REPUBLIC OF TURKEY
ÇAĞ UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

THE RELATIONSHIP AMONG MOTIVATION, METACOGNITION AND ACADEMIC ACHIEVEMENT OF UNIVERSITY PREPARATORY SCHOOL STUDENTS

THESIS BY
Özgül GÜLTEKİN TALAYHAN

Supervisor : Prof. Dr. Şehnaz ŞAHİNKARAKAŞ
Member of Jury : Prof. Dr. Jülide İNÖZÜ (Çukurova University)
Member of Jury : Dr. Seden TUYAN

MASTER OF ARTS

MERSİN / DECEMBER 2018

APPROVAL

REPUCLIC OF TURKEY
ÇAĞ UNIVERSITY
DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES

We **certify** that thesis under the title of "The Relationship among Motivation, Metacognition and Academic Achievement of University Preparatory School Students" which was prepared by our student Özgül GÜLTEKİN TALAYHAN with number 20168014 is satisfactory for the award of the degree of **Master of Arts** in the Department of **English Language Education**.

(Enstitü Müdürlüğünde evrak aslı imzalıdır.)

.....

Univ. Inside - Supervisor- Head of Examining Committee: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ

(Enstitü Müdürlüğünde evrak aslı imzalıdır.)

.....

Univ. Inside - Member of Examining Committee: Dr. Seden TUYAN

(Enstitü Müdürlüğünde evrak aslı imzalıdır.)

.....

Univ. Outside - Member of Examining Committee: Prof. Dr. Jülide İNÖZÜ
(Çukurova University)

I certify that this thesis conforms to formal standards of the Institute of Social Sciences.

(Enstitü Müdürlüğünde evrak aslı imzalıdır.)

14 / 12 / 2018

Assoc. Prof. Dr. Murat KOÇ
Director of Institute of Social Sciences

Note: The uncited usage of the reports, charts, figures and photographs in this thesis, whether original or quoted for mother sources is subject to the Law of Works of Arts and Thought. No: 5846.

DEDICATION

To my family…

ETHICS DECLARATION

Öğrencinin

Name& Surname: Özgül GÜLTEKİN TALAYHAN
Number: 20168014
Department: English Language Teaching
Program: Master Thesis (X) Ph. D. Thesis ( )
Thesis Title: The Relationship among Motivation, Metacognition and Academic Success of University Preparatory School Students

I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,
I prepared this thesis within the framework of academic and ethics rules,
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,
The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance. (in case of any circumstance contradicting with my declaration)

14/12/2018
Özgül GÜLTEKİN TALAYHAN

ACKNOWLEDGEMENTS

This thesis has been conducted in a long process with great efforts, sacrifice and devotion. It has been succeeded not only my own struggle but also with the support, shares, collaboration and contributions of several people. Therefore, I owe them a debt of gratitude.

First and foremost, I am deeply grateful to my advisor Prof. Dr. Şehnaz ŞAHİNKARAKAŞ for her invaluable guidance, encouragement, support, kindness and patience throughout in every phase of my thesis. I feel lucky to meet her and have education from her lectures.

I am truly thankful to Prof. Dr. Jülide İNÖZÜ and Asst. Dr. Seden TUYAN for all the things they taught me. Their lasting support and motivation during this journey contributed immensely to this study.

I am deeply gratitude to the students who participated in my study. I could not have accomplished my thesis without their willingness, collaboration and effort.

I owe many thanks to my friend Sevda ATA for her constant collaboration and motivation. She made this journey far more tasteful with the experience and encouragement she shared with me. She showed me that true friendship is not diminished by distance or time.

I also thank my parents for their encouragement, love and patience. They supported me whenever I needed throughout my entire life. I am lucky to have such amazing parents.

Finally, I would like to express my gratitude to my partner in life, Ebubekir TALAYHAN, since he was there for me throughout this journey. His optimism, tolerance and persistent support encouraged me to keep walking on this path.

14/12/2018

Özgül GÜLTEKİN TALAYHAN

ABSTRACT

THE RELATIONSHIP AMONG MOTIVATION, METACOGNITION AND ACADEMIC ACHIEVEMENT OF UNIVERSITY PREPARATORY SCHOOL STUDENTS

Özgül GÜLTEKİN TALAYHAN

Master Thesis, Department of English Language Education
Supervisor: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ
December 2018, 124 Pages

This thesis investigated the relationship among preparatory school students' motivation levels, metacognition levels and academic achievement in English. In addition, the probable relationship between the participants' motivation, metacognition, and departments was examined. In order to collect data, two questionnaires, specifically the Metacognitive Awareness Inventory (MAI) and Motivation/Attitudes Questionnaire (MAQ), were used together with a demographic information form. Also, participants' end-of-year grades were used to determine their English achievement levels. A total of 136 students studying English at the Foreign Language School of Mardin Artuklu University participated in the study. Descriptive statistics, Frequency analyses, One-Way ANOVA, Pearson Product Moment Correlation were employed using SPSS.

The findings revealed that students have a high level of general language learning motivation and instrumental motivation but a moderate integrative motivation. Their metacognition and its sub-constructs (knowledge about cognition and regulation of cognition) were also found to be at a moderate level. In the study, it was also found that there is a statistically significant relationship between participants' motivation and departments while there is not a statistically significant difference between their metacognition level and departments. Lastly, the results showed that there is a statistically significant positive relationship among motivation, metacognition and academic achievement in English. The study has some implications for students and English teachers, and several suggestions are made for further research.

Keywords: Instrumental Motivation, Integrative Motivation, Knowledge about Cognition, Regulation of Cognition, Metacognition

ÖZET

ÜNİVERSİTE HAZIRLIK SINIFI ÖĞRENCİLERİNİN MOTİVASYONU, ÜSTBİLİŞİ VE AKADEMİK BAŞARILARI ARASINDAKİ İLİŞKİ

Özgül GÜLTEKİN TALAYHAN

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Ana Bilim Dalı
Danışman: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ
Aralık 2018, 124 Sayfa

Bu tez, hazırlık okulu öğrencilerinin motivasyon düzeyleri, üst biliş düzeyleri ve İngilizce öğrenmedeki akademik başarıları arasındaki ilişkiyi incelemiştir. Ayrıca, katılımcıların motivasyon seviyeleri, üst bilişleri ve okudukları bölümler arasındaki olası ilişki incelenmiştir. Bu bağlamda veri toplamak için Bilişötesi Farkındalık Envanteri, Motivasyon/Tutum Anketi ve kişisel bilgi formu kullanılmıştır. Ayrıca, katılımcıların İngilizce başarı seviyelerini belirlemek için yılsonu notları kullanılmıştır. Çalışmaya Mardin Artuklu Üniversitesi Yabancı Diller Yüksekokulu'nda İngilizce hazırlık sınıfı eğitimi alan toplam 136 öğrenci katılmıştır. Nicel veriler, tanımlayıcı istatistikler, frekans analizleri, tek yönlü ANOVA ve Pearson Momentler Çarpımı Korelasyon Katsayısı vasıtasıyla SPSS programı kullanılarak analiz edilmiştir.

Sonuçlar, öğrencilerin genel dil öğrenme motivasyonları ve araçsal motivasyonlarının yüksek düzeyde olduğunu, ancak bütünleyici motivasyonlarının ise orta düzeyde olduğunu ortaya koymuştur. Öğrencilerin üst bilişleri ve alt-kategorilerinin (bilişin bilgisi ve bilişin düzenlenmesi) ise orta düzeyde olduğu görülmüştür. Araştırmada ayrıca, katılımcıların motivasyonları ve okudukları bölümler arasında istatistiksel olarak anlamlı bir ilişki bulunurken, üst biliş düzeyi ve bölümleri arasında istatistiksel olarak anlamlı bir fark bulunmamıştır. Son olarak, sonuçlar motivasyon, üst biliş ve İngilizce dersindeki akademik başarı arasında istatistiksel olarak anlamlı bir ilişki olduğunu göstermiştir. Çalışma, öğrenciler ve İngilizce öğretmenleri için bazı çıkarımlar elde etmiştir. Ayrıca ileriki araştırmalar için birkaç öneride bulunulmuştur.

Anahtar Kelimeler: Araçsal Motivasyon, Bütünleyici Motivasyon, Bilişin Bilgisi, Bilişin Düzenlenmesi, Üstbiliş

TABLE OF CONTENTS

CHAPTER III

3. METHODOLOGY

CHAPTER IV

CHAPTER V

ABBREVIATIONS

ANOVA : Analysis of Variance
EFL : English as Foreign Language
ELT : English Language Teaching
ESL : English as a Second Language
FL : Foreign Language
L1 : First Language
L2 : Second Language
M : Mean
MAI : Metacognitive Awareness Inventory
MAQ : Motivation / Attitudes Questionnaire
N : Number
P : Percentage
R : Pearson's Correlation
SD : Standard Deviation
SLA : Second Language Acquisition
SPSS : Statistical Package for Social Sciences

LIST OF TABLES

Page

LIST OF FIGURES

Page

LIST OF APPENDICES

Page

CHAPTER I

1. INTRODUCTION

1.1. Background of the Study

Mass communication tools have become cheaper, and more common and international travel has become easier to have. This has made inter-societal communication more necessary than ever in this contemporary information society. As a result, societies have needed a common, global language, a "lingua franca" (Jenkins, 2009). As stated by Crystal (2003), for a language to be global, in all countries there must be people who know and speak this language. He also adds that, throughout history, we never felt the need to talk to each other and travel so much, we did not give so much importance to translation and bilingualism, and therefore, we did not need so much to the presence of a global language. Munat (2005) states that English is accepted as a global language all over the world because it is seen as the language of maritime navigation and air, of internet and diplomacy and as an instrument for scientific exchange internationally. Also, it is estimated that more than 2 billion people can speak English, of which 380 million are native speakers, while the rest learn this language as a second or foreign language. For this reason, English is taught in many of the countries over the world.

Turkey is one of these countries where English Language Teaching (ELT) has gained more importance recently. In Turkey, the English language education begins in elementary school and continues until the university years, and sometimes even later. However, general English education and students' proficiency levels are not satisfactory. During this time, it is often observed that students learn grammar rules to some degree, but they cannot use their communication skills well enough. This situation can be attributed to incongruent education policies and curriculum designs or wrong teaching strategies. However, according to most of the researchers who have investigated about language learning process, motivation, intelligence, language aptitude, attitudes towards English, anxiety, language learning strategies and metacognitive awareness are the most important cognitive and affective factors that influence language learning (Gardner & Lambert, 1959; Flavell, 1979; Skehan, 1989; Robinson, 2002; Dörnyei, 2005).

Considering the above-mentioned factors, "motivation" factor probably comes in the first row. Motivation is among the most significant factors that affect the success or failure of language learners. Thus, many researchers have been interested in it and many studies have been carried out on the motivation for years (Gardner, 1985; Dörnyei, 1994; Williams & Burden, 1997; Ryan & Deci, 1985). Lightbrown and Spada (2006) define language learning motivation as communicative needs of students and their attitudes towards the target language's culture. They suggest that learners are motivated to acquire a language when they feel the need to speak the target language in order to communicate with people or to meet professional ambitions. This is what Gardner and Lambert (1972) described as “integrative motivation and instrumental motivation”. According to them, integrative motivation is the intentness to learn the activities of the target language community and their culture and develop in their language. On the other hand, instrumental motivation is related to the intentness to learn a language for pragmatic benefits such as academic success, finding a good job, earning money, getting a promotion or improving social status. As stated by Gao (2009), success in L2 can be attributed to both integrative and instrumental motivation, and a failure may be a consequence of the absence of both. Therefore, in addition to examining these two motivation types separately, this study focuses also on general language learning motivation.

Another important factor that is focused on in this study is metacognition since it impacts student comprehension and performance. In today's information age, how individuals learn has become more important than what is learned. Therefore, students need to take over the responsibility of their own learning and be conscious about how to do this (Özden, 2011). If they can do so, they will be able to plan and arrange their learning process, evaluate the outcomes of their learning, and be more successful without the help of anyone else since students learning to learn can identify their needs, goals, learning techniques and materials and assess their learning (Savin-Baden & Major, 2004). Learning to learn requires individuals to develop metacognitive skills and utilize these skills efficiently. Metacognition is related to individulas’ knowledge, awareness, critical analysis and control of their own learning processes and cognitive ability (Flavell, 1979). Metacognition is an important determinant of student performance because if students know their own understanding and cognitive processes, they will be able to review or terminate them better when necessary.

Motivation and metacognition are two important factors that directly affect each other and determine academic achievement. The low academic achievement of the students during the language learning process causes the students to feel unhappy. If the student fails to accomplish a learning task, s/he may be convinced that s/he is not smart enough for language learning taking into account past failures. Such kind of a perception will hinder the student's motivation to learn. It can be possible for students to make themselves feel strong enough to succeed and struggle to overcome difficult tasks only thanks to motivation (Paris & Winograd, 1990; Flavell, 1987; Linnenbrink & Pintrich, 2002). Paris and Winograd (1990) state that students can raise their metacognition through sharing their academic achievements and discussing the reasons with their classmates since this will enable them to realize that they are not alone, understand their strong and weak points better and find solutions.

1.2. Statement of the Problem

Students at various faculties have to attend English preparatory school in their first year of study at Mardin Artuklu University. They have to attend to %80 of all classes for a year and pass the proficiency exam that is applied by the School of Foreign Languages at the end of the year to continue their education in their departments. Under these conditions, many of the students show great improvement in language learning and pass the proficiency exam successfully. On the other hand, some students do not even want to attend the classes and say that they are wasting a year by stating that the preparatory program is unnecessary. There is also another group of students that are aware of the fact that English language is very important and language education that is supplied by the preparatory school is a very good chance for them. However, these students have great difficulties in the language learning process and make little progress throughout the year, as a result, failing in the proficiency exam.

At this point, it is necessary to think about what enables some of the students to succeed and to be motivated, and what prevents the unsuccessful students from succeeding. Besides, it is also necessary to question how successful students accomplish the goal of learning English and what the difference is between those who succeed and those who fail. With these questions in mind, the researcher intends to explore students' motivation types and levels in accordance with their academic achievement in the current study. She also aims to analyze the students' metacognition level in the English

lesson. Lastly, she aims to investigate the possible interrelationship among students' motivation and metacognition levels and their academic achievement.

1.3. Significance of the Study

There have been many studies on the relationship between language learning motivation and academic achievement since it is believed that more motivated students do better in language acquisition. Many researchers found a strong relationship between motivation and achievement (Gardner, 2007; MacIntyre, 2001; Dörnyei, 1994, Gas & Selinker, 2001; Williams & Burden, 1997). There also many studies that focus on the effect of metacognition on academic success. Research on metacognition reveals students who have higher metacognitive knowledge act more deliberately and perform better when learning (Brown, 1987; Flavell, 1979; Schraw & Dennison, 1994; Schunk, 2008).

It is obvious that the roles of the metacognition and motivation in the language learning process have been investigated on the language skills performance specific to the field. Besides, metacognitive strategy use in reading, listening, writing and speaking skills have separately been studied broadly. However, when the relevant literature is examined, it can be seen that there are not many studies about how metacognition predicts general foreign language academic success. Besides, there are a few studies that explain the relationship between metacognition and motivation, and the effect of both in general language achievement. Also, there are very few studies that examine motivation and metacognition in terms of students' departments. In this sense, this study will make some contributions to the research on the interplay among motivation metacognition and academic achievement in English lesson, especially in the Turkish context. In addition, the motivation and metacognition levels of preparatory class students at Mardin Artuklu University may not have been studied before. Thus, this study may provide valuable insights for the students and educators of this university.

1.4. Purpose of the Study

The present study intends to examine motivation types and levels of English preparatory-class students at Mardin Artukklu University. The study also compares the students' motivation level in terms of their departments. Another aim of the study is to determine the metacognition level of students in terms of knowledge about cognition

and regulation of cognition. It also seeks to find whether any statistically significant difference exists in the metacognition level of students in terms of their departments. Lastly, the current study aims to identify the interplay among motivation metacognition and academic achievement in English lesson.

1.5. Research Questions of the Study

The research questions in the current thesis are:

1. What are the participants' level of motivation and its sub-constructs (integrative and instrumental)?
2. What is the level of metacognitive awareness of participants in terms of
   a) knowledge about cognition?
   b) regulation of cognition?
3. Do the participants' motivation levels differ according to their departments?
4. Do the participants' metacognition levels differ according to their departments?
5. What is the interrelationship among participants' motivation level, metacognition level and academic achievement in English lesson?

1.6. Limitations of the Study

This thesis is limited to the 2017-2018 academic year and Mardin province. The study was conducted with 136 preparatory-class students. Thus, the findings of the current study cannot be generalized to all university students in Turkey. In order to get a more comprehensive understanding of the motivation and metacognition level of the students in Turkish universities, other studies with much more participants from different cities of Turkey could be implemented. Another limitation is that the study does not provide any change in motivation and metacognition level since there are no particular methods or strategies implemented.

CHAPTER II

2. LITERATURE REVIEW

2.1. Definition of Motivation

Motivation is one of the leading conditions a learner must acquire in the learning process. It is among the most important individual differences that affect success in all types of learning. Therefore, it has been explored in many different ways in disciplines such as psychology, sociology, education, political science, and economics. This situation has led to the emergence of many different definitions of motivation.

Motivation is considered a leading force that initiates and directs human behavior (Romando, 2007). In addition to stimulating, selecting and leading behavior, motivation is also responsible for continuing action (Biehler and Snowman, 1997). According to Campbell and Pritchard (1976), motivation is a kind of relationship between the variables (dependent or independent) and the behaviors of a person. Keller (1983) explains motivation as follows:

> "Motivation by definition refers to the magnitude and direction of behavior. In other words, it refers to the choices people make as to which experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect. As such, motivation is influenced by myriad and external characteristics" (p.389).

Williams and Burden (1997) also have a definition of motivation in their study. According to them, motivation is a concept which plays a remarkable role in the intended behaviors; it controls both mind and conscience while deciding the behavior the person is going to act.

According to Dörnyei and Otto (1998) motivation is "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted out" (p. 64). According to Brown (2007), motivation is the inner drive which directs a person while he/she is choosing the ways to reach his/her purposes. Wlodwoski (1985) explained motivation as "the processes that can arouse and instigate behavior, give

direction or purpose to behavior, continue to allow the behavior to persist, and lead to choosing or preferring a particular behavior" (p. 2).

Gardner (2010) states that motivation is a difficult concept to define. However, he has identified the key features of a highly motivated person. According to him, the motivated person strives and is persistent, and participates in activities to achieve the goals (effort). While doing these, the person shows a strong desire to reach the goals and enjoys activities (desire). The person also has expectations and reactions to successes and failures (affect). Moreover, while people achieve their goals, they show self-efficacy and self-confidence. These people have reasons for their behaviors that are named as motives.

As can be seen, motivation is an extensive term with many definitions shaped by various domains and contexts. To summarize all these definitions, we can say that motivation is a leading power that decides, initiates and manages human behavior. It manages mind and conscience while deciding the behavior. It also refers to the degree of effort to be applied for a specific goal. It includes internal and external factors that stimulate the supply of energy in humans to reach this specific goal. It is the basis for learning because it is associated with the learners' willingness to acquire knowledge and apply it to real life.

2.2. Classification of Motivation

There are two main categories of motivation as integrative-instrumental and intrinsic-extrinsic in SLA research (Rigby, Deci, Patrick & Ryan, 1992; Rivera-Mills & Plonsky, 2007). The concepts of "integrative and instrumental motivation" were proposed by Gardner and his colleagues to explain the L2 learning. These two concepts also constitute the main parts of Gardner's Socio-Educational Model (Dörnyei, 2001). On the other hand, the terms "intrinsic and extrinsic motivation" were proposed by Deci and Ryan (1992) as psychological terms to explain any human behavior. However, they adapted them to the SLA context later. These latter kinds of motivation are also the core of their Self-Determination Theory (SDT).

2.2.1. Instrumental and Integrative Motivation

The division between instrumental-integrative motivation was proposed by Gardner and Lambert (1972). Integrative motivation is pertained to the curiosity about

the target culture. It is the desire to learn the language so as to communicate with the target language-speaking people and be a part of that target culture. On the other hand, if a learner wants to learn a language to find a good job or to have an academic achievement, it can be concluded that this learner is motivated instrumentally. That is to say; instrumental motivation is related to learn a language for the pragmatic benefits and goals such as academic success, earning money or getting a promotion (Gardner & Lambert, 1972). Spolsky (1989) noted that the instrumental motivation is related to a targeted goal. If the student continues to this goal, instrumental motivation is likely to continue, as well.

Gardner (1982) stated that integrative motivation is crucial for mastering a second language. Also, some learners can learn better thanks to having integrative orientation while others who are motivated instrumentally may be more successful learners. That is why various needs have to be answered in second language teaching depending on the learner's orientation. There is also another type of learner that learns better by using both types of motivation. In other words, a student can have both types of motivation. A student can be motivated instrumentally to pass an exam, but at the same time, that student may want to participate in the target culture.

Gardner and his colleagues believed that integrative motivation is more fundamental than the instrumental motivation for being successful in mastering L2. Gardner (1985) further expressed that the willingness to interact with other groups is a pragmatic goal, as well. Therefore, even instrumental motivation includes some integrative motivation. In addition to this, Dörnyei (1990) alleged that integrative motivation includes general attitudes towards language learning in FL context, and instrumental motivation is more important than other kinds of motivation. However, as it is easier to cross between ESL and EFL contexts in today's world, making a distinction between ESL (English as a second language) and FL context in some areas is difficult (Ushioda, 2013).

According to Kormos and Csizer (2008), separating integrativeness from instrumentality is also problematic because English is considered to be a world language. Ushioda and Dörnyei (2012) also noted that as English has become a "lingua franca" in our globalized world, "a generalized international outlook" took the place of integrative motivation. Thus, the focus on the target community was replaced by a global one. In addition to all these discussions, it is useful to state that success in L2 can

be attributed to both types of motivation, and a failure may be a consequence of the absence of both (Gao, 2009).

2.2.2. Intrinsic and Extrinsic Motivation

The other categorization of motivation, intrinsic-extrinsic, were proposed by Deci and Ryan in mid-1970s. However, they introduced self-determination theory (SDT) as an elaboration of these two types of motivation mid-1980's (Deci and Ryan, 2008). Williams and Burden (1997) has described intrinsic motivation as doing an activity for pleasure and enjoyment, and they stated that it is among the most important instances of self-determined behavior. Ryan and Deci (2000) has described "intrinsic motivation" as "to do something as it is interesting or amusing by its nature" (p. 55). Students who have intrinsic motivation have internal desire to learn, and they learn for fun or challenge not because of external factors or rewards. Lightbown and Spada (2006) claim that "teachers do not have much impact on learners' intrinsic motivation because the students are from different cultures and motivating students is possible if the teacher creates a supportive classroom environment" (p. 56-57). On the other hand, "extrinsic motivation" is related to the desire to make something for the sake of its benefits such as getting a good salary and promotion. Ryan and Deci (2000) stated that "extrinsic motivation is about doing something as it gives way to a separable result" (p.233). In other words, the learner needs an external drive to be motivated.

Instrumental and extrinsic motivation are equivalent, but not the same. Extrinsic motivation is related to the impact of outside factors, but instrumental motivation is related to one's own learning goal. In addition, many differences regarding language development can be seen between learners who are motivated intrinsically or extrinsically. Learners with intrinsic motivation are regarded as better learners than those extrinsically motivated ones (Maslow, 1970). Hall (2011) expresses that second language learners ought to have both forms of motivation. Bruner (1966) noted that one of the good ways to assist learners might be keeping them away from the prizes. From time to time, these two kinds of motivation may overlap. However, both forms of motivation are crucial in the second language learning process because they are related to each other (William & Burden, 1997).

2.3. Motivation in Language Learning

The question of why people fail to learn a second/foreign language has been an issue of concern for decades. Motivation is among the most appealing factors used to explain individual differences in the second language (L2) learning and to act as one of the primary determinants of L2 learning achievement. In this respect, a significant role has been attributed to the concept of motivation (MacIntyre et al. 2001; Dörnyei, 1994). Motivated learners are believed to learn another language faster and better (Gas and Selinker, 2001) even though foreign language motivation differs from one person to another depending on the context and the task (Ellis, 1997). Language learning motivation is regarded as a complex (Gardner, 2007; Lightbown & Spada, 2006) and versatile phenomenon (Dörnyei, 1998, 2003; Gardner, 2010; Ushioda and Dörnyei, 2012; William & Burden, 1997). For these reasons, motivation has been the subject of many studies on language learning and teaching.

The studies of Gardner and Lambert are regarded as the most critical initiatives in the field of foreign language learning motivation. As Dörnyei (1990) stated, motivation has become the distinguished research topic since Gardner and Lambert published the summary of their 13-year-long studies in 1972. Besides, Gardner's "Socio-Education Model" and the concept of "integrativeness" have dominated the field for over 30 years, as it was well developed, tested, and it lacked real gaps (Dörnyei, 1994).

However, alternative viewpoints and constructs emerged in the early 90s as a result of the cognitive revolution in psychology and the desire to focus on motivation in specific learning context (Dörnyei & Ushioda, 2011). Dörnyei & Csizer (1998) stated that among the drives behind the change endeavors was to embrace a more down to business, education-centered way to motivation search which would be reliable with the attitudes of teachers and, in this way more specifically suitable for classroom application. Dörnyei (1990) suggested that differences in the success of learners cannot solely be attributed to integrativeness, but all affective factors associated with integrative motivation influence foreign language learning context where languages are taught as a subject matter at schools. For this reason, in addition to "integrative and instrumental" subsystems, he added "need for achievement and attributions about past failures" components to his construct in his study.

Moreover, Dörnyei (1994) proposed a three-dimensional framework of L2 motivation. Later, Dörnyei and Otto (1998) developed a process-oriented model.

Williams and Burden (1997) proposed a dynamic model that examined motivation from a social constructivist point of view. Meanwhile, the Socio-Educational Model underwent many changes and modifications over time. Finally, Dörnyei (2005) developed a new construct called "L2 Motivational Self System". To summarize, we can say that because of these various viewpoints, many different models and frameworks of motivation have existed.

2.4. Models and Frameworks of L2 Motivation

As a result of the complex and comprehensive nature of motivation, many various motivation theories and models have existed in psychology. These theories have inspired second language researchers. Thus, they have attempted to apply some of them to the second language process. Dörnyei (2001) states that mostly cognitive views influenced motivation; for this reason, some sub-theories have been proposed recently. Each of these theories tries to explain various factors that affect motivation in their way, which makes it hard to generalize them.

2.4.1. Gardner's Model of Motivation

One of the most effective models of L2 motivation is Gardner's motivation model of second language acquisition. According to Gardner (1985), motivation consists of 4 components; "a goal, an effort to achieve the goal, a desire to make the goal and positive attitudes towards this goal". Dörnyei (1998) states that Garner's motivation theory has three constituents. These are; the construct of the integrative motive, Attitude/Motivation Test Battery and the Socio-Educational Model. The integrative motive is the desire to learn a second language because of interest and positive perceptions towards the culture or individuals of that language (Gardner, 1985). Its components are integrativeness, attitudes towards the learning situation and the desire to learn the language, effort for learning and attitudes towards learning (Dörnyei, 2001). Figure 1 illustrates these constituents more clearly.

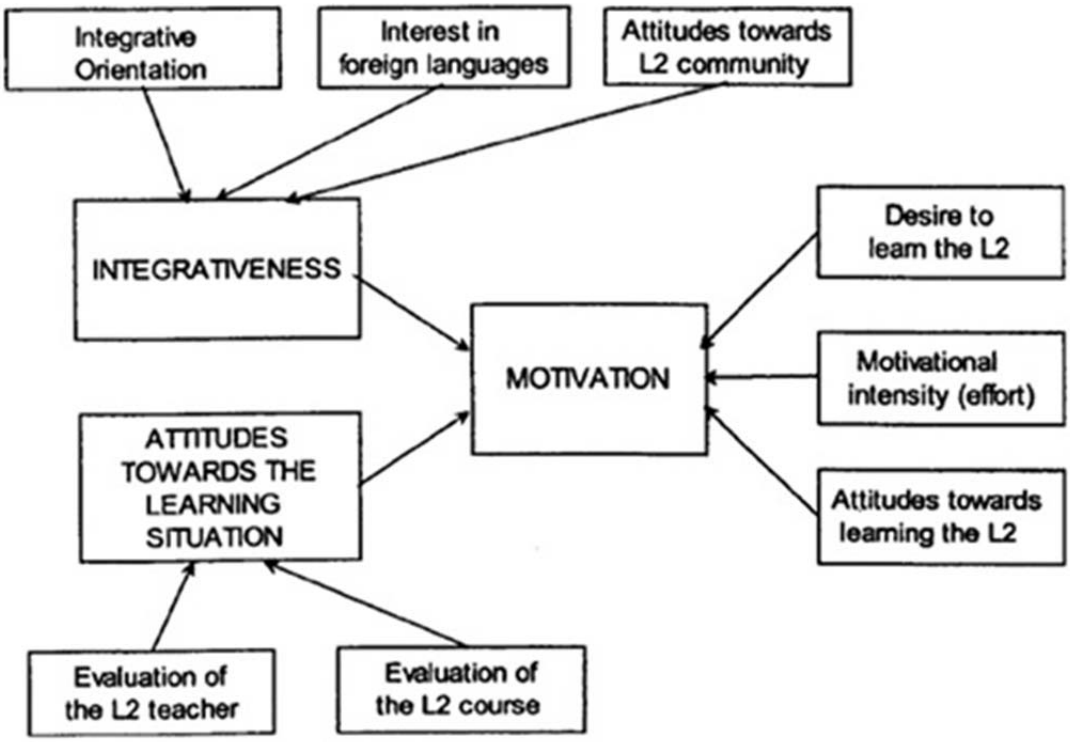

Figure 1. Gardner's Integrative Model (Dörnyei, 2001. p. 50)

Gardner (1985) tried to express the factors determining the kind of motivation by questioning why the individuals attempted to learn the language. He found reasons such as traveling comfortably, having a good job, being well-educated, communicating with people from the target language community and the desire to be praised by others. By classifying these reasons and goals, he identified two orientations as integrative and instrumental orientations. The language is used for getting to know the target culture and to communicate with people of this community in integrative orientation whereas, in instrumental orientation, language is used as a means to maintain goals like having a better job, being rewarded, or receiving a promotion.

Dörnyei criticized Gardner's theory of motivation for the terminology used. According to Dörnyei (2005), the term "integrative" used three times in Gardner's model (as integrative orientation, integrativeness, and integrative motivation) can confuse readers' minds. He also argues that "This leads to a further question in readers' mind: Does Gardner's motivation means L2 motivation? Integrative motivation? Or motivation as a subcomponent of integrative motivation?" (p. 68-69). Besides, Dörnyei (1998) also discusses the use of the terms "attitude" that means having a positive feeling

towards learning situation may be improper because the learners' pleasure from the task is not always associated with motivation.

The second construct of Gardner's motivation model is the socio-educational model. Gardner (1985) states that second language learners who have positive perceptions about the target language can learn it more comfortable and better than those without positive attitudes. Gardner and MacIntyre (1993) argue that individual difference variables are influenced by factors such as biological factors and experiential factors, which affect both linguistic and non-linguistic outcomes. Gardner (1985) notes that we can divide individual factors into two categories: cognitive factors and affective factors. He states that cognitive factors are "intelligence, language aptitude, and learning strategies" whereas affective variables are the learners' emotional characteristics such as "language attitudes, motivation, and language anxiety" (see Figure 2 below).

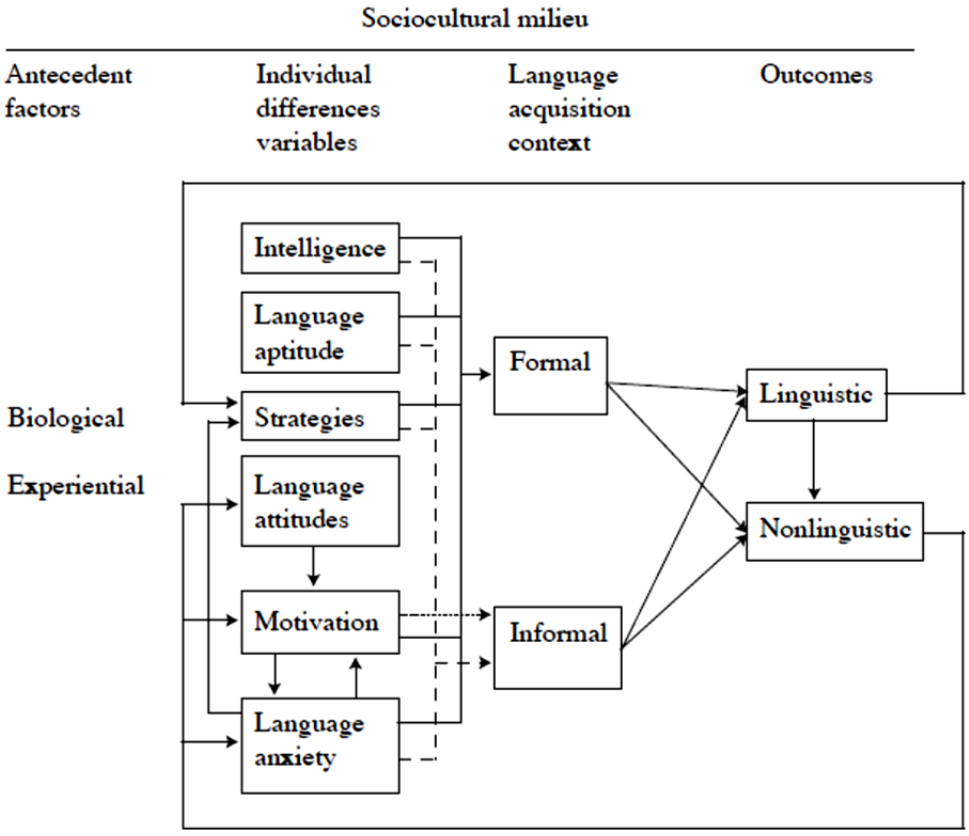

Figure 2. Socio-educational model of SLA (Gardner & MacIntyre, 1993, p. 8)

The third construct of Gardner's model is the Attitude/Motivation Test Battery. It is a useful tool whose advancement continued for more than 20 years. It was written to

measure attitudes/motivation of English-speaking students towards learning French as a second language. It is planned to include more than 130 items to follow the psychometric beliefs that manage the survey (Dörnyei, 2001).

Gardner and his colleagues have done many studies on motivation. We should admit that Gardner's motivation model is the basis of motivational research. However; recent studies verify that it is not enough to restrict motivation only to integrative and instrumental orientations. Motivation has many other components. Therefore, Dörnyei has started a positivist point of view about motivation.

2.4.2. Dörnyei's Three-Dimensional Framework of Motivation

Dörnyei (1994) has formed a general framework on the motivation of language learning, which has significantly influenced the field of language learning and teaching. While conceptualizing his framework, he considered the classroom environment. This framework examines the roles of integrative and instrumental motivation at the language level and suggests that integrative motivation is the essential component of foreign language motivation. The framework includes three levels that are integral to each other in the language learning process. As Dörnyei and Ushioda (2011) state, each motivation levels applies its impact freely of the others and has adequate capacity to invalidate the impact of motives related with the other two levels. These levels are Language Level, Student Level and Level of Learning Status.

The Language Level deals with the social and pragmatic dimensions of L2. It consists of two subsystems that are named integrative and instrumental. The integrative subsystem related to affective tendencies to L2 such as a positive disposition towards the L2 community, a will to interact with native speakers, or interest in foreign languages. The instrumental subsystem is concerned with the pragmatic benefits of L2 competencies like getting a good job or higher salary. These general motives determine the language choice of learners and learning aims. The learner level is related to individual differences such as confidence, self-efficacy, language learning anxiety, perceived foreign language competence, causal attributions and need for achievement. The Learning Situation Level comprises intrinsic and extrinsic motives and three special foreign language motivational components that are named as "course-specific, teacher-specific, and group-specific", respectively. Course-specific components include "relevancy, interest, the expectancy of success, and satisfaction with the outcome".

Teacher-specific components are “affiliate motive to satisfy the teacher, authority type (autonomy supporting or controlling), direct socialization of motivation and direct socialization of student motivation (whether the teacher actively enhances learners' motivation via modeling, task presentations, and feedback)”. Lastly, group-specific components are “goal-orientation, norm and reward system, group cohesion and classroom goal structure” (Dörnyei, 1994, p.280). The summary of this model is presented in Table 1.

Table 1.

Components of Foreign Language Learning Motivation (Dörnyei, 1994, p. 280)

LANGUAGE LEVEL	Integrative Motivational Subsystem
	Instrumental Motivational Subsystem
LEARNER LEVEL	Need for Achievement
	Self-Confidence
	* Language Use Anxiety
	* Perceived L2 Competence
	* Causal Attributions
	* Self-Efficacy
LEARNING SITUATION LEVEL	
Course-Specific Motivational	Interest
Component	Relevance
	Expectancy
	Satisfaction
Teacher-Specific Motivational	Affiliative Drive
Components	Authority Type
	Direct Socialization of Motivation
	* Modelling
	* Task Presentation
	* Feedback
Group-Specific Motivational	Goal-orientedness
Components	Components Norm & Reward System
	Group Cohesion
	Classroom Goal Structure

2.4.3. Williams and Burden’s Social Constructivist Model

The social constructivist model of Williams and Burden (1997) is derived from the whole-person perspective within the social interactions in the context. It is similar to Dörnyei's (1994) list because there is no direct relationship with the listed items. However, some parts of the list are beneficial for explaining the issue in the literature of

second language education. According to Williams and Burden (1997), a constructivist view of motivation focuses on the basis that every man or woman is motivated individually. Yet, a character's motivation is also related to social and contextual impacts. Those will encompass all the culture and context and the social circumstances, in addition to other people and the person's interaction with these people.

This model consists of three stages: firstly, learners need a reason to do something; then they decide to behave in a certain way as a consequence of the reason they have; lastly, students must continue their effortful behaviors to pursue and achieve their goals. The first two stages are related to initiating motivation, and the last stage helps to sustain motivation. These three stages affect each other in a non-linearly (William & Burden, 1997). The relationship among these stages is shown in Figure 3 below.

Figure 3. An interactive model of motivation (Williams & Burden, 1997, p. 122)

The framework presents factors that influence learners' motivation in two categories: internal and external. Internal factors are what individuals have inside themselves like the intrinsic interest towards the activity, the value given to activity, sense of agency, feeling of competence, self-concept, and attitudes towards language learning. On the other hand, external factors are the social context on the learner such as gender, the learning environment, the effect of people around the learner and so on (Williams & Burden, 1997). The summary of this model is presented in Table 2 below.

Table 2.

Williams and Burden's (1997) Framework of Motivation

Internal Factors	External Factors
Intrinsic interest of activity	**Significant others**
• Arousal of curiosity	• Parents
• Optimal degree of challenge	• Teachers
Perceived value of activity	• Peers
• Personal relevance	**The nature of interaction with significant others**
• Anticipated value of outcomes	• Mediated learning experience
• Intrinsic value attributed to activity	• The nature and amount of feedback
Sense of agency	• Rewards
• Locus of casualty	• The nature and amount of appropriate praise
• Locus of control RE process and outcomes	• Punishments, sanctions
• Ability to set appropriate goals	**The learning environment**
Mastery	• Comfort
• Feeling of competence	• Resources
• Awareness of developing skills and ability to choose and mastery in a chosen area	• Time of day, week, year
• Self-efficacy	• Size of class and school
Self- concept	• Class and school ethos
• Realistic awareness of personal	**The broader context**
• Strengths and weaknesses in skills required	• Wider family networks
• Personal definitions and judgments of success and failure	• The local education system
• Self-worth concern learned helplessness	• Conflicting interests
Attitudes language learning in general	• Cultural norms
• To the target language	• Societal expectations and attitudes
• To the target language community and culture	
• **Other affective states**	
• Confidence	
• Anxiety, fear	
Developmental age and stage	

2.4.4. Dörnyei and Otto's (1998) Process-Oriented Model

Dörnyei and Otto (1998) criticize the previous motivation models because they do not describe all the motivational effects on students' behaviors but focus primarily on selecting the kind of motivation. Besides, they state that motivation is dynamic rather than a stable construct, and it changes during the long process of L2 learning, which is

neglected in the other models. To compensate for these deficiencies, they have designed a process-oriented model based on the idea that motivation is a dynamic process in which learners go through various stages. Their model consists of two dimensions that are named as actional phase and motivational influences. The actional sequence comprises three stages as pre-action, action, and post-action. The role of motivational influences is to strengthen the process of action in these three stages (Dörnyei, 2000, Dörnyei and Otto, 1998). The schematic summary of the model is presented in Table 3.

Table 3.

A Process Model of L2 Motivation (Dörnyei, 2005. p. 85)

Pre-actional Stage	Actional Stage	Post-actional Stage
CHOICE MOTIVATION	**EXECUTIVE MOTIVATION**	**MOTIVATIONAL RETROSPECTION**
Motivational Functions • Setting goals • Forming intentions • Launching action	**Motivational Functions** • Generating and carrying out subtasks • Ongoing appraisal of one's achievement • Action control (self-regulation)	**Motivational Functions** • Forming causal attributions • Elaborating standards and strategies • Dismissing the intention and further planning
Main motivational influences • Various goal properties (e.g., goal relevance, specificity, and proximity) • Values associated with the learning process itself, as well as with its outcomes and consequences • Attitudes towards the L2 and its speakers • Expectancy of success and perceived coping potential • Learner beliefs and strategies • Environmental support or hindrance	**Main motivational influences** • Quality of the learning experience • Sense of autonomy • Teachers' and parents' influence • Classroom reward and goal structure (e.g., competitive and cooperative) • Influence of the learner group • Knowledge and use of self-regulatory strategies (e.g., goal setting, learning and self-motivating strategies)	**Main motivational influences** • Attributional factors (e.g., attributional styles and biases) • Self- concept beliefs (e.g., self-confidence and self-worth) • Received feedback, praise, grades

In pre-actional stage, first, the motivation must be achieved, and this is named as choice motivation. Based on this choice motivation, the initial wishes and hopes are converted into goals. Then, the intention is shaped, and these intentions are enacted. In this stage, an action plan is also organized. In the actional stage, executive motivation takes the place of choice motivation because learners start to act and the plans are implemented. At first, subtasks are generated and implemented at this stage as the action plans are incomplete. While the learners judge stimulus coming from the environment and their progress, they carry out some action control/self-regulatory strategies as well to continue the action. In short, the learner is focused on implementing the action and sustaining motivation. In the post-actional stage, the action is eventually completed or interrupted for a while, and motivational retrospection takes place. Learners judge the outcome and compare it with the initial expectations (Dörnyei, 2003). As Dörnyei (2001) notes, dynamic assessment of motivation allows us to understand the role of learners on the affective side of L2 learning.

2.4.5. Dörnyei's (2005) L2 Motivational Self System

Concepts of self and identity have recently been in the center of L2 motivation research (Ushioda, 2013). In 2005, Dörnyei presented another motivational theory based on this new trend. Dörnyei's (2014) L2 Motivational Self System theory is rooted in the concept of "possible selves", and it combines some second language acquisition theories with research findings on the self in psychology. Dörnyei (2014) notes that "it offers a comprehensive perspective that builds on several previous constructs and is compatible with the emphasis on motivational, cognitive, and emotional conglomerates" (p. 520). According to Dörnyei (2009), L2 Motivational Self System aims to purify the L2 motivation concept by carrying out the theories of self in psychology. Throughout the process of introducing his theory, he does not deny the results of the previous L2 studies and benefits from the hypothesis of L2 Motivational Self-System development from different views.

Dörnyei (2005) claims that self-system put the self in the center of motivation and possible selves provide the most potent and multidirectional self-mechanism of motivation. The concept of possible selves stands for individuals' ideas about what they may become, what they desire to become and what they do not want to become. To put it another way, as Dörnyei (2005) defines, they are "the specific representations of one's

self in future states involving thoughts, images, and senses" (p. 99). In this theory, there are three main parts which are, "ought-to L2 self, ideal L2 self, and L2 learning experience".

2.4.5.1. Ideal L2 Self

The concept of "ideal L2 self" comes from the notion of "the ideal self" which defines various attributes and desires one wants to possess (Dörnyei, 2005). As Dörnyei (2009) states, Ideal L2 Self emphasizes the desired image relevant to the L2 or one's ideal condition that he/she wants to be. He claims that ideal self can be an essential contributing cause in inspiration for mastering in L2. Besides, it can motivate L2 learners positively because it depends on the wish of eliminating the discrepancy between real and ideal selves. In other words, it provides "the incentive of a hoped-for future self" (MacIntyre et al., 2009) and covers "integrative and internalized instrumental impetus" (Dörnyei, 2009, p.29).

Higgins (1987) claims that 'ideal self' has a vital role in the learning process. As a result, it has a critical role in the L2 Motivational Self System as well. Dörnyei (2009) says that traditional integrativeness concept may also be reconstructed as "the L2-particular aspect of one's ideal self" (p. 27). This theory offers the Ideal L2 Self as a more comprehensive and descriptive system that may also include alternative elements (e.g., internalized instrumental basis) which turns an integrally activated attitude. Therefore, the combination of Integrativeness with the Ideal L2 Self is one of the most important principles of Dörnyei's theory.

2.4.5.2. Ought-to L2 Self

"Ought-to self" is related to one's tendency for enhancing specific attributes or abilities to avoid undesirable and inconvenient results in oncoming times (Dörnyei, 2009). In the field of L2 motivation, it refers to one's judgment for mastering an L2 to protect himself/herself from all the negative consequences caused by the difficulty in comprehending of an L2. This type of motivational view is mainly extrinsic. It includes the less internalized shapes of instrumental motivation such as the shirking of possible negative learning results and acceptance of other people's desires through L2 learning. As a result, it may have little similarity to an individual's desires or hopes (Dörnyei and Ushioda, 2011).

2.4.5.3. L2 Learning Experience

The third aspect deals with the L2 learning experience. It is associated with "situation-specific motives related to the immediate learning environment and experience (e.g., the positive impact of success or the enjoyable quality of a language course)" (Dörnyei, 2014, p. 521), and it is related to intrinsic motivation (Dörnyei, 2005, 2009). In other words, if a person begins learning L2 without any internal or external self-guides, the learning environment and experience (e.g. teachers, peers, classroom, learning success/failure) will shape L2 motivation (Dörnyei, 2009). Also, Murphey, Chen and Chen (2005) suggest that learning experience is crucial for second language learning by saying that we should understand the L2 identities within the specific learning settings under investigation.

2.5. Research on the Relationship between Motivation and Language Learning

Educators and researchers can list many factors that influence foreign language learning. One of them is motivation, and more motivated students do better in language acquisition (Krashen, 1982). Also, Ellis (2004) depicted motivation as one of the fundamental individual factors in learners' achievement scores. For that reason, in recent years, the role of motivation in education has attracted many researchers to study on it.

In this sense, Schmidt et al. (1996) conducted a study with 1464 learners in by using a questionnaire they had developed. The results of their study suggested that there were three primary dimensions of motivation as affect, goal orientation, and expectancy. They also found out that more proficient learners had higher levels of both instrumental and integrative motivation. In their research, Gan, Humphreys, and Hamp-Lyons (2004) put forward that successful students were motivated both intrinsically and extrinsically. However, students who are motivated intrinsically are more enthusiastic, and they participate more, yet extrinsically motivated students reported that they are bored at school and they only study to pass tests.

Also, Gardner (2007) carried out a study with 302 students in Spain. He found a positive relationship between students' achievement scores and motivation levels. The results also revealed that integrative orientation was more strongly correlated to students' success than instrumental motivation. Semmar's (2006) study revealed that intrinsic and extrinsic tendencies both affect students' language learning motivation. Students with high level of extrinsic and intrinsic motivation tendencies are more

successful than others. Kurtoğlu (2013) carried out a study which aimed to find the relationship between motivation, learning strategy use and academic achievement. The results indicated a significant, positive relationship among motivation, the use of learning strategies and academic achievement. Ghanea, Pisheh, and Ghanea (2011) also found a significantly positive relationship between students' L2 proficiency and both integrative and instrumental motivation in their study. Besides these studies, the results of the study conducted by Lim (2012) revealed that students had stronger instrumental motivation in the EFL setting, but neither instrumental nor integrative motivation was significantly correlated to L2 proficiency.

2.6. Definition of Metacognition

In the past 40 years, metacognition has become one of the most important areas in cognitive developmental research, and most of the researchers agree that it is a fundamental factor that influences both second language learning and overall learning (Flavell, 1976; Schraw & Dennison, 1994; Schraw, 1998). As a result of this, many definitions of metacognition have emerged. The research on metacognition began with John Flavell (1976), who is regarded as the "father of the field". After that, a great deal of research on metacognition was registered. As defined by Flavell (1976), metacognition is a person's knowledge related to his or her own intellectual procedures and items or anything concerning them, e.g., the learning-significant properties of data or information. Garner and Alexander (1989) point out that metacognition is a completely new concept of theory and research referring learners' use of information and cognitive resources. Baird (1990) supports Flavell's idea by defining metacognition as "the knowledge, awareness, and control of one's own learning" (p.184).

According to Paris and Winograd (1990), metacognition is one's knowledge related to his / her own cognitive capacity besides his / her affective and motivational characteristics of thinking. Bonds, Bonds and Peach (1992) states that it is "the knowledge and awareness of one's own cognitive processes and the ability to regulate, evaluate, and monitor one's thinking" (p.56). Schraw and Dennison (1994) define metacognition as "the ability to reflect upon, understand and control one's learning" (p. 460). According to Livingston (2003), it refers to the higher levels of thinking that provide active control of the cognitive processes used in the learning task. Goh (2008)

defines metacognition as an individual's awareness of what and how s/he is thinking about a learning task or situation, and why s/he is thinking in a particular way.

The above definitions show that learner using metacognition know their own cognitive processes. They can follow their learning, so they can shift some of their responsibilities from teachers. They can arrange and organize their learning. They are additionally mindful about what they know or do not know. For this reason, they become motivated and develop positive self-perceptions (Wenden, 1998; Paris & Winograd, 1990; Dunlosky & Metcalfe, 2009).

2.7. Models of Metacognition

As a result of the fluctuating historical roots of metacognition in educational psychology, several models have been proposed from different conceptualizations of metacognition. As stated by Brown (1987), "metacognition is not only a monster of obscure parentage but a many-headed monster at that" (p. 105). In other words, there are many different models of metacognition. However, two extensively used models of metacognition are Flavell's (1979) "model of cognitive monitoring" and Brown's (1987) "model of metacognition".

2.7.1. Flavell's Model of Cognitive Monitoring

The most important of the metacognition models is the cognitive monitoring model which is proposed by Flavell (1979). This model consists of four subcategories as "metacognitive knowledge, metacognitive experiences, goals, and strategies". Metacognitive knowledge is one's conscious or subconscious beliefs and knowledge about people, different cognitive tasks, goals, behaviors, and experiences. This kind of knowledge treats individuals as cognitive entities (Flavell, 1979; Pintrich, 2002). Later on, Wenden (1998) applied Flavell's metacognitive knowledge model to L2 learning.

Metacognitive knowledge consists of three different categories. The first one is named as self/person knowledge which refers to the knowledge about one's own or others' intellectual processes, self-efficacy, motivation or interest (Flavell, 1979). The second one is task knowledge that is related to the knowledge about the context of the task such as purpose, nature, and types of task, available information and task demands (Vandergrift et al., 2006). The last category is strategy knowledge that is concerned with what strategies can be useful in achieving specific tasks. Strategy knowledge can

be useful for helping the learners in their choice of strategy use. Metacognitive knowledge can change over time and develop whenever new learning opportunities arise because students can learn it (Flavell, 1979; Nisbet & Shucksmith, 1986; van Velzen, 2016).

The other significant concept in the model is metacognitive experiences. Metacognitive experiences are concerned with the experiences that help an individual attain knowledge, or that ensure the occurrence of regulation. What makes these experiences metacognitive is that they need cognitive (and sometimes affective) effort. An individual can have a metacognitive experience if s/he feels that the task is difficult to comprehend, remember or solve, and thinks that s/he has to go a long way to realize the cognitive goal (Flavell, 1976; Flavell, 1979).

The third concept in the model is metacognitive goals and tasks. It refers to the desired outcomes or objectives of a specific cognitive attempt. It may involve understanding, operating facts to memory, production of concrete things such as a written document or an answer to a problem, or simply improving an individual's own knowledge. Achieving a goal or task depends on both metacognitive knowledge and metacognitive experience. As for the last concept in the model, metacognitive strategies refer to the cognitive actions and other behaviors used to achieve metacognitive goals. They are used for monitoring and controlling cognitive activities, achieving and developing the cognitive goal (Flavell, 1979). The figure below summarizes Flavell’s model of cognitive monitoring:

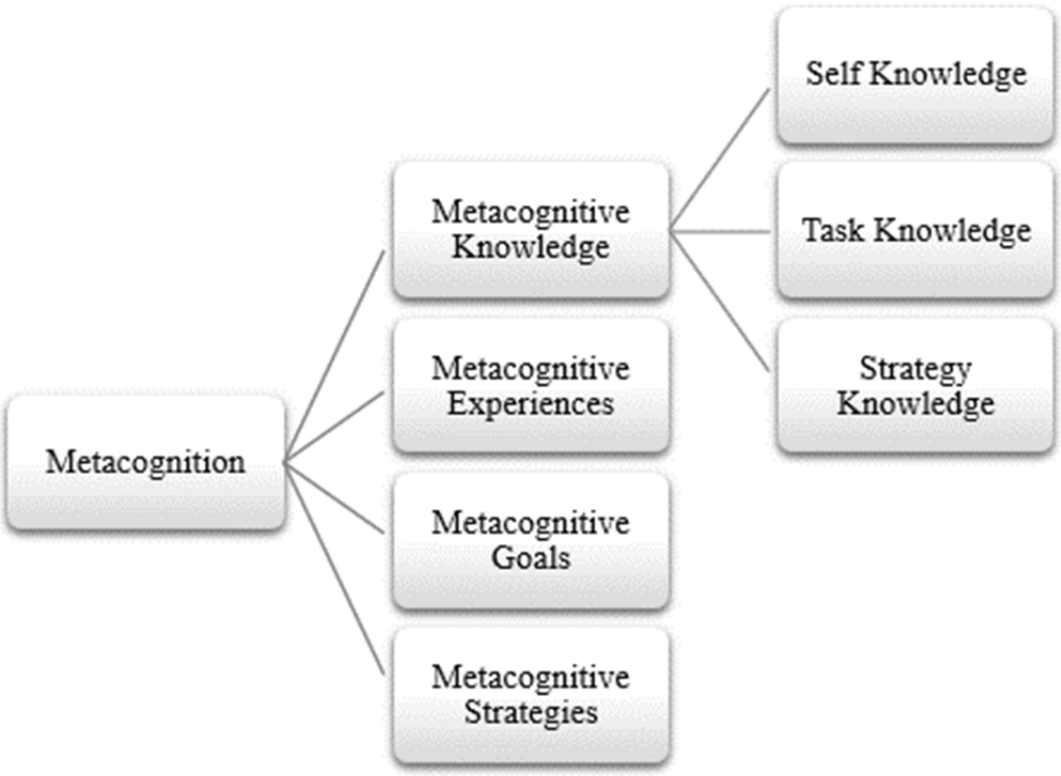

Figure 4. Flavell's model of cognitive monitoring

2.7.2. Brown's Model of Metacognition

Brown (1987) proposed a metacognition model that consists of two sub-categories: "knowledge of cognition and regulation of cognition". Knowledge of cognition refers to awareness of cognitive processes that are used to control intellectual processes. It includes variables about thinking and the sensitivity to act accordingly. It facilitates the reflective aspects of metacognition. Afterwards, knowledge about cognition was divided into three sub-parts as "declarative knowledge, procedural knowledge, and conditional knowledge" (Brown, 1987; Jacobs and Paris, 1987).

"Declarative knowledge" refers to the information that one knows about himself/herself as a learner and the factors that affect his/her performance. It can be spoken or written. Knowledge about self and strategies are the two categories of declarative knowledge. "Procedural knowledge" refers to the knowledge of how to do something, of how to perform the steps in a process and of how strategies can be used. Individuals with higher-level procedural knowledge use the skills more automatically; they can plan strategies efficiently and use different strategies to solve problems and challenges (Schraw & Moshman, 1995). "Conditional knowledge" is related to knowing

when to use or avoid using a skill or strategy and having the awareness of why and under what conditions this specific skill or strategy works. In other words, it deals with operating declarative and procedural knowledge. Conditional knowledge is vital since it helps learners in arranging their resources and using strategies more efficiently. Conditional knowledge also enables learners to adapt themselves to the various demands of a specific learning task (Reynolds, 1992).

Regulation of cognition refers to activities that aid the learners to organize and control learning, and these sets of activities enable the control or executive sight of learning (Brown, 1987). Some studies have shown that when regulatory skills and knowledge of how to use and apply these skills are added to classroom instruction, considerable improvements can be seen in the learning process (Cross & Paris, 1988; Brown & Palincsar, 1989). Regulation of cognition requires three metacognitive strategies: "planning, monitoring, and evaluation" strategies. Planning is related to the selection of appropriate strategies and the allocation of appropriate resources which influence performance (Bereiter & Scardamalia, 1987). Monitoring refers to one's regular awareness of comprehension and presentation of a task. Monitoring ability develops quite slowly and is quite weak in children and even sometimes in adults. Evaluating strategies refer to the assessment of products and regulatory processes of an individual while learning. These strategies are related to assessing the outcome of comprehension or the learning process after accomplishing a task (Schraw & Moshman, 1995). Compared with features of knowledge about cognition, regulation of cognition is unvested and also age-independent. That is to say, adults might not use strategies when solving a simple problem and young learners may not be able to monitor and regulate their strategies (Brown, 1987). The figure below summarizes this model.

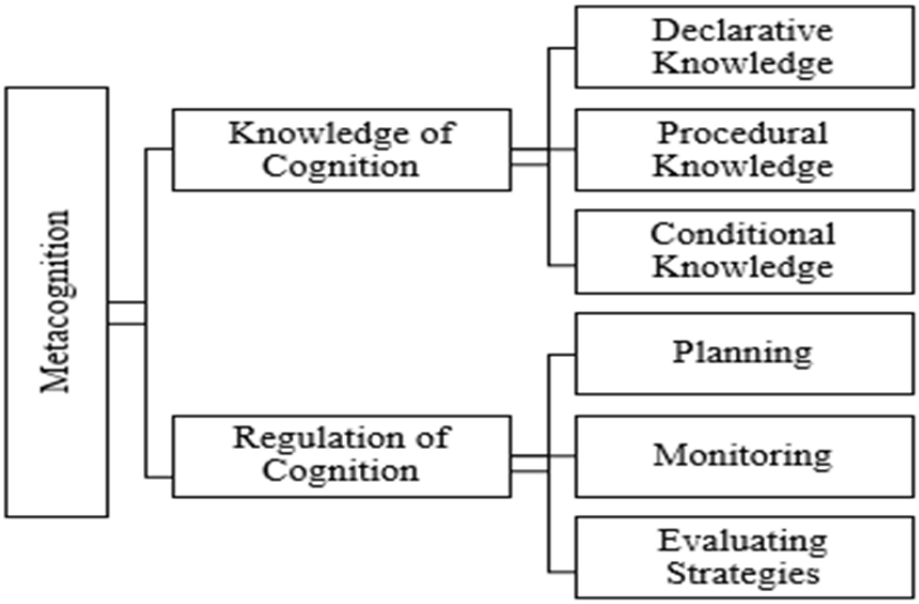

Figure 5. Brown's model of metacognition

2.8. Metacognition and Learning

One of the main problems in researching metacognition is the diversity of concepts found in the literature, such as metacognitive awareness, metacognitive knowledge, consciousness-raising, and awareness-raising, all in the same phenomenon. However, it is necessary to emphasize the fact that metacognition is a multidimensional phenomenon (Schraw, 1998). Despite this difficulty, many studies have been published on the positive relationship between metacognition and achievement.

Research on metacognition reveals students who have higher metacognitive knowledge act more deliberately and perform better when learning (Brown, 1987; Flavell, 1979; Schraw & Dennison, 1994; Schunk, 2008; Goh & Burns, 2012). Besides, it is indicated that there is a positive correlation between learning and metacognition because the goal of metacognition is to organize and direct learning (Garner & Alexander, 1989). To underline the significance of metacognition, Nisbet and Shucksmith (1984) define metacognitive awareness as the "seventh sense" in the learning process (p.1). According to Anderson (2008), metacognitive awareness is a critical but healthy reflection of the learning process, which leads the learners to make specific changes in the ways they use to be successful in a task.

According to Schraw (1998), metacognition is necessary for successful learning since it allows learners to direct their cognitive skills better and identify weak points

that can be compensated with gaining new cognitive skills. However, Schunk (2008) stresses that metacognition alone is not sufficient for explaining successful learning. Although students have the requisite awareness, they may not have the ability to utilize learning strategies. Besides, Dowson and McInerney (1998) state that each strategy is not equally beneficial for every task, and students need to use different strategies in different areas. Thus, the use of strategies should be taught appropriately to the students. As a result, understanding students' metacognition is necessary for teachers to assess students' attitudes towards learning and to see the individual learning styles and abilities of their students (Rubin, 2001).

The learners with high-level metacognitive skills can accurately predict what they learn, how they learn, how quickly they can learn, and choose the right learning strategies. Metacognitive skills of a student, who organizes studying time efficiently, uses the right learning strategies, predict the mark s/he will get from an exam or which questions s/he could answer rightly, helps that student improve his/her learning (Erden & Akman, 2014). Metacognition helps students to improve their problem solving ability. It helps them "(a) strategically encode the nature of the problem and form a mental model or representations of its elements (b) select appropriate plans and strategies for reaching the goal, and (c) identify and conquer obstacles that impede progress" (Davidson & Stenberg, 1998, p.48, as cited in Schaw, 2008).

The studies indicate that metacognition may be linked to a diversity of different concepts such as academic success, self-efficacy, self-regulated learning and motivation. Landine and Stewart (1998) investigated the relationship among metacognition, motivation, the locus of control, and self-efficacy. They found a significant positive correlation among metacognition, motivation, self-efficacy and academic achievement. However, there was not a statistically significant relationship between metacognition and locus of control in their study. Coutinho (2007) examined the relationship among metacognition, achievement goal orientation and academic achievement. The results showed that metacognition enhances academic achievement. Cera, Mancini, and Antoniette (2013) studied the relationship among metacognition, self-efficacy, self-regulation, and autonomy. Their study indicated that metacognition positively correlates with self-efficacy, self-regulation, and autonomy.

Cimeli et al. (2012) researched the relationship between executive functioning, metacognition, and self-perceived competence. 209 first-grade students were evaluated for their executive functioning and academic self-concept level. The study revealed that

executive functioning was significantly associated with metacognitive control and that self-concept was largely related to metacognitive monitoring. Likewise, García et al. (2016) analyzed the differences between metacognitive skills and executive functioning of two groups of students that have different metacognitive knowledge levels. Their study showed that the group that has high-level metacognitive knowledge were better in using their metacognitive skills and had higher levels of executive functioning than the other group.

2.9. Research on the Relationship between Metacognition and Language Learning

Flavell (1979) stated that metacognitive awareness has a vital position in various cognitive abilities related to language learning such as oral skills, reading comprehension and writing. Metacognitive awareness in foreign language context includes the perceptions of the learners themselves as students, assumptions about the factors that affect language learning and about the realm of language learning process (Victori & Lockhart, 1995). According to Victori and Lockhart (1995), successful individuals acquire a sensible belief about the use of effective strategies to compensate for their potential weak points in language learning process and to ensure that they have potential to become better language learners.

Wenden (1998), who advocates the correctness of these views, complained that there was no clear theoretical argument to clarify the position of metacognition in language learning, and he became the first person to adapt Flavell's (1997) metacognitive model to the field of foreign language (Kim, 2013). According to Wenden (1998), metacognitive awareness is a precondition of self-regulation in language learning since notifies planning choices selected at the start point of learning and checking processes that direct the finishing of a learning task. By promoting Wenden's views, Vandergrift and Goh (2012) stated that in language acquisition, metacognitive knowledge and regulation is a complicated process involving knowledge about the structure of the target language and has an essential role in creating awareness about where and when to use the learning strategies of the learning process. For this reason, raising metacognitive awareness will transform cognitive, emotional and social learning processes into conscious conditions; therefore, students should organize and evaluate their language learning efforts.

The role of metacognition in developing reading, listening, writing and speaking skills and the effect of metacognition on the performance has been studied broadly. In this sense, Bedir (1998) examined the relationship between cognitive learning strategies and the achievement of the students' reading comprehension. He found a close relationship between cognitive learning strategies and the ability of learners to understand. The results showed that cognitive learning training in reading comprehension allows readers to have higher-order thinking skills and metacognitive strategies. Zhang and Wu (2009) examined the metacognitive awareness levels of Chinese high school students and their use of reading strategies. They found a significant relationship between metacognition and reading skills in their work. Wang (2009) examined the influence of metacognitive reading strategy education on high school students' reading achievement, reading strategy awareness and motivation. Results from three different post tests showed that metacognitive reading strategy instruction provides an increase in EFL students' reading achievement. Ahmadi, Ismail, and Abdullah (2013) tried to find out the significance of metacognitive reading strategy awareness in EFL students' reading comprehension in their study. The findings indicated that metacognitive reading strategies awareness and reading comprehension positively correlates with each other. They also found that there is a positive relationship between metacognitive reading comprehension skill and language learning and students can acquire the skills of communication in English through metacognitive reading strategies. Muhtar (2006) tried to understand the relationship between metacognitive strategy training and first-year students reading achievement. In her study, she compared the experimental and control group participants' post-test reading scores. Her study indicated no difference between the two groups in terms of their reading achievement. However, she could observe an increase in the post-test reading scores of the experimental group.

In his study, Abdelhafez (2006) tried to find out the correlation among metacognitive strategies and listening and reading comprehension. This study demonstrated that metacognitive strategies training can develop listening and reading comprehension. Birjandi and Rahimi (2012) tried to find out the influence of metacognitive strategy training on the listening performance of EFL university students. In their study, the experimental group undertook a strategy training, on the other hand, the control group did not take any instruction. Results of the pre-test and post-test indicated that the awareness of students about planning, monitoring and evaluating can

be increased through metacognitive strategy training. Also, self-regulated learning and improved performance can be developed. Al-Alwan, Asassfeh, and Al-Shboul (2013) explored the correlations between metacognitive awareness of listening strategies and listening comprehension. Their study indicated that metacognitive strategies awareness and listening comprehension positively correlate with each other. Latifi, Tavakoli and Dabaghi (2014) studied the effectiveness of metacognitive awareness training on the development of the listening ability of EFL learners. Their study concluded that L2 English learners could benefit from the metacognitive strategy training and become more experienced listeners.

Ceylan (2016) explored the relationship among motivation types, metacognition, and EFL listening proficiency. Her study revealed a significant positive correlation between learners' metacognitive awareness scores and listening performance. Moreover, listening performance was positively associated with more internal and external motivation. In his research, Ghapanchi and Taheryan (2012) studied the effect of linguistic knowledge, metacognitive awareness and metacognitive strategy use on speaking and listening proficiency. The results showed that there is a significant positive correlation between all variables. Nakatani (2005) searched the effects of awareness-raising training on oral communication. He found that participants could significantly raise their oral proficiency scores thanks to the increased oral communication skills awareness.

Kasper (1997) intended to clarify the relationship between metacognition and writing performance. He reached a positive correlation between students’ metacognitive awareness development and their actual writing ability. Panahandeh and Asl (2014) examined the influence of planning and monitoring skills as metacognitive strategies on Iranian EFL learners' critical writing performance. In their study, participants of the experimental group took an eight-week metacognitive strategies-based writing education. The results of the study showed that there was a significant increase in the experimental group's writing performance and that metacognitive strategy training had a positive effect on writing skills. Lastly, Lam (2014) investigated the effect of explicit strategy training on students' use of metacognitive awareness, and the ways this awareness enhances self-regulation in learning writing. The findings of this study demonstrated that explicit writing strategy instruction makes students more self-regulated, strategic, and skilful in handling various writing tasks.

2.10. Research on the Relationship between Metacognition and Motivation

Among all individual variables, motivation is seen as one the most critical variable that affects metacognition (Mendi, 2009). As a result, some researchers examined the relationship between metacognitive awareness and motivation. In this sense, Ling and Dejun (2003) carried out a study to identify the interplay between motivation and metacognition. The study revealed that motivational variables acted as a supporting device for metacognition. In other words, they found a positive relationship between metacognition and motivational variables.

Landine and Stewart (1998) investigated the relationship among metacognition, motivation, the locus of control, and self-efficacy. They found a significant positive correlation between metacognition, motivation, self-efficacy and academic achievement. Vandergrift (2005) investigated the relationships among motivation, metacognitive awareness, and listening proficiency in his study. The study showed that students with high motivation levels also have high-level use of metacognition. Also, listening proficiency correlated positively with motivation. Sungur (2007) conducted a study to see the interrelationships among motivational beliefs, metacognitive strategy use, and effort regulation. Results showed that intrinsic goal orientation, task value, and self-efficacy were positively related to students' metacognitive strategy use. Metacognitive strategy use provided learners with positive motivational beliefs on effort regulation. Also, the study revealed that students need the motivation to use metacognitive strategies and engage in a task.

Kuyper, van der Werf, and Lubbers (2000) studied motivation, metacognition, and self-regulation and long-term educational attainment. Their study revealed that motivation, metacognition, and self-regulation are positively correlated. On the other hand, the study also showed that metacognitive awareness and self-regulation variables are hardly related to average achievement. Lastly, Oğuz (2016) tried to determine the relationship between metacognitive skills and motivation of university students. The results of their study showed that participants' level of motivation increased as their metacognitive skills increased and vice versa.

As it can be understood from the literature review, the roles of the metacognition and motivation in language learning have been examined on the language skills performance specific to the field. How the learners use metacognitive strategies in reading, listening, writing and speaking skills have been studied broadly. Yet, when the related literature is reviewed, it is seen that there is not much study on how

metacognition influences general academic achievement in English. Besides, there are a few studies that explain the relationship between metacognition and motivation, and the effect of both in general language achievement. Thus, this study aims to reveal the interrelationship among metacognitive awareness, motivational orientations and academic achievement in English language learning.

CHAPTER III

3. METHODOLOGY

3.1. Research Design

This study aims to explore the interrelationship among metacognitive awareness, motivational orientations and academic achievement in English language learning. The study is designed as a quantitative study. As Dörnyei (2004) states, the main feature of the quantitative research is that “it employs categories, viewpoints and models that have been precisely defined by the researcher in advance and numerical or directly quantifiable data are collected to determine the relationship between these categories" (p. 14).

Among the quantitative research methods, descriptive research method was used in this study. Williams (2011) focuses out that descriptive research is a research strategy that explores the circumstances and is based on the observations or looks for the correlation between two or more factors. As Cerswell (2002) points out, the descriptive research model tries to identify, clarify and interpret the phenomenon occurring at a particular place(s) and time. In addition, the descriptive research method attempts to explain conditions, practices, structures, differences or relationships that are present. In addition, the descriptive research method includes correlational research model, which is also used for the present study to investigate the relationship between the research variables.

3.2. Participants

The study was carried out at Mardin Artuklu University which is located in the south-east of Turkey. At the beginning of the survey, the students were informed about the aims and nature of the survey by the researcher. A total of 150 preparatory-class students were given the questionnaires and the consent form, and all of them were required to sign the consent form. However, 14 students refused to sign the consent form and answer the questionnaires. As a result, the active participant group of the current study consisted of 136 freshman students who studied compulsory English preparatory classes.

When the students were evaluated according to their departments, 20 students from the Department of Applied English and Translation Studies, 20 students from the

Department of Political Science and International Relations, 20 students from the Department of Philosophy, 16 students from the Department of History of Art, 14 students from the Department of Anthropology, 16 students from the Department of Economics and lastly 30 students from the Department of English Language and Literature participated in the study. Table 4 presents the distribution of the participants according to their gender and departments.

Table 4.

The Demographic Information of the Participants

		Number	Percentage
Gender	Male	62	45.6
	Female	74	54.4
Department	Applied English and Translation Studies	20	14.7
	Political Science and International Relations	20	14.7
	Philosophy	20	14.7
	History of Art	16	11.8
	Anthropology	14	10.3
	Economics	16	11.8
	English Language and Literature	30	22.1

N=136

The first part of the participants' demographic characteristics gives information about the gender of the participants. It is observed that 45.4% of the participants was female, and 54.6 of them was male. The department of the participants is the second question of the questionnaire. The most crowded department is English Language and Literature (22.1%) whereas the least crowded group is Anthropology (10.3%).

3.3. Instruments

In this study, the necessary data were collected through the following four instruments: Demographic Information Form, Motivation/Attitudes Questionnaire (MAQ) which was developed by Dörnyei (1990) and translated into Turkish by Mendi

(2009), Metacognitive Awareness Inventory (MAI) which was developed by Schraw and Dennison (1994) and translated into Turkish by Akın, Abacı and Çetin (2007) and lastly participants' end-of-term achievement scores.

3.3.1. Demographic Information Form

This form was designed by the researcher in order to get the demographic information of the participants. The form consists of two questions related to participants' gender and department. (See Appendix 2). The aim of this section was to collect information about respondents to explore whether there is a statistically significant difference in the motivation and metacognitive awareness levels in terms of above-mentioned factors.

3.3.2. Motivation/Attitudes Questionnaire

The second instrument used to collect data is the Motivation/ Attitude Questionnaire (MAQ). The instrument was specially designed by Dörnyei (1990) to find out the motivational levels and the motivational orientations of the students in foreign language learning contexts. The original version of MAQ consists of four types of motivational orientations. However, in this research, only two types of motivational orientations, namely instrumental and integrative motivation, are used as the other two parts are not related to the aim of the study. Thus, the questionnaire had 30 items; 9 of which are related to instrumental orientation and 21 of them are related to integrative orientation. The items related to two sub-categories of motivation are listed in Table 5.

Table 5.

The Number of Items in terms of Motivational Orientations

Motivational Orientation	Item Number
Integrative Orientation (21 items)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14,15, 16, 17, 18, 19, 28, 29
Instrumental Orientation (9 items)	20, 21, 22, 23, 24, 25, 26, 27, 30

The motivation and attitude questionnaire is based on a five-point Likert scale comprised of 5 choices that participants can grade each item to what extent they agree or disagree with the statements. The questionnaire comprised of these 5 choices

respectively: 1 “strongly disagree”, 2 “disagree”, 3 “not sure”, 4 “agree” and 5 “strongly agree”. The 5. and 7. items in MAQ are negative statements. However, both items were coded inversely in SPSS. Hereby, the higher the points the participants get, the higher will be their motivation levels. Besides that, Öztürk and Gürbüz (2013) express in their study that scores above 4 indicate a high motivation level while scores between 3 and 4 show a moderate motivation level, and scores below 3 demonstrate a low motivation level.

This shortened version of MAQ that consists of two sub-categories was translated into Turkish by Mendi (2009) since conducting the questionnaire in the mother tongue of participants would be more reliable. She applied a pilot study to understand the reliability of the translated form of the questionnaire. The researcher, who examined the questionnaire, decided to use this Turkish version which is also suitable for the participants at Mardin Artuklu University. Cronbach Alpha reliabilities for MAQ and its sub-scales in Mendi’s (2009) pilot study and his thesis study are presented in Table 6.

Table 6.

Cronbach’s Alpha Coefficients for Mendi’s (2009) Pilot and Thesis Study

Sub-scales	Pilot Study	Thesis Study
Integrative Motivation	.83	.82
Instrumental Motivation	.85	.83
Total	.87	.85

3.3.3. Metacognitive Awareness Inventory

In order to determine the metacognitive awareness levels of the participants, metacognitive awareness inventory which was originally developed by Schraw and Dennison (1994) and adapted to Turkish by Akın, Abacı, and Çetin (2007) was used. This questionnaire consists of 8 sub-dimensions under the basic categories of "knowledge about cognition" and "regulation of cognition". The “declarative knowledge, procedural knowledge, and conditional knowledge” are sub-dimensions of knowledge about cognition. On the other hand, “planning, information management strategies, comprehension monitoring, debugging strategies and evaluation” are sub-dimensions of the regulation of cognition. The questionnaire comprises of 52 items accompanied by a 5-point response scale ranging from 1 “Never”, 2 “Rarely”, 3

"Sometimes", 4 "Often", and lastly 5 "Always". The higher points the participants get, the higher will be their metacognitive awareness level. The items related to the 8 sub-dimensions of metacognitive awareness are listed in Table 7.

Table 7.

Metacognitive Awareness Inventory Items According to Sub-Scales

Sub-categories	Sub-sections	Item Numbers
Knowledge about Cognition	Declarative Knowledge	5, 10, 12, 16, 17, 20, 32, 46
	Procedural Knowledge	3, 14, 27, 33
	Conditional Knowledge	15, 18, 26, 29, 35
Regulation of Cognition	Planning	4, 6, 8, 22, 23, 42, 45
	Information Management Strategies	9, 13, 30, 31, 37, 39, 41,43, 47, 48
	Comprehension Monitoring	1, 2, 11, 21, 28, 34, 49
	Debugging Strategies	25, 40, 44, 51, 52
	Evaluation	7, 19, 24, 36, 38, 50

Akın et al. (2007) calculated the reliability of the scale as .95. As they expressed, in their study, item-test correlations of the subscales ranged between .35 and .65. In addition, the internal consistency and test-retest reliability coefficients of the inventory were calculated as .95 in their study.

3.3.4. Achievement Scores of Participants

In this study, students' achievement scores were used to determine their academic achievement in English lesson. The achievement scores of the students consisted of the grades they took throughout the year. These scores are the average of the grades the students got from quizzes, homework, class participation, mid-term exams, and end-of-term exam. Although the students who scored below 60 points were considered to be unsuccessful in Mardin Artuklu University, students were not categorized as successful or unsuccessful in this study. Thus, the grade point average of each student participating in this study was taken into consideration even if it is below 60.

3.4. Data Analysis

In this study, besides participants' achievement scores, two questionnaires which provide quantitative data were used. After collecting the necessary data, the researcher entered them into SPSS Statistics 23 (Statistical Package for Social Sciences). Since two statements (item 5 and 7) in MAQ are negative, scores of these items were reversely coded. Then, the researcher carried out the validity and reliability analyses. The results of these analyses showed that both questionnaires were highly reliable and they had a construct validity (See section 3.5). Later, the researcher examined and analyzed all the data through descriptive or inferential statistics for each research question.

The first and second research questions examine participants' level of motivation and its sub-constructs and their metacognition level in terms of knowledge about cognition and regulation of cognition. To find answers for these questions, descriptive statistics such as mean scores, standard deviation and standard error mean were computed. In addition, frequencies and percentages of low, medium and high motivation and metacognition levels were also analyzed.

The third and fourth research questions investigate whether the participants' motivation and metacognition levels change according to their department. In order to answer these questions, inferential statistical analysis of the participants' answers was computed. Then, One-Way ANOVA was performed to see the difference of motivation and metacognition levels among the departments.

The fifth research question tries to find out the relationship among motivation, metacognition and academic achievement of participants. In order to find an answer to this question, students' motivation, metacognition, and end-of-term notes have been transcribed into SPSS. Then, Pearson Product Moment Correlation was applied to the data. In addition, sub-categories of motivation and metacognitive awareness were also examined and Pearson Product Moment Correlation was applied to these sub-categories.

3.5. Reliability and Validity

According to Fraenkel and et al. (2012), validity allows us to see how meaningful and appropriate data are obtained by means of an instrument. Likewise, reliability represents if these data are consistent or not. To ensure the validity and reliability of the survey in this study, the questionnaire was revised by two other English instructors, a Turkish instructor, an expert in research design and three students before the

questionnaire was applied. In this way, the researcher checked whether each item in the questionnaire is suitable and clear enough for the administration. In this respect, after conducting the questionnaire, the researcher calculated the validity and the reliability analyses of the present study by using SPSS 23. The reliability coefficients for the motivation and attitude questionnaire and the sub-categories are given in Table 8.

Table 8.

Cronbach's Alpha Coefficients of MAQ for the Present Study

Sub-scales	Cronbach Alpha
Integrative Motivation	.88
Instrumental Motivation	.94
Total	.92

As shown in Table 8, Cronbach's alpha coefficients of MAQ and its sub-scales are all above .80. The total reliability analysis shows that MAQ is highly reliable (α =.92). These results are even higher than Mendi's (2009) results (See Section 3.3.2). The reliability coefficients for the Metacognitive Awareness Inventory scale and the sub-categories are also calculated, which are given in Table 9.

Table 9.

The Reliability Coefficients for the Metacognitive Awareness Inventory

Sub-categories	Sub-dimensions	Cronbach Alpha
Knowledge about Cognition		.88
	Declarative Knowledge	.85
	Procedural Knowledge	.75
	Conditional Knowledge	.82
Regulation of Cognition		.88
	Planning	.86
	Information Management Strategies	.88
	Comprehension Monitoring	.80
	Debugging Strategies	.80
	Evaluation	.82
Total		.93

When Table 9 is examined, it is seen that the reliability coefficient for the whole scale is .93 and the reliability coefficient for the subscales is between .75 and .88. In general, scales with a reliability coefficient of .70 and above are considered reliable (Fraenkel, Wallend & Hyun, 2012). Therefore, when the criterion of reliability coefficient is taken into consideration, it can be said that all of the values obtained from reliability studies metacognitive awareness scale and its sub-categories are acceptable.

CHAPTER IV

4. RESULTS

4.1. Results of the First Research Question

The first research question attempts to reveal participants' motivation level of foreign language learning. There were 30 items in the foreign language motivation questionnaire which was based on a 5-point Likert scale format. As stated by Öztürk and Gürbüz (2013), scores above 4 represent high motivation level and scores between 3 and 4 represent moderate motivation level whereas scores below 3 represent low motivation level. In order to determine participants' level of motivation and its sub-constructs (integrative and instrumental), descriptive statistics such as frequencies, percentages, mean scores, standard deviation, and standard error mean was computed. The results are shown in Table 10.

Table 10.

Participants' Levels of Motivation and Its Sub-Constructs

Motivation Type	Level	Frequency	Percentage	Mean	Std. Error	Std. Deviation
Integrative Motivation	Low	6	4.4	3.75	.03	.46
	Moderate	70	51.5			
	High	60	44.1			
Instrumental Motivation	Low	7	5.15	4.20	.05	.63
	Moderate	23	16.91			
	High	106	77.94			
General Motivation	Low	8	5.8	4.05	.04	.50
	Moderate	52	38.2			
	High	76	55.8			

As it can be seen in Table 10, preparatory class students at Mardin Artuklu University have a high level of general language learning motivation (M=4.05, SD=.50). Only 8 students have a low level of motivation whereas 52 of them have a moderate level and 76 students have high level of motivation. The participants' instrumental orientation level (M=4.20, SD=.63) is also high. There are only 7 students

who have low instrumental motivation. 23 students have moderate level and 106 students have high integrative motivation level. However, participants have moderate levels of integrative motivation (M=3.75, SD=.46). 6 students have low integrative motivation while there are 70 students with moderate level and 60 students with high level of integrative motivation. These results are similar to the results of studies conducted by Aydın (2007), Mendi (2009), Öztürk (2012) and Çetinkaya (2017).

In order to better understand the participants' motivation for language learning, all items in the survey were examined in detail. Descriptive analysis of each item such as frequency, percentage, mean score and standard deviation was performed. Table 11 presents the participants' responses for each item specifically related to instrumental motivation.

Table 11.

Descriptive Statistics of Participants' Instrumental Motivation

Statements	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Mean	Std. Deviation
	f	%	f	%	f	%	f	%	f	%		
1. If I could speak English well, I could do a more interesting job.	0	0	0	0	2	1.5	32	23.5	102	75.0	4.73	.47
2. If I could speak English well, I could travel more for official purposes.	0	0	3	2.2	9	6.6	29	21.3	95	69.9	4.58	.71
3. I would have financial benefits if I had a good English proficiency.	1	0.7	6	4.4	10	7.4	45	33.1	74	54.4	4.36	.85
4. My colleagues usually know a foreign language at least at an intermediate level.	6	4.4	1	0.7	31	22.8	65	47.8	33	24.3	3.86	.94
5. My bosses expect me to learn English.	10	7.4	6	4.4	21	15.4	42	30.9	57	41.9	3.95	1.19
6. Without knowing English well, I cannot expect a promotion.	6	4.4	2	1.5	19	14.0	44	32.4	65	47.8	4.17	1.02
7. The prominent members of my profession know English at least at an intermediate level.	6	4.4	5	3.7	25	18.4	59	43.4	41	30.1	3.91	1.01
8. English proficiency is important to me because it is indispensable for establishing an international reputation.	4	2.9	5	3.7	12	8.8	30	22.1	85	62.5	4.37	0.99
9. It is indispensable for me to take the State language exam in order to achieve a specific goal. (scholarship, degree)	7	5.1	8	5.9	34	25.0	48	35.3	39	28.7	3.76	1.09

When Table 11 above is examined, it can be seen that the majority of the participants strongly agree or agree with the idea that speaking English well can provide them with better job opportunities (Item 1; M =4.73, SD =.47). When we look at the second item, we can understand that most of the participants also think that they can travel more for professional purposes thanks to the ability to speak English well (M=4.58, SD=.71). In addition, when we examine the sixth item, we figure out that most of the participants are aware that they may have difficulty in being promoted without knowing English well (M=4.17, SD=1.0). These findings show that most of the students are aware of the importance of English in professional terms.

However, there are also conflicting findings when we examine the other items that emphasize the professional importance of English. When the participants are asked about bosses' expectations of speaking English from workers (item 5), some of the participants disagree or remain undecided with the statement (F=37, P=27.2 %). Also, nearly 26 % of the participants (F=36) disagree or remain undecided with the statement that leading members of their future profession can speak English at least at an intermediate level (item 7). These findings indicate that there is a need to focus on explaining to the students the professional importance of English. In this way, they can increase the students' motivation levels.

In the current study, the mean score of all students' replies for their integrative motivation was found as 3.75. This finding shows that their integrative motivation is at a moderate level. After examining the descriptive analysis of the questionnaire items about this part, some considerable results have been found. Table 12 below presents the results obtained from the participants.

Table 12.

Descriptive Statistics of Participants' Integrative Motivation

Statements	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Mean	Std. Deviation
	f	%	f	%	f	%	f	%	f	%		
1. If I spent long time abroad, I'd make great effort to learn the local language although I could easily get by with what I already know.	1	0.7	1	0.7	5	3.7	57	41.9	72	52.9	4.45	.67
2. I would like to learn as many languages as possible.	3	2.2	0	0	10	7.4	44	32.4	79	58.1	4.44	.81
3. After finishing learning English, I'd like to learn another language.	4	2.9	1	7.0	5	3.7	38	27.9	88	64.7	4.50	.85
4. For me learning a foreign language is a hobby.	13	9.6	12	8.8	21	15.4	51	37.5	39	28.7	3.66	1.24
5. Sometimes learning foreign language is burden for me.	86	63.2	29	21.3	14	10.3	1	0.7	6	4.4	1.61	1.01
6. Learning a foreign language is an exciting activity.	5	3.7	0	0	9	6.6	56.0	41.2	66	48.5	4.30	.89
7. I don't like the process of learning a foreign language and I do it only because I need the language.	81	59.6	37	27.2	4	2.9	8	5.9	6	4.4	1.68	1.07
8. Learning a foreign language gives me a feeling of achievement.	0	0	1	0.7	8	5.9	37	27.2	90	66.2	4.58	.63
9. Learning a foreign language often makes me happy.	3	2.2	0	0	6	4.4	52	38.2	75	55.1	4.44	.77
10. Studying English is important to me because it provides an interesting intellectual activity.	4	2.9	4	2.9	5	3.7	57	41.9	66	48.5	4.30	.90
11. English proficiency is a part of the general culture.	10	7.4	7	5.1	22	16.2	57	41.9	40	29.4	3.80	1.13
12. I am learning English to become more educated.	4	2.9	5	3.7	7	5.1	53	39.0	67	49.3	4.27	.94

Table 12. (cont.)

13. English proficiency is important to me because it allows to learn about current intellectual trends of world, and to broaden my view.	4	2.9	3	2.2	7	5.1	53	39.0	69	50.7	4.32	.90
14. English proficiency is indispensable for a Turkish person to be able to live a fulfilling life.	13	9.6	15	11.0	26	19.1	42	30.9	40	29.4	3.59	1.27
15. Everybody in Turkey should learn English at least an intermediate level.	4	2.9	5	3.7	17	12.5	39	28.7	71	52.2	4.23	1.00
16. The more I learn British /Americans, the more I like them.	24	17.6	22	16.2	47	34.6	32	23.5	11	8.1	2.88	1.19
17. Most of my favourite artists are either British or American.	13	9.6	17	12.5	38	27.9	45	33.1	23	16.9	3.35	1.18
18. Britain and America are among the most exciting countries.	19	14.0	23	16.9	29	21.3	37	27.2	28	20.6	3.23	1.33
19. British/American culture is of vital importance in the World.	6	4.4	11	8.1	32	23.5	51	37.5	36	26.5	3.73	1.07
20. English proficiency is important to me because it will allow me to get to know about various cultures and people.	3	2.2	1	0.7	7	5.1	48	35.3	77	56.6	4.43	.81
21. Studying English is important to me because it offers a new challenge in my life, which would otherwise become a bit monotonous.	8	5.9	8	5.9	29	21.3	48	35.3	43	31.6	3.80	1.12

Depending on the statistics of Table 12, it is seen (in item 8) that the majority of the participants strongly agree or agree with the idea that learning English provides a feeling of achievement (M=4.58, SD=.63). When we look at the third item, we understand that most of the participants have a tendency to learn another new language after learning English well (M=4.50, SD=.85). Another item with a high mean score is the first item (M=4.45, SD=.67). The statistical analysis of this item indicates that most of the participants believe that if they had to live abroad for a long time, they would try to learn the mother tongue used in that country even if they could speak English. The second item (M=4.44, SD=.81) and the ninth item (M=4.44, SD=.77) point out that the participants believe that learning a foreign language makes them happy, and thus, they want to learn as many foreign languages as possible.

As seen in the table, there are also two items with a very low mean score. In the fifth item, it is stated that language learning is sometimes a burden (M=1.61, SD=1.01). However, the percentages of strongly disagree (63.2) and disagree (21.3) for this item shows us that the majority of the students do not accept this statement. Another item with a low mean score is the seventh item which states that the participant does not like the language learning process and does it only because s/he needs that language (M=1.68, SD=1.07). Yet, the percentage of students strongly disagreeing (59.6) and disagreeing (27.2) with this statement is quite high. These findings indicate that the majority of the students participating in the study have positive attitudes towards language learning and consequently their integrative motivations have increased.

Some items in the table refer to the importance of English in terms of culture. However, the students' answers revealed conflicting results. The twentieth item states that English proficiency allows the participant to learn about various cultures and people (M=4.43, SD=.81). The percentages of strongly agree (56.6) and agree (35.3) for this item shows us that the majority of the students accept this statement. On the other hand, mean scores of the items related to British and American culture are lower. For example, the mean score of the sixteenth item stating that the participants will like them more when they become more familiar with the British and Americans is 2.88. Also, only 31.6 % of the participants agree with this statement. The mean score of the seventeenth item, stating that the most popular artists are either British or American, is 3.35. 22.1 % of the participants do not agree with this statement and 27.9 % of them remain undecided. Lastly, the mean score of the eighteenth item, indicating that England and America are among the most exciting countries, is 3.23. Also, 31.9 % of

the participants disagree with this statement while 21.3 % of them remain undecided. These findings show that some of the students have negative attitudes towards British and American culture.

4.2. Results of the Second Research Question

The second research question attempts to find out the metacognition level of participants in terms of knowledge about cognition and regulation of cognition. There were 52 items in the metacognitive awareness inventory which was based on a 5-point Likert scale format. In order to determine participants' level of metacognitive awareness and its sub-constructs (knowledge about cognition and regulation of cognition), descriptive statistics such as frequencies, percentages, mean scores, standard deviation and standard error mean were analyzed. The results are shown in Table 13.

Table 13.

Participants' Levels of Metacognition and Its Sub-Constructs

Metacognition Type	Level	Frequency	Percentage	Mean	Std. Error	Std. Deviation
Knowledge about Cognition	Low	4	2.94	3.95	.03	.46
	Moderate	72	52.94			
	High	60	44.12			
Regulation of Cognition	Low	8	5.88	3.79	.04	.49
	Moderate	84	61.76			
	High	44	32.35			
General Metacognition	Low	8	5.88	3.87	.03	.45
	Moderate	80	58.82			
	High	48	35.30			

When we examine the data in Table 13, we see that participants' general metacognitive awareness and its sub-categories are at the moderate level. The mean score of knowledge about cognition is 3.95 (SD=.46). There are only 4 students with low level of knowledge about cognition whereas 72 students have moderate level and 60 students have high level of knowledge about cognition. The mean score of regulation of cognition is 3.79 (SD=.49). Only 8 students have low level of regulation of cognition.

There are 84 students who have moderate level and 44 students who have high level of regulation of cognition. Lastly, the mean score of general metacognitive awareness level is 3.87 (SD=.45). When we analyze this part, we see that 8 of the participants (5.8 %) have low level of metacognition while 48 participants (35.3 %) have high level of metacognition. On the other hand, 80 of participants (58.8 %) have moderate level of metacognition. This analysis demonstrates that the metacognition level of preparatory class students is in the moderate level.

Apart from the analysis of sub-categories and general metacognition level in the metacognitive awareness inventory scale, the items of each component were also analyzed in order to understand participants' metacognition better. In this respect, sub-sections of knowledge about cognition and regulation of cognition are examined in detail. Firstly, the frequencies, percentages, mean score and standard deviation of each item related to declarative knowledge are computed. The findings are presented in Table 14.

Table 14.

Descriptive Analysis of Participants' Declarative Knowledge

Statements	Never		Rarely		Sometimes		Very often		Always		Mean	Std. Deviation
	f	%	f	%	f	%	f	%	f	%		
1. I understand my intellectual strengths and weaknesses.	5	3.7	10	7.4	7	5.1	45	33.1	69	50.7	4.19	1.07
2. I know what kind of information is most important to learn.	1	0.7	5	3.7	26	19.1	60	44.1	44	32.4	4.03	.85
3. I am good at organizing information.	1	0.7	12	8.8	31	22.8	67	49.3	25	18.4	3.75	.88
4. I know what the teacher expects me to learn.	0	0	3	2.2	16	11.8	63	46.3	54	39.7	4.23	.74
5. I am good at remembering information.	1	0.7	14	10.3	28	20.6	69	50.7	24	17.6	3.74	.89
6. I have control over how well I learn.	2	1.5	12	8.8	25	18.4	67	49.3	30	22.1	3.81	.92
7. I am a good judge of how well I understand something.	1	0.7	5	3.7	26	19.1	70	51.5	34	25.0	3.96	.81
8. I learn more when I am interested in the topic.	2	1.5	5	3.7	4	2.9	17	12.5	108	79.4	4.64	.83

The overall mean score of the section on declarative knowledge was found as 4.04. When we examine the items one by one, we see that the item with the highest mean score is the eighth item (M = 4.64, SD =.83). According to these findings, 79.4 % of the students think that the more the subjects are interesting, the better they can learn. However, only 2 of the students who does not agree this. Another item with a high mean score is the fourth item (M = 4.23, SD = .74). Accordingly, 39.7% of the students believe that they always know what their teachers expect them to learn whereas 46.3% of them know what their teachers expect them to learn very often. On the other hand, there are not any students who never know their teachers expectations concerning learning goals. Based on these findings, it can be commented that it is necessary for teachers and lecturers to choose the best subjects that will attract the attention of the students while teaching English and to state clearly what is expected from students on certain tasks.

The item with the lowest mean score is the fifth item (M=3.74, SD=.89). According to the analysis of this item, only 17.6% of the students think that they are always good at recalling information whereas only 2 students believe they are good at doing this. Another item with a low mean score is the third item (M=3.75, SD=.88). Accordingly, 18.4 % of the students state that they are always good at regulation of the information while only 1 student believe that s/he is never good at regulating information. Another important sub-section of metacognition is procedural knowledge overall mean score of which was found as 3.75. Descriptive statistics of participants' procedural knowledge are presented in Table 15.

Table 15.

Descriptive Analysis of Participants' Procedural Knowledge

Statements	Never		Rarely		Sometimes		Very often		Always		Mean	Std. Deviation
	f	%	f	%	f	%	f	%	f	%		
9. I try to use strategies that have worked in the past.	1	0.7	22	16.2	17	12.5	58	42.6	38	27.9	3.80	1.04
10. I have a specific purpose for each strategy I use.	4	2.9	14	10.3	23	16.9	48	35.3	47	34.6	3.88	1.08
11. I am aware of what strategies I use when I study.	3	2.2	12	8.8	20	14.7	67	49.3	34	25.0	3.86	.96
12. I find myself using helpful learning strategies automatically.	5	3.7	17	12.5	45	33.1	45	33.1	24	17.6	3.48	1.03

As it can be seen, the item with the highest mean score is the tenth item (M=3.88, SD=1.08). This shows that students generally have specific purposes for every strategy they use. Another item with a high mean score is the eleventh item (M=3.86, SD=.96). According to the analysis of this item, 25% of the students state that they are always aware of what strategies to use when studying. Likewise, 49.3% of them have this awareness very often. The items with the lowest mean scores is the twelfth item (M=3.48, SD=1.03). This item is about using helpful strategies automatically. Only 17.6% of the students state that they always do this. Another important point that attracts our attention is that the mean scores of all items are at a moderate level. Since students with procedural knowledge know how to do a particular task or how to perform the procedural steps that form this task, this type of knowledge enables them to perform tasks automatically by using various strategies. Thus, there is a need to help the students increase their level of procedural knowledge.

The last sub-section of knowledge about cognition is conditional knowledge. As previously stated, conditional knowledge is related to knowing when to use or avoid using a skill or strategy and having the awareness of why and under what conditions this specific skill or strategy works. Improving this knowledge will also enhance the declarative and procedural information which will, in turn, increase the general metacognition level. In the study, the mean score of conditional knowledge was found as 4.05. Descriptive analysis of this section is presented in Table 16 below.

Table 16.

Descriptive Analysis of Participants' Conditional Knowledge

Statements	Never		Rarely		Sometimes		Very often		Always		Mean	Std. Deviation
	f	%	f	%	f	%	f	%	f	%		
13. I learn best when I know something about the topic.	2	1.5	0	0	5	3.7	28	20.6	101	74.3	4.66	.69
14. I use different learning strategies depending on the situation.	2	1.5	7	5.1	29	21.3	58	42.6	40	29.4	3.93	.92
15. I can motivate myself to learn when I need to.	2	1.5	13	9.6	26	19.1	41	30.1	54	39.7	3.97	1.05
16. I use my intellectual strengths to compensate for my weaknesses.	0	0	9	6.6	31	22.8	57	41.9	39	28.7	3.92	.88
17. I know when each strategy I use will be most effective.	1	0.7	5	3.7	46	33.8	56	41.2	28	20.6	3.77	.84

When we examine the items one by one, we see that the item with the highest mean score is the thirteenth item (M=4.66, SD=.69). According to the analysis of this item, most of the students (74.3 %) are aware that they can always learn a subject better when they know something about it in advance. On the other hand, there are only 2 students who state that they never learn a subject better when knowing something about it in advance. The other item with a high mean score is the fifteenth item (M=3.97, SD=1.05). Accordingly, 39.7 % of the students think that they can always motivate themselves to learn the information when they need and 30.1% who can motivate themselves very often in this situation. In the table, the item with the lowest mean score is the seventeenth item (M=3.77, SD=.84). This shows that 20.6 % of the students think always know when each strategy will be most effective. There is only one student who does not have an awareness about this issue; there are 5 students who state that they rarely know when each strategy will be most effective.

As previously stated, conditional knowledge is related to knowing when to use or avoid using a skill or strategy and having the awareness of why and under what conditions this specific skill or strategy works. Improving this knowledge will also enhance the declarative and procedural information which will, in turn, increase the general metacognition level. For this reason, teachers and lecturers should strive to increase the conditional knowledge of their students.

The second sub-category of metacognition is the regulation of cognition. It comprises the knowledge about planning the learning process, performing strategies to manage what is learned, monitoring learning, correcting comprehension errors, and evaluating the learning (Schraw & Dennison, 1994). Accordingly, regulation of cognition has five sub-sections. The first section is planning. It is also the section with the highest overall mean score (M=3.85, SD=.64). Descriptive analysis of the answers of the students on the items related to this section is given in Table 17.

Table 17.

Descriptive Analysis of Participants' Answers Related to Planning

Statements	Never		Rarely		Sometimes		Very often		Always		Mean	Std. Deviation
	f	%	f	%	f	%	f	%	f	%		
1. I pace myself while learning in order to have enough time.	2	1.5	14	10.3	34	25.0	51	37.5	35	25.7	3.75	.99
2. I think about what I really need to learn before I begin a task.	1	0.7	3	2.2	14	10.3	45	33.1	73	53.7	4.36	.81
3. I set specific goals before I begin a task.	4	2.9	19	14.0	26	19.1	50	36.8	37	27.2	3.71	1.10
4. I ask myself questions about the material before I begin.	7	5.1	27	19.9	41	30.1	35	25.7	26	19.1	3.33	1.14
5. I think of several ways to solve a problem and choose the best one.	2	1.5	7	5.1	25	18.4	45	33.1	57	41.9	4.08	.96
6. I read instructions carefully before I begin a task.	2	1.5	9	6.6	26	19.1	47	34.6	52	38.2	4.01	.98
7. I organize my time to best accomplish my goals.	7	5.1	13	9.6	33	24.3	43	31.6	40	29.4	3.70	1.14

As it is seen in Table 17, the item with the highest mean score is the second item (M=4.36, SD=.81). This means that the majority of the students (53.7 %) always think what they need to learn before they start a task whereas only 1 student never does this. Another item with a high mean score is the fifth one (M=4.08, SD=.96). Accordingly, before they solve a problem, most of the students (41.9%) consider many ways and select the best one while 2 students never do this. The item with the lowest mean score, in the table, is the fourth item (M=3.33, SD=1.14). In accordance with this, before beginning to a task, 19.1 % of the students always ask themselves questions about the material while 25.7 % of them do this very often. The first (M = 3.75) and seventh (3.70) items that are related to the adjustment of the time before starting a task are seen to be at the moderate level. These findings show that students generally focus on learning process and methods before starting a task, but they neglect the material.

The second sub-section of regulation of cognition is information management strategies. The information management strategies contain the strategy sequences that are employed to process information more efficiently. Strategies such as organizing, elaborating, summarizing and selective focusing can be good examples for this sub-section (Schraw & Dennison, 1994). The mean score of this sub-section was found as 3.80 at this study, which means it is at a moderate level. Descriptive analysis of the answers of the students on the items related to this section is given in Table 18.

Table 18.

Descriptive Analysis of Participants' Information Management Strategies

Statements	Never		Rarely		Sometimes		Very often		Always		Mean	Std. Deviation
	f	%	f	%	f	%	f	%	f	%		
8. I slow down when I encounter important information.	1	0.7	14	10.3	22	16.2	45	33.1	54	39.7	4.00	1.02
9. I consciously focus my attention on important information.	1	0.7	1	0.7	19	14.0	56	41.2	59	43.4	4.25	.77
10. I focus on the meaning and significance of new information.	2	1.5	4	2.9	23	16.9	58	42.6	49	36.0	4.08	.88
11. I create my own examples to make information more meaningful.	5	3.7	15	11.0	41	30.1	51	37.5	24	17.6	3.54	1.02
12. I draw pictures or diagrams to help me understand while learning.	22	16.2	51	37.5	28	20.6	20	14.7	15	11.0	2.66	1.22
13. I try to translate new information into my own words.	1	0.7	8	5.9	12	8.8	64	47.1	51	37.5	4.14	.86
14. I use the organizational structure of the text to help me learn.	1	0.7	9	6.6	25	18.4	55	40.4	46	33.8	4.00	.92
15. I ask myself if what I'm reading is related to what I already know.	7	5.1	4	2.9	24	17.6	56	41.2	45	33.1	3.94	1.04
16. I try to break studying down into smaller steps.	5	3.7	16	11.8	29	21.3	44	32.4	42	30.9	3.75	1.12
17. I focus on overall meaning rather than specifics.	5	3.7	13	9.6	37	27.2	52	38.2	29	21.3	3.63	1.03

As seen in Table 18, the first three items are related to selective focusing. According to the eighth item (M=4.00, SD=1.02), 39.7 % of the students state that they always slow down as they encounter a valuable information while studying whereas 33.1 % of them remark that they do this very often. With respect to the ninth item (M=4.25, SD=77), 43.4 % of the students always focus on important information consciously while 41.2 % of them do this very often. The tenth item (M=4.08, SD=.88) is related to focusing on the meaning and importance of new information. 36 % of the students always do this whereas 42.6 % of them do this very often. As the mean scores of these three items are above 4, we can say that the students have a high level of selective focusing ability.

The next three items relate to elaborating. According to the eleventh item (M=3.54, SD=1.02), to make information clearer and more meaningful, 17.6 % of the students always create their own examples whereas 37.5 % of them do this very often. The twelfth item (M=2.66, SD=1.22), which has the lowest mean score, is related to drawing pictures or diagrams that facilitate learning. Only 11% of the students say that they do this all the time, while 14.7% of them do it very often. According to the thirteenth item (4.14, SD=.86), 37.5 % of the students always translate information into their own words; similarly, 47.1 % of them use this strategy very often. These findings suggest that students need to be encouraged to use the strategies of creating their own examples and drawing pictures or diagrams to help them better understand new information.

The other three items are concerned to organizing strategy. According to the fourteenth item (M=4.00, SD=.92), 33.8 % of the students always make use of the organizational structure of the text to facilitate learning whereas 40.4 % of them do this very often. The fifteenth item (M=3.94, SD=1.04) is related to questioning whether the information read is related to what is already known. 33.1 % of the students always do this while 41.2 of them use this strategy very often. The last item (M=3.75, SD=1.12) is linked to dividing studying down into smaller steps. Accordingly, 30.9 % of the students do this all the time whereas 32.4 % of them do this very often. According to these findings, it is necessary to help the students develop the strategy of dividing studying time and materials into smaller pieces. Another sub-section is comprehension monitoring, which has the lowest mean score (M=3.69, SD=.59) among the sub-sections of regulation of cognition. It can be explained as assessment of learning and strategy use. Descriptive analysis of the items related to this section is given in Table 19.

Table 19

Descriptive Analysis of Participants' Comprehension Monitoring

Statements	Never		Rarely		Sometimes		Very often		Always		Mean	Std. Deviation
	f	%	f	%	f	%	f	%	f	%		
18. I ask myself periodically if I am meeting my goals.	2	1.15	22	16.2	27	19.9	64	47.1	21	15.4	3.58	.98
19. I consider several alternatives to a problem before I answer.	0	0	12	8.8	25	18.4	54	39.7	45	33.1	3.97	.93
20. I ask myself if I have considered all options when solving a problem.	3	2.2	14	10.3	39	28.7	45	33.1	35	35.7	3.69	1.03
21. I periodically review to help me understand important relationships.	4	2.9	22	16.2	33	24.3	49	36.0	28	20.6	3.55	1.08
22. I find myself analyzing the usefulness of strategies while I study.	7	5.1	9	6.6	32	23.5	55	40.4	33	24.3	3.72	1.06
23. I find myself pausing regularly to check my comprehension.	4	2.9	12	8.8	54	39.7	49	36.0	17	12.5	3.46	.92
24. I ask myself questions about how well I am doing while I am learning something new.	2	1.5	8	5.9	40	29.4	41	30.1	45	33.1	3.87	.99

When we examine the table, we see that the item with the lowest mean score is the twenty-third item (M=3.46, SD=.92). According to this item, only 12.5 % of the students always pause regularly to check their comprehension whereas 36 % of them do this very often. Another item with a low mean score is the twenty-first item (M=3.55, SD=1.08). Accordingly, 20.6 % of the students always review what they have learned periodically to better understand the important relationships. On the other hand, 36 % of them use this strategy very often.

The item with the highest mean score is the nineteenth item (M=3.97, SD=.93). This item is related to considering several alternatives to a problem before answering. Accordingly, there are no students who state that they never use this strategy whereas 33.1% of them say that they always think about alternatives to a problem before answering, and 39.7 % of them doing this very often. Another item with a high mean score is the twenty-fourth item (M=3.87, SD=.99). The item is about asking ourselves questions about how well we are while learning new information. According to the findings of this item, 33.1 of the students always use this strategy, on the other hand, 30.1 % of them use it very often. With respect to the overall findings in the table, it is seen that mean scores of all the items are below 4, which means that the students have a moderate level of comprehension monitoring skill. Therefore, in order to increase the general metacognition level of students, there is a need to teach students comprehension monitoring techniques.

The other sub-section of regulation of cognition is debugging strategy. As stated before, debugging strategies are techniques employed to correct understanding and performance mistakes (Schraw & Dennison, 1994). In this study, the mean score of this section was found as 3.83. Descriptive analysis of the items related to this section is given in Table 20.

Table 20.

Descriptive Analysis of Participants' Debugging Strategies

Statements	Never		Rarely		Sometimes		Very often		Always		Mean	Std. Deviation
	f	%	f	%	f	%	f	%	f	%		
25. I ask others for help when I don't understand something.	4	2.9	11	8.1	24	17.6	44	32.4	53	39.0	3.96	1.07
26. I change strategies when I fail to understand.	4	2.9	6	4.4	33	24.3	60	44.1	33	24.3	3.82	.94
27. I re-evaluate my assumptions when I get confused.	1	0.7	13	9.6	34	25.0	54	39.7	34	25.0	3.78	.95
28. I stop and go back over new information that is not clear.	8	5.9	14	10.3	48	35.3	47	34.6	19	14.0	3.40	1.04
29. I stop and reread when I get confused.	2	1.5	4	2.9	23	16.9	42	30.9	65	47.8	4.20	.92

Analyzing the table, the first item that attracts attention is the twenty-ninth item that has the highest mean score (M=4.20, SD=.92). According to the findings of this item, 47.8 % of the students always stop and reread when they get confused. On the other hand, 30.9 % of them state that they do this very often. Another item with a high mean score is the twenty-fifth item (M=3.96, SD=1.07). Accordingly, 39 % of the students always ask for help if they do not understand something whereas 32.4 % of them do this very often. The item with the lowest mean score, in the table, is the twenty-eighth item (M=3.40, SD=1.04). With respect to the findings, only 14 % of the students always go back over new information that is not clear when needed. Moreover, 34.6 % of them use this strategy very often. However, only 8 of the students never use this strategy.

The last sub-section of regulation of cognition is the evaluation. Evaluation refers to the analysis of the products, performance, regulatory processes and strategy effectiveness of one's learning. Evaluation skills may also cover re-evaluating goals and conclusion after completing a task (Schraw& Dennison, 1994). Good language learners must have the ability to evaluate the efficacy of their learning process. In this study, the mean score of this sub-section was found as 3.79. Descriptive analysis of the items related to this section is given in Table 21.

Table 21.

Descriptive Analysis of Participants' Answers Related to Evaluation

	Never		Rarely		Sometimes		Very often		Always		Mean	Std. Deviation
Statements	f	%	f	%	f	%	f	%	f	%		
30. I know how well I did once I finish a test.	0	0	21	15.4	17	12.5	54	39.7	44	32.4	3.88	1.03
31. I ask myself if there was an easier way to do things after I finish a task.	8	5.9	12	8.8	21	15.4	64	47.1	31	22.8	3.72	1.09
32. I summarize what I've learned after I finish.	1	0.7	25	18.4	33	24.3	35	25.7	42	30.9	3.67	1.12
33. I ask myself how well I accomplish my goals once I'm finished.	2	1.5	3	2.2	34	25.0	65	47.8	32	23.5	3.89	.83
34. I ask myself if I have considered all options after I solve a problem.	5	3.7	25	18.4	33	24.3	46	33.8	27	19.9	3.47	1.11
35. I ask myself if I learned as much as I could have once I finish a task.	1	0.7	6	4.4	35	25.7	60	44.1	34	25.0	3.80	.86

The first item that attracts our attention when looking at the table is the thirty-fourth item that has the lowest mean score (M=3.47, SD=1.11). According to the findings, 19.9 % of the students always ask themselves whether they have considered all options after solving a problem. Similarly, 33.8 % of them use this strategy very often. Another item with a low mean score is the thirty-second item (M=3.67, SD=1.12). Accordingly, 30.9 % of the students always summarize what they have learned after finishing while 25.7 % of them do this very often. However, only 1 student never use this strategy.

The item with the highest mean score is the thirty-third item (M=3.89, SD=.83). This item is about asking how well we achieve our goals after completing a specific task. 23 % of the students always use this strategy whereas 47.8 of them use it very often. On the other hand, only 2 students never do this. Another item with a high mean score is the thirtieth item (M=3.88, SD=1.03). It is about being aware of how well we did once finishing a test. With respect to the findings, 32.4 % of the students always know how well they did in a test while 39.7 % of them have this awareness very often. Also, there are no students who state that they never know how well they did in a test. When we look at the whole table, we see that the mean scores of all items are below 4, which means that students have a moderate level of evaluation ability.

4.3. Results of the Third Research Question

The third research question intends to reveal whether the participants' motivation level changes according to their department. 136 students from Applied English and Translation Studies, Political Science and International Relations, Philosophy, History of Art, Anthropology, Economics, and English Language and Literature participated in the study. The answers of the participants were analyzed and One-Way ANOVA was performed to see the difference of motivation level among the departments. Statistical analysis according to the departments are given in the Table 22.

Table 22.

The Difference among the Motivation Levels of Departments

	Department	Number	Mean	Std. Deviation	F	P value
Integrative Motivation	Applied English and Translation Studies	20	4.05	.27	4.60	.001
	English Language and Literature	30	4.01	.28		
	Economics	16	3.83	.45		
	Political Science and International Relations	20	3.71	.37		
	Philosophy	20	3.68	.43		
	Anthropology	14	3.67	.53		
	History of Art	16	3.47	.68		
Instrumental Motivation	Political Science and International Relations	20	4.37	.42	3.16	.006
	English Language and Literature	30	4.34	.40		
	Applied English and Translation Studies	20	4.33	.50		
	Economics	16	4.22	.60		
	Philosophy	20	4.19	.59		
	Anthropology	14	4.08	.41		
	History of Art	16	3.62	1.16		
General Motivation	Applied English and Translation Studies	20	4.19	.37	3.85	.001
	English Language and Literature	30	4.17	.28		
	Economics	16	4.03	.50		
	Political Science and International Relations	20	4.02	.35		
	Philosophy	20	3.95	.44		
	Anthropology	14	3.87	.44		
	History of Art	16	3.54	.88		

With relation to the statistical analysis of the relationship between motivation and department, the findings show that there is a statistically significant relationship

between participants' motivation and department since p value of the components is below .05. Accordingly, the students of Applied English and Translation Studies (M=4.05, SD=.27) and English Language and Literature departments (M=4.01, SD=.28) have high level of integrative motivation while students of other departments have moderate level of integrative motivation. The departments with the lowest level of integrative motivation are History of Art with the mean score of 3.47 (SD=.68), Anthropology with the mean score of 3.67 (SD=.53) and Philosophy with the mean score of 3.68 (SD=.43).

When it comes to instrumental motivation, it is understood that the students of History of Art department have moderate level of instrumental motivation (M=3.62, SD=1.16). On the other hand, the students of all the other departments have high level of instrumental motivation. The departments with the highest levels of instrumental motivation are Political Science and International Relations (M=4.37, SD=.42), English Language and Literature (M=4.34, SD=.40) and Applied English and Translation Studies (M=4.33, SD=.50) respectively.

The mean scores of general motivation levels according to the departments also support these results. The students of Applied English and Translation Studies (M=4.19, SD=.37), English Language and Literature (M=4.17, SD=.28), Economics (M=4.03, SD=.50) and Political Science and International Relations (M=4.02, SD=.35) departments have high level of general language learning motivation while students of other departments have moderate level of general language learning motivation. It is seen that the departments that have the lowest level of general language learning motivation are History of Art (M=3.54, SD=.88) and Anthropology (M=3.87, SD=.44). Thus, the students need to be aware of the fact that language learning motivation is one of the most important factors that affect success.

4.4. Results of the Fourth Research Question

The fourth research question aims to reveal whether the participants' metacognitive awareness level changes according to their department. The answers of the participants of the same seven departments were analyzed. One-Way ANOVA was applied to see the difference in metacognitive awareness level among the departments. The results are given in the Table 23.

Table 23.

The Difference among the Metacognition Levels of Departments

	Department	Number	Mean	Std. Deviation	F	P value
Knowledge about Cognition	English Language and Literature	30	4.03	.42	.58	.740
	Applied English and Translation Studies	20	4.01	.38		
	Philosophy	20	3.99	.37		
	Political Science and International Relations	20	3.96	.61		
	Economics	16	3.91	.11		
	Anthropology	14	3.88	.56		
	History of Art	16	3.79	.63		
Regulation of Cognition	Applied English and Translation Studies	20	3.96	.35	1.59	.155
	English Language and Literature	30	3.90	.49		
	Anthropology	14	3.81	.44		
	Philosophy	20	3.80	.46		
	Political Science and International Relations	20	3.77	.53		
	Economics	16	3.74	.22		
	History of Art	16	3.49	.75		
General Metacognition	Applied English and Translation Studies	20	3.96	.35	1.00	.427
	English Language and Literature	30	3.96	.43		
	Philosophy	20	3.90	.38		
	Political Science and International Relations	20	3.89	.56		
	Anthropology	14	3.84	.46		
	Economics	16	3.83	.14		
	History of Art	16	3.64	.68		

With relation to the statistical analysis of the relationship between metacognition and department, the findings show that there is not a statistically significant difference

between participants' departments and metacognition level since p value of all components are all higher than .05. However, there are remarkable values in the mean scores of departments. The students of Applied English and Translation Studies (M=4.01, SD=.38) and English Language and Literature (M=4.03, SD=.42) departments have high level of knowledge about cognition while the students in the other departments have moderate level of knowledge about cognition. The departments with the lowest level of knowledge about cognition are History of Art with the mean score of 3.79 (SD=.63) and Anthropology with the mean score of 3.88 (SD=.56).

When it comes to regulation of cognition, it is seen that the students of all the departments have moderate level in regulation of cognition since the mean scores of all departments are below 4. Besides, the departments with the highest levels are Applied English and Translation Studies (M=3.96, SD=.35) and English Language and Literature departments (M=3.90, SD=.49). On the other hand, History of Art with the mean score of 3.49 (SD=.75) and Economics with the mean score of 3.74 (SD=.22) are the departments that have the lowest level in regulation of cognition.

The mean scores of general metacognition levels according to the departments also support these results. The students of all the departments have moderate level of metacognitive awareness. In addition, the departments with the highest levels are Applied English and Translation Studies (SD=.35) and English Language and Literature departments (M=3.96, SD=.43). The metacognition level of Philosophy department (M=3.90, SD=.38) is also remarkable. On the other hand, the department with the lowest level of metacognitive awareness is History of Art with the mean score of 3.64 (SD=.68). Based on these findings, it is understood that it is necessary for lecturers of these departments to create an awareness among the students that metacognition exists, it is different from cognition, and it increases academic achievement.

4.5. Results of the Fifth Research Question

The fifth research question attempts to find out the relationship among motivation, metacognitive awareness and academic achievement of participants. In order to find the answer to this question, students' motivation, metacognitive awareness, and end-of-term notes have been analyzed and Pearson Product Moment Correlation was applied to the data. The results are presented in Table 24.

Table 24.

Correlations among Motivation, Metacognition and Academic Achievement

	Motivation	Metacognition	Academic achievement
Motivation	1	.52**	.83**
Metacognitive awareness	.52**	1	.65**
Academic achievement	.83**	.65**	1

**. Correlation is significant at the 0.01 level (2-tailed).

The results proved that there is a statistically significant positive relationship among all variables ($p \leq .001$; N=136). The highest significant correlation is between motivation and academic achievement (r =.83). In addition, the correlation between metacognitive awareness and academic achievement is also considerable (r =.65). The lowest significant correlation is between motivation and metacognitive awareness (r =.52), which is still meaningful. The correlations among the sub-categories are also analyzed. Table 25 shows the interrelationship among the sub-categories of motivation and metacognition.

Table 25.

Correlations among the Sub-Categories of Metacognition and Motivation

	Academic achievement	Knowledge about cognition	Regulation of cognition	Integrative motivation	Instrumental motivation
Academic achievement	1	.62**	.61**	.76**	.77**
Knowledge about cognition	.62**	1	.82**	.51**	.40**
Regulation of cognition	.61**	.82**	1	.44**	.49**
Integrative motivation	.76**	.51**	.44**	1	.68**
Instrumental motivation	.77**	.40**	.49**	.68**	1

**. Correlation is significant at the 0.01 level (2-tailed).

As it is seen in the table above, the strongest correlation is between knowledge about cognition and regulation of cognition (r =.82). On the other hand, the lowest correlation is between instrumental motivation and knowledge about cognition (r =.40). The correlations among academic achievement and sub-categories of motivation are also notable, which proves the strong relationship of motivation and academic achievement. The correlation between academic achievement and instrumental motivation is r =.77 while correlation between academic achievement and integrative motivation is r =.76.

To sum up all the findings up to this point, the students of the preparatory class at Mardin Artuklu University have a high level of language learning motivation. In addition, their instrumental motivation level is high while their integrative motivation is at a moderate level. As for the metacognition, it is seen that the students' general metacognition and its sub-categories are at the moderate level. The students of Applied English and Translation Studies, English Language and Literature, Economics and Political Science and International Relations departments generally have a good level of motivation and metacognition whereas there are shortcomings in other departments in this regard. In addition, while there is a significant relationship between language learning motivation and the departments studied, there is no meaningful relationship between metacognition and the departments. Finally, a significant positive correlation is found between motivation, metacognition and academic achievement in the current study. This means that students with high motivation levels also have high levels of metacognition, which, in turn, increases academic achievement. The reason for this results may be the fact that more motivated learners can make deeper analysis and monitor their learning better. Also, developing metacognition enables learners to learn better and this strengthens their motivation.

CHAPTER V

5. CONCLUSION

5.1. Summary of the Study

The current study aimed to determine the relationship among motivation, metacognitive awareness and academic achievement of preparatory-class students at Mardin Artuklu University. The research also aimed to reveal participants' level of motivation regarding two sub-constructs, integrative and instrumental motivation, and whether their motivation level changed according to their department. Another intention of the research was to determine participants' metacognitive awareness level in terms of knowledge about cognition and regulation of cognition, and whether their metacognition level changed according to their department.

In order to collect the data in the study, a survey design was preferred and a questionnaire as a combination of two scales was used. The questionnaire composed of three parts. The first section collected the data about demographic profiles of the students. The second section involved 30 items of Motivation and Attitude Questionnaire which was developed by Dörnyei (1990) and translated into Turkish by Mendi (2009). The last section composed of 52 items of Metacognitive Awareness Inventory which was developed by Schraw and Dennison (1994) and adapted to Turkish by Akın, Abacı, and Çetin (2007). In the study, the students' achievement scores, which consisted of the average of the grades the students got from quizzes, homework, class participation, mid-term exams, and end-of-term exam, were also used to determine their academic achievement in English lesson.

The research was conducted with a total of 136 students studying compulsory English preparatory classes. Since one aspect of the study was comparing the students' motivation and metacognition level according to their departments, the students were grouped according to the departments they are going to study. Twenty students from the Department of Applied English and Translation Studies, 20 students from the Department of Political Science and International Relations, 20 students from the Department of Philosophy, 16 students from the Department of History of Art, 14 students from the Department of Anthropology, 16 students from the department of Economics and lastly 30 students from the Department of English Language and

Literature participated in the study. Among these students, 62 were male and 74 were female.

All the data gathered through the questionnaire were entered into SPSS and a series of measurements were conducted. In order to find out the students' motivation and metacognition level, descriptive statistics such as mean scores, standard deviation and standard error mean were computed. In addition, frequencies and percentages of low, medium and high motivation and metacognition levels were also analyzed. For investigating whether the participants' motivation and metacognition level changes according to their department, statistical analysis of the participants' answers was computed, and One-Way ANOVA was performed to see the difference among the departments. Lastly, to reveal the relationship among motivation, metacognitive awareness and academic achievement of participants, Pearson Product Moment Correlation was applied to their motivation and metacognition level, and achievement scores. Besides, sub-categories of motivation and metacognition were also examined and Pearson Product Moment Correlation was applied to these sub-categories.

5.2. Discussion of the Findings

5.2.1. Discussion of the First Research Question

The first research question of this study aimed to reveal the participants' level of motivation and its sub-constructs (integrative and instrumental). The findings show that preparatory class students at Mardin Artuklu University have a high level of general language learning motivation. It is also seen that the majority of the students consider themselves as highly motivated language learners. Moreover, their instrumental orientation level is also high. However, they have moderate levels of integrative motivation. These results are similar to the results of the studies conducted by Aydın (2007), Vaezi (2008), Mendi (2009), Öztürk and Gürbüz (2013) and Çetinkaya (2017). These results also support the idea that foreign language learners give more importance to instrumental motivation as previously stated by Spolsky (1989), Dörnyei (1990), and Belmechri and Hummel (1998), which is seen as a result of the fact that the students have little chance of social integration into a community by using the target language (Kurum, 2011).

The cause of high instrumental motivation may be that students are aware that being able to speak a foreign language is an important criterion for finding a job or

enhancing business conditions. The reason why students' integrative motivation levels are moderate may be due to students' exposure to English by means of course materials and the media in general. Also, everyone has the chance to communicate with people from other cultures through technology nowadays, which may have led some students to develop a special interest in English. Besides, as English is accepted as a lingua franca, students may be considering integrative motivation as a manner of general international perspective.

One of the points to consider is the fact that some of the students have negative attitudes towards American and British culture. This is one of the reasons why students' level of integrative motivation is not high but moderate. The role and place of culture in language classes has always been a challenging topic for teachers. They have different opinions about including cultural content into the language teaching process. They generally focus on the development of reading, writing, listening, and speaking abilities. However, it is inevitable to address the target culture in a way or another in the language teaching process. As a consequence of this, culture always exists in the teaching process.

Learning target culture allows learners to enhance their knowledge of people's way of life, values, attitudes, and beliefs. Besides helping learners gain awareness of speech acts, connotations, and the proprieties, it also gives them the chance to be a member of the target culture (Sarıçoban & Çalışkan, 2011; Kovács, 2017). Therefore, it is necessary to include the knowledge of the target culture and the development of intercultural competence in the objectives of foreign language teaching. It is also necessary to foster students' curiosity about the target culture. In this way, students' integrative motivation can be developed, which, in turn, will increase the students' general level of language learning motivation.

5.2.2. Discussion of the Second Research Question

The second research question investigated the metacognitive awareness level of participants in terms of knowledge about cognition and regulation of cognition. The results indicate that participants’ general metacognitive awareness and its sub-categories are at the moderate level, which shows that the participants do not consider themselves as good organizers and directors of their own learning. These results are similar to the

results of the studies conducted by Young and Fry (2008), Gassner (2009), Sawhney and Bansal (2015) and Doğan and Tuncer (2017).

These results indicate that the participants think that they do not have a high level of metacognitive awareness. The reasons for this may be that students do not have enough knowledge about cognition. This, in turn, may cause difficulty in comprehension and presentation of a task. Also, they may not have enough awareness of planning, monitoring, and evaluation of strategies, which results in a lack of assessment of products and regulatory processes for an individual while learning. In addition to the reasons arising from students, instructors may not have been able to integrate constructivist understanding into their courses. As a matter of fact, the study conducted by Yurdakul (2004) shows that the metacognitive awareness of the students who participated in the constructivist learning approach applications develops. In addition, in many experimental studies, constructivist learning approach based teaching methods or metacognitive strategies were applied to the experimental group, while traditional teaching methods were applied to the control group. From these studies, it was concluded that metacognitive awareness was developed thanks to constructivist methods (Inan, 2003; Ektem, 2007; Demircioglu, 2008; Baltaci, 2009; Demirsoz, 2010).

The results of the study also showed that, among the sub-sections of knowledge about cognition, declarative and conditional knowledge of students are at a high level; however, their procedural knowledge is at a moderate level. Procedural knowledge helps learners gain awareness of how to do a particular task or how to perform the procedural steps that constitute this task. Therefore, this type of knowledge enables them to perform tasks automatically by using various strategies. Thus, the lecturers and teachers should help the students enhance their procedural knowledge. They can achieve this by using methods such as explaining how to do a specific task explicitly or demonstrating the steps, promoting comparison of alternative solution procedures and encouraging self-explanation when studying solution procedures.

Another important result from this study is that sub-sections of regulation of cognition were at a moderate level. This indicates that students cannot use metacognitive strategies sufficiently. As Paris et al. (1983) states, learning these strategies is highly vital for gaining automaticity and turning strategies into skills. They also express that knowing when, where, and how to use these strategies is as important as knowing the strategies themselves. Therefore, with the intent of providing a faster and more effective learning environment, lecturers and teachers should help their

learners to be aware of strategies as most of the students are generally not aware of them. They should inform students about how to plan, monitor and evaluate their own knowledge and learning. This will help students regulate their cognition and be better self-regulated learners (Nyikos & Oxford, 1993).

5.2.3. Discussion of the Third Research Question

The third research question intended to reveal whether the participants' motivation level changes according to their department. The findings showed that there is a statistically significant relationship between participants' motivation level and department. These results are parallel to the results of the studies conducted by Shaaban and Ghaith (2000), Özçalışan (2012) and Çetinkaya (2017) although they carried out their studies with different departments from those used in this study. It was indicated from the results that the students of Applied English and Translation Studies, English Language and Literature, and Political Political Science and International Relations departments have a high level of language learning motivation while students of other departments have a moderate or low level of integrative motivation.

The reason why these three departments have a high level of motivation might be that students of these departments already know the importance of English for their future job. Also, all three of the fields of translation, literature, and international relations inherently require students to communicate with people from different countries and cultures, thus be proficient at the target language. In addition, students studying in these departments already have a lot of English lessons. Some studies have shown that the study hours are directly proportional to language learning motivation (Spratt, Humphreys & Chan, 2002; Çetinkaya, 2017). As a consequence, this ensures that students of these departments have both high integrative and instrumental motivation. The reason why the students in other departments have lower motivation level might be that students think they do not need to have a high proficiency in English for their future career and spend time with people from other countries. Therefore, they place less importance on the language learning process and spend less time to improve their proficiency.

5.2.4. Discussion of the Fourth Research Question

The purpose of the fourth research question was to explore whether the participants' metacognitive awareness level changed according to their department. The results indicated that there is not a statistically significant relationship between participants' level of metacognition and departments. This result contradicts the studies of Çetinkaya (2017), Peacock and Ho (2003) and Yapıcı and Bada (2004), who found a statistically significant difference between the students of different departments and disciplines in using metacognition. This result can be interpreted as that there is a failure in raising awareness among students about the existence of metacognition and that it is different from cognition and increases academic achievement. It can also be understood that the students need help in constructing explicit knowledge about when and where to use strategies.

As a result of this study, it is also seen that students of Applied English and Translation Studies and English Language and Literature departments have a higher level of metacognition than the other departments. This result can be interpreted as that, although English is considered to be important in all areas, it is a major requirement in these departments. Thus, students of these departments acquire metacognition on their own through trial and error since they seek ways to improve their language level by trying and applying a variety of strategies more frequently to learn the language for both instrumental and integrative factors.

5.2.5. Discussion of the Fifth Research Question

The fifth research question attempted to find out the relationship among motivation, metacognitive awareness and academic achievement of participants. The results demonstrated that there is a statistically significant positive correlation among these three variables. The highest significant correlation is between motivation and academic achievement. These results are similar to the results of previous studies conducted by Schmidt et al. (1996), Kurtoğlu (2013), Gardner (2007), Ghanea et al. (2011), and Çetinkaya (2017). On the other hand, some researchers argue that motivation is not directly related to academic success as it only allows people to participate in a specific action, and it is not an indication of how successful they will be (Csizer and Dörnyei, 2005; Bonney et al. 2008). Accordingly, the findings of Lim's (2012) study showed that there was no relationship between L2 proficiency and

motivation. In addition, in their study, Jun Zhang and Xiao (2006) alleged that instrumental motivation did not differ according to L2 proficiency. For the current study, however, the relationship between motivation and achievement scores was found to be strong.

The participants of this study, in general, were found to have a high level of instrumental motivation, which has a stronger correlation with achievement scores than integrative motivation. This result may be interpreted as instrumental motivators such as higher income, better job opportunities and passing exams are very important for the students participating in this study, and therefore, they want to increase their academic success in English. At this point, it should be reminded that the difference between the effect of instrumental and integrative motivation on academic achievement is very low. It is a known fact that instrumental motivation can make a difference to some extent and that integrative motivation is required for a higher academic success (Dörnyei, 1990).

In the current study, the results also proved that there is a statistically significant positive relationship between metacognition and academic achievement. These results are similar to the results of studies conducted by Garner and Alexander (1989), Schraw (1998), Muhtar (2006), Coutinho (2007), Wang (2009), Ahmadi et al. (2013) and Ceylan (2016). These results confirm the idea that metacognitive awareness enables students to understand themselves as a learner, know the best learning strategies that work for themselves and know when, how and why to use these strategies (Schraw & Dennison, 1994).

Besides these, the results also showed that although the difference between the two correlations is very low, knowledge about cognition has a stronger correlation with achievement scores than the regulation of cognition. These findings are parallel to the study of Öztürk (2017), who claimed, in his study, that knowledge about cognition is more influential than the regulation of cognition in participants' TEOG test scores. However, the results contradict the study of Zulkiply (2006), who alleges that the regulation of cognition rather than knowledge of cognition is more dominant in students as a significant factor in academic success. Although there are very few studies on which subcategory is more effective in academic achievement, we should keep in mind that, thanks to metacognition as a whole, the learners have the ability to are to think about and plan their learning, monitor their progress, and evaluate their learning output, strategies, strengths, and weaknesses throughout the whole learning process, as stated

by Flavell (1979), Brown (1987) and Schraw & Dennison (1994), who are known as founders of the metacognition concept.

Lastly, the relationship between motivation and metacognition is examined in the current study. The results indicated that there is a statistically significant positive relationship between motivation and metacognition. These results support the idea that students with high motivation levels also have high-level use of metacognition, which is stated by Landine and Stewart (1998), Ling and Dejun (2003), Vandergrift (2005), Mendi (2009), and Kuyper et al. (2010) in their studies that aimed to investigate the interplay between motivation and metacognition. The reason for these results may be the fact that more motivated learners can make deeper analysis and monitor their learning better. Positive or negative emotions that arise as a result of metacognitive self-evaluations influence learners' motivation directly. If a person succeeds or fails while passing through a certain process, s/he will link the result to some reasons. Therefore, while trying to be more successful, s/he will develop self-confidence and promote his/her motivation. Besides, while using metacognition to improve his/her weak areas, s/he can feel more hopeful and thus become more motivated. In other words, we can say that developing metacognition also enables learners to learn better which, in turn, strengthens their motivation. These comments are also corroborated in the studies conducted by Pierce (2003), Ling and Dejun (2003), Garrett et al. (2007), and Özkaya (2017).

5.3. Pedagogical Implications

The results of this study may reveal some implications for English teachers in Turkey and lecturers at Mardin Artuklu University. According to the findings, students generally have a high language learning motivation level although, in some of the departments, the students have a moderate level of motivation. Also, students' level of instrumental motivation is higher than the level of integrative motivation. In light of the findings of this study, the teachers should be aware of the fact that motivation is one of the crucial factors that affect students' success in foreign language learning. Accordingly, teachers should assist and direct the less successful students who want to be more successful by teaching them specific language learning strategies. Besides, they should get learners excited about the things they are going to learn, increase their expectation of success and help them create realistic beliefs about the language.

Strategies such as goal setting, providing students with regular experiences of success, creating a supportive and comfortable classroom environment and forming interdependent student groups may be ways to achieve this.

In addition to this, the teachers should try to motivate the students who do not have concerns such as failure or success by explaining the importance of English in both instrumental and integrative perspectives. Since instrumental motives such as having better job opportunities or making an academic career are main goals for students especially towards the end of their university lives, the teachers should, from the very beginning of the students' university lives, try to integrate different aspects of target language such as culture, people and lifestyles into their courses which will arise learners' interest in language learning. They should also note that greater emphasis on integrative motives such as being interested in English language and culture may increase their success.

From the findings, it is also understood that students generally have a moderate level of metacognition. However, in some of the departments, this level is low. Therefore, English lecturers need to pay more attention to promoting metacognitive awareness of students in English lesson. Accordingly, the first thing the lecturers or teachers should do is to include some goals for teaching metacognition in their regular unit planning and try to teach and assess the use of this type of knowledge. They should build an awareness among learners that metacognition exists, differs from cognition, and increases academic success. They ought to design the learning atmosphere for the learners to use different language learning strategies.

One of the most important ways of teaching metacognition is the explicit discussion of the different strategies and when and where to use these strategies. These discussions about learning strategies among peers and between students and teacher may help students become more aware of their own metacognitive knowledge and strategies for learning and thinking. In this way, the students may see how their friends are approaching a task and compare their own strategies with those of their friends, and thus, make judgments about which strategy can be better.

In addition to developing a classroom discourse around metacognitive knowledge, the teachers may be model in using strategies. They can model this process in several situations with various materials. For example, while answering one of the exercises in the book, the teacher might think aloud about his/her own strategies. S/he might discuss why s/he is using this specific strategy for this particular exercise. This will enable the

students to take the teacher as a model and understand when and why to use different strategies.

The teachers should always keep in mind that they have specialized in their fields thanks to the education they got. As a result, they have all kinds of implicit knowledge about strategies. On the other hand, students generally lack this knowledge. If knowledge is not shared through explicit discussions or modeling, it will be difficult for students to gain this knowledge. By applying these methods mentioned above, teachers can enable students to be highly motivated, self-regulating, self-confident and mature learners who take responsibility for their own learning experiences.

5.4. Limitations of the Study and Suggestions for Further Research

This study has two main limitations. First of all, the study was executed by a quantitative research method and the data was obtained through only two questionnaires. However, involving both quantitative and qualitative research methods such as observations, interviews or open-ended questionnaires could be useful to be able to analyze the participants' responses to the statements in the questionnaires more deeply. Second, the findings of the current study cannot be generalized to all university students in Turkey since the study is limited to compulsory English preparatory class students. Yet, the study could be conducted to optional preparatory classes, compulsory preparatory classes and the students who did not receive a preparatory education. Besides, the study was conducted with 136 students at Mardin Artuklu University. In order to get a more comprehensive understanding of the motivation and metacognition level of the students in Turkish universities, other studies with much more participants from different cities of Turkey could be implemented.

As this study cannot provide any change in motivation and metacognition level, further studies which consist of pre-tests and post-tests can be conducted in order to figure out whether students' motivation and metacognition level change over some time after implementing particular teaching methods. In this way, teachers may understand if their teaching methods work well or not and they can help students enhance their motivation and metacognition. If they see a decrease in the level that students have, they can review or change the method they apply. Likewise, if they see an increase in the level of students, they can apply the methods they use to all their lessons and classes.

5.5. Conclusion

This research investigated students' language learning motivation level and its sub-constructs (integrative and instrumental). In the study, it was found that preparatory class students at Mardin Artuklu University had a high level of general language learning motivation. Their instrumental motivation level was also high whereas their integrative motivation was in moderate level. Also, the study intended to reveal whether the participants' motivation level changes according to their department. A statistically significant relationship between participants' motivation level and their departments was found. Also, it was understood that the students of Applied English and Translation Studies and English Language and Literature departments had higher levels of motivation than the students of other departments.

The study also examined metacognitive awareness level of participants in terms of knowledge about cognition and regulation of cognition. The results showed that participants' general metacognitive awareness was in moderate level. Likewise, their levels of knowledge about cognition and regulation of cognition were both in moderate level. In addition to this, the study also investigated whether the participants' metacognitive awareness level changes according to their department. However, a statistically significant difference between participants' metacognition level and departments was not found. Yet, the results revealed that students of Applied English and Translation Studies and English Language and Literature had higher levels of metacognition than the students of other departments.

Lastly, the study analyzed the interrelationship among motivation, metacognition and academic achievement. The results proved that there was a statistically significant correlation among these three variables. The highest significant correlation was between motivation and academic achievement. The second significant correlation was between metacognition and academic achievement and lastly, the third significant correlation was between motivation and metacognition.

6. REFERENCES

Abdelhafez, A. (2006). *The effect of a suggested training program in some metacognitive language learning strategies on developing listening and reading comprehension of university EFL students*. (Unpublished Master Thesis). Minia University. Retrieved from: http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED498262

Ahmadi, M. R., Ismail, H. N. & Abdullah, M. K. K. (2013). The importance of metacognitive reading strategy awareness in reading comprehension. *English Language Teaching*, *6*(10), 235-244.

Akın, A., Abacı, R. & Çetin, B. (2007). The validity and reliability study of the Turkish version of the metacognitive awareness inventory. *Educational Science: Theory & Practice, 7*(2), 655-680.

Al-Alwan, Asassfeh, S. & Al-Shboul, Y. (2013). EFL learners' listening comprehension and awareness of metacognitive strategies: how are they related?. *International Education Studies, 6*, 31-39.

Anderson, N. J. (2008). Metacognition and good language learners. In C. Griffiths (Ed.), *Lessons from good language learners* (pp. 99-109). Cambridge, England: Cambridge University Press.

Aydın, E. (2007). *An analysis of motivations, attitudes, and perceptions of the students at TOBB University of Economics and Technology toward learning English as a foreign language* (Unpublished Master Thesis). Hacettepe University, Ankara.

Baird, J. (1990). Metacognition, purposeful inquiry and conceptual change. In E. Hegarty-Hazel, *The student laboratory and the science curriculum* (pp. 183-200). London: Routledge.

Baltacı, M. (2009). *Web based instruction on students' academic success and level of metacognition awareness* (Unpublished Master Thesis). Fırat University, Elazığ.

Bedir, H. (1998). *The Effects of Using Cognitive Learning Strategies on Reading Comprehension Ability of Turkish Students*. (Unpublished Ph. D Thesis). Çukurova University, Adana.

Belmechri, F. & Hummel, K. (1998). Orientations and motivation in the acquisition of English as a second language among high school students in Quebec. *Language Learning, 48*(2), 219-244.

Bereiter, C. & Scardamalia, M. (1989). Intentional learning as a goal of instruction. In L. B. Resnick (Ed.), *Knowing, learning, and instruction: Essays in honor of Robert Glaser* (pp. 361–392). Hillsdale, NJ: Erlbaum.

Biehler, R. F. & Snowman, J. (1990). *Psychology applied to teaching* (6th ed.). Boston, MA: Houghton Mifflin.

Birjandi, P. & Hossein Rahimi, A. (2012). The effect of metacognitive strategy instruction on the listening performance of EFL students. *International Journal of Linguistics*, *4*(2). doi: 10.5296/ijl.v4i2.1707

Bonds, C. W., Bonds, L. G. & Peach, W. (1992). Metacognition: Developing independence in learning. *The Clearing House, 66*(1), 56-59.

Bonney, C., Cortina, K., Smith-Darden, J. & Fiori, K. (2008). Understanding strategies in foreign language learning: Are integrative and intrinsic motives distinct predictors?. *Learning and Individual Differences*, *18*(1), 1-10. doi: 10.1016/j.lindif.2007.11.005

Brown, A. (1987). Metacognition, executive control, self-regulation, and other more mysterious mechanisms. In F. E. Weinert & R. H. Kluwe, (Eds.) *Metacognition, motivation, and understanding* (pp. 65-116). Hillsdale, NJ: Lawrence Erlbaum.

Brown, A. L. & Palincsar, A. S. (1989). Guided, cooperative learning and individual knowledge acquisition. In L. B. Resnick (Ed.), *Knowing, learning, and instruction: Essays in honor of Robert Glaser* (pp. 393–451). Hillsdale, NJ: Erlbaum.

Bruner, J. S. (1966). *Toward a theory of instruction*. Cambridge, MA: Belknap Press of Harvard University Press.

Campbell, J. P. & Pritchard, R. D. (1976). Motivation theory in industrial and organizational psychology. In Dunnette, M. D. (Eds.), *Handbook of industrial and organizational psychology*, Chicago, Rand McNally.

Cera R., Mancini, M. & Antonietti, A. (2013). Relationships between metacognition, self-efficacy and self-regulation in learning. *Educational, Cultural and Psychological Journal, 7*, 115-141.

Creswell, J. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Merrill Prentice Hall.

Ceylan, E. (2016). *An exploratory study on the relationship between motivation types, metacognitive awareness, and EFL listening proficiency* (Unpublished Master Thesis). Dokuz Eylül University, İzmir.

Coutinho, S. A. (2007). The relationship between goals, metacognition, and academic success. *The Journal of Doctoral Research in Education, 7*, 39-47.

Cross, D. R. & Paris, S.G. (1988). Developmental and instructional analyses of children's metacognition and reading comprehension, *Journal of Educational Psychology*, *80* (2), 131-142.

Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge: CUP.

Csizér, K. & Dörnyei, Z. (2005). Language learners' motivational profiles and their motivated learning behavior. *Language Learning*, *55*(4), 613-659. doi: 10.1111/j.0023-8333.2005.00319.x

Çetinkaya, G. (2017). *The relatıonship among language learning strategies, motivation and academic achievement of university preparatory school students* (Unpublished Master Thesis). Abant İzzet Baysal University, Bolu.

Davidson, J. E. & Sternberg, R. J. (1998). Smart problem solving: How meta-cognition helps. In D. J. Hacker, J. Dunlosky, and A. C. Graesser (Eds.), *Metacognition in educational theory and practice* (pp. 47-68). Mahwah, NJ: Lawrence Erlbaum.

Deci, E. L. & Ryan, R. M. (1992). The initiation and regulation of intrinsically motivated learning and achievement. In A. K. Boggiano & T. S. Pittman (Eds.), *Cambridge studies in social and emotional development. Achievement and motivation: A social-developmental perspective* (pp. 9-36). New York, NY, US: Cambridge University Press.

Deci, E. L. & Ryan, R. M. (2008). Self-determination theory: a macrotheory of human motivation, development and health. *Canadian Psychology*, *49*, 182-185. doi: 10.1037/a0012801

Demircioğlu, H. (2008). *Effectiveness of educational events designed for the development of metacognitive behaviours of prospective mathematics teachers* (Unpublished Ph. D. Thesis). Gazi University, Ankara.

Demirsöz, E. (2010). *The effects of the creative drama on the democratic attitudes, metacognitive awareness and emotional intelligence abilities of the teacher trainees* (Unpublished Ph. D Thesis). Dokuz Eylül University, İzmir.

Doğan, Y. & Tuncer, M. (2017). Effect of metacognitive awareness on achievement in foreign language learning. *İstanbul Ticaret Üniversitesi Sosyal Bilimler Dergisi, 16*(31), 297-310.

Dowson, M. & McInerney, D. M. (2004). The development and validation of the goal orientation and learning strategies survey (Goals-S). *Educational and Psychological Measurement*, *64*(2), 290–310. doi: https://doi.org/10.1177/0013164403251335

Dörnyei, Z. (1990). Conceptualizing motivation in foreign-language learning. *Language Learning, 40*(1), 45-78.

Dörnyei, Z. (1994). Understanding L2 motivation: On with the challenge! *Modern Language Journal, 78* (4), 515-523.

Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching, 31,* 117-135.

Dörnyei, Z. (2000). Motivation in action: Towards a process-oriented conceptualisation of student motivation. *British Journal of Educational Psychology, 70*, 519-538.

Dörnyei, Z. (2001). *Motivational Strategies in the language classroom*. Cambridge: Cambridge University Press.

Dörnyei, Z. (2003). *Questionnaires in second language research: Construction, administration and processing.* Mahwah, NJ. Lawruence Erlbaum.

Dörnyei, Z. (2004). *Questionnaires in second language research: Construction, administration and processing*. New York: Routledge.

Dörnyei, Z. (2005). *Psychology of a Language Learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum.

Dörnyei, Z. (2009). The L2 motivational self system. In Dörnyei, Z. &Ushioda. (Ed.), *Motivation, language identity and the L2 self.* (pp. 9-42). Bristol: MultilingualMatters LTD.

Dörnyei, Z. (2014). *The psychology of the language learner: Individual differences in second language acquisition*. New York: Routledge.

Dörnyei, Z. & Csizér, K. (1998). Ten commandments for motivating language learners: results of an empirical study. *Language Teaching Research, 2*, 203-229.

Dörnyei, Z. & Otto, I. (1998). Motivation in action: A process model of L2 motivation. *Working Papers in Applied Linguistics, 4*, 43-69.

Dörnyei, Z. & Ushioda, E. (2011). *Teaching and researching: Motivation* (Second ed.). Harlow: Longman Pearson.

Dunlosky, J. & Metcalfe, J. (2009). *Metacognition*. Thousand Oaks, CA, US: Sage Publications, Inc.

Ektem, I. (2007). *The effect of metacognitive strategies in mathematical studies to students' achievement and attitudes in fifth class at primary school* (Unpublished Ph. D Thesis). Selçuk University, Konya.

Ellis, R. (1997). The study of second language acquisition. Oxford: Oxford University Press. In Figueiredo, S. & Silva, C. (eds.). *The Psychosocial Predisposition Effects in Second Language Learning: Motivational Profile in Portuguese and Catalan Samples* (pp. 7-20). Porta Linguarum.

Ellis, R. (2004). Individual differences in second language learning. In A. Davies & C. Elder (Eds.), *The handbook of applied linguistics* (pp. 525-547). Malden, Mass.: Blackwell.

Erden, M. & Akman Y. (2004). *Development and learning*. Ankara: Arkadaş Publishing House.

Flavell, J. H., (1976). Metacognitive aspects of problem solving. In Resnick, L.B, (Ed.) *The nature of intelligence*, 12, 231-235 Oxford, England: Lawrence Erlbaum

Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive–developmental inquiry. *American Psychologist, 34* (10), 906-911.

Flavell, J. H. (1987). Speculations about the nature and development of metacognition. In F. Weinert & R. Klowe (Eds.), *Metacognition, motivation, and understanding* (pp. 21-29). Hillsdale, NJ: Erlbaum.

Fraenkel, J. R., Wallen, N. E. & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th Edition). New York: McGraw-Hill.

Gan, Z., Humphreys, G. & Hamp-Lyons. (2004). Understanding successful and unsuccessful EFL students in Chinese universities. *The Modern Language Journal, 88*, 229-44.

Gao, F. (2009). Learning Korean language in China: motivations and strategies of non-Koreans. *International Journal of Bilingual Education and Bilingualism, 13* (3), 273-284.

García, T., González-Castro, P., Areces, D., Cueli, M. & Rodríguez, C. (2014). Executive functions in children and adolescents: The types of assessment measures used and implications for their validity in clinical and educational contexts. *Papeles del Psicólogo, 35*(3), 215-223.

Gardner, R.C. (1982). Language attitudes and language learning. In E. Bouchard Ryan & H. Giles, *Attitudes towards language variation* (pp. 132-147). Edward Arnold.

Gardner, R.C. (1985). *Social psychology and second language learning. The role of attitudes and motivation.* London: Edward Arnold.

Gardner, R. C. (2007). Motivation and second language acquisition. *Porta Linguarum, 8,* 9-20.

Gardner, R. C. (2010). *Motivation and second language acquisition: the socio-educational model,* New York: Peter Lang Publishing.

Gardner, R. C. & Lambert, W. E. (1959). Motivational variables in second language acquisition. *Canadian Journal of Psychology, 13* (4), 266-272.

Gardner, R. C. & Lambert, W. E. (1972). *Attitudes and motivation in second language learning.* Rowley, MA: Newbury House.

Gardner, R. C. & MacIntyre, P. D. (1993). A student's contributions to second language learning. Part II: Affective variables. *Language Teaching*, 26, 1-11.

Garner, R. & Alexander, P. A. (1989). Metacognition: answered and unanswered questions. *Educational Psychologist, 24* (2), 143-158.

Garrett, J., Alman, M., Gardner, S. & Born, C. (2007). Assessing students' metacognitive skills. *American Journal of Pharmaceutical Education*, *71*(1), 14. doi: 10.5688/aj710114

Gass, S. M. & Selinker, L. (2001). *Second language acquisition, an introductory course* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

Gassner, L. (2009). *Developing metacognitive awareness: A modified model of a PBL-tutorial*. Bachelor thesis, Malmo University.

Ghanea, M., Zeraat Pisheh, H. R., & Ghanea, M. H. (2011). The relationship between learners' motivation (integrative and instrumental) and English proficiency among Iranian EFL learners. *World Academy of Science, Engineering and Technology* (59), 458-464.

Ghapanchi, Z. & Taheryan, A. (2012). Roles of linguistic knowledge, metacognitive knowledge and metacognitive strategy use in speaking and listening proficiency of Iranian EFL learners. *World Journal of Education*, *2*(4), 64-75. doi: 10.5430/wje.v2n4p64

Goh, C. (2008). Metacognitive instruction for second language listening development: theory, practice and research implications. *Regional Language Centre Journal (RELC Journal)*, 39(2), 188-213.

Goh, C. C. M. & Burns, A. (2012). *Teaching speaking: A holistic approach*. New York: Cambridge University Press.

Hall, G. (2011). *Exploring English language teaching language in action*. London: Routledge.

Higgins, E. T. (1987). Self-discrepancy: A theory relating self and affect. *Psychological Review, 94* (3), 319-340.

İnan, H. (2003). *Effect of active learning strategies on the success rate of first grade elementary school students* (Master Thesis). Uludağ University, Bursa.

Jacobs, J. E. & Paris, S. G. (1987). Children's metacognition about reading: issues in definition, measurement, and instruction. *Educational Psychologist, 22,* 255-278.

Jenkins, J. (2009). English as a lingua franca: interpretations and attitudes. *World Englishes, 28* (2), 200-207.

Jun Zhang, L. & Xiao, Y. (2006). Language learning strategies, motivation and EFL proficiency: a study of Chinese tertiary-level non-English majors. *Asian Englishes*, *9*(2), 20-47. doi: 10.1080/13488678.2006.10801187

Kasper, L. F. (1997). Assessing the metacognitive growth of ESL student writers. *TESL EJ, 3*(1), 1-20.

Keller, J. M. (1983). Motivational design of instruction. In C.M. Reigeluth (Eds.). *Instructional design theories and models: An overview of their current status*. Hillsdale, NJ: Erlbaum.

Kim, S.Y. (2013). *Metacognitive knowledge in second language writing*. (Unpublished Ph. D. Thesis). Michigan State University, USA.

Kormos, J. & Csizér, K. (2008). Age-related differences in the motivation of learning English as a foreign language: Attitudes, selves and motivated learning behavior. doi: 10.1111/j.1467-9922.2008.00443.x

Kovács, G. (2017). Culture in language teaching. *Acta Universitatis Sapientiae, Philologica*, *9*(3), 73-86. doi: 10.1515/ausp-2017-0030

Krashen, S. D. (1982). *Principles and practice in second language acquisition*. New York: Pergamon.

Kurtoğlu, N. (2013). *The dependency between motivation and learning strategies and their relationship with foreign language learning achievement* (Unpublished Master Thesis). Gaziantep University, Gaziantep.

Kurum, Y. E. (2011). The effect of motivational factors on the foreign language success of students at the Turkish military academy. *Novitas-ROYAL, 5*(2), 299-307.

Kuyper, H., van der Werf, M. & Lubbers, M. (2000). Motivation, meta-cognition and self-regulation as predictors of long term educational attainment. *Educational Research and Evaluation*, *6*(3), 181-205. doi: 10.1076/1380-3611(200009)6:3;1-a;ft181

Lam, R. (2014). Understanding EFL students' development of self-regulated learning in a process-oriented writing course. *TESOL Journal*, *6*(3), 527-553. doi: 10.1002/tesj.179

Landine, J. & Stewart, J. (1998). Relationship between metacognition, motivation, locus of control, self-efficacy, and academic achievement. *Canadian Journal of Counselling, 32*(3), 200-212.

Latifi, M., Tavakoli, M. & Dabaghi, A. (2014). The effects of a self-regulatory approach on the listening comprehension achievement of EFL learners. *International Journal of Research Studies in Education*, *3*(3), 67-78. doi: 10.5861/ijrse.2014.714

Lightbown, M. P. & Spada, N. (2006). *How languages are learned*. 3rd Edition. Oxford University Press.

Lim, S. (2012). EFL Motivational Orientation and Proficiency: A Survey of Cambodian University Students in Phnom Penh. Retrieved from: http://www.philippine-esl-journal.com/V8_A3.pdf

Ling, W. & Dejun, G. (2003). A research on the relationship between metacognition and learning motivation. *Psychological Science, 5*, 5-13.

Linnenbrink, E. A. & Pintrich, P. R. (2002). Motivation as an enabler for academic success. *School Psychology Review*, *31*, 313-327.

Livingston, J. A. (2003). Metacognition: An overview (ERIC Document Reproduction Service No. ED474273).

MacIntyre, P. D., MacMaster, K. & Baker, S. C. (2001). The convergence of multiple models of motivation for second language learning: Gardner, Pintrich, Kuhl, and McCroskey. In Z. Dornyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (Technical Report #23, pp. 461-492). Honolulu: University of Hawai'i, Second Language Teaching and Curriculum Center.

MacIntyre, P. D., MacKinnon, S. P. & Clément, R. (2009). Towards the development of ascale to assess possible selves as a source of language learning motivation. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self,* (pp. 43-65). Clevedon, UK: Multilingual Matters.

Maslow, A. (1970). *Motivation and personality*. New York: Harper and Row.

Mendi, H. B. (2009). *The relationship between reading strategies, motivation and reading test performance in foreign language learning*. (Unpublished Master Thesis) Marmara University, İstanbul.

Muhtar, S. (2006). *Effects of training university EFL students in metacognitive strategies for reading.* (Unpublished Master's Thesis). Ankara University, Ankara.

Munat, J. (2005). English as a vehicular language: a case of globalization of linguistic imperialism. *International Languages: From Communication to Power,* 143-154.

Murphey, T., Chen, J. & Chen, L.C. (2005). Learners' constructions of identities and imagined communities. In: Benson, P. & Nunan, D., (eds). *Learners' stories: difference and diversity in language learning.* Cambridge: Cambridge University Press, pp. 83–100.

Nakatani, Y. (2005). The effects of awareness-raising training on oral communication strategy use. *The Modern Language Journal*, *89*(1), 76-91. doi: 10.1111/j.0026-7902.2005.00266.x

Nisbet, J. & Shucksmith, J. (1986). *Learning strategies*. London: Routledge Education Books.

Nyikos, M. & Oxford, R. (1993). A factor analytic study of language-learning strategy use: interpretations from information-processing theory and social psychology. *The Modern Language Journal*, *77*(1), 11-22. doi: 10.1111/j.1540-4781.1993.tb01940.x

Oguz, A. (2016). The relationship between metacognitive skills and motivation of university students. *Educational Process: International Journal*, *5*(1), 54-64. doi: 10.12973/edupij.2016.51.4

Özçalışan, H. (2012). *The English learning motivations of higher education students* (Unpublished Master Thesis). Afyon Kocatepe University, Afyon.

Özden, Y. (2011). *Ögrenme ve ögretme*. Ankara: Pegem Akademi Yayincilik.

Özkaya, Ö. (2017). Üst bilişsel becerinin başarı motivasyonu yordamasındaki rolü. *Bartın Üniversitesi Eğitim Fakültesi Dergisi*, 1040-1055. doi: 10.14686/buefad.336767

Öztürk, A. (2017). *Analysis of relationship between metacognitive awareness levels and TEOG test achievement levels of students (9th level students)* (Unpublished Master Thesis). Toros University, Mersin.

Öztürk, G. (2012). *Foreign language speaking anxiety and learner motivation: a case study at a Turkish state university* (Unpublished Master Thesis). Middle East Technical University, Ankara.

Öztürk, G. & Gürbüz, N. (2013). The impact of gender on foreign language speaking anxiety and motivation. *Akdeniz Language Studies Conference, Procedia - Social and Behavioral Sciences, 70,* 654-665. doi: 10.1016/j.sbspro.2013.01.106.

Paris, S. G., Lipson, M. Y. & Wixson, K. K. (1983). Becoming a strategic reader. *Contemporary Educational Psychology, 8*, 1239-1252.

Paris, S. G. & Winograd, P. (1990). How metacognition can promote academic learning and instruction. In B. Jones & L. Idol (Eds.), *Dimensions of thinking and cognitive instruction* (p. 15– 51). Hillsdale, NJ: Erlbaum.

Panahandeh, E. & Asl, S. (2014). The effect of planning and monitoring as metacognitive strategies on Iranian EFL learners' argumentative writing accuracy. *Procedia - Social and Behavioral Sciences*, *98*, 1409-1416. doi: 10.1016/j.sbspro.2014.03.559

Peacock, M. & Ho, B. (2003). Student language learning strategies across eight disciplines. *International Journal of Applied Linguistics, 13*(2), 179-198.

Pierce, W. (2003). *Metacognition: Study strategies, monitoring, and motivation. A workshop paper presented at Prince George's Community College*. Retrieved from http://academic.pg.cc.md.us/~wpeirce/MCCCTR/ metacognition.htm#V

Pintrich, P. R. (2002). The role of metacognitive knowledge in learning, teaching, and assessing. *Theory into Practice, 41*(4), 219-225.

Reynolds, R. E. (1992). Selective attention and prose learning: theoretical and empirical research. *Educational Psychology Review, 4*, 345–391.

Rivera-Mills, S. V. & Plonsky, L. (2007). Empowering students with language learning strategies: A critical review of current issues. *Foreign Language Annals*, *40* (3), 535-548.

Rigby, C. S., Deci, E. L., Patrick, B. C. & Ryan, R. M. (1992). Beyond the intrinsic extrinsic dichotomy: Self-determination in motivation and learning. *Motivation and Emotion, 16,* 165-185.

Robinson, P. (2002). Effects of individual differences in intelligence, aptitude and working memory on incidental SLA. In P. Robinson (Ed.), *Individual differences and instructed language learning* (pp. 211–251). Philadelphia: Benjamins.

Rothlisberger, M., Neuenschwander, R., Cimeli, P., Michel, E. & Roebers, C. M. (2012). Improving executive functions in 5-and 6-year-olds: evaluation of a small group intervention in prekindergarten and kindergarten children. *Infant and Child Development, 21*, 411-429.

Romando, R. (2007). Motivation Theory. Retrieved from http://ezinearticles.com/?Motivation-Theory&id=410700

Rubin, J. (2001). Language-learner self-management. *Journal of Asian Pacific Communication, 11*(1), 25-37.

Ryan, R. M. & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, *25*, 54-67.

Sarıçoban, A. & Çalışkan, G. (2011). The influence of target culture on language learners. *Journal of Language and Linguistic Studies, 7*(1), 7-17.

Savin-Baden, M. & Major, C. (2004). *Foundations of problem-based learning*. Maidenhead: Open University Press/SRHE.

Sawhney, N. & Bansal, S. (2015). Metacognitive awareness of undergraduate students in relation to their academic achievement. *The International Journal of Indian Psychology, 3*(1), 107-114.

Schmidt, R., Boraie, D. & Kassabgy, O. (1996). Foreign language motivation: Internal structure and external connections. In R. Oxford (Ed.), *Language learning motivation: Pathways to the new century* (Technical Report #11, pp. 9–70). Honolulu: University of Hawai‘i, Second Language Teaching & Curriculum Center.

Schraw, G. (1998). Promoting general metacognitive awareness. *Instructional Science, 26*, 113-125.

Schraw, G. & Dennison, R. S. (1994). Assessing metacognitive awareness. *Contemporary Educational Psychology, 19,* 460-475.

Schraw, G., & Moshman, D. (1995). Metacognitive theories. *Educational Psychology Review, 7* (4), 351–371.

Schunk, D. H. (2008). Metacognition, self-regulation, and self-regulated learning: Research recommendations. *Educational Psychology Review, 20* (4), 463-467.

Semmar, Y. (2006). Distance learners and academic achievement: The roles of self-efficacy, self-regulation and motivation. *Journal of Adult and Continuing Education*, *12* (2), 244–256. doi: https://doi.org/10.7227/JACE.12.2.9

Shaaban, K., & Ghaith, G. (2000). Student motivation to learn English as a foreign language. *Foreign Language Annals*, *33*(6), 632-644. doi: 10.1111/j.1944-9720.2000.tb00932.x

Skehan, P. (1989). *Individual differences in second language learning*. London: Arnold.

Spolsky, B. (1989). *Conditions for second language learning.* Oxford: OUP.

Spratt, M., Humphreys, G., & Chan, V. (2002). Autonomy and motivation: which comes first?. *Language Teaching Research*, *6*(3), 245-266. doi: 10.1191/1362168802lr106oa

Sungur, S. (2007). Modeling the relationships among students' motivational beliefs, metacognitive strategy use, and effort regulation. *Scandinavian Journal of Educational Research*, *51*(3), 315-326. doi: 10.1080/00313830701356166

Ushioda, E. (2013) Motivation matters in mobile language learning: a brief commentary. *Language Learning and Technology, 17* (3), 1-5.

Ushioda, E. & Dörnyei, Z. (2012). Motivation. In: Gass, S. & Mackey, A. (eds.). *The Routledge handbook of second language acquisition* (pp. 396-409). New York (NY): Routledge.

Vaezi, Z. (2008). Language learning motivation among Iranian undergraduate students. *World Applied Sciences Journal 5*(1), 54-61.

Vandergrift, L., Goh, C. C. M., Mareschal, C., & Tafaghodtari, M. H. (2006). The metacognitive awareness listening questionnaire (MALQ): Development and validation. *Language Learning, 56*(3), 431-462.

Vandergrift, L. (2005). Relationships among motivation orientations, metacognitive awareness and proficiency in L2 listening. *Applied Linguistics, 26*, 70-89.

Vandergrift, L. & Goh, C. C. (2012). *Teaching and learning second language listening: Metacognition in action*. New York: Routledge.

Van Velzen, J. H. (2016). *Metacognitive learning: Advancing learning by developing general knowledge of the learning process*. Cham, Switzerland: Springer.

Victori, M. & Lockhart, W. (1995). Enhancing metacognition in self-directed language learning. *System, 23*(2), 223-234.

Wang, M. T. (2009). *Effects of metacognitive reading strategy instruction on EFL high school students' reading comprehension, reading strategies awareness, and reading motivation* (Unpublished Ph. D thesis). University of Florida, Florida.

Wenden, A. L. (1998). Metacognitive knowledge and language learning. *Applied Linguistics, 19* (4), 515-537.

Williams, C. (2007). Research methods. *Journal of Business & Economic Research, 5*, 65-72.

Williams, M. & Burden, R. L. (1997). *Psychology for language teachers: a social constructivist approach*. New York: Cambridge University Press.

Wlodwoski, R. J. (1985). *Enhancing adult motivation to learn*. San Francisco: Jossey-Bass.

Yapıcı, G. E. & Bada, E. (2004). Language learning strategies of EFL learners. *Enstitü Dergisi, 13*(2), 233-242.

Young, A. & Fry, J. D. (2008). Metacognitive awareness and academic achievement in college students. *Journal of the Scholarship of Teaching and Learning, 8*(2), 1-11.

Yurdakul, B. (2004). Yapılandırmacı ögrenme yaklasımının sosyal-bilissel bağlamda bilgiyi oluşturmaya katkısı. *BAÜ SBED, 11*, 39-67.

Zhang, J. L. & Wu, A. (2009). Chinese senior high school EFL students' metacognitive awareness and reading-strategy use. *Reading in a Foreign Language*, *21*(1), 37-59.

Zulkiply, N. (2006). *Metacognition and its relationship with students' academic performance.* In: National Student Development Conference (NASDEC) 2006, 8-9 August 2006, Kuala Lumpur, Malaysia.

7. APPENDICES

Appendix 1: Approval Of The Ethics Committee

T.C
ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU

ÖĞRENCİ BİLGİLERİ

T.C. NOSU	44354015488
ADI VE SOYADI	Özgül GÜLTEKİN TALAYHAN
ÖĞRENCİ NO	20168014
TEL. NO.' LARI	5066449406
E - MAİL ADRESLERİ	gultekinozgul @ gmail.com
ANA BİLİM DALI	İngiliz Dili Eğitimi Anabilim Dalı
PROGRAM ADI	İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı
BİLİM DALININ ADI	
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez Aşaması
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2017 / 2018 - BAHAR DÖNEMİ KAYDINI YENİLEMEDİM / YENİLEDİM.

ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER

TEZİN KONUSU	Yabancı dil olarak İngilizce öğrenen öğrencilerin motivasyon eğilimleri, üstbilişsel farkındalıkları ve İngilizce derslerindeki genel akademik başarıları arasındaki ilişki
TEZİN AMACI	Bu çalışma; yabancı dil olarak İngilizce öğrenen öğrencilerin motivasyon eğilimleri, üstbilişsel farkındalıkları ve İngilizce derslerindeki genel akademik başarıları arasındaki ilişkiyi incelemeyi amaçlamaktadır.
TEZİN TÜRKÇE ÖZETİ	Bu çalışma yabancı dil olarak İngilizce öğrenen öğrencilerin motivasyon eğilimleri, üstbilişsel farkındalıkları ve İngilizce derslerindeki genel akademik başarıları arasındaki ilişkiyi incelemektedir. Ayrıca bu çalışma, yaş ve bölüm gibi değişkenlerin öğrencilerin güdülenme türlerini, üstbilişsel farkındalıklarını ve akademik başarılarını etkileyip etkilemediğini araştırmaktadır. Çalışmanın katılımcılarını Mardin Artuklu Üniversitesi Yabancı Diller Yüksekokulu'nda İngilizce hazırlık eğitimi gören 170 öğrenci oluşturmaktadır. Katılımcılara, kişisel bilgilerden oluşan Demografik Bilgi Formu; Dörnyei (1990) tarafından geliştirilen ve 30 maddeden oluşan Motivasyon / tutum anketi; Schraw ve Dennison(1994) tarafından geliştirilen ve 52 maddeden oluşan Üst Bilişsel Farkındalık Envanteri uygulanacaktır. Ayrıca, öğrencilerin İngilizce dersindeki genel akademik başarısını görmek için öğrencilerin dönem sonu ders notları alınacaktır. Yapılacak olan anket çalışmasından elde edilen veriler SPSS 22 0 istatistik programı yardımıyla analiz edilecek ve değerlendirilecektir. Demografik bilgiler, motivasyon eğilimleri ve bilişüstü farkındalık seviyesini görmek için betimsel analizler yapılacak; motivasyon eğilimleri, üstbilişsel farkındalık ve İngilizce derslerindeki genel akademik başarı arasındaki ilişkiyi görmek için Pearson Korelasyon testi uygulanacaktır. Ayrıa, öğrencilerin bölümlerinin güdülenme türlerini, üstbilişsel farkındalıklarını ve akademik başarılarını etkileyip etkilemediğini anlamak için F Testi Varyans Analizi kullanılacaktır.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER / KURUMLARIN ADLARI	Mardin Artuklu Üniversitesi Yabancı Diller Yüksekokulu
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI - ŞUBESİ / MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Mardin Artuklu Üniversitesi - Yabancı Diller Yüksekokulu Müdürlüğü - Mardin / Artuklu
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	Bu çalışma, Mardin Artuklu Üniversitesi Yabancı Diller Yüksekokulu'nda İngilizce hazırlık eğitimi gören tüm öğrencilere uygulanacaktır. Öğrencilerin motivasyon yönelimleri, bilişüstü farkındalık seviyeleri ve İngilizce dersindeki genel akademik başarıları arasındaki ilişkiyi öğrenmek için, 3 anket uygulanacaktır. Bu anketler; Öğrencilerin kişisel bilgilerinden oluşan Demografik Bilgi Formu; Dörnyei (1990) tarafından geliştirilen ve 30 maddeden oluşan Motivasyon / tutum anketi; Schraw ve Dennison(1994) tarafından geliştirilen ve 52 maddeden oluşan Üst Bilişsel Farkındalık Envanteri'dir. Ayrıca, öğrencilerin İngilizce dersindeki genel akademik başarısını görmek için öğrencilerin dönem sonu ders notları alınacaktır.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI	Demographic Information Form consisting of two items concerning students' name and department. Motivation / Attitude Questionnaire developed by Dörnyei (1990) consisting of 30 items Metacognitive Awareness Inventory by Schraw & Dennison (1994) consisting of 52 items
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR ..... GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) Demografik Bilgi Formu / Demographic Information Form (1 sayfa) 2) Motivasyon - Tutum Ölçeği / Motivation / Attitude Questionnaire (2 sayfa) 3) Üst Bilişsel Bilinç Envanteri / Metacognitive Awareness Inventory (2 sayfa)

ÖĞRENCİNİN ADI - SOYADI: Özgül GÜLTEKİN TALAYHAN | ÖĞRENCİNİN İMZASI: ..... | TARİH: 16 / 02 / 2018

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU

1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.

2. Anılan konu ..... faaliyet alanı içerisine girmektedir.

1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	A.B.D.BAŞKANININ ONAYI
Adı - Soyadı: Şehnaz Şahinkesles	Adı - Soyadı:	Adı - Soyadı: İbrahim İNAN	Adı - Soyadı: Şehnaz Şahinkesles
Unvanı : Prof. Dr.	Unvanı :	Unvanı : Müdür	Unvanı : Prof. Dr.
İmzası : 16/02/2018	İmzası : ..... / ..... / 20.....	İmzası : 16/02/2018	İmzası : 16/02/2018

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER

Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Ali Engin OBA	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: .....
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : .....
İmzası : 16/02/2018	İmzası : 16/02/2018	İmzası : 16/02/2018	İmzası : ..... / ..... / 20.....	İmzası : ..... / ..... / 20.....	İmzası : ..... / ..... / 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 Yedek Üyesi

Adı - Soyadı: .....
Unvanı : .....
İmzası : ..... / ..... / 20.....
Etik Kurulu Jüri Yedek Üyesi

OY BİRLİĞİ İLE ○
OY ÇOKLUĞU İLE ⊘

Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/ Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 16. / 02. / 2018 - 16. / 05. / 2018 tarihleri arasında uygulanmak üzere gerekli izinin verilmesi tarafımızca uygundur.

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR.

EKLERİ: 1) Demografik Bilgi Formu / Demographic Information Form (1 sayfa)
2) Motivasyon - Tutum Ölçeği / Motivation / Attitude Questionnaire (2 sayfa)
3) Üst Bilişsel Bilinç Envanteri / Metacognitive Awareness Inventory (2 sayfa)

268 - SOBE

Appendix 2: Turkish Version Of Consent Form

ARAŞTIRMA GÖNÜLLÜ KATILIM FORMU

Değerli öğrenciler,

Bu çalışmanın amacı, yabancı dil olarak İngilizce öğrenen öğrencilerin motivasyon eğilimleri, üst bilişsel farkındalıkları ve İngilizce derslerindeki genel akademik başarıları arasındaki ilişkiyi incelemektir. Ayrıca bu çalışma, öğrencilerin okuduğu bölümlerin güdülenme türlerini, üst bilişsel farkındalıklarını ve akademik başarılarını etkileyip etkilemediğini araştırmaktadır.

Bu amaçlar doğrultusunda, isim, cinsiyet, yaş ve bölüm gibi kişisel bilgilerinden oluşan Demografik Bilgi Formu, Motivasyon / Tutum Anketi ve Üst Bilişsel Farkındalık Envanterini doldurmanız beklenmektedir. İsteğiniz dâhilinde, isim yerine okul numaranızı yazabilirsiniz. Ayrıca, motivasyon eğilimleri, üst bilişsel farkındalık seviyesi ve İngilizce derslerindeki genel akademik başarı arasındaki ilişkiyi analiz edebilmek için, dönem sonu not ortalamanızın alınması gerekmektedir. Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak ve tarafımızca gizli tutulacaktır.

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz.

Yukarıda verilen bilgiler doğrultusunda; bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek katılıyorum ve verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

İsim-Soy isim Tarih İmza

Appendix 3: English Version Of Consent Form

CONSENT FORM FOR PARTICIPATION

Dear Students,

The aim of this study is to investigate the relationship among motivational tendencies, metacognitive awareness and general academic achievement of English language learners. In addition, this study investigates whether the departments the students study affect their motivation types, metacognition and academic achievement.

For these purposes, you are expected to fill in the Demographic Information Form which consists of personal information such as name, gender, age and department, Motivation / Attitude Questionnaire and Metacognitive Awareness Inventory. You can write your school number instead of name within your request. In addition, in order to analyze the relationship between motivation tendencies, metacognition level and general academic achievement in English, we need to get your final grade point average. The data collected within the scope of this research will be used only for scientific purposes and will be kept confidential by us.

Thank you in advance for your participation in this study.

In accordance with the information given above; I fully agree with my own consent to participate in this study knowing that I can withdraw if I want to, and I accept the use of the information I have given for scientific purposes.

Name-Surname Date Signature

Appendix 4: Turkish Version Of The Survey

MOTİVASYON YÖNELİMLERİ VE ÜSTBİLİŞSEL FARKINDALIK ANKETİ

I. BÖLÜM: KİŞİSEL BİLGİLER

Cinsiyetiniz:

Yaşınız:

Bölümünüz:

II. BÖLÜM: MOTİVASYON VE TUTUM ANKETİ

Aşağıdaki ifadelere ilişkin görüşünüzü karşısındaki ölçeklerden birinin altına (X) işareti koyarak belirtiniz. Lütfen her bir ifade için yalnızca bir seçenek işaretleyiniz ve hiçbir maddeyi boş bırakmayınız. **1**-Hiç Katılmıyorum, **2**-Katılmıyorum, **3**-Kararsızım, **4**-Katılıyorum, **5**-Kesinlikle Katılıyorum	Kesinlikle	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle
1. Yurt dışında uzun bir süre yaşamam gerekseydi, İngilizce bilmem yeterli olsa bile bulunduğum ülkede kullanılan ana dili öğrenmeye çalışırdım.	1	2	3	4	5
2. Mümkün olduğunca çok yabancı dil öğrenmek istiyorum.	1	2	3	4	5
3. İngilizce öğrendikten sonra farklı bir dil öğrenmek istiyorum.	1	2	3	4	5
4. Benim için yabancı dil öğrenmek bir hobidir.	1	2	3	4	5
5. Bazen yabancı dil öğrenmenin fazladan bir yük olduğunu düşünürüm.	1	2	3	4	5
6. Yabancı dil öğrenmek heyecan vericidir.	1	2	3	4	5
7. Yabancı dil öğrenmeyi sevmiyorum ve sadece ihtiyacım olduğu için öğreniyorum.	1	2	3	4	5
8. Yabancı dil öğrenmek bana başarı hissi veriyor.	1	2	3	4	5
9. Yabancı dil öğrenmek beni mutlu ediyor.	1	2	3	4	5
10. Farklı bir zihinsel çalışma olduğu için İngilizce öğrenmek benim için önemlidir.	1	2	3	4	5
11. İngilizce yeterliliğe sahip olmak insanın gene kültürünün bir göstergesidir.	1	2	3	4	5
12. Daha eğitimli olmak için İngilizce öğreniyorum.	1	2	3	4	5
13. İngilizce bilmek benim için önemlidir çünkü dünyadaki güncel entelektüel akımlar hakkında bilgi sahibi olmamı sağlıyor ve böylece bakış açımı genişletiyor.	1	2	3	4	5
14. Kaliteli bir yaşam sürebilmek için Türklerin mutlaka İngilizce yeterliliğine sahip olmaları gerekir.	1	2	3	4	5
15. Türkiye'de herkesin en azından orta seviye İngilizce bilmesi /öğrenmesi gerekir.	1	2	3	4	5
16. İngiliz ve Amerikalılar hakkında bir şeyler öğrendikçe, onları daha fazla seviyorum.	1	2	3	4	5
17. Sevdiğim sanatçıların çoğu (aktör, müzisyen vb.) İngiliz veya Amerikalı.	1	2	3	4	5
18. İngiltere ve Amerika dünyanın en heyecan verici ülkelerindendir.	1	2	3	4	5
19. İngiliz ve Amerikan kültürü şu günlerde dünyada büyük öneme sahiptir.	1	2	3	4	5

20. İngilizce konuşursam, daha iyi bir iş bulabilirim.	1	2	3	4	5
21. İngilizce konuşursam, daha fazla iş seyahatine çıkabilirim.	1	2	3	4	5
22. İngilizce bilmek bana maddi açıdan fayda sağlar.	1	2	3	4	5
23. Gelecekte iş arkadaşlarım yabancı bir dili en azından orta seviyede konuşuyor olacak.	1	2	3	4	5
24. Gelecekte patronum benim İngilizce bilmemi bekleyecek.	1	2	3	4	5
25. Gelecekte işimde terfi edebilmek için İngilizce biliyor olmam gerekecek.	1	2	3	4	5
26. Benim meslek grubumdaki önemli kişiler en azından orta seviyede İngilizce konuşabiliyor.	1	2	3	4	5
27. Gelecekte uluslararası bir itibara sahip olabilmek için İngilizce bilmek benim için önemlidir.	1	2	3	4	5
28. Çeşitli kültürleri ve insanları tanımamı sağlayacağı için İngilizce yeterliliğe sahip olmanın önemli olduğunu düşünüyorum.	1	2	3	4	5
29. Hayatıma anlam katan bir zorluk oluşturduğu için İngilizce öğrenmek benim için önemlidir, böyle olmasaydı hayatım biraz monoton olurdu.	1	2	3	4	5
30. Belirli bir amaca ulaşmak için (diploma ya da burs alabilmek… vb.) kesinlikle devletin yaptığı yabancı dil sınavına girmem gerekiyor.	1	2	3	4	5

III. BÖLÜM: BİLİŞÜSTÜ FARKINDALIK ANKETİ

Aşağıdaki ifadelere ilişkin görüşünüzü karşısındaki ölçeklerden birinin altına (X) işareti koyarak belirtiniz. Lütfen her bir ifade için yalnızca bir seçenek işaretleyiniz ve boş bırakmayınız. **1**-Hiçbir zaman, **2**-Nadiren, **3**-Sık sık, **4**-Genellikle, **5**-Her zaman	**Hiçbir zaman**	**Nadiren**	**Sık sık**	**Genellikle**	**Her zaman**
1. Amaçlarıma ulaşıp ulaşamadığımı düzenli olarak kontrol ederim.	1	2	3	4	5
2. Bir problemi cevaplamadan önce birkaç alternatif düşünürüm.	1	2	3	4	5
3. Gerekirse önceden kullandığım stratejileri tekrar denerim.	1	2	3	4	5
4. Zamanın yeterli olması için öğrenme sırasında kendimi hızlandırırım.	1	2	3	4	5
5. Zihinsel anlamda güçlü ve zayıf yönlerimin farkındayım.	1	2	3	4	5
6. Bir göreve başlamadan önce onu öğrenmem için nelere ihtiyacım olduğunu düşünürüm.	1	2	3	4	5
7. Bir sınavdan çıkınca alacağım notu tahmin edebilirim.	1	2	3	4	5
8. Bir öğrenme görevine başlamadan önce özel amaçlar belirlerim.	1	2	3	4	5
9. Önemli bir bilgiyle karşılaştığımda çalışma tempomu yavaşlatarak o bilgiye odaklanırım.	1	2	3	4	5
10. Bir şeyi öğrenebilmek için ne tür bilgilerin önemli olduğunu anlayabilirim.	1	2	3	4	5

11. Bir problemi çözerken tüm alternatifleri dikkate alıp almadığımı kendime sorarım.	1	2	3	4	5
12. Bilgiyi organize etmede iyiyimdir.	1	2	3	4	5
13. Önemli bilgilere dikkatli biçimde odaklarım.	1	2	3	4	5
14. Kullandığım her öğrenme stratejisi için özel bir amacım vardır.	1	2	3	4	5
15. Konuyla ilgili önceden bir şeyler bildiğim zaman daha iyi öğrenirim.	1	2	3	4	5
16. Öğretmenimin benden neyi öğrenmemi beklediğini bilirim.	1	2	3	4	5
17. Bilgileri hatırlamada iyiyimdir.	1	2	3	4	5
18. Duruma bağlı olarak farklı öğrenme stratejileri kullanırım.	1	2	3	4	5
19. Bir işi bitirdikten sonra daha kolay bir yolu olup olmadığını kendime sorarım.	1	2	3	4	5
20. Ne kadar iyi öğrendiğimi kontrol edebilirim.	1	2	3	4	5
21. Önemli ilişkileri anlayabilmek için yaptığım işleri düzenli olarak gözden geçiririm.	1	2	3	4	5
22. Çalışmaya başlamadan önce öğreneceğim materyal hakkında kendime sorular sorarım.	1	2	3	4	5
23. Bir problemi çözmek için farklı yollar düşünür ve bunlardan en iyisini seçerim.	1	2	3	4	5
24. Çalışmamı tamamladıktan sonra öğrendiklerimi özetlerim.	1	2	3	4	5
25. Bir şeyi anlamadığımda diğerlerinden yardım isterim.	1	2	3	4	5
26. İhtiyacım olan bilgiyi öğrenmek için kendimi motive edebilirim.	1	2	3	4	5
27. Çalışırken ne tür stratejiler kullandığımın farkında olurum.	1	2	3	4	5
28. Bir çalışma yaparken yararlı stratejileri araştırırım.	1	2	3	4	5
29. Yetersizliklerimi telafi etmek için zihinsel anlamda güçlü yönlerimi kullanırım.	1	2	3	4	5
30. Yeni bilginin anlam ve önemine odaklanırım.	1	2	3	4	5
31. Bilgiyi daha anlamlı hâle getirmek için örnekler oluştururum.	1	2	3	4	5
32. Bir şeyi ne kadar anlayabildiğim hakkında iyi karar veririm.	1	2	3	4	5
33. Kendimi yararlı stratejileri otomatik olarak kullanırken bulurum.	1	2	3	4	5
34. Çalışma sırasında anlayıp anlamadığımı kontrol etmek için düzenli olarak ara veririm.	1	2	3	4	5
35. Hangi stratejilerin daha yararlı olacağını bilirim.	1	2	3	4	5
36. Çalışmalarımı tamamlamadan önce amaçlarıma daha başarılı biçimde nasıl ulaşabileceğimi kendi kendime sorarım.	1	2	3	4	5
37. Öğrenmemi kolaylaştırması için resim veya diyagramlar çizerim.	1	2	3	4	5
38. Bir problemi çözdükten sonra bütün seçenekleri gözden geçirip geçirmediğimi kendime sorarım.	1	2	3	4	5
39. Yeni bilgileri anlayabileceğim şekle dönüştürmeye çalışırım.	1	2	3	4	5

40. Bilgiyi kavrayamadığım durumlarda kullandığım stratejileri değiştiririm.	1	2	3	4	5
41. Öğrenmeme yardımcı olması için metni bütün hâlinde ele alırım.	1	2	3	4	5
42. Bir göreve başlamadan önce talimatları dikkatlice okurum.	1	2	3	4	5
43. Okuduğum şeylerin önceden bildiklerimle ilgili olup olmadığını kendime sorarım.	1	2	3	4	5
44. Kafam karıştığında varsayımlarımı tekrar değerlendiririm.	1	2	3	4	5
45. Amaçlarıma en başarılı biçimde ulaşmak için zamanımı organize ederim.	1	2	3	4	5
46. İlgi duyduğum konuları daha iyi öğrenirim.	1	2	3	4	5
47. Ders çalışırken yapacağım çalışmaları küçük adımlara ayırırım.	1	2	3	4	5
48. Özel anlamlardan daha çok genel anlamlara odaklanırım.	1	2	3	4	5
49. Yeni bir şey öğrenirken nasıl daha iyi öğrenebileceğime ilişkin kendime sorular sorarım.	1	2	3	4	5
50. Çalışmamı tamamladıktan sonra olabildiğince iyi öğrenip öğrenmediğimi sorgularım.	1	2	3	4	5
51. Eğer yeni bilgiyi anlayamazsam çalışmayı bırakıp başa dönerim.	1	2	3	4	5
52. Kafam karıştığında başa dönerek tekrar okurum.	1	2	3	4	5

Appendix 5: English Version Of The Survey

MOTIVATION ORIENTATIONS AND METACOGNITIVE AWARENESS QUESTIONNAIRE

I. SECTION: DEMOGRAPHIC INFORMATION

Your gender:
Your age:
Your department:

II. SECTION: MOTIVATION / ATTITUDE QUESTIONNAIRE

Indicate your opinion about the following statements by marking (X) under one of the options you consider to be the best choice. Please mark only one option for each statement and do not leave any item blank. **1**-Strongly Disagree, **2**-Disagree, **3**-No Idea, **4**-Agree, **5**-Strongly Agree.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly agree
1. If I spent a long time abroad, I would make great effort to learn the local language although I could easily get by with what I already know.	1	2	3	4	5
2. I'd like to learn as many languages as possible.	1	2	3	4	5
3. After finishing learning English, I'd like to start learning another language.	1	2	3	4	5
4. For me learning a foreign language is a hobby.	1	2	3	4	5
5. Sometimes learning a foreign language is a burden for me.	1	2	3	4	5
6. Learning foreign language is an exciting activity.	1	2	3	4	5
7. I don't like the process of learning a foreign language and I do it only because I need the language.	1	2	3	4	5
8. Learning a foreign language often gives me a feeling of achievement.	1	2	3	4	5
9. Learning foreign language often makes me happy.	1	2	3	4	5
10. Studying English is important to me because it provides an interesting intellectual activity.	1	2	3	4	5
11. English proficiency is a part of general culture.	1	2	3	4	5
12. I am learning English to become more educated.	1	2	3	4	5
13. English proficiency is important to me because it allows me to learn about the current intellectual trends of the world, and thus to broaden my view.	1	2	3	4	5
14. English proficiency is indispensable for a Turkish person to be able to live a fulfilling life.	1	2	3	4	5
15. Everybody in Turkey should learn English at least an intermediate level.	1	2	3	4	5
16. The more I learn about British /Americans, the more I like them.	1	2	3	4	5
17. Most of my favourite artists (e.g, actors, musicians) are either British or American.	1	2	3	4	5
18. Britain and America are among the most exciting countries of the world.	1	2	3	4	5
19. British/American culture is of vital importance in the world nowadays.	1	2	3	4	5

20. If I could speak English well, I could do a more interesting job.	1	2	3	4	5
21. If I could speak English well, I could travel more for official purposes.	1	2	3	4	5
22. I would have financial benefits if I had a good English proficiency.	1	2	3	4	5
23. My colleagues usually know a foreign language at least at an intermediate level.	1	2	3	4	5
24. My bosses expect me to learn English.	1	2	3	4	5
25. Without knowing English well, I cannot expect a promotion.	1	2	3	4	5
26. The prominent members of my profession know English at least at an intermediate level.	1	2	3	4	5
27. English proficiency is important to me because it is indispensable for establishing an international reputation.	1	2	3	4	5
28. English proficiency is important to me because it will allow me to get to know about various cultures and people.	1	2	3	4	5
29. Studying English is important to me because it offers a new challenge in my life, which would otherwise become a bit monotonous.	1	2	3	4	5
30. It is indispensable for me to take the State language exam in order to achieve a specific goal. (scholarship, degree)	1	2	3	4	5

III. SECTION: METACOGNITIVE AWARENESS INVENTORY

Indicate your opinion about the following statements by marking (X) under one of the options you consider to be the best choice. Please mark only one option for each statement and do not leave any item blank. **1**-Never, **2**-Rarely, **3**-Sometimes, **4**-Often, **5**-Always	**Never**	**Rarely**	**Sometimes**	**Often**	**Always**
1. I ask myself periodically if I am meeting my goals.	1	2	3	4	5
2. I consider several alternatives to a problem before I answer.	1	2	3	4	5
3. I try to use strategies that have worked in the past.	1	2	3	4	5
4. I pace myself while learning in order to have enough time.	1	2	3	4	5
5. I understand my intellectual strengths and weaknesses.	1	2	3	4	5
6. I think about what I really need to learn before I begin a task.	1	2	3	4	5
7. I know how well I did once I finish a test.	1	2	3	4	5
8. I set specific goals before I begin a task.	1	2	3	4	5
9. I slow down when I encounter important information.	1	2	3	4	5
10. I know what kind of information is important to learn.	1	2	3	4	5
11. I ask myself if I have considered all options when solving a problem.	1	2	3	4	5
12. I am good at organizing information.	1	2	3	4	5
13. I consciously focus my attention on important information.	1	2	3	4	5
14. I have a specific purpose for each strategy I use.	1	2	3	4	5
15. I learn best when I know something about the topic.	1	2	3	4	5

16. I know what the teacher expects me to learn.	1	2	3	4	5
17. I am good at remembering information.	1	2	3	4	5
18. I use different learning strategies depending on the situation.	1	2	3	4	5
19. I ask myself if there was an easier way to do things after I finish a task.	1	2	3	4	5
20. I have control over how well I learn.	1	2	3	4	5
21. I periodically review to help me understand important relationships.	1	2	3	4	5
22. I ask myself questions about material before I begin.	1	2	3	4	5
23. I think of several ways to solve a problem and choose the best one.	1	2	3	4	5
24. I summarize what I've learned after I finish.	1	2	3	4	5
25. I ask others for help when I don't understand something.	1	2	3	4	5
26. I can motivate myself to learn when I need to.	1	2	3	4	5
27. I am aware of what strategies I use when I study.	1	2	3	4	5
28. I find myself analyzing the usefulness of strategies while I study.	1	2	3	4	5
29. I use my intellectual strengths to compensate for my weaknesses.	1	2	3	4	5
30. I focus on the meaning and significance of new information.	1	2	3	4	5
31. I create my own examples to make information more meaningful.	1	2	3	4	5
32. I am a good judge of how well I understand something.	1	2	3	4	5
33. I find myself using helpful learning strategies automatically.	1	2	3	4	5
34. I find myself pausing regularly to check my comprehension.	1	2	3	4	5
35. I know when each strategy I use will be most effective.	1	2	3	4	5
36. I ask myself how well I accomplish my goals once I'm finished.	1	2	3	4	5
37. I draw pictures or diagrams to help me understand while learning.	1	2	3	4	5
38. I ask myself if I have considered all options after I solve a problem.	1	2	3	4	5
39. I try to translate new information into my own words.	1	2	3	4	5
40. I change strategies when I fail to understand.	1	2	3	4	5

41. I use the organizational structure of the text to help me learn.	1	2	3	4	5
42. I read instructions carefully before I begin a task.	1	2	3	4	5
43. I ask myself if what I'm reading is related to what I already know.	1	2	3	4	5
44. I reevaluate my assumptions when I get confused.	1	2	3	4	5
45. I organize my time to best accomplish my goals.	1	2	3	4	5
46. I learn more when I am interested in the topic.	1	2	3	4	5
47. I try to break studying down into smaller steps.	1	2	3	4	5
48. I focus on overall meaning rather than specifics.	1	2	3	4	5
49. I ask myself questions about how well I am doing while I am learning something new.	1	2	3	4	5
50. I ask myself if I learned as much as I could have once I finish a task.	1	2	3	4	5
51. I stop and go back over new information that is not clear.	1	2	3	4	5
52. I stop and reread when I get confused.	1	2	3	4	5

Appendix 6: Permission Form of the University Administration (Çag University)

Appendix 7: Permission Form Of The University Administration

MARDİN ARTUKLU ÜNİVERSİTESİ

T.C.
MARDİN ARTUKLU ÜNİVERSİTESİ REKTÖRLÜĞÜ
Genel Sekreterlik

Sayı : 61509119-044-
Konu : Anket

YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜĞÜNE

Üniversitemiz Nusaybin Meslek Yüksekokulu Müdürlüğü Öğr. Gör. Özgül GÜLTEKİN TALAYHAN'ın "Yabancı Dil Olarak İngilizce Öğrenen Öğrencilerin Motivasyon Eğilimleri, Üstbilişsel Farkındalıkları ve İngilizce Derslerindeki Genel Akademik Başarıları Arasındaki İlişki" konulu tez çalışması ile ilgili biriminiz öğrencilerine yönelik bir anket çalışması uygulayacak olup, gerekli kolaylığın sağlanması hususunda;

Bilgilerinizi ve gereğini rica ederim.

e-imzalıdır
Prof.Dr.Mücahit KAÇAR
Rektör V.

Mevcut Elektronik İmzalar
MUCAHİT KAÇAR (Rektörlük - Rektör V.) 19/11/2018 15:34
Evrakı Doğrulamak İçin : http://ebys.artuklu.edu.tr/enVision/Validate_Doc.aspx?V=BE6PSCOOY

Nur Mahallesi, Yenişehir Yerleşkesi
Dicle-Fırat Yolu, Yenişehir / Mardin
T/F : +90 482 213 40 06
F : +90 482 213 40 04
artuklu.edu.tr

8. CURRICULUM VITAE

Name & Surname : Özgül GÜLTEKİN TALAYHAN
Birth Place and Year : Batman / 1989
E-mail : gultekinozgul@gmail.com
Address : Artuklu / Mardin

EDUCATIONAL BACKGROUND

Bachelor's Degree : İnonu University, Faculty of Education, English Language Teaching / 2007-2012
Master's Degree : Çağ University, Institute of Social Sciences, English Language Education / 2016-2018

ACADEMIC EXPERIENCE

Batman Yavuz Selim Secondary School / 2012-2015 (English Teacher)
Batman Fatih Secondary School / 2015-2017 (English Teacher)
Mardin Artuklu University, Nusaybin Vocational School of Higher Education / February 2017- Still Continuing (English Instructor)