



## THE RELATIONSHIP BETWEEN STUDENTS' INTEGRATIVE / INSTRUMENTAL MOTIVATION LEVELS AND THEIR ACHIEVEMENT SCORES IN ENGLISH

Inst. Gökhan Çetinkaya  
Düzce University, Düzce-Turkey  
[gokhancetinkaya@duzce.edu.tr](mailto:gokhancetinkaya@duzce.edu.tr)

Inst. Orhan Ataman  
Düzce University Düzce-Turkey  
[orhanataman@duzce.edu.tr](mailto:orhanataman@duzce.edu.tr)

### Abstract

The aim of the study is to investigate the relationship between preparatory class students' integrative/instrumental motivation levels and their achievement scores in English. Data was collected from 151 EFL learners (63 female and 88 male) studying at voluntary-based preparatory classes at Düzce University in 2016-2017 academic year. To collect the data Motivation/Attitude Questionnaire (MAQ) developed by Dörnyei (1990) and translated into Turkish by Mendi (2009) was used. In addition to that, 16 students from different achievement levels were interviewed via semi-structured interview technique to have a better understanding of the issue. The results yielded that students had a higher level of instrumental motivation, which was also supported by the interview data. On the other hand, integrative motivation had a significant correlation with students' achievement scores while instrumental motivation did not. Furthermore, neither integrative nor instrumental motivation significantly differs according to participants' gender and their faculties.

**Keywords:** Integrative / instrumental motivation, English achievement.