LEARNING TURKISH IN ITALY: A SURVEY STUDY OF MOTIVATION [1]

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ABSTRACT

Foreign/second language (L2) learning and teaching is a complex process in which among many other variables, motivation stands out as one of the most important factors influencing L2 acquisition. Various sources of motivation decide the individual's success in learning an L2. For this reason, it is important to unfurl what motivates L2 learners and make use of the motivational prompts to take into consideration when designing materials and developing curricula. The research was conducted to understand the initial motives for choosing to study Turkish as a foreign language (TFL). A questionnaire of 25 items assessing motivation types of a total of 50 first-year university students who were studying (TFL) at the Ca' Foscari University of Venice in Italy was designed and administered. Because of the qualitative nature of the research, descriptive data analysis methods were applied to examine the data. The findings suggest that integrative, instrumental/extrinsic and intrinsic motivation types were responsible for undertaking the study of Turkish language in different proportions, yet in an inseparable way. The results are of importance for promoting TFL in countries like Italy, where natural contact with native speakers is limited and creating the ground for material design and pedagogical implications.

Keywords: Turkish as a foreign language, intrinsic motivation, extrinsic motivation, integrative motivation, instrumental motivation, Italy.

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1. INTRODUCTION

People have learnt additional languages in accordance with the changing requirements of time throughout history. One such language requirement of the increasing groups of immigrants in Europe around 1970s marked the introduction of Communicative Language Teaching (Savignon, 1991). The emphasis on communication in the new approach pushed the teacher back and put the learner in the center of learning. This caused a shift of attention from the teacher to the learner, which yielded insights into learner motivation.

Foreign/second language (L2) learning and teaching is a complex process in which among many other variables, motivation stands out as one of the most important factors influencing L2 learning. Due to the fact that there is not a widely accepted L2 learning motivation definition (Oxford and Shearin, 1994), it is defined by many scholars in the most operational terms for their studies. According to Gardner (1985) motivation comprises four aspects which he termed as a goal, an effortful behaviour, a desire to reach the goal and positive attitudes towards the goal. However, Heckhausen, Kuhl and their associates[3] (Dornyei, 2000) argue that without the temporal dimension, the definition of motivation is not further than desire to do something; ignoring "its actual implementation and successful completion" (Heckhausen, 1991; cited in Dornyei 2000). In essence, motivation is the term used to refer "*why* people decide to do something, *how long* they are willing to sustain the activity and *how hard* they are going to pursue it" (Dornyei and Skehan, 2003).

Research in L2 motivation can be characterized by three periods[4]: The social psychological period (1959 - 1990), the cognitive-situated period (1990s) and the process-oriented period (2000s) (Dornyei, 2005). Acclaimed researchers of the first period Gardner and Lambert (1972) introduced integrative (a positive attitude towards the culture of the L2 and its speakers) and instrumental (pragmatic reasons such as a better future career) motivations. The need for further explanations on learner's immediate learning situation rather than socially bound environments led to the second period which is noted by Deci and Ryan (1985; cited in Ryan and Deci, 2000) who introduced intrinsic (as a matter of nature choosing to do something interesting or enjoyable) and extrinsic (doing something for the sake of approval or reward) motivations. The third period was born as a result of the switched focus from society to learning situation. The unstable nature of motivation in the course of the learning process brought a temporal dimension in L2 motivation research. In this period, Dornyei and Otto (1998) propounded three phrases of L2 motivation which are pre-actional (generating motivation like setting goals, having intentions), actional (maintaining motivation) and post-actional (evaluating the learning process).

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[3] Heckhausen, 1991; Heckhausen and Kuhl, 1985; Gollwitzer, 1990; Kuhl, 1985, 1986, 1987, 1992; Kuhl and Beckmann, 1994.

[4] Although a forth period called socio-dynamic (current) was proposed by Ushioda and Dornyei (2012), the research in this field was considered as immature by the researcher. For this reason it was omitted from the present study.

Due to the fact that motivation is a determining factor in L2 language learning, it is not a surprise that L2 motivation research has captured the attention of scholars that much. It is "the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process" (Dornyei, 1998). According to Spolsky (1990; cited in Wimolmas, 2013) motivated students take active roles in their learning and learn more quickly. Bernaus and Gardner (2008) stated that integrativeness, motivation and instrumental orientation (clusters of reasons for learning an L2 (MacIntyre, MacMaster and Baker, 2001)) were significantly related to the achievement of the target language (English) mentioned in the study. Several studies with similar results emphasize the importance of motivation in L2 learning.

Besides affecting the level of achievement in L2 learning, motivation also supplies inferences to improve and revise pedagogical implementations in the L2 teaching field, giving rise to suggestions for L2 teachers, strategies, curricula and syllabi which regard motivation as one of their principles (eg. Dornyei and Csizer, 1998).

The aim of the research

It is an obvious fact that technological advancements have shrunk the world. Today speaking a foreign language has become a necessity; a skill to have rather than a privilege (Göçer, 2011). In this concept, teaching and learning Turkish as a foreign language (TFL) emerges as a new field in which the need for research on the adaptability of teaching methods and materials of more widely spoken foreign languages and devising a broad range of teaching materials is awaiting to be met. In order to provide learners of TFL with appropriate learning situations and materials, it is highly important to understand why they choose to study TFL when presented with other options (i.e. other languages), especially in contexts where Turkish is a foreign language rather than a second. For this reason, the present study aims to shed light on the motivations of young adult learners of TFL in Italy, ignoring the relationship between motivation and language achievement. To reach this aim, the following research questions were asked:

1.   What are the reasons of first-year university students for choosing to study TFL in Italy?

2.   Which types of motivation do the first-year university students studying TFL in Italy have?

2. METHOD

2. 1. Participants

The present study was carried out in Italy at the Ca' Foscari University of Venice. The participants were the first-year university students studying Turkish Module 1 (Beginner) in the Department of Asian and North African Studies in the 2014-2015 academic year. The students in this department should master at least two languages presented in couples to

them in order to graduate. Therefore, the participants in this study were free in their choices to some extend as the couples of the languages did not cover all the combinations of the languages offered by the department. Yet, they could still study other languages as optional lessons. For the study, a total of 56 students were reached. 50 of them returned the questionnaires conducted. Except for two students aging 39 and 57, the average age[5] of the students was 20. Only 8% of the students claimed that they had prior attempts to study TFL and for the rest it was the first time to study it. Finally, except for one student who did not mention about his/her sex, the participants were made up of 76% female and 24% male students.

2.2. Context of the research

The research was carried out in Venice, Italy where the Turkish language was taught at the university mentioned above during the academic year 2014-2015. The language learning took place in a foreign language learning context in which the learners had a very limited contact with native speakers of the language except for their instructors and professors. When the questionnaire was delivered, the students had been studying TFL for approximately two months (September – October 2014).

2. 3. Instrument

Before deciding the instrument, various questionnaires designed to measure motivation, the factors affecting motivation, the relationship between motivation and achievement, and motivation and strategies were examined (Dornyei, 1990; Bacon and Finneman, 1990; Noels, Pelletier and Vallerand, 2000; Schmidt and Watanabe, 2001; Syed, 2001; Ushioda, 2001; Acat and Demiral, 2002; Masgoret and Gardner 2003; Guilloteaux and Dornyei, 2008; Bernaus, Wilson and Gardner 2009; Yılmaz and Arslan, 2014). It was observed that the majority of the questionnaires were designed in likert scale format (response options ranging from descriptors like "strongly agree" and "strongly disagree"). Moreover, in the L2 motivation research literature, Gardner's (1985) likert scale type Attitude/Motivation Test Battery (AMTB) is extensively referred. However, Dornyei (2001) points out that although the traditional L2 motivation research apply mostly to the rating scales which require typically quantitative analysis processes, an increasing number of research make use of qualitative research methodologies for the sake of the rich and multidimensional information they supply. In order to reach the aim of the research, a new questionnaire (see Appendix 1 in the original language - Italian) of one categorical, one multiple choice and twenty-three open ended items were formed to collect as many diverse responses as possible instead of modifying any already established questionnaires. This kind of a new questionnaire made qualitative analysis possible. Likert scale and listing items were deliberately avoided in order not to direct the participants with the already given options. After piloting, an improved version of the questionnaire was developed and conducted.

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[5] The numbers and percentages were rounded up to the nearest number for an easier reading.

2.4. Data analysis

In pursuance of a more complete understanding of motivation, four types of motivation described by Gardner and Lambert (1972) and Deci and Ryan (1985) were chosen as the categorization criteria for the responses. However, as the behaviours of extrinsically and instrumentally motivated people are presented with the same examples in many studies (e.g. Dornyei, 1994; Noels 2001), these two kinds of motivations were combined in this research. The final categorization of the motivation types and their extents can be seen in Table 1. Temporal dimension of motivation was omitted as it is irrelevant to the aim of the research; yet, comments regarding maintaining motivation can still be found under the Results and Discussion section.

Type of motivation	Description	Keywords regarding characteristic behaviours, thoughts and beliefs
Integrative	Positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community.[6]	- Feeling affinity and interest to the L2 culture and the speakers of the L2 - Desire to communicate with the rest of the society - Family relationships, social relationships - Respect to the L2 culture and its speakers
Intrinsic	Inherent pleasure and interest in the activity as well as the spontaneous satisfaction that is associated with it.[7]	- Choosing an activity voluntarily - Mastering a difficult task - Delight in the sound, melody - Curiosity - Fun
Instrumental/ Extrinsic	The potential pragmatic gains of L2 proficiency.[8]	- Feeling obliged for purposes like passing exams, career opportunities, higher salary -Traveling (involuntary, usually for business)

Table 1: Categorization of Motivation Types

The data collected were the participants' responses in forms of short phrases and sentences as well as paragraphs varying in length. To group the similar responses given to each single item, the items were analyzed one at a time. The items without any response were omitted and the remaining responses were used to refer the whole group. For each group of the similar responses keywords were either extracted from the responses or appointed by the author. The frequency and percentage of these keywords were calculated with respect to the

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[6] The description was derived from the study of Dornyei (1994).
[7] The description was derived from the study of Noels (2001).
[8] The description was derived from the study of Dornyei (1994).

total number of the responses given to a single item. Then, these keywords and their percentages were interpreted according to the previously formed categories (Table 1).

3. RESULTS AND DISCUSSION

The first four items of the questionnaire were designed to describe the participants in terms of age, sex, hometown and languages they spoke. The participants of the study formed a group of young adult learners with the average age of 20, which is not surprising as the university students are usually young adults. There were two participants aging 39 and 57 who could be called as adult learners. These two participants were included in the data analysis; however, a specific comment on their motivations for choosing to study TFL can be found at the end of this section. Except for one student who skipped the item asking for sex, almost a quarter of the participants was male (24%) and the rest was female (76%). It seems that Turkish was more appealing to the female students. The hometowns of the students who said that they were from Italy (94%) can be seen in the Figure 1 in forms of dots. The rest 6% was from other countries (Montenegro, Macedonia and Poland). There may be two reasons for such a clustered picture of the hometowns: the physical distance between the hometown of the student and the city the university is found and the quality of language education of the university. Finally, none of the participants spoke Turkish except for one student who expressed that she was born to a Turkish family in Italy, therefore she could partly understand Turkish but could not speak.

Figure 1: Hometowns of the students

The rest of the items were designed to understand what made participants study TFL. To start with, a very general item (number (no.) 5) asking about how the students' interest arouse towards Turkish was asked. The responses showed that 48% of the students became interested in Turkish for integrative, 45% for instrumental/extrinsic and only 7% for intrinsic motivation. The item is important to understand how the initial interest towards TFL formed. In the responses, the most repeated keywords were Turkish culture (32%) and Turkish history (16%). These students were interested in knowing Turkish culture and

curious about Turkish history. It is interesting that only 7% of the responses were referring to the language and its features as the reasons to be interested in Turkish. Moreover, more than half of the students with instrumental/extrinsic motivation said that their interest started mainly because they had to choose a second foreign language to study (19%), and the rest gave reasons varying between job opportunities (18%) and advices (8%) they got regarding a possible future job. Finally, from the responses of the students who expressed that their interests rooted from instrumental/extrinsic reasons it could be deduced that after starting to study TFL, they started to enjoy it. Thus, it is possible to say that although they were interested in Turkish because of job opportunities and advices of other people, later they became intrinsically motivated. This item is a good indicator of the reasons and source of criteria for the authorities to revise the existing teaching materials and even create newer ones covering Turkish culture and history with possible job contexts. Finally, it is worth noting that in the responses films and books were given as reasons to be interested in Turkish as well. Inserting them in curricula may keep the attention of the students during the course of studying.

The next item (no. 6) was asking if the students had ever studied Turkish. All the students responded and 92% of the responses were "no". There was only 8% of the responses which was referring learnt basic greetings during trips in Turkey and taking a two-week course in Poland. This item clearly shows that the majority of the students did not know much about Turkish before choosing to study it. And the ones who claimed to have studied did so mainly casually (trips and holidays) for communication purposes with the native speakers, rather than as a medium among speakers of other languages. In other words, integrative motivation seems to be responsible for their learning. In fact, these few responses show the present situation the Turkish language is in. It is learnt to communicate and/or work with native Turkish speakers and not to use it as a lingua franca yet. Teaching material designers should consider this fact especially when creating advanced listening materials. For example, Turkish speakers know well that except for formal situations, the Turkish tend to modify particular suffixes and sounds by lengthening the vowel before that suffix or sound ("bunu okuyacaktın" becomes "bunu okuucaktın") or simply by avoiding that suffix or sound ("yapacağım" becomes "yapcam") when speaking. Such variations can be significant to avoid not only misunderstanding, but also not-understanding anything in informal situations like a coffee break with Turkish colleagues or shopping at a market in Turkey. Therefore, the advanced listening material should be representative of the most common use of Turkish also in informal situations.

The seventh item was asking if the students knew any Turkish people and if yes in which way they affected their interests towards Turkish. Although 68% of the responses were negative, the rest (32%) was positive. Except for two, all of the students who answered as "yes" explained that these people had a positive effect on their interests. They further explained that they learnt primarily cultural and traditional aspects of the Turkish from these people and as a result their interests in the language arouse. It can be seen that thanks to the Turkish people the students knew, they were integratively motivated. It is meaningful that out of 16

students who responded positively to the item, 14 of them said that they were affected positively from these Turkish people. From this item, it should be understood that in order to promote TFL, university authorities and administrators of courses should give importance to launch student exchange programmes, tandem learning opportunities (even distant, via internet) and international cultural exchange projects.

The next item (no. 8) was enquiring if the students had ever been to Turkey and if yes, how it influenced their choice of studying Turkish. 72% of the responses showed that they had never been to Turkey and the rest (28%) had visited Turkey at least once. The students who expressed that they had been to Turkey also explained that experiencing and learning about the culture there motivated them and arouse their interest towards Turkish. Moreover, although it was not required, almost a quarter (20 %) of the students who had never been to Turkey stated that they would love to visit it. As a result, it can be interpreted that visiting the country of the target language may help learners be motivated integratively to undertake studying the language, in this case, Turkish. It is notable that culture again plays an important role as a reason to be motivated to study TFL.

The item no. 9 was asking if the students were influenced by the attitudes of the people around them towards Turkish. Interestingly, 86% of the responses demonstrated that the students were not influenced at all, and the rest (14%) showed that they were influenced. The item also revealed that although the students (71%) who claimed that they were influenced heard negative comments like "Turkish being useless and unknown, little-appreciated", they ignored them and also added responses defending their choices with utterances like "I am happy with my choice", "what they believe does not interest me", and "I always try to study a language from an impersonal point of view". 29% of the responses stating to be influenced showed that the students were negatively affected from the attitudes of the people. From these comments and the responses to the item, it can be inferred that the majority of the students was intrinsically motivated to study Turkish, either because they were not influenced or because they ignored the negative comments of the people.

The tenth item was asking where and why Turkish would be useful for the students. It was an item asking for the future plans of the students. Except for two students, all responded the item. An overwhelming majority (75%) of the responses showed that the students were studying Turkish for future job opportunities, while 17% of them stood for cultural interests (travelling, knowing Turkey, cultural relationships). 4% of them referred academic purposes for studying TFL and another 4% referred to personal development. As it is clear, a greater part of the students were instrumentally/extrinsically motivated to study TFL, while 17% of them can be regarded as integratively motivated leaving the rest intrinsically motivated. This item again highlights the importance of job as a motivational factor for the future plans of the students to study Turkish. In order to meet such a language requirement of the learners of TFL, it is needed to characterize the linguistic features of possible jobs the learners of TFL intend to and can do. These features can be used to devise materials and also courses teaching Turkish for specific purposes.

The following two items (no. 11 and no. 12) can be said to have a link between each other. The first was asking the students' initial reasons for choosing to study TFL and the second was asking the changes in their reasons after studying it (for two months). For this reason, the two items were analyzed together. For the first item, after omitting the questionnaires without any response, it was seen that the number of the responses related with integrative motivation (48%) surpassed any other motivation type. Yet, instrumental/extrinsic (24%) and intrinsic (16%) motivation traits were found as well. The students preferred to study TFL, firstly because they were "fascinated" by the culture (38 %), secondly to find a job (20%) and thirdly to satisfy their curiosity about the Turkish language and literature (16%). Moreover 10% of the responses showed that the students were curious about the country (i.e. Turkey) and a small number of the students (4%) started to study Turkish for academic purposes. Finally, uninformative yet valuable responses such as "a lot" (4%), "a few" (4%) and "nothing special" (4%) were also observed. Although these responses do not provide any specific information about the characteristics of the students' motivations, they are useful to see to what extent they were motivated to study TFL at the beginning. The latter item demonstrated that changes occurred in the reasons for studying TFL during the course of the study, but not enough to change much the motivation types of the students. Before the calculation of the frequencies, a response reading "it is different than what I thought" was considered to be uninformative and consequently eliminated. The grouping of the responses showed that many of the students were integratively motivated (30%). Strangely enough, when it came to the instrumental/extrinsic (27%) and intrinsic motivations (23%), the number of the responses were very close to each other. As it can be noticed, integrative motivation still overwhelms the other types of motivation even after starting to study the language. As for the detailed reasons for each motivation type, similar results with the previous items were found being in the first place the interest in the culture (30%) followed by job opportunities (23%) and in the last place academic purposes (4%). Yet, in spite of the fact that the responses can still be grouped under similar types of motivations for both items, it is observable that the responses were more specific and various to the latter item. It is not surprising to see such changes in only two-month study, because as it was discussed above, the students chose to study TFL for cultural interest and job opportunities and without knowing almost anything about the Turkish language. This explains why "musicality" (15%) emerges for the first time as a reason to study Turkish as well as "in-depth understanding of the language and its literature" (8%). Finally, it is worth to mention that 9% of the responses presented that the students' motivation remained "the same" in their words, while 7% indicated that it "increased". Finally 4% of the responses revealed that the students' motivation was "unfortunately" decreased because of the examinations they had to take. From the preference of using the adverb "unfortunately" and the explanation it can be inferred that these students would have still been interested in studying TFL, but because of external responsibilities, they were not. All in all, these two items indicate that the integrative motivation is the trigger for the majority of the students to undertake the study of TFL and also to continue with the study. Besides the integrative motivation, instrumental/extrinsic and intrinsic motivations are also influential in before and while studying TFL. What is more, this item together with no. 10 clearly shows that in the Italian context the students study

Turkish primarily to use it as a tool to learn about the culture and in a possible future job, rather than for academic studies. Therefore, material designers and curricula developers should adopt a holistic approach when creating new materials and also language programmes covering mainly Turkish culture, stimulating the curiosity about the language and inserting tips and linguistic features useful for future jobs requiring Turkish.

The thirteenth item was asking if the students liked the Turkish language and why or why not. All of the students answered the item and all the responses were positive. Except for 28% of the responses without any explanation, the most frequent reason for students' liking it was "the sound" (54%) and "clear grammar together with the sound" (18%) of the language. It is obvious that the students enjoyed the melody originating mainly from vowel harmony in Turkish. Materials designed by making use of this melodic feature can guarantee maintaining the intrinsic motivation the learners of TFL have while studying.

The item no. 14 was about the reactions the students got when they said that they studied Turkish. All except for one student responded the item and the grouping of the responses was done under three headings: positive, negative and neutral opinions. According to the responses, 45% of the people expressed positive thoughts about studying TFL. The students reported that the people were "amazed" and "surprised positively" when they heard that the students were studying Turkish. However, a significant number of the reactions (35%) was negative and people were "discouraging" and "surprised negatively". Moreover, some of the responses contained opinions like "Turkish being useless". Finally, a substantial number of the people (20%) had neutral opinions as regards Turkish and according to the responses they repeated words like "kebab" and "Muslim" they associated with Turkish and asked questions regarding how difficult the language was and what alphabet Turkish had. The table the analysis of this item provides should be interpreted as plenty of people were positive about leaning Turkish not only because almost the half of the reactions were positive, but also because the people with neutral opinions could be regarded as having a slight tendency towards being positive since they were curious to know more. As for the people with negative opinions, they thought so because it is understood from the responses that they thought it was "useless" in terms of job. It is clear that these people were not aware of the opportunities speaking Turkish may have today. Therefore, more events, collaborations and meetings should be promoted between two countries to overcome the prejudice and the ignorance.

The fifteenth item was formed for the same purposes as the tenth item with a subtle reference to the future. The responses showed that the students were consistent with their instrumental/extrinsic motivation to study Turkish as they (72%) stated that they studied it because they thought speaking Turkish would help them find a job. Yet, it was also clear that the students (16%) would benefit speaking Turkish to know Turkish culture. Finally, the 12% of the responses could not be grouped under any specific motivation type as they were the responses like "a lot" (75%) and "I do not know" (25%). The obvious fact that can be drawn from this item with reference to the whole questionnaire is that most of the students were intrinsically and also integratively motivated to study Turkish at that moment. However, when they were prompted to think about their future plans of using Turkish, it is non-

negligible that their motivation in general turned to be instrumental/extrinsic because of job worries. Thus, the motivation types of the students of TFL in the Italian context cannot be considered separately.

The item no.16 was asking what they found interesting in Turkish. Although the item was enquiring about the language, it was observed that the students' responses were generic thoughts about Turkey, the Turkish and the Turkish language. After examining all the responses, the keywords were extracted and calculated according to their frequency. Turkish culture (23%), Turkish literature (21%), Turkish songs (19%), sound of the language (16%), the grammar (14 %) and food (7 %) were found to be the repeating keywords in the responses. As it can be concluded, the intrinsic motivation type plays a great role in students' being interested in the Turkish language as well as the Turkish and Turkey. The interpretation of the item indicates that inserting literary works and songs in curricula, which would inform the students about the culture as well, may let students find what they are interested in their TFL studies.

The following item (no.17) was the only multiple choice item asking if the students had chosen studying TFL autonomously or motivated by someone or something and if their answer was the latter, a second subitem was asking if they thought they had done well or bad then. 74% of the students declared that they had chosen to study TFL autonomously, while 26% claimed that they had chosen TFL to study motivated by someone or something. As regards the subitem, all the students marked "I did well". From the numbers, it can be noticed that almost three quarters of the students gave their decisions on their own, voluntarily. The second group shows that although they were influenced in their decisions to start studying TFL, their personal reflections, in other words their preferences of the option "I did well", were clear indicators of how they internalized their decisions. Despite the fact that doing something autonomously recalls intrinsic motivation, in this case, it would not be appropriate to label the students with it. A student may start studying an L2 autonomously out of curiosity about the traditions of that L2. Hence, the most suitable types of motivation those three quarters of the students had were intrinsic and/or integrative. For the rest, instrumental/extrinsic motivation appears to be the motivation type they had. Nonetheless, because of their thoughts of having done well by choosing to study TFL, it would not be wrong to say that instrumental/extrinsic motivation turned to be intrinsic motivation during the course.

The item no. 18 was asking if the students felt obliged to continue studying TFL and why or why not. After the calculation of the responses, it was seen that the class was divided into two in their opinions as to their feelings of being obliged (49%) and not (51%) to continue studying TFL. The students who expressed that they felt obliged to study also stated that they felt so, because they wanted to learn it well (35%) and thought it would be useful in the future (26%). Moreover, it was found that the students felt the necessity to continue with their Turkish studies because of its being difficult (22%) and interesting (17%). The other group of the students who answered negatively expressed that they did not feel obliged to

continue studying Turkish, because they did it for their personal interests (45%) and they simply liked the language (30%). Yet, it is worth paying attention to the other two responses: finding it interesting (18%) and choosing it autonomously (7%). It is particularly surprising to be presented with the response "interesting" by both of the groups of the students. It means that being interesting can be both an external and an internal force for the students to continue studying Turkish. From this item, it should be deduced that both instrumental/extrinsic motivation and intrinsic motivation have almost the same importance for the students to pursue their TFL studies.

The nineteenth item was asking if studying Turkish was appealing and why or why not. Except for one, all the students answered, and they all asserted that it was appealing. This item was similar to the no. 13. Yet, the no. 13 was asking about the interest in the language and this, the no. 19 was asking about the interest in studying Turkish. The reasons for liking a language may not necessarily be the same for studying that language. For this reason, it is not surprising that the keyword sound of the language (12%) comes later in the frequency scale of other keywords which are the culture (27%), the language (37%), and the utility of language (in terms of job) (22%). Finally 2% of the responses demonstrated that the students were appealed studying Turkish, because they found it as a "challenge". The students reported that they were attracted firstly because the language was different than any other languages they learnt and for this reason they found it interesting in a positive meaning. Secondly, they considered studying Turkish and its culture as a whole regarding Turkish as "a tool to understand Turkish culture". The responses to this item revealed also that according to the students studying Turkish would be advantageous as it was not spoken by many as a foreign language; thus they might have more opportunities to find a job. As it was mentioned above, all the motivation types work together for the TFL students in Italy.

The item no. 20 was formed to have some specific information about the students' future plans in which they thought of using Turkish. The half of the responses (50%) was job and the other common response (23%) was traveling and job together. The rest of the responses were as varied as the following: building relationships with immigrants (4%), living in Turkey (4%) and academic studies (2%). 17% of the responses could not be categorized as it was not clear what the students referred by their answers. It is not surprising that instrumental/extrinsic motivation prevails for future plans of the students, since, except for rare cases, people enroll at universities to improve themselves in a field from which they will benefit in the future to get a job.

The item no. 21 was asking why the students thought studying Turkish was important. After eliminating two irrelevant responses and four unanswered questionnaires, the most common responses were found to be the culture (41%) and the job (41%) like many other responses to the items in the questionnaire. It was observable that "education" (9%) emerged to describe the importance of studying Turkish for academic purposes to the students. Moreover, the rest (9%) of the responses showed that studying Turkish was important for students to expand their minds. Due to the fact that they did not provide any further explanation for mind expansion response, the whole questionnaire was taken into

consideration to interpret it. As a consequence, it can be inferred that they might have thought so firstly because they reported that Turkish was not like any other languages they were familiar with; therefore, they might have had to acquire a different approach to learn it and secondly because through studying Turkish they learnt about a new culture. With this item it was revealed for another time that the worries regarding future job and the interest in the culture were responsible for integrative and also the instrumental/extrinsic motivation.

The rest three items were asking the opinions of the students about the Turkish language, the Turkish population and Turkey. The responses were examined and the most frequent keywords for each item were detected.

The item no. 22 was asking the students' personal opinions on the Turkish language. The 3% of the responses were ignored as they were uninformative like "I like" and "bridge". It was found that the students' perception of the Turkish language repeated what was already discussed above. That is, they found it mostly "musical" (34%). 27% of the responses demonstrated that Turkish was difficult in terms of its grammatical structure, while 14% of the responses showed that it was easy and logical. A significant number of the responses (20%) also revealed that the students found Turkish interesting. The last keyword should be interpreted well, as it is not clear what they meant by interesting. Yet, from the general reading of the responses, it can be inferred that they found Turkish interesting in a positive way. Finally 2% of the responses attributed Turkish as being close to Latin and German.

The item no. 23 was asking the students' personal opinions on the Turkish population. The responses revealed that almost half of the students (48%) felt incapable of commenting on the Turkish population saying that they did not know any Turkish person. Nonetheless, the other responses referred the Turkish as friendly (16%), sincere (11%), helpful (9%) and ethnically diverse (9%). Except for the rest of the responses (7%) which described the Turkish population as cold, all the adjectives had positive meanings.

The next item (no. 24) was asking the students' personal opinions on Turkey. 20% of the responses showed that the students did not know Turkey well enough to have an opinion about it. Therefore, they wrote "no idea" or "I don't know" as responses to this item. The rest of the responses clustered around "beautiful country" (22%), "rich culture" (20%), "little known" (11%), "recent appearance in the economy and politics" (9%), "has a lot to offer" (7%), "with interesting history" (5%) "natural bridge between the east and the west" (2%), "anguished" (2%), and "close-minded" (2%). As it is clear from the percentages of the responses, most of the students started studying TFL without knowing much about the Turkish language, the Turkish population and Turkey. It is probable that what they referred as culture were some narratives of the people around them and found on internet, since most of them had never been to Turkey and did not have any Turkish acquaintances. They delighted the sound of Turkish and found it interesting, but this does not explain why they chose -in their terms- a difficult language to study at university on their own. Therefore, although it is not seen explicitly in the responses to these three items, it is inevitable to

deduce that there were other reasons providing instrumental/extrinsic motivation to study TFL like the responses they provided for the previous items.

The last item of the questionnaire was actually a four-lined space provided for students to write if they wanted to add other thoughts. Only five students commented and from their comments those relevant to the study presented that the Turkish cuisine and the desire to read Turkish authors and poets in Turkish fuelled their interest in Turkish.

Lastly, the questionnaires of two students aged 39 and 57 were examined as a whole. The student aged 39 was learning Turkish in order to find a job in the field of archeology; thus she was instrumentally/extrinsically motivated. The other student aged 57 was learning Turkish in order to communicate with his daughter's husband and his family; therefore he was integratively motivated. These two students were good examples of how diverse the reasons and also the ages for learning TFL can be.

4. CONCLUSION

L2 motivation research has been expanding in the last four decades and each research in the field has added to our understanding of the motivation, how it is formed and maintained. Learning and teaching TFL is an emerging field in which the research only started around 1950s. There is a strong need to test and research the adaptability of foreign language teaching methods and materials to the TFL teaching and learning. Moreover, the same is required to be done for the existing TFL teaching materials. The present study showed that in order to understand how the learners of TFL are motivated, it is not enough to hold on a single aspect of motivation. A combination of motivation types was found to be working for the learners of TFL in the Italian context, being the integrative and instrumental/extrinsic motivation types prevalent together with the intrinsic motivation. It was also found that the interest in Turkish culture caused the students to be integratively motivated, while worries about a possible future job rather than high marks were found to be the reasons for instrumentally/extrinsically motivated students. Finally, intrinsic motivation was formed mostly because of the melodic feature of the Turkish language and the interest in both its linguistic features and literature. The result to be drawn from this study is that TFL teaching material designers and curricula and syllabus developers should take these motivation types into consideration, because only in this way the learners will be able to find what they look for in their studies. Ultimately, elaborated materials and curricula will be beneficial for the maintenance of motivation during studying.

Having examined the reasons for undertaking the study of TFL in detail, now further research should be done to gain a deeper understanding of what speakers of other languages refer as Turkish culture and what it actually is. Moreover, research is needed to understand what Turkish culture to teach in the classroom, how to exploit it to teach Turkish and how to insert it in teaching programmes and materials. Likewise, a careful study of possible jobs that TFL speakers can do should be carried out and examined to frame the linguistic features and skills

for each job, and consequently they should be covered in the materials or used to inform Turkish for specific purposes materials. Finally, similar research studies should be conducted to understand if the results of this research are representative for other countries where Turkish is learnt as a foreign language.

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Appendix 1
Questo questionario è stato elaborato per mostrare le motivazioni degli studenti che studiano la lingua Turca presso l'Università Ca Foscari. Grazie per la partecipazione.
H. Nilay Suludere; Ottobre 2014

1. Scrivi la tua età...
2. **Uomo** / **Donna**
3. Scrivi la tua città/paese d'origine..
4. Quante lingue conosci? Elencale..
5. Come è cominciato il tuo interesse nei confronti della lingua Turca?
   ....
   ....
6. Hai mai provato in passato a studiare la lingua Turca? Se si, puoi spiegare dove, quando, in che ambito?..
   ....
   ....
7. Hai un conoscente di nazionalità Turca? Se si, pensi che la sua figura abbia avuto un impatto importante nel tuo interessamento nei confronti della lingua Turca? In quale modo?
   ....

………

………

8. Sei mai stato/a in Turchia? Se si, pensi ti abbia influenzato/a nella tua scelta di studiare la lingua Turca? In che modo?……………………………………………………………………

………

9. L'atteggiamento delle persone nei confronti della lingua Turca ti influenza nei tuoi studi? Se si, in che modo?………………………………………………………………………………

………

10. Sto studiando la lingua Turca perchè potrà essere utile in………………………………………..

………

11. Prima di cominciare a studiare la lingua Turca, le motivazioni che mi spingevano al suo apprendimento   erano………………………………………………………………………………………

………

12. Dopo questo primo approccio alla lingua Turca, le motivazioni al suo apprendimento sono………

……

13. La lingua Turca **mi piace** / **non mi piace** perchè………………………………………………..

………

14. Quando dico che sto studiando la lingua Turca, la reazione delle persone è………………

………

15. Sapere la lingua Turca mi servirà………………………………………………………………………

………

16. ……………………………………………………… in Turco mi interessa/interessano molto.

17. Ho scelto di studiare la lingua Turca all'università **autonomamente** / **motivato/a da qualcuno o qualcosa**.

(*Se la tua risposta è qualcuno/qualcosa*: Ora penso di aver fatto **bene** / **male**)

18. **Mi sento** / **Non mi sento** obbligato/a a proseguire gli studi di lingua Turca perchè

………

………

19. **Mi attira** /**Non mi attira** studiare la lingua Turca perchè…………………………………

………

20. Uno dei miei piani per il futuro è usare la lingua Turca per…………………………………

………

21. Studiare la lingua Turca è importante per………………………………………………………………

………

22. Qual è la tua personale opinione della lingua Turca?………………………………………………

………

23. Qual è la tua personale opinione sulla popolazione Turca?………………………………………

………

24. Qual è la tua personale opinione sulla Turchia?………………………………………………………

………

25. Altri pensieri……

………

………

………