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Adult EFL Learners' Drives to Improve Their English in Private Language Schools

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ARTICLE INFO	ABSTRACT
	The present study investigated EFL adult learners' reasons behind learning English in a new setting with a mixed-design research methodology. The subjects of this study were forty adult English language learners, 20 males and 20 females, who were learning English as a foreign language in a private English language school in Istanbul. Necessary data regarding the participants' reasons for learning English were collected through two instruments: questionnaires and interviews. The data analysis revealed that external factors such as finding a job and personal interests such as the desire to make friends urged and encouraged the participants to enrol in the private English language school to improve their English after a hard day of work or study. The study's findings concluded that both instrumental and integrative motivation played roles in the participants' drives to study English.

1. Introduction

EFL adult learners are dissimilar in terms of their levels of motivation and their reasons behind learning English. According to McDonough (2007), motivation includes "the reasons why we want to learn, the strength of our desire to learn, the kind of person we are, and the task, and our estimation of what it requires of us" (p. 369). Literature abounds with studies investigating the drives which compel EFL learners to study English. Among these reasons, the necessity to communicate and integrate with other people stand out (Setiyadi et al., 2019; Tseng, 2014; Zarrabi, 2018). The need to learn English is also felt by university students who view the English Language as a means to learn other academic and university subjects (Riemer, 2002). The rapid growth of science and technology over the last five decades and the necessity to use English as the international language in business, science, and technology have urged many adults EFL learners to view English language learning as a need to be fulfilled. Courses on English for Specific Purposes (ESP) focusing on learners' needs have been designed (Hutchinson & Waters, 1987). The necessity of learning English has even obligated some policymakers to include English in school syllabuses in most countries. Knowing students' needs assists teachers in better designing ESP courses. Rahman (2015) claims that "needs analysis is the key essence of ESP" (p. 24). English language schools tend to provide both General English (GE) and English for Specific Purposes courses (ESP) for their learners who hope to perform socially and professional activities. One of the differences between ESP and GE courses is that the focus does not necessarily have to be on the four English language skills in ESP courses, unlike GE courses (Rahman (2015). For example, an ESP course can be designed only to improve learners' business writing skills. According to Jendrych (2013), "learners need courses matching their ever-growing needs and requirements resulting from what the labour market demands" (p. 46). In almost all large cities such as Istanbul, where the study was conducted, private English language schools offer adult EFL

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learners GE and ESP courses. In Turkey, students first encounter English in elementary schools; therefore, the adult English learners who enrol in private language schools already have some background knowledge about the English language. Some of these learners are even quite proficient in English, which raises the following question:

"What other possible reasons urge them to go to private English language schools after a hard day of work or studying?"

1. 1. Adult EFL Learners' Drives

Motivation is the primary force that encourages EFL learners to initiate and sustain the English learning process (Dörnyei, 1998). Gardner and Lambert (1959) were the first to introduce the second language motivation in research. Since then, numerous studies have been conducted on adults and younger learners' motivation for English language learning and its effect on learning achievement. Motivation, in general, is triggered either internally by individuals' interests in achieving certain goals or externally by external incentives encouraged by other people or conditions. The former is referred to as intrinsic motivation in literature, and the latter is called extrinsic motivation. Pintrich and Schunk (2002) define the "motivation to engage in an activity for its own sake" as intrinsic motivation, and they define "motivation to engage in an activity as a means to an end" as extrinsic motivation (p. 245). Gardner and Lambert (1972) distinguished two different types of motivation: integrative and instrumental motivations with regards to EFL learners 'motives. The former type of motivation can be viewed as an instrument to achieve certain goals, such as getting a job promotion, and the latter is about learners' desires to learn the target language to integrate with the target culture and people. Regarding the relationships of the above written four types of motivation, it should be noted that EFL learners with extrinsic and instrumental motivation aim to achieve certain goals in the outside world, such as getting a monetary reward. In contrast, extrinsic and integrative motivation are related to internal factors such as getting to know the people who speak the target language, which urges EFL learners to learn the target language. Setiyadi et al. (2019) conducted a study to explore motivational orientations of 886 university EFL students in Indonesia. A self-report questionnaire was used to collect the data. The participants' reasons for learning English were classified into extrinsic, intrinsic, and international orientations. The reasons for learning English that fell into the extrinsic category included globalization, accessing information, getting a good job, and getting good scores in English at school. The students' reasons included mastering and enjoying learning a foreign language, travelling, and feeling more confident as to the intrinsic category. For the last category, international orientation, the participants' reasons included meeting with more English speakers, participating more freely in the activities of English speakers, making friends, and understanding the cultures of English speakers better. The findings highlighted that socio-cultural factors also played a role in encouraging the participants to learn English. Harmer (1991) refers to motivation as the "internal drive" that pushes people to perform tasks to achieve an aim. According to him, some external sources play key roles in learners' motivation. These sources include learners' goals, the setting and society in which students are learning, the people who are in touch with learners, and learners' curiosity (pp. 98-99). Some EFL learners want to learn English to immigrate to English speaking countries more easily due to some socio-political factors. Zarrabi (2018) investigated the motivations of 168 Iranian EFL learners and 159 experienced Iranian EFL teachers who were once English language learners towards English language learning. A questionnaire with open-ended questions was administered for data collection The findings showed that 37% of EFL learners and 51% of EFL teachers chose to learn English because they loved it. Another reason for learning English was educational purposes for EFL learners at 21.7%, while education accounted for 3.7% in EFL teachers. Getting a job, communication, and immigration at 13.6%, 7.1%, and 5.6%, respectively, were among other reasons in the EFL learners' group. EFL learners' reasons to learn English may differ from one setting to another. English language may be viewed differently in different settings by EFL learners. Rehman et al. (2014) conducted a study on 50 Pakistani students from a private college investigating the role of motivation in learning English. A questionnaire consisting of 20 questions was used to gather the data. The results showed that 70% of the participants' reasons for learning English included getting good marks, finding good jobs, applying for higher education, and benefit in a future career. Among other reasons were the participants' love of learning English and travelling abroad. Some participants stated that they chose to learn English because they viewed English as the upper-class language in society, highlighting how people view the English language differently. The findings also underlined the role of emotional factors in learning.

Krashen's affective filter hypothesis (1982) suggests that motivation, self-esteem and anxiety play crucial roles in second language acquisition. According to the affective filter hypothesis, the higher the level of motivation and self-esteem, the more likely language learning occurs. It should be said that there is a negative correlation between language learning and anxiety level. In his book, Second Language Acquisition and Second Language Learning, Krashen (1981) referred to integrative and instrumental motivation and their relationship with the affective filter. According to him, when integrative motivation, as defined earlier, the desire to be a member of the society which speaks the second language, is present, the affective filter is low. However, instrumental motivation, the desire to learn a second language for achieving specific ends such as improving a career, may come to a standstill when learners believe that they have learned enough to do their jobs. In a study conducted by Wimolmas (2013) to investigate the level of integrative and instrumental motivation of 30 first-year undergraduate students studying at an international institute of engineering and technology in Thailand, it became evident that the participants were highly motivated with regards to both motivation types. However, the level of instrumental motivation was slightly higher than the level of integrative motivation in the participants. Considering the role of motivation in English language learning, Hedge (2000) conducted a study that investigated the motivation of 20 ESL Japanese learners. The findings revealed that the most common reasons for studying English as a second language were communication with people overseas and understanding and getting familiar with other cultures, which can be viewed as integrative motivation. Also, the results showed that finding employment in a high-profile career and processing international information were among other common reasons for ESL Japanese learners to study English which can be considered instrumental motivation.

With regards to learning English, improving oral communication skills is crucial for most learners in most settings. Altiner (2018) conducted a study to investigate the relationship between EFL learners' willingness to communicate in English and their motivation. The participants included 106 Turkish EFL learners attending a one-year preparatory school at a university in Turkey. The study's findings indicated a significant correlation between the participants' willingness to communicate and their motivation. In another study, Tseng (2014) found speaking skills were fundamental and necessary in Asia. Tseng researched learners' needs in learning English. The results revealed that the two primary language skills in need were speaking and writing.

It should be noted that several other factors influence EFL learners' needs. Sarudin and Noor (2013) conducted a study to explore employers' views about the role of speaking English in organizations where English was used as the main language of communication. The data was gathered from 67 employers from different industries through questionnaires, including financial services, telecommunication, technology, and media industries. The findings revealed that oral communication skills such as the ability to welcome visitors, be persuasive, make business arrangements, respond to questions, and inform others were more important in the financial services than the other industries, highlighting the necessity of English learning for some employees to maintain their jobs. Needs are not static and can be prioritized, and learners' needs are in constant change. A study conducted by Pawanchik (2011) in New Zealand revealed that non-native English speakers from China, Thailand, South Korea, Qatar, and Saudi Arabia learned reading and speaking before writing and listening instruction. The results also revealed that speaking and listening skills were essential for the participants when attending exhibitions, contests, and performances. Moreover, university courses in different academic fields can also influence EFL learners' needs. Kaur and Khan (2010) conducted a needs analysis of English for art and design students in Malaysia. Through questionnaires, the data was collected and analysed. The findings revealed that 96% of the participants, including 47 students and 10 staff members, believed that English speaking was the most essential skill for their courses and their careers. Listening was the second most crucial skill based on the participants' responses at 95%. Writing and reading were regarded as fairly important skills by the participants at 80%.

Some EFL Learners' reasons for learning English are known and some others are yet to be known, and discovered. Exploring in-depth and discovering different aspects of EFL learners' drives for learning English can contribute to EFL teachers' understanding of the drives and add to their knowledge of their learners' aims and reasons for learning English, which in turn can assist them in better planning their lessons based on their learners' learning drives.

1. 2. Significance of the Study

The learners' voices need to be heard to explain why adult EFL learners pursue English learning. Relying only on experiences, intuitions, thoughts, and articulations of English teachers about their learners' reasons for learning English is insufficient and cannot give us an accurate picture of the phenomenon. Moreover, discovering more about EFL learners' drives in a new setting can help add to our knowledge and literature (Creswell, 2011). This knowledge can also assist teachers in better planning their lessons, employers in better managing their schools, and policymakers in setting better educational rules based on learners' needs and motives, which will facilitate English language learning in each setting. EFL learners' motivations involve four major elements which should be considered by teachers. EFL teachers need to know about the reasons why their learners wish to learn English. They also need to be aware that the strength of their learners' motivations is different. Moreover, EFL teachers should be familiar with their learners' personalities. They should also take into consideration that their learners have opinions and estimations about what it requires to learn English (McDonough, 2007). Acquiring information on these four elements assist EFL teachers to create a more student-centred environment. This study did not aim to investigate the impact of adult EFL learners' drives on their learning achievement, but rather it only focused on the reasons which encouraged and urged them to enrol in a private English language school in Istanbul after a hard day of work or studying which brings us to the far-reaching research question:

Why do adult EFL learners pursue English language learning in private English language schools in Istanbul, Turkey?

2. Method

The present inquiry adopted a mixed-method research design so that the research question could be understood better. Miles & Huberman (1994) claim that when quantitative and qualitative data are combined, "we have a very powerful mix" (p. 42). Since the results from both datasets were compared to show if the results supported or contradicted each other, this study adapted a convergent mixed-method design. According to Creswell (2011), a convergent mixed method design aims to collect both qualitative and quantitative data at the same time, combine them, and then "use the results to understand a research problem" (p. 540). A questionnaire specifically developed for the present study served as the quantitative actor. For the qualitative part, participants' thoughts about the issue were collected through semi-structured interviews. In so doing, the unobservable data were converted into observable data.

2. 1. Participants

40 Turkish EFL learners, including 20 males and 20 females (aged 20 to 35), participated in this study. All participants were learning English in a private English language school in Istanbul at data collection time. The data was collected from six upper-intermediate level classes. The participants had been going to school for over three months when the data collection procedure started. Of the 40 participants, 31 were university students, and nine were university graduates with jobs.

2. 2. Instruments & Data Collection Procedure

The instruments used to gather the data in this study included a questionnaire and semi-structured interviews with four participants. According to Brown (2001), "questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (p. 6). The questionnaire included 15 reasons for learning English which were driven from the literature (Appendix A). An expert opinion, a professor in linguistics, and two researchers' opinions in the field were sought to assess the content and face validity of the questionnaire. The questionnaires were distributed to the participants during their regular class session, and the participants were asked to circle or tick the items which best explained their needs and reasons to learn English. The participants could also add to the given reasons by writing more reasons in a blank paragraph inserted at the bottom of the questionnaire. However, no additional reason was indicated by the participants. Upon completion, which took less than 15 minutes, the questionnaires were collected. For the semi-structured interviews, the participants were asked five open-ended questions (Appendix B). Four interviews were conducted, all of which were recorded, then transcribed, and finally codified. Probes were used to help the

participants better clarify and elaborate on their responses during the interviews. In order to protect the participants' anonymity, pseudonyms were given to them.

2. 3. Trustworthiness

Unlike quantitative research, researchers doing qualitative studies conclude based on their interpretations of their participants' voices. A qualitative study has validity if its findings represent reality (Field & Morse, 1985; Hinds et al., 1990). Also, a qualitative study is reliable if its findings are replicable and stable (Kirk & Miller, 1986). Lincoln and Guba (1985) first introduced the general term "trustworthiness" to address reliability and validity in qualitative research. The following three steps were taken to ensure the reliability of this study.

2. 3. 1. Triangulation

Creswell (2011) defines triangulation as "the process of corroborating evidence from different individuals (e.g., a principal and a student), types of data (e.g. observational field notes and interviews), or methods of data collection (e.g. documents and interviews) in descriptions and themes in qualitative research" (p. 259). In this study, the first and second data collection instruments i.e., the questionnaire and semi-structured interviews, were triangulated with the participants' comments on why they were studying English in the language school. However, as mentioned earlier, no comment was given by the participants.

2. 3. 2. Member checking

The collected data were codified, and the categories were applied. Then, the participants were asked to comment on the categories to check if they made sense based on what they had expressed in the interviews.

2. 3. 3. External Audit

External experts' comments on a study can enhance the trustworthiness of its findings. An external auditor who was a professor in linguistics was asked to comment on the codes and categories.

2. 4. Data Analysis

The data analysis was based on the frequency of the participants' selection of the reasons from the questionnaire From the highest to the lowest, the selected reasons were calculated to clarify the most and the least important reasons for learning English among the participants. As for the interviews, four participants were selected who were willing to be interviewed. All four of the interviews were recorded to be transcribed. The interviews were initially transcribed by hand to codify the data obtained. Then, the transcriptions were broken down into meaningful chunks, i.e., each question of the four interviews was examined, compared and codified, which finally led to the emergence of categories. The analysis of the interviews followed a bottom-up approach initiated by words, sentences, codes, and categories, and ending with interpretations. Robson (2002) indicated the importance of discovering the messages hidden in the data before interpreting the data. According to him, the implicit messages which lie in the data "need careful teasing out" (p. 387).

3. Results

3. 1. Questionnaire

A 15-item questionnaire was given to 40 EFL students to identify Turkish EFL learners' drives for learning English.

As shown in Table 1, the most crucial reason why the participants enrolled in the school and attended the classes was to get a job at 80%, which can be regarded as instrumental. The second most important reason at 72.5% for the participants was for understanding English films and videos. The percentage of the third and fourth reasons for learning English, for travelling and academic purposes, were similar at 65%. Learning English to take English exams such as TOEFL, YDS, or IELTS was the fifth important reason at 62.5%. Working abroad was the sixth reason at 57.5%. However, immigration was the least important reason for the participants at 7.5%. Emulating peers and friends for learning English, with a slight increase, was the second least important reason at 10%. The third least important reason was for using the internet, at 17.5%. Making friends with foreigners and making professional contacts with foreign colleagues were both similar at 30%.

Table 1. *Reasons for Learning English by Percent*

Reasons for learning English	No: 40	Percentage
1. For doing my job/profession	32	80%
2. For understanding English films, videos	29	72%
3. For travelling	26	65%
4. For academic purposes	26	65%
5. For taking an exam (for example TOEFL, YDS, or IELTS)	25	62.5%
6. For working abroad	23	57.5%
7. For reading English newspapers, magazines, and books	19	47.5%
8. For doing a job interview	17	42.5%
9. For having a higher salary	16	40%
10. For making friends with foreigners	12	30%
11. Professional contact with foreign colleagues	12	30%
12. Learning English is a hobby for me	9	22.5%
13. For using the internet	7	17.5%
14. I am learning English because my friends are also learning English.	4	10%
15. For immigration	3	7.5%

3. 2. Interviews

As for the interviews, four participants who were willing to be interviewed were selected. The recorded semi-structured interviews were fully transcribed, and then the transcriptions were broken down into their salient segments. In the first coding phase, the four participants' actual words were used to honour their voices. In the literature, this is called in vivo coding. According to Saldaña (2015) "In Vivo Codes use the direct language of participants as codes rather than researcher-generated words and phrases" (p. 48). Following that, the second cycle of coding began, and finally, six categories shown in table 2 emerged.

Table 2. *Categories*

Second cycle of coding	Categories
Job / Career	
Writing e-mails	
Improving writing skills	
Living abroad	
Making friends	
Improving speaking and writing skills	Getting a job
Taking some exams such as TEOFL or IELTS for entering a university	Making friends
	Taking English language proficiency tests Improving
Speaking is difficult and embarrassing	writing skills
Self-studying, not regularly, to improve listening skills	Improving speaking skills
Good English language schools make the students speak English	Improving listening skills
English language School should make the students	
Lessons should be focused on listening and speaking skills	
Schools should have more native speaker English teachers	
Not using L1 in classrooms	

For question number one, "Why are you learning English?" only one participant, Ahmet, stated that he was learning English for immigration. He said: "I am learning English because I want to go to a foreign country, and I want to live there". However, for the other three participants, finding a job was their main reason for learning English. Regarding the first question, one participant also stated that she was learning English to earn a higher salary and to be able to write e-mails. She said: "I want to improve my English because when I write an e-mail somewhere abroad, I want to write in good language and get a high salary, and it is important because life is expensive". Another participant, Ali, also highlighted that he was learning English to make friends. He said, "I am learning English because it is important to make friends. For the second interview question, "What is important for you in learning English?"; there were similar responses. They all agreed that

speaking was the most important skill to learn. For example, Ahmet said: "I guess speaking is important for me". Hakan also said: "to speak fluently and understand other people. Three of the four participants said that writing in English was important as well. One of them added that English was important to take English exams such as IELTS and TOEFL. Ahmet said: "I must pass the exam. TOEFL or IELTS for university for college." When the participants were asked about the amount of time, they spent practising English regularly outside the classrooms; they said that they did not practice regularly, and they did not spend enough time practising English. Ahmet said: "Sometimes never, but sometimes if I want…. I spend almost one hour." Hakan said: "Thirty minutes a day.", and Ali said: "Ok. Not regularly, but I try to study every day". The fourth question was about English courses in general and the factors that could improve them from the participants' points of view. The participants highlighted in their responses that the importance of speaking practice in the classrooms had to be the top priority for English language courses. For example, Ali said: "I think they must teach speaking; speaking skill is important". The last question addressed the things to be done to improve the school, where the study was conducted. Three of the participants emphasized the important role of foreign teachers and English-speaking practices in the classrooms. Ali said: "I think a foreign teacher is important. Their speaking is improving our listening". Ahmet said: "they have more foreign teachers". The participants' responses to the interview questions revealed that although some reasons such as making friends and taking English exams encouraged them to learn English, improving speaking skills was of prime importance.

4. Discussion

Analysis of the questionnaires revealed that finding a job and learning English for academic purposes with having the first and the fourth rates respectively were two main reasons for the participants to learn English, highlighting the great importance of needs analysis for ESP courses (Rahman, 2015). Some previous research findings (Setiyadi et al., 2019; Tseng, 2014; Zarrabi, 2018) indicated that communication was the main reason for adult learners to learn English. However, the findings of this study based on the participants' responses to questionnaire items showed that the main reason for the participants in this new setting was related to building a professional career as well as finding a job, which highlighted the participants' instrumental motivation as well as the socio-economic factors urging them to improve their English knowledge. In this new setting, the findings also revealed that most of the participants were not keen on immigrating to other countries. Instead, they wanted to learn English mainly to take some English exams such as YDS, TOEFL, and IELTS, a prerequisite to enter university, do their bachelor's degree or undertake postgraduate studies. This indicates that EFL learners' goals and reasons may differ from one setting to another (Pawanchik, 2011). Having easy access to the internet and the availability of mobile phones and tablets in most parts of the world, including Turkey, have encouraged EFL learners to watch English films and read books online, which partly explains why the participants of this study selected "understanding English films, videos" as the second most important reason for learning English. The interview data analysis showed that finding a job and building a professional career were the main reasons for learning English. The finding matched perfectly with the results obtained from the questionnaires, indicating that 80% of the participants wanted to learn English for the same reason, which highlights the role of instrumental motivation as a drive to urge EFL learners to continue learning English (Rehman et al., 2014; Sarudin & Noor, 2013; Zarrabi, 2018).

The participants' responses about the second question, "What is important for you in learning English?", are consistent with the findings of the studies conducted by Hedge (2000) and Tseng (2014), highlighting communication and speaking as one of the main reasons for the participants to learn English. Improving writing skills was as essential as emphasising individual needs to perform current or future professional activities. The participants' responses revealed that they did not spend much time practising English, and their practice included mainly watching English movies and reading English books, which explains why the participants preferred English lessons focusing more on production and speaking activities. The study revealed that certain factors affect the participants' drives to improve their English. These factors include socio-cultural and socio-political factors, university admissions, job requirements, availability of the internet, the need to improve specific skills in English such as writing and communication, which further indicates a multifaceted problem facing English language teachers and schools to meet EFL learners' needs.

5. Conclusion

The study found the most important reasons to encourage the participants to learn English after a hard day of work in their offices or to study at their universities. These included finding a better job, improving their speaking skills for communications and making friends, improving their listening skills to understand English films and videos, immigration, improving writing skills, and taking an English exam (for example, TOEFL, YDS, or IELTS). The findings also showed that the least important need to learn English for the participants was immigration. Based on the results obtained from the interviews, it became evident that improving speaking was of prime importance for the participants. The participants were also keen on improving their writing skills to write formal texts such as emails at work, which explains why finding a job and building a professional career were selected by most participants. The results obtained from the interviews revealed that the participants preferred a more active classroom environment focusing on speaking activities and less grammar practice. The findings also revealed that the participants expected their teachers to focus on productive skills such as speaking and writing. Practising speaking was the participants' most significant challenge. It should be noted that speaking Turkish by teachers during lessons was the reason why the participants preferred foreign English teachers, which highlighted that the participants preferred the use of L1 in the classroom to improve their listening and speaking skills. All these findings have relevant implications and should therefore lead to recommendations for further training or studies. It should be stated that this study was not without its limitations. The first limitation was the number and level of English of the participants. In this study, the participants' level of English was upper-intermediate. Future studies can include different proficiency levels of participants and investigate whether proficiency levels of participants affect their reasons for learning English. Future studies can be conducted in different private English language schools in different settings to explore the EFL learners' reasons to learn English more in-depth.

6. Implications

The results of this study have specific general implications for EFL teachers and policymakers. EFL teachers working for private language schools should consider the setting they are teaching and plan their lessons accordingly. In learner-centred approaches such as the communicative approach, learners' needs are essential and should be met. Brindley (1989) defines the need as "the gap between what is and what should be" (p. 65). Planning lessons based on learners' needs and requirements can help teachers and educators achieve the objectives of their lessons and courses. As an ice breaker for the first lesson, a simple questionnaire about the needs and the reasons why their students are learning English should be prepared by EFL teachers. After handing out the questionnaires, EFL teachers should get their students to ask their classmates about the needs and why they are learning English and write the reasons down. Finally, the need and the reasons which all students agree unanimously could be written down on the board. Through this simple way, EFL teachers could plan their lessons and choose activities based on their students' needs, which will help them meet their students' needs more efficiently, which will also help EFL teachers create a more learner-centred class environment. Policymakers and directors of studies at private English language schools can benefit from the results of this study while choosing course books for their schools. They should look for English coursebooks focusing more on communication and less on grammar. Some extra ESP lessons can also be added to the syllabus apart from the regular general English lessons. Moreover, more essay writing practices should be included in the school syllabus to help students prepare for English language tests such as TOEFL and IELTS.

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Appendix A. The Questionnaire

Name: …………………………………   Age: …………………………………………

University: ……………………………………   Job title: …………………………………………

How long have you been learning English? …………………………………………

What is the most important reason that you need English for? You can choose more than one. Circle the one you choose.

1. For travelling

2. For doing my job/profession

3. For academic purposes

4. For taking an exam (for example TOEFL, YDS, or IELTS)

5. For making friends with foreigners

6. For immigration

7. For reading English newspapers, magazines, and books

8. For working abroad

9. For understanding English films, videos

10. For having a higher salary

11. For doing a job interview

12. For using the Internet

13. Professional contact with foreign colleagues

14. I am learning English because my friends are also learning English

15. Learning English is a hobby for me

16. Other reasons

If you have other reasons for learning English apart from the above written reasons, please write them below.
………
………
………

………
……………………

Appendix B. Interview Questions

Date: …………………………………   Time: …………………………………

Place: …………………………………   Interviewee's full name: …………………………………

1. Why are you learning English?

2. What is important for you in learning English? Which areas of English are the biggest problem   for you?

3. How much time do you regularly spend working on your English outside classes? How do you practice on your own?

4. What do you think makes an English course a good one? What activities? What about the atmosphere?

5. What about British time? How would British Time be a better language school? What should   British time do to be a better language school?