “Effects of socioeconomic status on English language learners’ success in school” examined achievement in four skills among learners from various grades and socioeconomic backgrounds. The findings of his research underscore that learners with disadvantaged socioeconomic backgrounds show lower success rates in EFL due to lack of resources available to assist their learning. Contrary to this, learners from more affluent families have more opportunities, such as early exposure to English and travelling to English-speaking countries resulting in higher achievement in EFL.

The degree of parental support and awareness in EFL learning are also greater in private schools compared to state schools. Parents with higher SES are able to offer abundant opportunities for their children fostering their language abilities. They are highly conscious about the importance of EFL learning for their children’s cultural and professional development. In this regard, they support their learning with additional resources and extracurricular activities requiring financial investment. In contrast, families with lower-incomes may not either unaware of the significance of EFL learning for their learners or, even if they are aware; they do not assist their learning with additional resources except reminding them children to do their homework and study for their exams. Moreover, those with wealthier families have the privilege to practice EFL at home with at least one of the family members, fostering their communication skills in EFL. Gao (2006) revealed the fact that parents have a strong influence on learners’ EFL learning. The participants with higher SES in his research reported that they were provided with various forms of support by their parents to study EFL, including encouragement to learn EFL, financial assistance for extracurricular EFL learning activities, providing English TV programmes. Moreover, some of the participants also mentioned that even if their parents did not have any proficiency in English, they still encourage their children to improve in EFL. Similarly in their study examining the reasons for disparities in EFL achievement among learners from various socioeconomic backgrounds Dunlosky et al. (2013) came to the conclusion that parents with higher SES prioritize their children’s education, and they are able to provide better learning resources and opportunities for their children, which helps them to achieve higher academic success.

***Research Question 2: How does inequality in accessing learning opportunities influence English as a foreign language learning motivation of secondary school learners in private and state schools?***

After investigating the learning opportunities available at and outside of school for learners from various socioeconomic backgrounds, the researcher aimed to evaluate how this accessibility or inaccessibility to the learning opportunities influence learners' motivation to study EFL. Based on the observation and interview results, it is clear that there are disparities in willingness to learn EFL between state school learners and private school learners. The current study indicated that disparities in access to EFL resources, stemming from SES, result in varying levels of motivation towards EFL learning among learners as it is indicated in the Lee and Lee's (2021) study investigating the impact of SES on learners' EFL learning motivation. The study revealed the fact that there is a positive correlation between learners' socioeconomic backgrounds and their motivation to study EFL. In other words, inequality in the distribution of the resources leads to fluctuation in learners' motivation to participate in EFL studies.

The findings highlight that learners of lower SES demonstrate weaker integrative motivation to engage in EFL activities. Majority of them doubt that learning EFL will contribute their cultural and personal development. The main reason why they are eager to learn EFL derives from their aspiration to find better jobs and gaining higher positions in their career. Some learners even do not think EFL will assist them in their professional life. These results show us that learners from state schools have relatively more instrumental motivation than integrative motivation to advance in EFL. On the other hand, private school learners exhibit both instrumental and integrative motivation to some extent and it is certainly stronger than that of private school learners. The factors that cause this disparity in willingness to study EFL are obviously related to their ability to access EFL learning opportunities.

Since most of the state school learners do not believe they will have opportunity to study or travel overseas, they do not demonstrate a great willingness to learn EFL. However, majority of the private school learners have dreams to live or study abroad, driving them to excel in EFL. The study carried out by Lamb (2013) in Indonesia underscored the fact that learners from disadvantaged socioeconomic backgrounds demonstrate lower level of motivation to learn EFL in comparison to learners of higher SES. This difference is largely due to the fact that private school learners have a desire to access more learning opportunities available abroad. In other words, learners from wealthier families have greater internalized

aims to learn EFL and, as a result, feel more motivated compared to those from less affluent families.

The EFL learning opportunities provided by schools and parents have a significant effect on learners' motivation. State school learners suffer from studying in more crowded classrooms and inadequate course materials, which causes boredom and lower levels of motivation during the classes. Most of them believe studying in smaller classroom sizes and more interesting course materials would enhance their willingness to participate in EFL studies. Their main motivation to learn EFL is receiving high exam scores and having better job opportunities. On the other hand, learners at private school prioritize mastering in EFL to be able to integrate with other cultures and communicate with foreigner rather than merely being successful in the exams. Bektaş Çetinkaya and Oruç (2011), investigating the effects of SES and learning environment on motivation to learn EFL, mention the fact that learners from better socioeconomic background study EFL at well equipped private schools where the learning environment is more promoting. The researchers revealed the fact that these higher SES learners show a greater level of interest in learning EFL compared to those with lower SES, studying at state schools. This is because they have opportunity to study in lower number classes with better course resources. Furthermore, the level of parental support and involvement also shape learners' motivation to engage in EFL studies. Wealthier families offer abundant and supportive opportunities to their children as well as being highly conscious about the significance of excelling in EFL. This support increases learners' motivation by providing a rich learning environment and promoting communication abilities through practice at home. On the other hand, families with lower incomes frequently lack awareness and resources to boost their children's EFL improvement. This minimal encouragement by the parents limits their children's motivation and capability to progress in EFL. These findings align with the study carried out by Poyraz (2017) titled "The effects of parental involvement in English language learning of secondary school students". The study highlights critical role of parental involvement in promoting EFL learners' motivation and achievement by presenting the result that parental involvement has a significant influence on secondary school learners' EFL learning motivation. It concluded that parents need to demonstrate high levels of engagement on their children's EFL learning process in order to enhance their motivation.

While the study emphasized that available EFL learning opportunities have significant impact on learners' motivation, it also highlighted the fact that instructors' attitude towards learners and the course itself significantly influence learners' willingness. Although learners

from private school possess higher quality of EFL learning resources at school and home, their desire to engage in EFL learning activities fluctuate according to their instructors' attitude. They show higher levels of interest in learning EFL during the classes of an instructor demonstrating friendly and encouraging manners towards them. On the other hand, they feel less motivated during the classes of another instructor since they do not like the way she behaves them. Similarly, learners at state school also show higher levels of motivation towards learning EFL during the classes where they feel encouraging attitude of their instructor. In contrast, when they are frequently reprimanded, ignored and receive negative reinforcement by their instructor their motivation drops. This fact shows us that no matter how many opportunities they have, if they cannot establish good relationships with the course instructors, the learners' are not able to demonstrate high levels of motivation. In other words, instructors play the most significant role on learners' willingness to study EFL. The study carried out by Sanchez et al. (2013) revealed that instructors' relationship with the learners cannot be ignored in learners' motivation to study EFL. The positive and encouraging manner of the instructors makes learners feel more comfortable during the classes.

### **4.3. Conclusion**

This study has emphasized the profound influence of the SES on learners' access to EFL learning opportunities, as well as the motivational disparities stemming from the availability and unavailability of these opportunities among secondary school learners at private and state schools. The findings reveal that learners of higher SES are supplied with higher-quality learning resources, a wider range of extracurricular activities, and a higher degree of parental support, all of which boost their language abilities and motivation. Conversely, learners of lower SES suffer from challenges such as inadequate learning materials, crowded class sizes, and limited parental support, which hamper their motivation and development in EFL. Although the learners from disadvantaged socioeconomic backgrounds have desire to attend additional EFL courses and travel abroad in order to advance their EFL proficiency levels, their limited socioeconomic opportunities do not allow them to maintain their goals. It was obviously highlighted through the interview results that the learners at state schools are conscious about the importance of attending extracurricular activities to improve their EFL knowledge. However, they complain about the lack of opportunities provided for them. The inequality in the distribution of EFL learning resources, instructional quality and parental support underscores the injustice experienced by the learners from disadvantaged socioeconomic backgrounds during their EFL learning journey. This social injustice does not



only limit high-quality EFL learning environment but also negatively affect learners' motivation to participate in EFL studies. Most state school learners feel unmotivated to learn EFL because they believe that unless they are able to travel or live abroad, mastering in EFL is unnecessary. Moreover, the study also underscores the significance of effective teaching methodologies and a healthy instructor-learner relationship for secondary school learners' motivation, regardless of their socioeconomic background. In this regard, both private and state schools should be aware of the fact that forging strong instructor-learner relationship and creating a friendly and encouraging environment is crucial for learners' motivation and success in EFL. Therefore they must take actions in accordance with the principles of critical pedagogy.

#### **4.4. Implications**

The findings of this research carry remarkable implications for both policymakers and EFL teachers, especially in the framework of critical pedagogy (CP). First and foremost, educators and policymakers can confront existing power imbalances and systematic disparities by recognizing the key elements causing social injustice in EFL classrooms. Adopting critical pedagogy not only enhances a more inclusive and fair EFL learning environment but also supports a broader social transformation in society. These results also remark the urgent need for presenting equal learning resources and support for all learners, irrespective of their school types.

Last but not least, EFL teachers should be indispensably aware of the fact that their attitudes towards the learners and the effective use of available resources play a significant role on learners' motivation to study EFL. Regardless of their socioeconomic background, the learners' motivation is remarkably influenced by instructors' teaching methodologies and their positive or negative attitudes. It was underscored that when the instructors build strong relationships with their learners, the learning atmosphere becomes more engaging and supportive for the learners, directly enhancing their motivation to study EFL. It is also significant for the state school instructors to realize that, they have access to high teaching materials and technological equipments similar to those available in private schools. However, private school instructors exhibit higher awareness and willingness to use these resources efficiently. For instance, both private and state schools are assisted with digital teaching and learning resources such as Education Information Network (EBA). The instructors in state schools should assign learners with these resources. Instructors should integrate these resources and available technological opportunities into their teaching. The

effective use of digital and technological resources has a potential to increase learners' willingness to engage in classroom activities and promote their proficiency in EFL.

In conclusion, this study underlines the need for educational reforms referring this social injustice in the field of EFL education by providing higher quality of learning opportunities and learning environments for financially disadvantaged learners. The EFL teachers have a great responsibility to establish more enhancing and inclusive EFL learning environment assisting to reduce the impacts of unfair distribution of learning opportunities. These efforts, aligning with CP framework, can inspire these learners to realize their full potential in EFL.

#### **4.5. Suggestions for Further Studies**

Even though this study presents substantial insights into the impact of SES on learners' access to EFL learning opportunities and its outcomes for their learning motivations, there are still multiple avenues for further studies to examine. First of all, a future study should be carried out in order to examine these variables in various contexts with diverse groups of learners, such as urban and rural areas, different age groups and larger number of private and state schools. Such kind of future research can offer broader and generalizable results on the related context.

Moreover, conducting a more longitudinal future research following learners' level of motivation for an extended period would offer greater understanding of how different factors ,other than accessibility to EFL learning opportunities, influence learners' willingness to engage in EFL learning activities.

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## APPENDICES

## Appendix A: Ethic Committee Approval of Çağ University

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	SENA ÖZÖNEN
ÖĞRENCİ NO	
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İNGİLİZ DİLİ EĞİTİMİ
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2023 / 2024. - GÜZ DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Ortaokul düzeyindeki özel okul ve devlet okullarında öğrenim gören öğrencilerin dil öğrenme fırsatlarına erişebilirliklerinin İngilizce öğrenme motivasyonları üzerindeki etkisi ve bu durumun sosyal adalet çerçevesinde incelenmesi
TEZİN AMACI	Devlet okulunda ve özel okulda öğrenim gören ortaokul öğrencilerinin sosyoekonomik statü farklılıklarından kaynaklanan İngilizce dil öğrenme fırsat eşitsizliklerini gözlemleyip bu durumu sosyal adalet bağlamında incelemek ve bu durumun öğrencilerin dil öğrenme motivasyonu üzerindeki etkisini araştırmak
TEZİN TÜRKÇE ÖZETİ	Devlet okullarında ve özel okullarda öğrenim gören ortaokul öğrencilerinin İngilizce dersine olan ilgileri, dil öğrenme motivasyonları ve derse katılma isteklikleri gözlemlendikten sonra motivasyon farklılığı gözlemlenen öğrencilere yapılacak olan yarı yapılandırılmış görüşmelerle birlikte bu motivasyon farklılıklarının öğrenciler arasındaki sosyoekonomik farklılık ve buna bağlı olarak sosyal adaletsizlikle ilişkisi araştırılacaktır
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Mersin İli Millî Eğitim Müdürlüğü'ne bağlı ortaokullar
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Mersin İli Millî Eğitim Müdürlüğü
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Mersin İli Millî Eğitim Müdürlüğü'ne bağlı, Yenisehir, Erdemli ve Mezitli ilçelerindeki ortaokul düzeyinde eğitim veren okullarda öğrenim gören öğrenciler üzerinde gözlem çalışması yapılması ve açık uçlu sorulardan oluşan yarı yapılandırılmış görüşmelerin uygulanması
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI	Araştırmacının hazırlamış olduğu "Language Learning Opportunities" ve "Motivation in Language Learning and Willingness to Participate in Language Classrooms" isimli açık uçlu sorulardan oluşan yarı yapılandırılmış görüşmeler
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, .... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) 1 (Bir) Sayfa Language Learning Opportunities başlıklı görüşme soruları. 2) 1 (Bir) Sayfa Motivation in Language Learning and Willingness to Participate in Language Classrooms başlıklı görüşme soruları 3) 1 (Bir) Sayfa Gözlem Formu.
ÖĞRENCİNİN ADI - SOYADI: Sena Özönen	ÖĞRENCİNİN İMZASI: Enstitü müdürlüğünde evrak aslı imzalıdır. TARİH: ..... / ..... / 20....

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU						
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.						
2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.						
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI			SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	
Adı - Soyadı: Gürcan DEMİROGLARI	Adı - Soyadı: .....	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ			Adı - Soyadı: Murat KOÇ	
Unvanı: Dr. Öğr. Üyesi	Unvanı: .....	Unvanı: Prof. Dr.			Unvanı: Prof. Dr.	
İmzası:Enstitü müdürlüğünde evrak aslı imzalıdır.	İmzası:.....	İmzası:Enstitü müdürlüğünde evrak aslı imzalıdır.			İmzası:Enstitü müdürlüğünde evrak aslı imzalıdır.	
... / ..... / 20....	... / ..... / 20....	... / ..... / 20....			... / ..... / 20....	
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Şirvan KALSIN	Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Mustafa Tefvik ODMAN	Adı - Soyadı: Hüseyin Mahir FISUNOĞLU	Adı - Soyadı: Jülide İNÖZÜ
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
İmzası :Enstitü müdürlüğünde evrak aslı imzalıdır.	İmzası :Enstitü müdürlüğünde evrak aslı imzalıdır.	İmzası :Enstitü müdürlüğünde evrak aslı imzalıdır.	İmzası :Enstitü müdürlüğünde evrak aslı imzalıdır.	İmzası :Enstitü müdürlüğünde evrak aslı imzalıdır.	İmzası :Enstitü müdürlüğünde evrak aslı imzalıdır.	İmzası :Enstitü müdürlüğünde evrak aslı imzalıdır.
..... / ..... / 20....	..... / ..... / 20....	... / ..... / 20....	..... / ..... / 20....	... / ..... / 20....	..... / ..... / 20....	..... / ..... / 20....
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
OY BİRLİĞİ İLE	<input checked="" type="radio"/>	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, ..... / ..... / 20..... - ..... / ..... / 20..... tarihleri arasında uygulanmak üzere gerekli iznin verilmesi tarafımızca uygundur.				
OY ÇOKLUĞU İLE	<input type="radio"/>					
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.						

## Appendix B: Parental Consent Form

Sayın Veli;

Çocuğunuzun katılacağı bu çalışma, "İngilizce Dil Öğrenme Olanaklarının Mevcudiyeti ve Erişilebilirliğinin Ortaokul Öğrencilerinin Dil Öğrenme Motivasyonu Üzerindeki Etkisi" adıyla, 2023-2024 eğitim öğretim yılı süresince yapılacak bir araştırma uygulamasıdır.

Bu araştırma ortaokul öğrencilerinin mevcut İngilizce öğrenme olanaklarını araştırmaktadır.

Araştırma Uygulaması: açık uçlu sorulardan oluşan görüşme şeklindedir.

Araştırma T.C. Milli Eğitim Bakanlığı'nın ve okul yönetiminin de izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çocuğunuz çalışmaya katılıp katılmamakta özgürdür. Araştırma çocuğunuz için herhangi bir istenmeyen etki ya da risk taşımamaktadır. Çocuğunuzun katılımı **tamamen sizin isteğinize bağlıdır**, reddedebilir ya da herhangi bir aşamasında ayrılabilirsiniz. Araştırmaya katılmama veya araştırmadan ayrılma durumunda öğrencilerin akademik başarıları, okul ve öğretmenleriyle olan ilişkileri etkilemeyecektir.

Çalışmada öğrencilerden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir.

Uygulamalar, genel olarak kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden çocuğunuz kendisini rahatsız hissederse cevaplama işini yarıda bırakıp çıkmakta özgürdür. Bu durumda rahatsızlığın giderilmesi için gereken yardım sağlanacaktır. Çocuğunuz çalışmaya katıldıktan sonra istediği an vazgeçebilir. Böyle bir durumda veri toplama aracını uygulayan kişiye, çalışmayı tamamlamayacağını söylemesi yeterli olacaktır. Anket çalışmasına katılmamak ya da katıldıktan sonra vazgeçmek çocuğunuza hiçbir sorumluluk getirmeyecektir.

Onay vermeden önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla,

Araştırmacı : Sena Özönen, Çağ Üniversitesi, İngiliz Dili Eğitimi Yüksek Lisans Programı tez öğrencisi

İletişim bilgileri :



Velisi bulunduğum ..... sınıfı ..... numaralı öğrencisi .....  
.....'in yukarıda açıklanan araştırmaya katılmasına izin veriyorum.  
(Lütfen formu imzaladıktan sonra çocuğunuzla okula geri gönderiniz\*).

.....

İsim-Soyisim İmza:

Veli Adı-Soyadı :

Telefon Numarası :

## Appendix C: Observation Check List

### OBSERVATION CHECKLIST

<b>Observation Date:</b>	
<b>Observation Post:</b>	
<b>Observation No:</b>	
<b>OBSERVATION CRITERIA</b>	
<b>Students' willingness to participate in classrooms activities</b>	
<b>Students' willingness to answer the questions asked by the teacher</b>	
<b>Student's attitude towards the course</b>	
<b>Student's willingness to do the exercises in the course book</b>	
<b>Student's willingness to speak English</b>	
<b>EFL teacher's manner and attitude towards students and the course</b>	

## Appendix D: Accessibility to EFL Learning Opportunities Interview Questions

### Interview Questions for Learning Opportunities in EFL Context

Participant's:

Gender: Male  Female

School: State School  Private School

Age:

- 1) Do you think that English Language course hours at school are sufficient to learn English? Why or why not?
- 2) Are there any out-of-school activities that you do to improve your English? If so, what are they?
- 3) Have you attended any language courses, schools or private lessons to improve your English? If not, do you believe attending would help you learn and improve your English? Why or why not?
- 4) What do you think about the English learning materials you use at school? Do you believe these materials are sufficient to learn English? Why or why not?
- 5) Are there any factors in the English lessons that positively affect your English learning process? If so, what are they?
- 6) Are there any factors in the English lessons that negatively affect your English learning process? If so, what are they?
- 7) Does the number of students in your classroom affect your English learning process? How?
- 8) Do you buy extra resources — reading books, etc. — other than school books to improve your English?
- 9) What kind of opportunities other than your current ones do you think would help you learn English better?
- 10) Is there anyone in your family who knows or speaks English? If so, do you practice English with him/her at home?
- 11) Do your parents think it is important for you to learn English and, do they support you in this regard? If so, what do they do?

**Appendix E: Motivation to Participate in EFL Studies Interview Questions**  
**Interview Questions for Motivation in Language Learning and Willingness to**  
**Participate in Language Classrooms**

⊕

<p><b>Participant's:</b> <b>Gender:</b> Male <input type="checkbox"/> Female <input type="checkbox"/> <b>School:</b> State School <input type="checkbox"/> Private School <input type="checkbox"/> <b>Age:</b>  </p>
--

- 1) Do you think learning English is important or a waste of time? Why?
- 2) Do you think you are willing to learn English?
- 3) Do you have any goals for learning English? If so, what are they?
- 4) What do you think learning English provides or will provide for you in your life?
- 5) Do you think you will have a better job in the future if you learn English? Why or why not?
- 6) Is it important for you to be successful in your English lessons? Why or why not?
- 7) If you had the option, would you choose not to study English at all? Why or why not?

## Appendix F: Request for Çağ University's Scientific Research and Publication Ethics Committee Permission



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü



Sayı : E-23867972-050.04.04-2300010829  
Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurulu Kararı Alınması Hk.

17.11.2023

### REKTÖRLÜK MAKAMINA

**İlgi:** Rektörlük Makamının 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazısı.

İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında tez aşamasında kayıtlı olan **Sena Özönen** isimli öğrencimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Prof. Dr. Murat KOÇ  
Sosyal Bilimler Enstitüsü Müdürü

Ek : 1 Öğrenciye Ait Tez Etik Dosyası.

## Appendix G: Scientific Research and Publication Ethics Committee Approval of Çağ University



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Rektörlük



Sayı : E-81570533-044-2300011059

27.11.2023

Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurul İzni Hk.

### SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : a) 14.11.2023 tarih ve E-23867972- 050.04.04-2300010720 sayılı yazınız.  
b) 17.11.2023 tarih ve E-23867972- 050.04.04-2300010829 sayılı yazınız.

İlgi yazılarda söz konusu edilen Sena Özönen ve Veysel Yusuf Beden isimli öğrencilerimize ait tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY  
Rektör



## Appendix H: Request for Permission from Mersin Provincial Directorate for National Education



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü



Sayı : E-23867972-044-2300011115

28.11.2023

Konu : Sena Özönen'in Tez Anket İzni Hk.

### DAĞITIM YERLERİNE

Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı **Sena Özönen** isimli öğrencinin "Ortaokul düzeyindeki özel okul ve devlet okullarında öğrenim gören öğrencilerin dil öğrenme fırsatlarına erişebilirliklerinin İngilizce öğrenme motivasyonları üzerindeki etkisi ve bu durumun sosyal adalet çerçevesinde incelenmesi" başlıklı tezi Dr. Öğr. Üyesi Gürcan Demirogları'nın danışmanlığında yürütülmektedir. Adı geçen öğrenci çalışmasında, Müdürlüğünüze bağlı Yenişehir, Erdemli, Mezitli ilçelerinde ortaokul düzeyinde eğitim veren okullarda öğrenim gören öğrencileri kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, izin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY  
Rektör

Ek : Anket dosyası.

Dağıtım:

Gereği:

Mersin İl Millî Eğitim Müdürlüğüne

Bilgi:

Mersin Valiliğine

## Appendix I: Approval from Mersin Provincial Directorate for National Education



T.C.  
MERSİN VALİLİĞİ  
İl Millî Eğitim Müdürlüğü



Sayı : E-34776202-605.01-92848588  
Konu : Sena ÖZÖNEN' in  
Araştırma İzin Onayı

25.12.2023

### DAĞITIM YERLERİNE

- İlgi : a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21.01.2020 tarihli ve 1563890 sayılı " Araştırma Uygulama İzinleri " Konulu (2020/2 No.lu) Genelgesi.  
b) Çağ Üniversitesi (Sosyal Bilimler Enstitüsü)' nin 28.11.2023 tarihli ve 2300011115 sayılı yazısı.  
c) 15.12.2023 tarihli ve 92220428 sayılı Valilik Oluru.

Çağ Üniversitesi Sosyal Bilimler Enstitüsü, İngiliz Dili Eğitimi yüksek lisans programı öğrencisi Eğitim Yönetimi ve Denetimi programı yüksek lisans programı öğrencisi Sena ÖZÖNEN' in 'İngilizce dil öğrenme olanaklarının mevcudiyeti ve erişebilirliğinin ortaokul öğrencilerinin dil öğrenme motivasyonu üzerindeki etkisi' konulu izin talebine ilişkin konulu araştırma izin talebi komisyonumuz tarafından incelenmiştir.

Araştırmanın, 2023-2024 eğitim öğretim yılında, Mersin ilindeki Resmi ortaokul ve özel ortaokullar'da eğitim gören öğrencilere, eğitim öğretim faaliyetlerini aksatmadan, gönüllülük esasına göre ve uygulama sırasında mühürlü ve imzalı örnekten çoğaltılan veri toplama araçları kullanılarak çalışmaya konu kişilerden, aile üyelerinden ad ve soyad, telefon, adres ile din, mezhep, etnik gruba mensubiyet gibi hassas bilgilerin istenmemesi ve uygulama sonucunda hazırlanacak raporun basılı ve dijital ortamda, İl Millî Eğitim Müdürlüğümüze vermek şartı ile uygulanmasına ilgi (a) Genelge doğrultusunda ilgi (c) Valilik Oluru ile izin verilmiştir.

Bilgilerinizi ve gereğini rica ederim.

Fazilet DURMUŞ  
Vali a.  
İl Millî Eğitim Müdürü

Ek:

- 1-Valilik Oluru (1 Sayfa)  
2-Veri Toplama Araçları (6 Sayfa)

Dağıtım:

13 İlçe Kaymakamlığına  
(İlçe Millî Eğitim Müdürlüğü)  
Çağ Üniversitesi Rektörlüğüne



T.C.  
MERSİN VALİLİĞİ  
İl Millî Eğitim Müdürlüğü



Sayı : E-34776202-605.01-92220428  
Konu : Sena ÖZÖNEN' in  
Araştırma İzin Onayı

15/12/2023

VALİLİK MAKAMINA

- İlgi : a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 21.01.2020 tarihli ve 1563890 sayılı " Araştırma Uygulama İzinleri " Konulu (2020/2 No.lu) Genelgesi.  
b) Çağ Üniversitesi (Sosyal Bilimler Enstitüsü)' nin 28.11.2023 tarihli ve 2300011115 sayılı yazısı.

Çağ Üniversitesi Sosyal Bilimler Enstitüsü, İngiliz Dili Eğitimi yüksek lisans programı öğrencisi Eğitim Yönetimi ve Denetimi programı yüksek lisans programı öğrencisi Sena ÖZÖNEN' in *'İngilizce dil öğrenme olanaklarının mevcudiyeti ve erişebilirliğinin ortaokul öğrencilerinin dil öğrenme motivasyonu üzerindeki etkisi'* konulu izin talebine ilişkin 11.12.2023 tarihli komisyon görüşü ve çalışma programı ilişikte sunulmuştur.

Araştırmanın, 2023-2024 eğitim öğretim yılında, Mersin ilindeki Resmi ortaokul ve özel ortaokuldaki eğitim gören öğrencilere eğitim öğretim faaliyetlerini aksatmadan, gönüllülük esasına göre ve uygulama sırasında mühürlü ve imzalı örnekten çoğaltılan veri toplama araçları kullanılarak çalışmaya konu kişilerden, aile üyelerinden ad ve soyad, telefon, adres ile din, mezhep, etnik gruba mensubiyet gibi hassas bilgilerin istenmemesi ve uygulama sonucunda hazırlanacak raporun basılı ve dijital ortamda, İl Millî Eğitim Müdürlüğümüze vermek şartı ile Müdürlüğümüze uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

Fazilet DURMUŞ  
İl Millî Eğitim Müdürü

OLUR  
Adem YILMAZ  
Vali a.  
Vali Yardımcısı

- Ek:  
1-Komisyon Görüşü (2 Sayfa)  
2-İlgi (b) yazı ve ekleri (40 Sayfa)

## Appendix J: Thesis Title Change Form

<b>ÇAĞ ÜNİVERSİTESİ</b> <b>SOSYAL BİLİMLER ENSTİTÜSÜ</b> <b>YÜKSEK LİSANS PROGRAMI TEZ KONUSU-BAŞLIĞI DEĞİŞİKLİĞİ FORMU</b>	
<b>ÇAĞ ÜNİVERSİTESİ</b> <b>SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ'NE</b>	
Tarih/Date: 27/06/2024	
Aşağıda bilgileri verilen tez savunma sınavı yapılan öğrencinin tez konusunun, başlığının önerildiği şekilde değiştirilmesi uygun görülmüştür. Gereğini saygılarımla arz ederim.	
Yapılan Tez Savunma Sınavı Bilgileri:	
Tarih/Date: 27/06/2024 Saat/Time: 10.00 Yer/Place: ÇAĞ UNIV. SOSYAL BİLİMLER ENST. SOBE-1 DERSLİĞİ	
..... (Anabilim Dalı Başkanı) Department Chair Prof. Dr. Şehnaz ŞAHİNKARAKAŞ	
<b>ÖĞRENCİ BİLGİLERİ/ABOUT THE STUDENT</b>	
Adı Soyadı/Name-Surname:	SENA ÖZÖNEN
Öğrenci No/Not:	1
Anabilim Dalı/Department:	İNGİLİZ DİLİ EĞİTİMİ
Öğrencinin İmzası	
Statüsü/Status:	<input checked="" type="checkbox"/> Y.Lisans / MA
<b>ESKİ VE ÖNERİLEN TEZ KONUSU, BAŞLIĞI İLE İLGİLİ BİLGİLER / ABOUT THE PREVIOUS AND CURRENT THESIS TOPIC</b>	
<b>ESKİ TEZ KONUSU, BAŞLIĞI/</b> <i>PREVIOUS TOPIC OF THE TITLE</i>	Is There a Real Social Justice in EFL Context: Exploring the Effect of Socioeconomic Status (SES) on English Language Learning Opportunities and Motivation of Secondary School Students and its Implications for Social Justice
<b>YENİ TEZ KONUSU, BAŞLIĞI/</b> <i>CURRENT TITLE (TÜRKÇE)</i>	Yabancı Dil Olarak İngilizce Öğreniminde Sosyal Adalet mi yoksa Adaletsizlik mi: Özel ve Devlet Ortaokullarındaki Farklılıkların Karşılaştırmalı Analizi
<b>YENİ TEZ KONUSU, BAŞLIĞI/</b> <i>CURRENT TITLE (İNGİLİZCE)</i>	Social Justice or Injustice in EFL: A Comparative Analysis of Differences between Private and State Secondary Schools
<b>1.TEZ DANIŞMANININ UNVANI - ADI - SOYADI - KURUMU - BÖLÜMÜ - UZMANLIK ALANI - İMZASI - TARİHİ</b> Dr. Öğr. Üyesi Gürcan Demirogları - Çağ Üniversitesi-İngiliz Dili Eğitimi-Eğitim Bilimleri - 27/06/2024	
<b>2.TEZ DANIŞMANININ UNVANI - ADI - SOYADI - KURUMU - BÖLÜMÜ - UZMANLIK ALANI - İMZASI - TARİHİ</b> .....	
<b>SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN</b> <b>UNVANI - ADI - SOYADI - İMZASI - TARİHİ</b>  Prof. Dr. Murat KOÇ ..... - 27 / 06 / 2024	