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**A MIXED METHODS STUDY ON L2 MOTIVATIONAL SELF
SYSTEM**

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A MIXED METHODS STUDY ON L2 MOTIVATIONAL SELF SYSTEM

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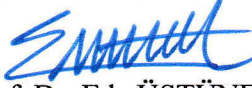
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TUTANAK

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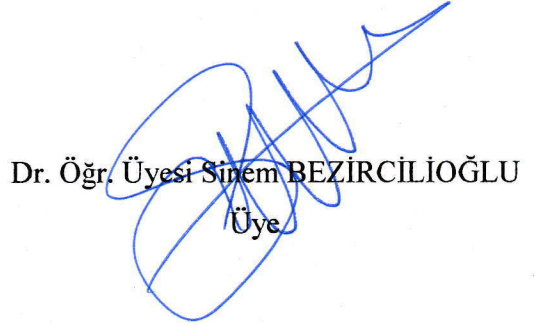
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Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü Tez Yazım Kılavuzuna uygun olarak hazırlanan A Mixed Methods Study on L2 Motivational Self System (Yabancı Dil Motivasyonel Benlik Sistemi Üzerine Bir Karma Yöntem Çalışması)" başlıklı Yüksek Lisans tez çalışmasında;

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Aksu ALTINAYAR

Bu tezde kullanılan ve başka kaynaktan yapılan bildirişlerin, çizelge, şekil ve fotoğrafların kaynak gösterilmeden kullanımı, 5846 sayılı Fikir ve Sanat Eserleri Kanunu'ndaki hükümlere tabidir.

ABSTRACT

A MIXED METHODS STUDY ON L2 MOTIVATIONAL SELF SYSTEM

AKSU ALTINAYAR

**Master's Thesis, Department of Foreign Languages Teacher Education/ English
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The sense of self has a paramount influence on the regulation of behavior and learning since it presents a link between cognition and motivation. The present study, therefore, was conducted to explain Turkish EFL learners' L2 learning motivations through the framework of L2 Motivational Self System (L2MSS), and with an additional construct grounding on the psychological reactance theory: anti-ought-to self. First, a questionnaire which was adapted from the studies of Taguchi et al. (2009) and Liu and Thompson (2017) was administered to 305 EFL learners attending preparatory English classes in the School of Foreign Languages at Muğla Sıtkı Koçman University. Questionnaire data gathered from this sample indicated that the 4-factor model of L2 motivation (ideal L2 self, ought-to L2 self, anti-ought-to self, and L2 learning experience) is compatible with Turkish EFL learners' motivational profiles. In addition, when analyses were performed to explore the relationship between L2MSS and variables such as proficiency and achievement in English, ideal L2 self and L2 learning experience were found to be contributing to a high level of proficiency and achievement in English.

In the qualitative phase of the study, a total of 5 motivated and successful EFL learners were interviewed to elicit language learning narratives which may provide valuable insights on the ways individuals experience the world and construct their senses of self. Each learner's narrative was analyzed through the perspective of Complex Dynamic Systems (CDS) to address the complexity and dynamism inherent in the process of L2 motivation and presented as a separate case study. The salient elements in the complex system that were found to play a significant role in the emergence and maintenance of L2 motivation were presented as: EFL classroom (Teacher and classroom environment), milieu (family influence/ support and peer influence/ support) and goals (L2 related goals and career goals). This study can be considered as a synthesis of traditional practices in L2 motivational research with a modern approach which concerns with the developmental process of the concept as it sought to present L2 motivation both from a snapshot and complexity perspective.

Keywords: L2 motivation, L2 motivational self system, anti-ought-to self, complex dynamic systems, language learning narratives

ÖZET

YABANCI DİL MOTİVASYONEL BENLİK SİSTEMİ ÜZERİNE BİR KARMA YÖNTEM ÇALIŞMASI

AKSU ALTINAYAR

Yüksek Lisans Tezi, Yabancı Diller Eğitimi Ana Bilim/ İngiliz Dili Eğitimi Bilim
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Benlik algısı biliş ve motivasyon arasında bir bağ sunduğundan, davranış ve öğrenmenin düzenlenmesinde önemli bir etkisi vardır. Bu çalışma, bu nedenle, İngilizce'yi yabancı dil olarak öğrenen Türk öğrencilerin yabancı dil öğrenme motivasyonlarını İkinci Dil Motivasyonel Benlik Sistemi ve bu modele ek olarak Psikolojik Tepkisellik Kuramı'nı temel alarak ortaya konmuş bir kavram olan tepkisel karşıt benlik (anti-ought-to self) çerçevesinde açıklamak amacıyla yürütülmüştür. İlk olarak, Taguchi et al. (2009) ve Liu ve Thompson (2017) tarafından yürütülen çalışmalarda kullanılan ölçeklerden uyarlanarak oluşturulmuş bir anket Muğla Sıtkı Koçman Üniversitesi, Yabancı Diller Yüksekokulu'nda İngilizce hazırlık eğitimi alan 305 öğrenciye uygulanmıştır. Bu örneklemde elde edilen veriler yabancı dil motivasyonunun 4 faktörlü modelinin (ideal benlik, zorunlu benlik, tepkisel karşıt benlik ve yabancı dil öğrenme deneyimleri) Türk öğrencilerin motivasyonel profilleriyle uyumlu olduğunu göstermiştir. Ayrıca, yabancı dil motivasyonel benlik sistemiyle İngilizce yetkinlik seviyesi ve başarı arasındaki ilişkileri bulmak amacıyla yapılan analizler sonucunda, ideal benlik ve yabancı dil öğrenme deneyimlerinin İngilizce'de yüksek yetkinlik seviyesine ve başarıya katkı sağladığı ortaya çıkarılmıştır.

Çalışmanın nitel bölümünde İngilizce'ye dair yüksek motivasyona sahip ve başarılı 5 öğrenciyle, bireylerin dünyayı deneyimleme ve benliklerini inşa yolları hakkında içgörü sağlayan anlatılarının elde edilmesi amacıyla görüşmeler gerçekleştirilmiştir. Her bir öğrencinin yabancı dil öğrenme anlatısı yabancı dil öğrenme motivasyonunun karmaşık ve dinamik doğasına değinen Karmaşık Dinamik Sistemler perspektifinden incelenip, ayrı durum çalışması olarak sunulmuştur. Yabancı dil motivasyonunun ortaya çıkması ve devamını sağlamada önemli rol oynayan unsurlar: sınıf (öğretmen ve sınıf ortamı), sosyal çevre (aile etkisi/ desteği ve akran etkisi/ desteği) ve hedefler (yabancı dil öğrenmeye dair

hedefler ve kariyer hedefleri) olarak bulunmuştur. Bu çalışma yabancı dil öğrenme motivasyonunu hem anlık bir durum görüntüsü, hem de karmaşıklık perspektifinden sunmayı amaçladığından, yabancı dil motivasyonu literatüründeki geleneksel uygulamaların ve kavramın gelişimsel yönüyle ilgilenen modern yaklaşımın bir sentezi olarak değerlendirilebilir.

Anahtar kelimeler: Yabancı dil öğrenme motivasyonu, yabancı dil motivasyonel benlik sistemi, tepkisel karşıt benlik, karmaşık dinamik sistemler, yabancı dil öğrenme anlatıları

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TABLE OF CONTENTS

	Page
ABSTRACT.....	v
ÖZET.....	vii
ACKNOWLEDGEMENTS	ix
TABLE OF CONTENTS	x
LIST OF TABLES.....	xiii
LIST OF FIGURES	xiv
LIST OF ABBREVIATIONS	xv
LIST OF APPENDICES	xvi

CHAPTER I INTRODUCTION

1.1. Background of the Study	1
1.2. Significance of the Study	3
1.3. Purpose of the Study	4
1.3.1. Research Questions.....	4
1.4. Operational Definitions.....	5

CHAPTER II LITERATURE REVIEW

2.1. The Evolution of L2 Motivational Research.....	7
2.1.1. The Social Psychological Period	7
2.1.1.1. <i>Criticisms of the Social Psychological View</i>	10
2.1.2. The Cognitive-Situated Period.....	11
2.1.3. The Process-Oriented Period	13
2.1.4. The Current Period: Socio-Dynamic Perspectives	15
2.2. The L2 Motivational Self System.....	16
2.2.1. Possible Selves and Self-Discrepancy	17
2.2.2. An Overview of the L2MSS	20
2.2.3. Research on the L2MSS	22

2.2.4. The Anti-ought-to Self.....	25
2.3. Complex Dynamic Systems Theory	27
2.3.1. Fundamental Principles of CDS Theory	28
2.3.1.1. <i>Change, stability, and context</i>	28
2.3.1.2. <i>Sensitivity to initial conditions</i>	29
2.3.1.3. <i>Attractor states, feedback, and adaptation</i>	30
2.3.1.4. <i>Phase shifts</i>	30
2.3.2. L2 Motivation, L2MSS, and CDS	31

CHAPTER III

METHODOLOGY

3.1. Research Design	35
3.2. Participants.....	36
3.3. Instrumentation	38
3.3.1. L2MSS Questionnaire.....	39
3.3.1.1. <i>Piloting of the questionnaire</i>	40
3.3.1.2. <i>Final version of the questionnaire</i>	41
3.3.2. Achievement in English.....	42
3.3.3. Semi-structured Interviews	43
3.3.3.1. <i>Language learning narratives</i>	44
3.4. Data Collection Procedure	45
3.5. Data Analysis	45
3.5.1. Quantitative Data Analysis	45
3.5.2. Qualitative Data Analysis	49

CHAPTER IV

RESULTS

4.1. Quantitative Results	51
4.1.1. Motivational Structures of Turkish EFL Learners	51
4.1.2. Gender and L2MSS	56
4.1.3. Proficiency in English and L2MSS	58

4.1.4. Relationship between Achievement in English and L2MSS	62
4.2. Qualitative Results	63
4.2.1. Case Studies	63
4.2.1.1. Participant 1	63
4.2.1.2. Participant 2	69
4.2.1.3. Participant 3	72
4.2.1.4. Participant 4	75
4.2.1.5. Participant 5	78
4.2.2. Elements Influencing L2 Motivation	81
4.2.2.1. EFL classroom	82
4.2.2.2. Milieu	82
4.2.2.3. Visions and goals	83

CHAPTER V

DISCUSSION, CONCLUSION AND SUGGESTIONS

5.1. Discussion	86
5.1.1. Motivational Structures of Turkish EFL Learners	86
5.1.2. Gender Differences and L2MSS	87
5.1.3. Proficiency in English and L2MSS	88
5.1.4. Achievement in English and L2MSS	89
5.1.5. CDS and L2MSS	89
5.2. Summary and Conclusion of the Study	91
5.3. Limitations and Suggestions for Future Research	92
REFERENCES	94
APPENDICES	104
CURRICULUM VITAE	115

LIST OF TABLES

Table 3.1. Distribution of the Questionnaire Sample.....	37
Table 3.2. Demographic Information of the Interviewees	38
Table 3.3. Research Questions and Data Collection Instruments	39
Table 3.4. Cronbach Alpha Coefficients of the Scales During Piloting	41
Table 3.5. Cronbach Alpha Coefficients of the Scales	42
Table 3.6. Distribution of the Achievement Data	43
Table 3.7. Tests of Normality	46
Table 4.8. CFA Model Fit Statistics for the Models	51
Table 4.9. Descriptive Statistics for Ideal L2 Self	53
Table 4.10. Descriptive Statistics for Ought-to L2 Self.....	54
Table 4.11. Descriptive Statistics for Anti-ought-to Self.....	55
Table 4.12. Descriptive Statistics for L2 Learning Experience	56
Table 4.13. Independent Samples T-Test Results for L2MSS by Gender	58
Table 4.14. One-way ANOVA Results for L2MSS by Proficiency in English.....	62
Table 4.15. Correlations among Scales and Achievement in English	63

LIST OF FIGURES

Figure 3.1. Normal probability plot and histogram of Ideal L2 Self	47
Figure 3.2. Normal probability plot and histogram of Ought-to L2 Self.....	47
Figure 3.3. Normal probability plot and histogram of Anti-ought-to Self.....	48
Figure 3.4. Normal probability plot and histogram of L2 Learning Experience	48
Figure 3.5. Normal probability plot and histogram of Achievement.....	49
Figure 3.6. Visual representation of qualitative data analysis procedure	50
Figure 4.7. Standardized factor loadings for L2MSS items.....	52
Figure 4.8. Ideal L2 Self according to proficiency levels.....	59
Figure 4.9. Ought-to L2 Self according to proficiency levels	59
Figure 4.10. Anti-ought-to Self according to proficiency levels	60
Figure 4.11. L2 Learning Experience according to proficiency levels.....	61
Figure 4.12. Visual representation of Participant 1's motivational trajectory	64
Figure 4.13. Visual representation of Participant 2's motivational trajectory	70
Figure 4.14. Visual representation of Participant 3's motivational trajectory	73
Figure 4.15. Visual representation of Participant 4's motivational trajectory	76
Figure 4.16. Visual representation of Participant 5's motivational trajectory	78

LIST OF ABBREVIATIONS

CFA: Confirmatory Factor Analysis

CDS: Complex Dynamic Systems

EFL: English as a Foreign Language

L2: Second Language

L2MSS: L2 Motivational Self System

LOTE: Language(s) other than English

SLA: Second Language Acquisition

TL: Target Language

TOEIC: The Test of English for International Communication

YOKDIL: Higher Education Institutions Foreign Languages Examination

LIST OF APPENDICES

Appendix 1. Research Ethics Committee Approval	104
Appendix 2. L2MSS Questionnaire	105
Appendix 3. Informed Consent Form	111
Appendix 4. Questions Utilized to Elicit Language Learning Narratives	112
Appendix 5. Sample Interview	113



CHAPTER I

INTRODUCTION

It is a truism that we acquire our first languages in a relatively short period of time, nearly without any conscious effort. However, the process of learning a second language (L2) embodies an array of difficulties and complexities. Thus, this process requires perseverance and motivation. Motivation has always been considered as the key to success in L2 learning since “without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals” (Dörnyei, 1998, p.117). As a result, a plethora of studies has been conducted to establish the relationship between L2 learning and motivation and the research on L2 motivation has been dominated by diversified perspectives throughout its history.

1.1. Background of the Study

Prior to 1950s, due to the prevailing opinion at that time, SLA research substantially revolved around the measurement of language aptitude. Therefore, the study of Gardner and Lambert (1959) is considered as a turning point in L2 motivational research as they introduced the idea that along with language aptitude, attitudes and motivation are of vital importance. This study provided foundations for the generation of important perspectives and theories on L2 motivation. One of the most well-known of those theories is Gardner’s socio-educational model of L2 motivation. This model which includes two distinct types

of motivation has attracted numerous researchers' attention. Even though the most important concept that the model grounds on: integrativeness, which represents a desire to master in a foreign language with the intention of integrating with the TL community, was suggested as "untenable" for English learners in a globalized context, it continued to dominate the field for many years (Coetzee- Van Rooy, 2006, p.447).

Acknowledging the inadequacy of the model, Dörnyei (2005) focused on foreign language learners' identities rather than emphasizing a specific TL community as in Gardner's concept of integrativeness and suggested a model of L2 motivation. In his theoretical framework, L2 Motivational Self System, he incorporated two theories from mainstream psychological research: Possible selves (Markus & Nurius, 1986) and Self-discrepancy (Higgins, 1987) theories. L2MSS "is based on the premise that the way in which people imagine themselves in the future plays an important role in energizing their learning behavior in the present" (Dörnyei, 2018, p.3). The framework embodies three components: ideal L2 self, ought-to L2 self, and L2 learning experience. Many studies utilizing this framework suggested that ideal L2 self, which is of paramount significance in the model, was found to be more effective to explain the motivated behavior than the other self related component of the model (Al-Shehri, 2009; Lamb, 2012; Papi, 2010). According to Thompson and Vasquez (2015, p.161) "the ought-to L2 self retains explanatory gaps in the model" thus it is inevitable to suggest the presence of another dimension functioning en route to language learning motivation. Having analyzed the narratives of foreign language teachers, the researchers corroborated that L2 learners may show variabilities in their responses to external pressures. Some learners may have the tendency to construct their L2 selves in line with the expectations of others in their context, while for some learners other people's expectations may create a sense of reaction. These reactions were also found to have a motivating power. Thompson and Vasquez (2015) termed this new motivational construct as anti-ought-to self and suggested that the incorporation of the construct to L2MSS increases the explanatory power of the motivated behavior.

A review of L2 motivational studies revealed that in addition to the abovementioned developments, a shift in the thinking on the nature of L2 motivation is evident. The traditional approach to the study of motivation has long been interested in the explanation of the motivations of larger populations through questionnaires, and these studies only provided a "snapshot perspective on motivation" (Schumann, 2015, p.xv). However, as

stated by Ellis and Larsen-Freeman (2006, p.563) “motivation is less a trait than a fluid play, an ever-changing one that emerges from the processes of interaction of many agents, internal and external, in the ever-changing complex world of the learner.” With this novel perspective in mind, researchers have begun to investigate the concept through the lens of Complex Dynamic Systems (CDS) Theory.

1.2. Significance of the Study

A review of the related literature indicated that although L2MSS has been excessively utilized to investigate L2 motivation in several EFL contexts such as Japan, China, Saudi Arabia, and Hungary, the studies utilized and validated the framework in Turkish context are limited in number. In addition, most of the studies on L2MSS performed in an attempt to validate the framework are quantitative in nature (Al-Shehri, 2009; Papi, 2010; Taguchi, Magid & Papi, 2009). The current study will utilize both qualitative and quantitative data to investigate the concepts of L2MSS in Turkish context. In addition, in this study, the concept of anti-ought-to self was incorporated in L2MSS and investigated.

According to Moskovsky, Assulaimani, Racheva, and Harkins (2016), most studies focused on establishing the link between L2 selves and intended learning effort while a limited number of studies were carried out to present the relationship between L2 selves and actual behavior such as achievement in L2. The present study used L2 achievement scores obtained with the permission of administration and the level of proficiency in English and examined the relationship among achievement in L2 and components of L2MSS.

The analyses of motivated learners’ trajectories from a CDS perspective may provide insights on how these learners’ future-oriented selves are constructed in Turkish EFL context. Furthermore, as CDS view clearly presents the complexity of L2 selves and interacting elements operate on L2 learners’ motivational trajectories, this study may provide food for thought on the dynamics of L2 motivation for EFL teachers and researchers.

1.3. Purpose of the Study

The present study can be considered as a synthesis of traditional L2 motivational research with an up-to-date perspective in L2 motivational research which addresses the dynamism and complexity of the concept. First, it aims to explain the motivational profiles of university-level EFL learners through the framework of L2MSS (Dörnyei, 2005) and with an additional motivational construct grounding on the psychological reactance theory: anti-ought-to self (Thompson & Vasquez, 2015). Second, to address the gap in the literature, the relationship between not only L2 selves and achievement in L2 but also L2 selves and level of proficiency in English will be examined. In addition, gender differences in motivation in terms of L2MSS will be explored. The qualitative phase of the study focuses on motivated and successful EFL learners' narratives of foreign language learning to capture the complexity and dynamism of L2 motivation. Language learning narratives of highly motivated and successful L2 learners analyzed through the perspective of CDS theory will provide insights on how motivational L2 selves change and develop over time in Turkish context.

1.3.1. Research Questions

To this end, the present study aims to address the following questions:

1. What is the motivational structure of university-level Turkish EFL learners?
 - a. Does ideal self emerge as a motivating force to learn English in Turkish EFL learners' motivational structure?
 - b. Does ought-to self emerge as a motivating force to learn English in Turkish EFL learners' motivational structure?
 - c. Does L2 learning experience emerge as a motivating force to learn English in Turkish EFL learners' motivational structure?
 - d. Does anti-ought-to self emerge as a motivating force to learn English in Turkish EFL learners' motivational structure?
2. Are there significant differences between male and female EFL learners' components of L2MSS and anti-ought-to self?

3. Are there significant differences among Turkish EFL learners of different proficiency levels regarding the components of L2MSS and anti-ought-to self?
4. Is there a relationship between the components of L2MSS, the anti-ought-to self, and L2 achievement?
5. How do the L2 selves develop in the motivational profiles of successful and motivated EFL learners?
 - a. How do the ideal, ought-to and anti-ought-to selves manifest themselves in the language learning narratives of successful and motivated EFL learners?
 - b. What are the elements influencing EFL learners' motivations throughout their language learning processes?

1.4. Operational Definitions

Second Language: In this thesis, second language and foreign language are used interchangeably.

Motivation: Even though the concept of motivation has been frequently utilized in educational and research contexts, there is no reconciliation on the definition of the concept (Dörnyei, 1998). As a result, several definitions have been suggested by different perspectives. Williams and Burden (1997) construed the concept as “a state of cognitive and emotional arousal which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals)” (p.120).

Self: In APA Dictionary of Psychology self is defined as “the totality of the individual, consisting of all characteristic attributes, conscious and unconscious, mental and physical” (VandenBos, 2015, p.951).

L2 Motivational Self System: Introduced by Dörnyei (2005), L2MSS refers to the recently developed theoretical framework in the language learning motivational research.

Possible Selves: They are “specific representations of one’s self in future states, involving thoughts, images, and senses, and are in many ways the manifestations, or personalized carriers, of one’s goals and aspirations (or fears...)” (Dörnyei & Ryan, 2015, p.87).

Ideal L2 Self: It refers to “the L2-specific facet of one’s ideal self” (Dörnyei, 2009, p.29). It can be defined as “the representation of all the attributes that a person would like to possess (e.g., hopes, aspirations, desires)” (Dörnyei, Csizér & Németh, 2006, p.16).

Ought to L2 Self: According to Dörnyei (2009, p.29), Ought-to L2 self “concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes.”

Anti-ought-to Self: Thompson (2017a) suggested that Anti-ought-to self is a type of self guide which “is motivated by the opposite of what the external pressures demand” (p.2).

System: According to De Bot and Larsen-Freeman (2011, p.8) a system is a “group of entities or parts that work together as a whole.”



CHAPTER II

LITERATURE REVIEW

2.1. The Evolution of L2 Motivational Research

Though the inquiry of L2 motivation initially evolved as a self-contained and distinct research field, it subsequently underwent some changes reflecting shifts in mainstream theoretical perspectives of motivation as well as social, psychological, behavioral and cultural complexities (Dörnyei & Ushioda, 2011). Dörnyei and Ushioda (2011) identified four developmental stages of L2 motivation: The Social Psychological Period (from 1959 to the 1990s), the Cognitive-Situated Period (1990s), the Process-Oriented Period (on the verge of the new millennium), and the Socio-Dynamic Period (2000s to present). An analysis of theories and studies on L2 motivation, reveals a substantial overlap between periods. Therefore, it is worthwhile to mention that the dates associated with the periods are approximate.

2.1.1. The Social Psychological Period

Until the 1950s, due to the assumption that attainment in an L2 was the result of an individual's linguistic aptitude and intelligence, SLA research revolved around the measurement of these variables. In 1959, this prevailing conception was partially challenged by Gardner and Lambert's innovative study that provided foundations for present L2 motivational research. With data from 75 high school students in Canada, Gardner and Lambert (1959) explored the relative importance of language aptitude and motivational variables in successful language learning. The researchers found that motivation and attitudes are significant factors in the language learning process. The study is also considered a catalyst for a spate of studies on L2 motivation, the majority of which

were conducted in Canadian context. The period initiated by this seminal study is called “The Social Psychological Period” (Dörnyei & Ryan, 2015).

Initially proposed in 1975, Gardner’s socio-educational model was inspired by the indispensability of drawing on social psychological approach as L2 learning “is a social psychological phenomenon” (Gardner, 1985, p.2). This model was developed to present a formulation of a consistent model explaining the interrelationships postulated by the studies on language achievement, language aptitude, attitudes, and motivation. In the model, it was proposed that an individual’s motivation to learn a language was influenced by “two classes of attitudes, integrativeness, and attitudes toward the learning situation” (Masgoret & Gardner, 2003, p.169). Moreover, this motivation was thought to be responsible for achievement in the L2. As mentioned by Au (1988) the socio-educational model posits the following hypotheses: (1) “the integrative motive hypothesis”, (2) “the cultural belief hypothesis”, (3) “the active learner hypothesis”, (4) “the causality hypothesis”, and (5) “the two-process hypothesis” (pp.77-78). Through the model, Gardner and his associates integrated the individualistic perspective of traditional motivation research with elements from social psychology pertaining to the relationships between communities of different language groups to account for motivational behavior. In addition, to measure the variables included in the socio-educational model, a self-report measure called the Attitude/ Motivation Test Battery (AMTB) was developed. The AMTB embodies 11 scales assessing five constructs: attitudes toward the learning situation, integrativeness, motivation, language anxiety, and instrumental orientation (Gardner, 2009). Since its development, this test battery has been extensively utilized and validated in numerous studies conducted in different contexts from all around the world in an attempt to investigate L2 motivation.

Along with the socio-educational model, the term integrative motivation or integrative orientation has enjoyed its status as a buzzword among L2 motivation researchers for years. Gardner, Smythe, Clement, and Glikzman (1976) explained that the term reflects “a high level of drive on the part of the individual to acquire the language of a valued second-language community in order to facilitate communication with that group” (as cited in Dörnyei, 1990, p.46). Another key term suggested by Gardner, instrumental motivation, represents an interest in foreign language acquisition for a utilitarian exploitation of proficiency in the language. According to Gardner and Lambert (1959), it can be suggested that integrative orientation has a crucial role in SLA since studies

showed that integratively oriented learners are more successful than instrumentally oriented learners in language learning. In addition, learners with higher levels of integrative motivation were found to have more positive attitudes towards the members of the TL society.

While the work of Gardner and his colleagues immediately springs to mind as the most influential milestone of the Social Psychological Period of L2 motivational research, other important views and theories on L2 motivation that share the similar social psychological views were also suggested. Clément (1986) claimed that motivation plays an important role in foreign language proficiency, and this motivation is dependent on two factors: “the relative ethnolinguistic vitalities of the first and second language groups” and “the frequency of contact with the second language group” (Clément, 1986, p.272). Giles and Byrne (1982) focused on the conditions paving the way for the successful acquisition of the dominant group’s language by the members of subordinate group. Drawing on the concept of social identity which can be defined as the construction of the individuals' self-concept through “their knowledge of their membership of a social group (or groups) together with the value (...) of that membership” (Tajfel, 1981, as cited in Tajfel, 1982, p.24), in their Intergroup Model of SLA, Giles and Byrne (1982) suggested that five socio-psychological conditions facilitate the motivational goals regarding the acquisition dominant group’s language. According to the model, a minority group member's weak identification with his or her own intergroup, perception of low intergroup vitality, and belief that the boundaries between groups are soft and open in terms of linguistic transition, along with the availability of a vast number of possible high-status identities produce a high level of motivation to learn the majority group's language and then the exhibition of native-like mastery of the language (Giles & Byrne, 1982). Likewise, Schumann (1986) investigated multi-ethnic settings focusing on the process of individual acculturation. As a conceptual framework, the Acculturation Model (Schumann, 1986) explains success and failure differences between individuals’ acquisition of an L2 in different contact settings. The concept of acculturation which is central to this context-sensitive model can be defined as “the social and psychological integration of the learner with the target language ... group” (Schumann, 1978, as cited in Stern, 1991, p.331). The underlying idea behind the model is that L2 learners acquire the language to an extent that they acculturate and they desire to acculturate. The social and psychological distance that the learners perceive between themselves and the TL

speakers plays a key role in determining the degree of acculturation and, eventually, the development of communicative competence in TL (Chastain, 1988). As can be understood, in parallel with the other prevailing views and theories of the period, Schumann's Acculturation model, too, focused on social and psychological factors as the facilitators of foreign language acquisition.

2.1.1.1. Criticisms of the social psychological view

Gardner's model, as well as his enormously popular construct of integrativeness and social psychological views on L2 motivation have been increasingly criticized over the years.

In their study on verifying the existence of integrative and instrumental orientations and exploring language learner motivation and orientations in different learning contexts, Kruidenier and Clément (1986) examined the orientations of the learners by considering three factors: ethnolinguistic group membership (Anglophone or Francophone), cultural composition of the milieu (multicultural or unicultural), and the sociopolitical status of the TL (official or minority). Their analyses revealed that orientations could not be reduced to only integrative and instrumental. They found that integrative orientation did not directly appear in this context. Instead, they identified four general orientations: friendship, travel, instrumental and knowledge. These motivational tendencies also differed among groups. For instance, while the orientation of friendship was found to be a more important orientation for Francophones, Anglophone learners were more affected by knowledge orientation. Clément and his associates' studies (Clément & Kruidenier, 1985; Kruidenier & Clément, 1986) unveiled the intricacy of the learning situation and the interrelationships between the additional four general orientations.

Dörnyei (1990) queried Gardner's notion of integrativeness, as it appears to be disputable in foreign language learning contexts. He conducted a survey study among English learners in Hungary to explore motivational constructs and other influential factors in a foreign language learning context. The study revealed that instrumental motives have a significant impact on motivation in this context. Factors generally conceived as part of integrative motivation were also determined to be important also in foreign language settings. However, in foreign language learning contexts, learners may not have the sufficient opportunities for contact with the community of the TL. As a result, these

learners cannot be expected to generate attitudes about the target community. According to Dörnyei (1990, p.69), “more general attitudes and beliefs, involving an interest in foreign languages and people, the cultural and intellectual values the target language conveys, as well as the new stimuli one receives through learning and/or using the target language” constitute the subsystem of integrative motivation.

Coetzee- Van Rooy (2006, p.439) utilized the term “simplex” to point out the belief held by many scholars that a foreign language learner leaves aside not only his or her first language but also his or her identity and maintain this novel and “simple identity as a monolingual speaker of the target language”. She associated the notion of integrativeness with this type of “simplex” view of foreign language learner and postulates that one may acknowledge the invalidity of these assumptions as they are inclined to ignore the multidimensional and complex nature of bilingual and multilingual identities. In addition, she raised the issue of indefinable TL community that debilitated the validity of the concept of integrativeness and concluded that the concept is “untenable” for second language learners in world Englishes contexts (Coetzee- Van Rooy, 2006, p.447). Similarly, in her critique of sociopsychological approaches to L2 motivation, Pavlenko (2002, p.279) emphasized that these concepts are grounded in “the monolingual and monocultural bias”; in other words, they imply a conceptualization of the world as consisting of “homogeneous and monolingual cultures, or in-groups and out-groups”.

2.1.2. The Cognitive-Situated Period

The steady increase in studies challenging the social psychological and Gardnerian orthodoxy in L2 motivational research demonstrated that “the need for a change has been in the air since the return of the late 1980s” (Dörnyei & Ryan, 2015). Crookes and Schmidt’s 1991 article, created momentum for the shift from the social psychological perspective of L2 motivation toward a realignment with educational psychology, which was primarily dominated by cognitive approaches at that time. Cognitive theories of motivation in mainstream psychology consider motivation as an innate characteristic of an individual, while also acknowledging the influenceable facet of the concept from social and environmental factors. These theories highlighted the instrumental role of mental structures, perception, and information-processing mechanisms in the construction of human behavior (Dörnyei & Ushioda, 2011).

According to Crookes and Schmidt (1991, p.502), “much of the work on motivation in SL learning has not dealt with motivation at all.” Therefore, they suggest that the notion of motivation should be more centered on the processes of language learning and language pedagogy, while maintaining its distal relationship with attitudes and psychological aspects of language learning. In their article, Crookes and Schmidt (1991) focused on the major developments not only in L2 motivational research but also in mainstream psychological research. They provided an analysis of L2 motivation within distinct levels such as classroom level, syllabus level, and long-term learning. Predicating on Keller’s (1983) education-oriented theory on motivation, they adopted a motivational framework involving four concepts: interest, relevance, expectancy, and outcomes. Similarly, Dörnyei (1994) theorized L2 motivation within three separate levels: language level, learner level, and learning situation level. While the language level encompasses the different variables concerning the aspects of L2, the learner level includes personal attributes that are brought by the language learner to the process of learning. The third level, learning situation, represents the situation-specific motives grounding on the different aspects of language learning in an instructional setting such as course, teacher and group specific motivational components (Dörnyei & Ushioda, 2011). These three motivational levels were thought to exert their influence on L2 motivation independently of each other, and each of these levels was considered powerful enough to diminish the effects of the motives related to the other levels.

Originally introduced to the literature of motivational and educational psychology, Self-Determination Theory (Deci & Ryan, 1985) was also adopted by SLA researchers to provide a better explanation of L2 motivation. According to Deci and Ryan’s Self-Determination Theory, an array of fundamental psychological needs is influential in shaping human motivation. These core needs are autonomy, relatedness, and competence. Autonomy or self-determination refers to “the feeling of being in control of one’s own actions”, while relatedness connotes “the feeling of belonging or being connected to other people” (Dörnyei & Ryan, 2015, p.81). Finally, competence is the sense that an individual is accomplished. The two important concepts derived from the Theory of Self-Determination and extensively utilized in L2 motivational research are intrinsic and extrinsic motivation (Deci & Ryan, 1985). Intrinsic motivation is the impetus behind an array of behaviors and processes that the rewards of which the individual receives upon the performance of an activity. Such rewards may include the pleasure an activity

generates itself or a feeling of autonomy. Intrinsic needs can be considered as similar to drives in terms of being innate to the human organism (Deci & Ryan, 1985). On the other hand, “extrinsic motivation is a concept that pertains whenever an activity is done in order to attain some separable outcome” (Ryan & Deci, 2000, p.60). In their theory, Deci and Ryan (1985) provided a definition of extrinsic motivation on a continuum and suggested that extrinsic motivation can vary in the extent to which it is self-regulated.

The cognitive-situated period reflects two broad trends of the time. With the influence of the cognitive revolution in psychology, many L2 researchers had the desire to endorse some important concepts of mainstream psychology and integrate these concepts into L2 motivation (Dörnyei & Ryan, 2015). In addition, to withdraw themselves from the ethnolinguistic groups perspective, researchers tried “to narrow down the macro-perspective of L2 motivation to a more fine-tuned and situated analysis of motivation as it operates in actual learning situations” (Dörnyei & Ryan, 2015, p.80). Even though these endeavors were considered as a counterreaction to Gardner’s work, none of the researchers at the time entirely denied the social aspect of L2 motivation (Dörnyei, 1998). In other words, the researchers adopted a more pragmatic and classroom specific perspective to explore motivation rather than investigating individuals’ general tendencies. The ideas introduced during this period provided foundations for the paradigm shift of the early 2000s.

2.1.3. The Process-Oriented Period

Towards the end of the 1990s, research on L2 motivation took a new turn. With the influence of the previous period of research on L2 motivation, which emphasized the significance of exploring the specific learner behaviors and more classroom-based concepts of motivation, researchers began to recognize that motivation is not a stable attribute. They reconceptualized motivation “as a dynamic factor that displays continuous fluctuations” (Dörnyei & Ryan, 2015, p.84). According to Dörnyei’s (2005) identification, the third phase in the development of L2 motivational research is the process-oriented period. Not surprisingly, the models developed in this period shared the common purpose of incorporating a temporal dimension into the theorization of motivation.

Williams and Burden (1997) introduced a three-stage model for the analysis of the L2

motivation. The first stage of the model is “reasons for doing something”, and the following stages are “deciding to do something” and “sustaining effort, or persisting” (Williams & Burden, 1997, p.121). In this model, the notion of motivation is seen as more than arousing the interest. Motivation is also related to sustaining this interest and investing both time and energy to accomplish the objectives.

Ushioda (1998) suggested that the studies in L2 motivational literature are inadequate to portray the temporal aspects of L2 motivation as they adopt a mainly quantitative paradigm. Therefore, she conducted qualitative studies with 20 language learners studying in a university in Ireland to investigate the mental processes and beliefs that appear to be influential in forming and sustaining long-term involvement in foreign language learning (Ushioda, 1998; 2001). Based on the data, Ushioda (1998) provided a temporal framework for understanding L2 motivation. Ushioda (2001) found that eight factors exerted their influence on L2 motivation, and these can be classified into three broad categories: actual learning process (language related enjoyment, positive learning history, and personal satisfaction), external pressures, and integrative disposition (personal goals, desired levels of L2 competence, academic interest, and feelings about French-speaking countries or people) (Dörnyei, 2009). Ushioda’s studies can be conceived as the precursor to the utilization of qualitative research methods in L2 motivational research.

Dörnyei and Otto (1998) stated that the present models of L2 motivation at that time failed not only to provide a comprehensive and elaborative account of all the motivational factors related to the classroom behavior, but also to investigate this dynamic notion on a temporal axis. To this end, they developed a Process Model of L2 motivation. The model has two dimensions: action sequence and motivational influences (Dörnyei & Otto, 1998). Action sequence refers to the behavioral process, while motivational influences represent the impetus that lies behind this behavioral process. The motivational process is conceptualized as a succession of three stages: preactional stage, actional stage, and postactional stage. “First individuals make choices before embarking on an activity (preactional stage); then they act upon these choices (actional stage); and finally, they assess their performance of the activity for future reference (postactional stage)” (Dörnyei & Ryan, 2015, p.84). However, according to Dörnyei and Otto (1998), the model has some limitations. It assumes that the actional process can be precisely defined and takes place in isolation. However, when individuals engage in a limited number of actions at a

particular period of time, several action episodes can be concurrently active. In other words, the actional and preactional stages interfere with each other. In addition, in a classroom setting, the actional process can neither be defined nor be limited, as classrooms are such complex places that it is nearly impossible to state when the learning process starts and ends. Therefore, the process model of L2 motivation substantially fails to portray the situated complexity of the interrelationships between motivational factors and the overlapping goals present in the learning process.

2.1.4. The Current Period: Socio-Dynamic Perspectives

Today, we are witnessing the evolution of the process-oriented period of L2 motivational research into a broader approach that focuses on L2 motivation's "dynamic character and temporal variation" (Dörnyei & Ryan, 2015, p.84). It can be stated that this new period of L2 motivation is:

... characterised by a concern with the situated complexity of the L2 motivation process and its organic development in dynamic interaction with a multiplicity of internal, social and contextual factors; and by a concern to theorise L2 motivation in ways that take account of the broader complexities of language learning and use in the modern globalised world (Dörnyei & Ushioda, 2011, p.72).

As mentioned above, the retheorization process of L2 motivation in the Socio-Dynamic Period included the recognition of complexity and the interrelationships among an array of internal, social and contextual elements and the concepts of self and identity, in addition to the integration of temporal dimension. According to Norton (2000, p.10), previous efforts to provide a comprehensive theoretical framework of L2 motivation were not adequate to explain the "complex relationship between power, identity and language learning". Utilizing the data on the experiences of five immigrant women in Canada, she aimed to conceptualize the social identity and criticized the concept of instrumental motivation on the grounds that it presupposes "ahistorical language learners" with stable identities (Norton, 2000, p.10). In contrast, Norton's (2000) motivational concept of investment embraces the fact that a language learner has "a complex social history and multiple desires" (p.10). This notion stems from the assumption that when language

learners communicate, they not only exchange information with interlocutors but, more importantly, they are situated in a continuous process of reorganizing the sense of who they are and how they relate to the world. Therefore, an investment in L2 may also be considered as an investment in a language learners' dynamic identity. According to Block (2003), Norton's conception of socially and historically constructed identity and language is congruent with the social turn that is currently shaping SLA, and accordingly, exerts its influence on the studies of L2 motivation (as cited in Dörnyei & Ushioda, 2011).

In this period, three novel approaches that explicitly reflect the zeitgeist of our time have been proposed in an attempt to reconceptualize L2 motivation. These three approaches are: (1) the Person-in-Context Relational View of motivation, (2) the L2 Motivational Self System, and (3) the Complex Dynamic Systems Perspective.

In hindsight, we can aggregate the previous theories and approaches of L2 motivation since they viewed the context as a pre-existing, independent variable which is external to the human being, though 'the variable of context' was disguised in different roles. It was also assumed that the foreign language learner has no control over the context. However, according to Ushioda (2009), motivation, which is an organic process, arises not only from the relations between individuals but also from the relationship between individual and cultural context. Therefore, she suggested that we should not position the participants in L2 motivation research simply as L2 learners with a reductionist view (Ushioda, 2009). Instead, she recommended adopting a view which acknowledges that language learners are thinking and feeling human beings with identities, personalities, exclusive historical backgrounds, and goals. She also stresses the necessity to focus "on the interaction between this self-reflective intentional agent, and the fluid and complex system of social relations, activities, experiences and multiple micro- and macro-contexts in which the person is embedded, moves, and is inherently part of" (Ushioda, 2009, p.220).

2.2. The L2 Motivational Self System

The framework of L2MSS grounds on two psychological theories during the reconceptualization of L2 motivation within a self-framework: Possible Selves (Markus & Nurius, 1986) and Self-Discrepancy Theory (Higgins, 1987).

2.2.1. Possible Selves and Self-Discrepancy

Early approaches to self generally viewed the concept as a stable, monolithic entity deriving from an individual's past experiences. In their theory of Possible Selves, Markus and Nurius (1986) introduced an alternate view of the self-concept as a multidimensional entity containing an array of different selves. The researchers presented the possible selves as a future-oriented, discrete domain of an individual's self-knowledge or self-concept.

Possible selves are the representations of an individual's self in the future. Markus and Nurius (1986) identified three types of possible selves. Hoped-for selves are the ideal selves that a person hopes to be like in the future, and thus, reflect aspirations or desires. Feared selves are the selves that an individual is "afraid of becoming" (Markus & Nurius, 1986, p.954), and these selves are grounded in personal experiences (Hoyle & Sherrill, 2006). Finally, expected selves are the selves that the individual thinks he or she will be able to realistically become. According to Carver, Reynolds, and Sheier (1994), the fundamental difference between the expected and hoped-for selves is the distance between these selves and the present self. While the expected selves are generally formed by realistic goals, the hoped-for selves may contain some unrealistic elements. Possible selves can be either positive (e.g., the successful self, the popular self) or negative (e.g., the unemployed self, the unsuccessful self) (Markus & Nurius, 1986).

Human beings are selective in nature regarding what they learn, recall or pay attention to since numerous stimuli may be present in a specific situation. However, these predispositions to selectivity are not incidental; in fact, they are based on a cognitive system of knowledge that enables individuals "to process the incoming information with some degree of efficiency" on the basis of previous experiences in a specific domain (Markus, 1977, p.63). These cognitive structures through which individuals systematically shape how they process self-relevant knowledge are called schemas. Even though they are related to past experiences, self-schemas are also the "claims of responsibility for one's future actions" in the specific domain (Markus & Ruvolo, 1989, p.213). For this reason, possible selves are considered to be the components of the self-schema that are fundamental to put the self into action. Together, they constitute an individual's self-representations.

Possible selves have two significant functions. First and foremost, possible selves are

thought to be the aspects of the self-concept that reflect one's goals, motives, fears, hopes, and anxieties, and they "give self-relevant form, meaning, and direction to these dynamics" (Oyserman & Markus, 1990, p.113). Possible selves are the incentives and energizers of the future behavior; thus, they are considered as the fundamental components of the motivational and goal-setting processes (Oyserman & Markus, 1990). According to Markus and Ruvolo (1989), without a vivid representation of the self in the end-state, it is unrealistic to expect that a goal will be efficient as the director of the future behavior. Through considering his or her possible selves, the individual transforms the future into a "primary motivational space for acting to achieve goals, and avoid undesirable outcomes" (Hamman, Gosselin, Romano & Bunuan, 2010, p.1351). In other words, while the individual is motivated to approach his or her positive possible selves, this individual strives to avoid negative possible selves. According to their informational function, possible selves present a supplementary meaning for the interpretation of the current behavior of the individual. Originally a psychological concept, possible selves has grown into a fruitful research area for many diverse disciplines such as social work, business, and education (Kerpelman & Dunkel, 2006).

A theory contemporary with that of Possible Selves was the Self-Discrepancy Theory (Higgins, Klein & Strauman, 1985; Higgins, 1987). In fact, Higgins and his associates' studies on selves precedes Markus and Nurius' Possible Selves theory (Dörnyei, 2009). In an attempt to provide a systematic framework for the relationship between different self-states, Higgins (1987) identified two parameters: domains of the self and standpoints of the self. According to Higgins (1987), there are three basic domains of the self. The actual self represents the characteristics that one believes he or she actually holds. In addition, Higgins (1987) proposed two potential selves so did Markus and Nurius (1986). The ideal self reflects the attributes that one wishes to possess, and the ought self is the characteristics which one considers he or she should possess (Higgins, 1987). Higgins (1987) further distinguished two standpoints on the self: one's own personal perspective and the perspective of significant other(s). Then, he combined each of the dimensions of the self with two standpoints and introduced six self-state representations. Two of these: actual/ own and actual/ other are related to an individual's self-concept while the rest of the self-state representations: ideal/ own, ideal/ other, ought/ own, and ought/ other are "self-directive standards or self-guides" that motivate individuals to meet the standards of their ideal or ought selves (Higgins, 1989, p.95). The basic postulation of Self-

Discrepancy theory is that the discrepancies between the actual self-state and the individuals' self-guides may yield different negative emotions or, in extreme cases, some psychological disorders. For instance, while the discrepancy between the actual and ideal selves may create dejection-related feelings (e.g., sadness, disappointment), actual and ought self discrepancies make individuals suffer agitation-related emotions (e.g., restlessness, tension) (Higgins, 2015).

In 1998, Higgins presented a new theory, that expanded the Self-Discrepancy Theory through incorporating Carver and Scheier's (1981) Control theory. Control theory predicated on the dichotomy of self-regulatory systems. According to Crowe and Higgins (1997), a self-regulatory system may utilize a positive or negative end-state as a behavioral standard or reference value. These reference values are provided by attitudes, aspirations or instructions, and they can be defined as "the alternative representations of the self, desired or undesired, with which a current self-view is compared" (Boldero & Francis, 2002, p.234). The self-regulatory system may strive to make the actual self progress towards the positive or desired behavioral standard or away from a negative or undesired reference value. The "discrepancy-reducing system" concerned with the progression of the actual self towards the desired end-state, is an approach system while the "discrepancy-amplifying system" responsible for the opposite, is an avoidance system (Crowe & Higgins, 1997, p.117). However, Higgins (2015) suggested that the hedonic principle, one of the most prominent principles in motivational psychology, does not adequately explain why individuals demonstrate variabilities in their emotional reactions to the same undesired incident or to the same desired event. In his Regulatory Focus Theory Higgins (2012, 2015) presented two different motivational systems: the promotion focus and the prevention focus. While the ideal self-guides have a promotion focus since they are concerned with hopes and aspirations (i.e., advancement), the ought self-guides have a prevention focus since they are related to responsibilities and obligations, i.e., things that are associated with being secure and safe (Higgins, 2015).

As long as the negative emotions arising from the discrepancies are not extreme, experiencing these feelings may be an indication of inefficiency, and this feedback motivates individuals to behave in congruence with their self-guides and energizes them to regulate their behaviors in order to realize their ought or ideal self guides. Consequently, the negative emotions which are experienced due to the discrepancies between actual self and self-guides fade away in time (Halvorson & Higgins, 2013).

2.2.2. An Overview of the L2MSS

Having synthesized four key motivational studies in the field of SLA (viz., Dörnyei, 1994; Gardner, 1985; Noels, 2001; Ushioda, 2001), Dörnyei (2005) developed the L2 Motivational Self System (L2MSS). Dörnyei (2005) stated that the impetus in the development of the tripartite model was his survey study with Csizér (2002) which was conducted with the participation of 8593 students from Hungary to explore the relationship between motivational/ attitudinal factors, and two criterion measures: language choice and intended effort. In this study, integrativeness was found to be the most important construct explaining the variance in criterion measures (Dörnyei & Csizér, 2002). However, researchers posited that this finding was not meaningful in Hungarian context since the learners did not have any direct contact with the L2 community. Therefore, while recognizing the importance of the notion, they signaled the necessity to reconceptualize Gardner's integrativeness as it "may not so much be related to any actual, or metaphorical, integration into an L2 community" (Dörnyei & Csizér, 2002, p.456). Instead, Dörnyei and Csizér (2002) proposed that the notion may refer to a "more basic identification process within the individual's self-concept" (p.453).

Ryan and Dörnyei (2013, p.91) define the L2MSS as "a motivational framework that seeks to incorporate affective and emotional factors with cognition" which "opens the door to newer socio-dynamic perspectives that have gained currency within applied linguistics ... and within understandings of language learner self-concept". Dörnyei's framework of L2MSS (2005, 2009) comprises of two main components: The Ideal L2 Self, and the Ought-to L2 Self. The first component which is adopted from the theory of possible selves is the Ideal L2 Self. Dörnyei stated that this construct is "the L2-specific facet of one's ideal self" (p.29). In Dörnyei's L2MSS (2005), the concept of integrativeness is represented by the construct of Ideal L2 self since "if one's ideal self is associated with the mastery of an L2, that is the person that we would like to become is proficient in the L2, we can be described as having an integrative proposition" (p.102). Furthermore, the concept also includes the internalized type of instrumental motives (Dörnyei, 2009). The Ideal L2 Self is theorized as the strongest energizer of the foreign language learning as the individuals with an ideal L2 self that is highly proficient and successful in the foreign language strive to reduce the discrepancy between their actual selves and ideal selves. The second component of the model is Ought-to L2 Self, and it

corresponds to the ought self of Higgins. The Ought-to L2 Self derives from “an individual’s perceived obligations and responsibilities to others” (Ryan & Dörnyei, 2013, p.91) and it reflects the attributes that an individual thinks he or she should have to meet the societal expectations or to avoid negative consequences regarding foreign language learning (Dörnyei, 2009). Therefore, Ought-to L2 self refers to the more extrinsic versions of instrumental motives. Despite having considerably similar definitions, it is noteworthy that these two L2 self guides and L2 related goals differ from each other. Thus L2 related possible selves should not be seen simply as the subset of goals. These possible selves present “tangible images and senses” that approximate what learners experience during an actual situation of engagement with motivated behavior (Dörnyei, 2009, p.12). The Ideal L2 Self and the Ought-to L2 Self may resemble each other as an individual’s Ideal L2 self which is constructed by him or herself and the Ought-to L2 Self that is shaped by the external pressures may demonstrate a degree of concordance, however these selves vary in terms of focus. While the Ideal L2 Self has a promotion focus, and the Ought-to L2 Self has a prevention focus. In addition to these future-oriented self-guides, Dörnyei included the context to his model through the construct of L2 Learning Experience to conform with “the new wave of motivational studies in the 1990s” which placed “the main components of the classroom learning situation” to forefront (Dörnyei, 2009, p.29). This third component emerges from the learners’ views on their personal experiences regarding their successes and failures in foreign language learning (Ryan & Dörnyei, 2013). The factors such as the teacher, curriculum, and the peer group are thought to influence L2 motivation.

The trilogy of Dörnyei (2005) postulates that learners’ visualizations of who they aspire and are expected to become, pave the way for L2 motivation and ultimately language learning achievement. According to Dörnyei (2009), in order for the future self-guides to function as motivating forces, there are some prerequisites. The primary prerequisite for future self-guides to have the potential to motivate the individual is that they need to be available to the individual. Furthermore, these available self-guides should be detailed since the research indicated that “the more elaborate the possible self in terms of imaginative, visual, and other component elements, the more motivational power it is expected to have” (Dörnyei, 2009, p.19). Secondly, the future self should be different from the current self since if an individual’s future self-image does not differ from the current self, it is unrealistic to expect from that person to feel an urge to make an effort to

realize his or her future self-guide.

2.2.3. Research on the L2MSS

Since its proposal by Dörnyei (2005), a plethora of studies adopting different methodological approaches have utilized the L2MSS to explore L2 motivation in different contexts (Anya, 2011; Busse, 2013; Csizér & Lukacs, 2010; Khan, 2015; Papi, 2010; Taguchi, Magid & Papi, 2009; You, Dörnyei & Csizér, 2016). In fact, the number of studies adopting the L2MSS as their theoretical framework increased dramatically when Dörnyei and Ushioda (2009) published their anthology which presented several large-scale studies validating the L2MSS (Boo, Dörnyei & Ryan, 2015).

In an attempt to test a theoretical model of L2MSS, English anxiety, and intended effort, Papi (2010) conducted a study with 1011 Iranian high school learners of English. While the ideal L2 self and L2 learning experience were found to have a negative causal relationship with L2 anxiety, ought-to self was found to make learners more anxious. Al-Shehri (2009) carried out a correlational study to unveil the relationship between visual learning style, imagination, ideal L2 selves, and motivated behavior. A total of 200 EFL learners participated in his study. In this study, participants were asked 41 items on visual learning style, imagination, ideal L2 self and motivated learning behavior with Likert's scale of extremity. Results showed that EFL learners with a strong visual preference are more likely to have vivid representations of their ideal L2 selves and these vivid representations pave the way for intended effort and motivated behavior. Csizér and Lukacs (2010) were interested in revealing whether learners' motivational and attitudinal dispositions show variabilities according to languages. To this end, researchers recruited 237 teenagers learning English and German simultaneously and asked them to complete a questionnaire which consisted of items measuring ideal self, ought-to self, learning experience, attitudes, anxiety, interest and motivated behavior for both of the languages. Comparative analyses for German and English languages revealed that participants had stronger ideal selves, motivated behavior and more positive learning experiences in English. In addition, abovementioned studies (Al-Shehri, 2009; Csizér & Lukacs, 2010; Papi, 2010) are among numerous studies which provide validation for L2MSS since the results indicated that all the dimensions of L2MSS contribute to learners' intended effort. There are also studies carried out to investigate the relationship between motivational L2

selves, other relational factors, and L2 achievement. In a study conducted by Khan (2015) with 100 university students learning English, the ideal and ought-to L2 selves were found to be significantly correlated with learners' intended effort. In this study, the results also revealed that ideal L2 self significantly correlated with achievement in English. Similarly, Martinović (2018) explored the impact of several factors on L2 motivation in Croatian context. For her study, she recruited 543 first-year university students attending an English course and asked them to complete a questionnaire consisting of ought-to self, ideal self, instrumentality-promotion, instrumentality-prevention and intended learning effort items. The researcher found that there are statistically significant relationships among ideal L2 self, intended learning effort, instrumentality-promotion and achievement in English.

In a study Ghapanchi, Khajavy and Asadpour (2011) conducted to investigate the predictability of proficiency in L2 by personality and the L2MSS variables; it was found that L2 motivation was an important predictor of L2 proficiency. The data from 141 English majors indicated that ideal L2 self and L2 learning experience significantly correlated with L2 proficiency. In addition, the components of L2MSS was found to be explaining 35% of the variance in L2 proficiency. Lamb (2012) carried out a study to explore Indonesian high school students' motivation to learn English in three different contexts. In order to accomplish the objectives of the study, the researcher recruited a total of 527 EFL learners from a metropolitan city, a provincial town, and a rural district. Analyses indicated that metropolitan and provincial schools showed similarities in their motivational dispositions, while rural schools were found to be different. EFL learners from the rural district were detected to have less international posture, and consequently, for these learners, it was difficult to have a vivid representation of themselves speaking English in the future. Lamb's findings (2012) provided support for Ghapanchi et al.'s finding (2011) on the relationship between ideal L2 self, L2 learning experience and L2 proficiency as L2 learning experience and ideal L2 self were also found to be significant variables in predicting proficiency in L2. Thompson and Erdil-Moody (2014) explored L2 motivation utilizing the framework of L2MSS in Turkey. A total of 159 EFL learners from different universities participated in their study, and these learners were asked to answer 20 L2MSS items and complete a self-rated proficiency scale. According to ANOVA results, no significant difference between ought-to L2 self scores of beginner and intermediate/advanced groups was found. However, the participants with advanced/

intermediate level of proficiency were proven to have stronger ideal selves.

Studies adopting the framework of L2MSS also mention gender-based variations. Ryan (2009) conducted a study in an attempt to test and explore L2MSS thoroughly in the Japanese context. His study was a large-scale, nationwide study performed with the participation of 1177 male and 1082 female EFL learners. In this study, ideal L2 self was found to be more effective in explaining motivated behavior than Gardner's notion of integrativeness. Moreover, upon the analysis of data, Japanese female EFL learners were found to have stronger ideal L2 selves than male learners. Henry (2009) was interested in to explore the impact of gender on the development of Swedish compulsory school students' L2 self related concepts. Accordingly, data collection was performed in two phases: after a year and four years of L2 study. The data indicated that female learners' ideal L2 selves strengthened, yet, male learners' L2 self concepts weakened after four years of L2 learning. Recently, Yashima, Nishida, and Mizumoto (2017) conducted a study to explore the relationship between learner beliefs, gender and capacity of L2 selves as motivators with the participation of 2631 first-year university students. The researchers suggested that stronger ideal and ought-to L2 selves played an important role in the higher levels of intended learning effort. In addition, female EFL learners were found to have stronger ideal L2 selves, while the analysis of ought-to L2 self scores indicated that there was no difference between male and female learners. In Turkish context, Yılmaz (2017) carried out a study with 160 pre-service EFL teachers to investigate gender-based differences in L2MSS. Results of this study contradicted with the abovementioned studies in other contexts as male participants scored significantly higher in ideal L2 self than females.

Busse (2013) performed a mixed-methods study with the intent of investigating ideal L2 self, self-efficacy, integrativeness and instrumental motivation. Questionnaire and interview data from 59 university students learning German revealed that ideal L2 self was significant in maintaining the engagement with foreign language learning. In their study, Taguchi et al. (2009) surveyed nearly 5000 English learners from Japan, China, and Iran. The researchers employed a questionnaire consisting of two parts. The first part included items measuring the learners' attitudes toward learning English and their motivation to learn English, and the second part consisted of questions regarding learners' background information. According to the results of this comparative study, a similar pattern was found in three different contexts. Thus, researchers stated that the findings of

Dörnyei and Csizér's (2002) study had external validity. Furthermore, the results of Taguchi et al. (2009) study confirmed the explanatory power of the concept of ideal L2 self in foreign language contexts along with other studies (Al-Shehri, 2009; Csizér & Lukacs, 2010; Papi, 2010).

2.2.4. The Anti-ought-to Self

Based on the promising findings on ideal L2 self, this dimension of the L2MSS has been excessively investigated by the researchers while L2 learning experience and the ought-to L2 self have been less studied. When studied, ought to L2 self was found to be not as influential as ideal L2 self (Csizér & Lukacs, 2010) but it exerted its significance in specific contexts such as China and Iran (Taguchi et al., 2009). According to Thompson and Vasquez (2015) "the ought-to L2 self retains explanatory gaps in the model" thus it is inevitable to suggest that another dimension is also functioning on the path to L2 motivation (p.161).

Thompson and Vasquez (2015) conducted a study with three non-native foreign language teachers to explore how do the ideal and ought-to L2 selves manifest themselves in the language learning narratives of successful language learners. To this end, researchers asked participants to discuss their earliest encounters with foreign languages, decisions to become foreign language teachers and important experiences regarding their status as non-native speakers of the languages they teach. Each of the participants' foreign language learning narratives underscored different aspects of Dörnyei's (2005) framework of L2MSS. For example, while a participant was found to be motivated by the ideal L2 self as a bilingual person, another participant stated that a foreign language teacher was a role model for him and this role model helped him to envision his ideal L2 self, therefore highlighted the language learning experiences in classroom as a core motivator. Furthermore, a new theme which was inspired by Reactance Theory: anti-ought-to self emerged as an important motivator in the analyses since the researchers found that the learners show variabilities in their reactions to external pressures (Thompson & Vasquez, 2015).

Psychological reactance theory was introduced to the psychological literature by Jack Brehm (1966). Psychological reactance reflects a psychological or motivational state triggered by a threat to perceived behavioral freedom (Brehm & Brehm, 1981). Any event

increasing the perceived difficulty of having a desired outcome can be considered as a threat to exercise of freedom and the theory suggests that individuals have an innate predisposition to restore that freedom. Motivation for the restoration of freedom may “involve a very powerful core cognitive assumption that individuals ought to and should be in control of self and situations” (Dowd, 1993, p.133). When the efforts or persuasive attempts of external pressures to produce desired outcomes are perceived as a threat to the exercise of freedom, these efforts may bring about “boomerang effects” (Zhang & Sapp, 2013, p.2). This opposite effect engendered for the purpose of maintenance of behavioral freedom is called reactance. Though the reactance is generally considered as a pancultural phenomenon, expectations of control may show variabilities across cultures (Miron & Brehm, 2006). In compliance with their commonly endorsed values and ideologies which provoke personal control, reactance is typically associated with Western cultures (Dowd, 1993; Laurin, Kay, Proudfoot & Fitzsimons, 2013). According to Brehm (1966), while some learners tend to comply with the standards imposed by external pressures, other learners are motivated by an impetus to perform actions that are contrary to familial or societal expectations (as cited in Liu & Thompson, 2017).

According to Thompson (2017a), Dörnyei’s trichotomous framework is somewhat lacking of adequacy to present the dynamic interaction of learner and context where the learner is considered as the dominant element engaging with an active resistance against external pressures as a primary source of motivation. Therefore, another construct: anti-ought-to self, should be incorporated into L2MSS. Thompson (2017a) defined this emergent construct as “a self guide that is sensitive to external pressures (similar to the ought-to self), but that also has a promotion focus (similar to the ideal L2 self)” (p.40). The construct of anti-ought-to self is inherently different from the ideal and ought-to self guides since contrary to these selves, it incorporates both “I” and “other” dimension of the self: “the strong-willed learner (“I”) clashes with external pressures (“other”)” (Thompson, 2017b, p.484). It is also thought that anti-ought-to self has a relationship with ideal L2 self since anti-ought-to self implies a successful language learning process that is organized with what external pressures do not await learners to do (Thompson, 2017a).

According to Dörnyei and Al-Hoorie (2017), anti-ought-to Self is an interesting aspect of ought-to L2 Self, and the emergence of this special facet of the dimension of Ought-to L2 Self is not unexpected for learners who learn languages other than English. However, an emergent Anti-ought-to Self is not exclusive to the learners learning languages other than

English in fact, this particular aspect of the ought-to L2 self can be observed in EFL contexts as well. Liu and Thompson (2017) analyzed 468 Chinese EFL learners' motivational profiles through L2MSS. They found that ideal L2 self is the most powerful motivator among three self dimensions and it accounted for 34.8 % of the variance while the ought-to self explained 10.8 % of the total variance. In addition, gender was found to be a distinguishing variable in learners' ideal selves as female participants demonstrated that they had stronger ideal L2 selves than male participants. Above all, the findings of the study revealed that the phenomenon of "reactance stood out as a strong component of L2 motivation in the form of anti-ought-to self" in Chinese context (Liu & Thompson, 2017, p.45). This finding illustrates the necessity to integrate psychological reactance into the exploration of L2MSS to account for the complexities of L2 motivation comprehensively.

2.3. Complex Dynamic Systems Theory

Developed initially as a field of study of natural sciences, Complex Dynamic Systems Theory (CDS Theory) has been employed in social sciences for over 25 years (Haynes, 2018). However, the literature on the integration of CDS Theory in SLA research is relatively limited in number. The theory's juxtaposition with SLA research was accomplished through the introduction of Complexity Theory as a metaphor by Larsen-Freeman in her seminal work titled "Chaos/ Complexity Science and Second Language Acquisition" in 1997. The introduction of nonlinear system dynamics into SLA research can be considered as a "dynamic turn in SLA" since many researchers started to recognize the fact that nonlinear system dynamics are sufficient to "describe several puzzling language learning phenomena" (Dörnyei, MacIntyre & Henry, 2015, p.1). Since then, several studies have provided valuable insights on how to adopt this perspective to examine the process of SLA (de Bot, Lowie & Verspoor, 2007, de Bot, 2008; Ellis, 2007). De Bot and Larsen-Freeman (2011, p.8) define a system as a "group of entities or parts that work together as a whole." And a system is recognized as dynamic or complex when "it has at least two or more elements that are interlinked with each other but which also change independently over time" and these prerequisites for a system to be deemed as complex may create immensely complex behavior which resembles the chaotic trajectory

of the double pendulum (Dörnyei, 2011a, p.81). According to Kuhn (2018), a macro behavior appears as a natural result of the interaction processes among the minor elements, and the complexity theory intends to address not only “how the interacting parts of a complex system give rise to the system’s collective behavior” but also “how such a system simultaneously interacts with its environment” (Larsen-Freeman & Cameron, 2012, p.1). The theory of CDS distinguishes itself from other methodological approaches in terms of not seeing the “real-life messy facts as noise” but considering them as an integral reality of life (de Bot, Lowie & Verspoor, 2007, p.7).

A review of the literature demonstrated that there is no consensus on how to label the systems that are constituted with several interacting variables. According to Larsen-Freeman and Cameron (2012) complex systems are expressed with several different names according to which dimension of the behavior is being concentrated on. For instance, to underscore the fact that these systems adapt, they are referred as Complex Adaptive systems, or to highlight the change over a period of time, they are termed as Dynamic Systems (Larsen-Freeman & Cameron, 2012). De Bot (2017) also addressed the issue by arguing two different labels that are interchangeably utilized in the field: Complexity Theory and Dynamic Systems Theory. He suggested that both of these theories emerged from the theory of systems, however, while the dynamic systems theory concentrated on the mathematical aspects, complexity theory contains some elements of social complexity. De Bot (2017) concluded that there is no need to favor one label to another. Instead a unifying term can be used to refer to these systems. This unifying term which was presented by de Bot (2017) and also operationalized in this thesis is Complex Dynamic Systems (CDS) Theory.

2.3.1. Fundamental Principles of CDS Theory

2.3.1.1. Change, stability, and context

Waninge, Dörnyei and de Bot (2014) identified three fundamental characteristics of system dynamics: change, stability, and context. As emphasized before, CDS are characterized by their constantly changing states. However, these changes do not always have to be linear. In fact, nonlinearity which can be defined as a “phenomenon whereby a system’s change in output is not proportional to the change in received input” is an

essential aspect of CDS (Waninge, Dörnyei & de Bot, 2014, p.706). Despite emphasizing the constant change in CDS as a crucial aspect, Waninge, Dörnyei and de Bot (2014) proposed stability as the second core characteristic of CDS. In a CDS, stability refers to a system's maintenance of "its overall identity, without being subject to wild fluctuations or chaotic change" (Larsen-Freeman & Cameron, 2012, p.33) and thanks to the principle, researchers are able to investigate CDS.

In addition to the change and stability, the principle of the interconnectedness of system and context was proposed by the researchers as a key characteristic of CDS (Larsen-Freeman & Cameron, 2012; Waninge, Dörnyei & de Bot, 2014). As CDS are characterized by their constant change, openness, and adaptation, it can be anticipated that these systems are influenced by contextual factors. Beyond all, what needs to be emphasized about CDS and context is the fact that they are not separate. Context is an integral part of the system and its complexity (Larsen-Freeman & Cameron, 2012). During the process of change, systems and contextual factors work in harmony, and as a result of this harmonious interaction, the systems sustain their development in a unique way.

2.3.1.2. Sensitivity to initial conditions

While trying to program a large-scale atmospheric model to account for the influence of minor regional changes may have on the global weather conditions, the meteorologist Edward Lorenz realized that even the smallest changes in the input conducted to radically different results in the system under investigation. This epiphany, later engendered him to raise the iconic question in his seminal paper: "Does the flap of a butterfly's wings in Brazil set off a tornado in Texas?" and he proposed the notion of the butterfly effect to underline the system's sensitivity to initial conditions (Lorenz, 1972). In other words, what Lorenz proposed was the idea that the development of a CDS was profoundly dependent on the initial condition of the system. Since even the minor changes may engender drastic and unexpected differentiations in the future behavior of a system, researchers that utilize a CDS approach should precisely define the initial condition of a system before the investigation (Verspoor, 2015).

2.3.1.3. Attractor states, feedback and adaptation

As mentioned before, a system's complexity stems from the fact that its variables, factors, external and internal forces are in constant interaction with each other, and this complex synergy of all these elements give rise to a discernible patterned global behavior (Hiver, 2015). This "critical value, pattern, solution or outcome towards which a system settles down or approaches over time" is called attractor state (Newman, 2009 as cited in Hiver, 2015, p.21). Attractor states show variability in their width that refers to "the range of the attractor state's reach" and depth which symbolizes "the strength of an attractor state on the dynamic system" (Haken, 2006 as cited in Hiver, 2015, p.24). These two metaphorical properties of attractor states are called attractor basins. While a shallow attractor basin represents a state that is likely to change, the transformation of a deeper attractor state is less likely to take place (Verspoor, 2015).

An attractor state can be considered as a product of the system's self-organization. Through feedback, systems shift towards or away from attractors during the process of self-organization (Boschetti, Hardy, Grigg & Horowitz, 2011). Therefore, it can also be stated that feedback is of vital importance for a system to change and adapt.

2.3.1.4. Phase shifts

Despite including a great number of elements and complex interrelationships among these elements, CDS are thought to settle in a critical value that can be anticipated. Before the system evolves into a novel attractor state, some fluctuations take place. According to Thelen and Smith (1996), "these fluctuations act like continuous perturbations in the form of noise on the collective behavior of the system" (p.63). Generally, the systems are inclined to maintain their discernible patterned global behavior. However, sometimes the fluctuations may become dominant, and the system undergoes a dramatic change. These dramatic changes are called phase shifts or bifurcations. When phase transitions occur, the system displays a drastically different behavior (Larsen-Freeman & Cameron, 2012). As a result of these changes, the system transits into a different state.

2.3.2. L2 Motivation, L2MSS, and CDS

Congruent with the views on L2 motivation in Socio-Dynamic Period which explicitly underscored the complexity of the motivational process and the recognition of this process as an organic development hosting a plethora of different factors, CDS perspective has also started to be embraced in L2 motivational research. After all, “motivation is less a trait than a fluid play, an ever-changing one that emerges from the processes of interaction of many agents, internal and external, in the ever-changing complex world of the learner” (Ellis & Larsen-Freeman, 2006, p.563). This definition of motivation from a CDS point of view which was provided by Ellis and Larsen-Freeman clearly displays the necessity to adopt the nonlinear system dynamics and examine the L2 motivation from the lens of this new paradigm.

In their study, MacIntyre and Serroul (2015) were interested in the change of L2 motivation during task completion which appears as the co-production of several socio-affective factors, familiarity, and situational task demands. To this end, researchers conducted their study with the participation of 12 university students taking French lessons. Participants of the study were first asked to answer questionnaire items that include demographical questions and can-do statements. Afterward, they were expected to complete 8 oral tasks. During the completion of the tasks, participants were videotaped. Upon the completion of all tasks, learners were asked to rate their motivation second-by-second on a 10-point scale by watching the video and then, they were interviewed. According to learners' ratings of their motivation, motivation graphs were generated. Graph data indicated that learners' motivation which was found to be related to L2 Learning Experience shows a great deal of variability in each and every second. Yashima and Arano (2015) conducted their study to investigate the motivational change within a larger timescale. The researchers examined Japanese L2 learners' motivation to attend non-required English classes at an on-campus language center by adopting a CDS approach. They focused on the identification of the psychological processes to continue or discontinue to attend a semester-long English program. In an attempt to accomplish the objectives of the study, retrospective semi-structured interviews were conducted with 10 participants. Results indicated that L2 motivation is complex and it fluctuates over time. The study also included a section of three learners' motivational trajectories. The researchers analyzed the interview data by considering each of the participants as a unique

system. The analyses indicated that each learner's motivational trajectory is a result of the different combinations of "psychological operations interacting with the environment in which he or she was placed" (Yashima & Arano, 2015, p.309). Recently, Castro (2018) carried out a longitudinal case study with a 20-year-old Brazilian EFL learner to investigate the ebbs and flows of L2 motivation in the context of language advising by utilizing a complexity perspective. In addition, the researcher was also interested in how these ebbs and flows resonate in other learning contexts. To this end, Castro (2018) collected data through open-ended questionnaire items, language learning narratives, recordings of advising sessions, observations of English lessons that the abovementioned learner attends, and interviews with the learner, his teachers and one of his classmates. The data collection phase of the study included a process of two and a half years. The triangulation of data indicated that interconnectedness and coadaptation of different subsystems in the language learning system have an impact on learners' motivation. The findings also displayed an explicit image of the developing nature of motivation.

In the same vein, with the incorporation of CDS perspective to SLA research, also the dynamicity and complexity of L2 selves have started to attract attention. When initially presenting the notion of possible selves, Markus and Nurius (1986) underscored that these selves "are more susceptible to external influences than other forms of self-knowledge" (Henry, 2015a, p.85). In fact, according to them, possible selves are the first aspects of the self to absorb and display the changes in the context (Markus & Nurius, 1986). Moreover, as a result of the gap between the actual and ideal selves some adjustments can be observed in individuals' possible selves. That is, thanks to the possible selves that present some standards to assess the actual self, individuals are able to decide on the likelihood of attaining a desired future self (Carroll, Shepperd & Arkin, 2009). At the end of this process of evaluation which is triggered by several different events or experiences, revision of possible selves can take place. In addition to the impact of environmental factors that trigger possible selves' change and revision, the dynamic and complex nature of these future-oriented selves stems from their being in interaction with other dynamic self-concepts (Henry, 2015a). Therefore, while investigating L2 selves, one should expand his or her focus of attention by also considering interrelationships among different systems and approaching the self with a holistic view. In 2012, Dörnyei presented an expansion of the L2MSS and stated that the framework is compatible with CDS perspective. According to him, L2MSS displays a panorama of L2 motivation "with three

possible attractor basins, one centered around the internal desires of the learner, the second around the motivational regulations of social pressures ..., and the third around the actual experience of being engaged in the learning process” (Dörnyei, 2012, p.218).

Having recognized the abovementioned complexity and dynamic nature of L2 selves, researchers have started to adopt CDS framework to investigate L2 motivational selves. Nitta and Baba (2015) supervised a study to scrutinize how ideal L2 selves emerge over one academic year while engaging with language learning tasks. Two participants were recruited according to their TOEIC test scores. These two participants were representing the contrasting ends of the distribution of test scores. To unveil how learners’ ideal L2 selves evolve over time, Nitta and Baba collected data by several methods such as task engagement indices, retrospective interviews, L1 self-reflections, and L2 written tasks. Triangulation of multiple data sources and analyses indicated that self-regulation is significant in promoting the growth of ideal L2 self. In addition, self-regulatory processes were found to be important in the development of writing skills in L2 in this study. Gregersen and MacIntyre (2015) investigated the L2 self systems of EFL teachers to clarify the duality between L2 teacher and L2 learner selves of these individuals through a CDS perspective. The participants of this study were 18 non-native, in-service English teachers attending an MA program in Applied Linguistics. Researchers carried out six activities over four weeks to prompt the participants to envision their ideal L2 selves. When the activities are completed, participants were requested to write their reflections from a learner perspective. In the next period, they participated in the same activities as teachers. Subsequent to the participation as a teacher, they read their comments from a teacher perspective and provided feedback on their own reflections. At the end of this procedure, participants were asked to write an essay on their dialogue between teacher and learner selves. The analyses of the dialogue journals and final essays indicated that the L2 self system was going through changes over time, “as a result of the learning process moving the learner along the bumpy road toward the unattainable ideal self” (Gregersen & MacIntyre, 2015, p.280). Adopting CDS Theory and drawing on narrative data, Thompson (2017a) investigated the motivational portraits of an advanced Arabic language learner and an advanced Chinese language learner. At the same time, both of the participants are instructors of these languages. The narrative data were elicited through interviews and follow up e-mails. Narratives were then analyzed through content analysis with a focus on L2 selves and some concepts of CDS Theory. Narratives revealed

that individuals' self systems are complex and the motivational trajectories are shaped by significant or in some cases nonsignificant events that take place in the context. Thompson's study (2017a) is also significant in that it clearly illustrates the dynamic synergy between three aspects of the self: ideal, ought-to, and anti-ought-to selves.



CHAPTER III

METHODOLOGY

3.1. Research Design

The present study utilizes the mixed methods approach to explain the motivational profiles of Turkish EFL learners and to understand the dynamic nature of learners' foreign language learning venture.

The formalization of the mixed methods research dates back to Campbell and Fiske's efforts to validate the psychological traits by the multi-trait/ multimethod approach that combines multiple forms of quantitative data, in 1959 (Creswell, 2012). Mixed methods research can be defined as a "type of research in which the researcher or team of researchers combines elements of qualitative and quantitative research approaches (...) for the broad purposes of breadth and depth of understanding and corroboration" (Johnson, Onwuegbuzie & Turner, 2007, p.123). The rationale behind utilizing both qualitative and quantitative data collection methods stems from the fact that neither of these methods is adequate to present the complexity of the situations and provide a better understanding of problems addressed in the study by themselves. Many social sciences researchers consider mixed methods as "the de facto third alternative or third methodological movement" (Tashakkori & Teddlie, 2003, p. 804). According to Creswell (2014), mixed methods designs can be grouped into two broad categories: basic mixed methods designs and advanced mixed methods designs. The three basic designs identified by Creswell (2014) are convergent parallel, exploratory sequential and explanatory sequential designs and the advanced designs include embedded, transformative and multiphase designs.

The present study adopts an explanatory sequential mixed method research design to

address the research questions. In explanatory sequential design, the researcher collects data sequentially, “with one form of data collection following and informing the other” (Creswell, 2012, p.542). This type of design consists of gathering and analyzing quantitative data first. Subsequent to this phase, qualitative data are collected and analyzed to explain and elaborate on the results.

In the quantitative phase of the present study, the data were collected through a questionnaire to explain the motivational profiles of university-level EFL learners through the framework of L2MSS and psychological reactance theory. Moreover, by means of the questionnaire data, extreme cases to follow up in the qualitative phase were determined and interviewed. Interviews constituted the qualitative phase of the study. Semi-structured interviews were conducted with the intent to elicit language learning narratives of the motivated and successful EFL learners.

3.2. Participants

The present study was conducted at the School of Foreign Languages, Muğla Sıtkı Koçman University. The School of Foreign Languages offers compulsory and optional foreign language education programs. The one-year intensive foreign language program is mandatory for students who are admitted to departments such as Computer Engineering, Civil Engineering, International Trade and Finance, Economics, Politics, and International Relations, English Language and Literature, English Language Teaching, and Medicine unless they fulfill the success criteria in English. In addition, students who are admitted to other departments have to take a placement test which is administered by the School of Foreign Languages at the beginning of each academic year, if they wish to enroll the optional foreign language program. According to the results of the placement test administered at the beginning of the academic year, learners are placed into classes of three proficiency levels: Elementary, pre-intermediate and intermediate.

Participants of the quantitative phase of this study were 310 learners attending compulsory English courses at School of Foreign Languages, Muğla Sıtkı Koçman University, in the spring semester of 2017-2018 academic year. A total of 310 questionnaires were collected at the end of the quantitative data collection phase. However, 2 of these questionnaires were dropped from the analysis for not having a

student ID number and demographic information. 3 questionnaires were also removed as these participants did not respond to questionnaire items. After the removal of these questionnaires, 305 EFL learners in total participated in the quantitative part of this study. Demographic information of the participants of the quantitative phase can be seen in Table 1.

Table 1.

Distribution of the Questionnaire Sample (n= 305)

	n	%
Gender		
Female	113	37
Male	192	63
Level of Proficiency		
Elementary	150	49.2
Pre-Intermediate	106	34.8
Intermediate	49	16.1
Field of Study		
Economics and Administrative Sciences	118	38.7
Engineering	145	47.5
ELT & English Language and Literature	29	9.5
Medicine	13	4.3

During the selection of interview participants, a nonrandom sampling procedure was followed as one of the purposes of the present study is to explore the motivational profiles of highly motivated and successful EFL learners. 4 EFL learners were selected for the qualitative phase according to the scores they got from the questionnaires. The highest scorer participant of each scale was contacted and invited for an interview. In addition, an EFL learner with the highest achievement score in English among all learners taking English courses at the School of Foreign Languages was interviewed. Demographics of the interviewees are presented in Table 2.

Table 2.

Demographic Information of the Interviewees (n= 5)

	Gender	Level of Proficiency	Major
Participant 1	Male	Intermediate	English Language and Literature
Participant 2	Female	Pre-intermediate	Computer Engineering
Participant 3	Male	Pre-intermediate	English Language and Literature
Participant 4	Female	Elementary	International Relations and Politics
Participant 5	Female	Intermediate	Medicine

3.3. Instrumentation

The present study utilized both quantitative and qualitative data collection instruments to explore the motivational profiles through L2MSS framework and to unveil the complexity and dynamicity of L2 selves and motivation. Quantitative data in this study were collected by a questionnaire of L2MSS. Besides, interviews were conducted with 5 highly motivated EFL learners to elicit qualitative data. Data collection instruments in relation to the research questions of the present study can be seen in Table 3.

Table 3.

Research Questions and Data Collection Instruments

Research Question	Data Collection Instruments	Number of Participants
1. What is the motivational structure of university-level Turkish EFL learners?	L2MSS Questionnaire (Liu & Thompson, 2017; Taguchi et al., 2009)	305
2. Are there significant differences between male and female EFL learners' components of L2MSS and anti-ought-to self?	L2MSS Questionnaires (Liu & Thompson, 2017; Taguchi et al., 2009) Demographical Information	305
3. Are there significant differences among Turkish EFL learners of different proficiency levels regarding the components of L2MSS and anti-ought-to self?	L2MSS Questionnaire (Liu & Thompson, 2017; Taguchi et al., 2009) Demographical Information	305
4. Is there a relationship between the components of L2MSS, the anti-ought-to self, and L2 achievement?	L2MSS Questionnaire (Liu & Thompson, 2017; Taguchi et al., 2009) Achievement in English	280
5. How do the L2 selves develop in the motivational profiles of successful and motivated EFL learners?	Semi-structured interviews (Language Learning Narratives)	5

3.3.1. L2MSS Questionnaire

To explore the motivational structures of EFL learners through the framework of L2MSS and psychological reactance, a questionnaire was employed. In addition, the questionnaire data helped the researcher to identify the “outlier participants”, in this study, the learners with the highest scores from each dimension (Dörnyei, 2011b, p.272). The questionnaire employed in this thesis consisted of two parts. The first part of the questionnaire was created with the intent of compiling demographical data. This part included some questions to identify gender, proficiency level of English and major. The second part of the questionnaire contains four dimensions in total: Ideal L2 Self, Ought-

to Self, L2 Learning Experience, and the Anti-ought-to Self. 10 items measuring Ideal L2 Self, 10 items related to Ought-to L2 Self and 4 items related to L2 Learning Experience were adopted from Taguchi et al.'s (2009) study that was carried out in three different Asian EFL contexts to validate Dörnyei's theoretical framework of L2 motivation. As the measurement of Anti-ought-to Self, 8 items from Anti-ought-to self item pool in the study of Liu and Thompson (2017) were included in the piloting phase. Items such as 'I am studying English because it is a challenge' and 'I want to prove others wrong by becoming good at English I am studying' were not included in the piloting phase as they were thought to be less relevant to the context of the present study.

The adaptation of the questionnaire was performed. First, the items of the questionnaire were translated into the participants' L1 to eliminate any problem and difficulties deriving from some of the participants' limited proficiency in English. To ensure the reliability of the instrument, back-translation technique was utilized. Afterward, a third expert was given the original and translated versions of the questionnaire items and requested to compare and evaluate each item regarding clarity, content, and meaning. According to feedback received from the third expert, some items were revised. Finally, the Turkish version of the questionnaire was piloted on a sufficient number of volunteer students.

3.3.1.1. Piloting of the questionnaire

Piloting of the questionnaire was carried out in the School of Foreign Languages at Muğla Sıtkı Koçman University with the participation of 26 students. The participants were asked to respond 32 items on a 6-point Likert Scale from 1 (strongly disagree) to 6 (strongly agree). Data gathered through the questionnaire were entered into IBM SPSS Statistics (Statistical Package for the Social Sciences) 22. When the data entry was completed, Cronbach alpha values for each scale was measured. The Cronbach alpha reliability analysis across all the scales with this piloting sample illustrated that the questionnaire has internal consistency ($\alpha = .766$). In addition, a Cronbach Alpha reliability score was computed for each scale (Table 3). According to the results, Cronbach Alpha reliability for the Ideal L2 Self was found to be .88, and for the Ought-to L2 Self, it was .81. The scales of Anti-ought-to Self and L2 Learning Experience indicated reliability coefficients at .66 and .83, respectively. The data collected during the piloting phase were not included in the data analysis part of this thesis.

Table 4.
Cronbach Alpha Coefficients of the Scales During Piloting

	Number of Items	Cronbach's Alpha
Ideal L2 Self	10	.88
Ought-to L2 Self	10	.81
Anti-ought-to Self	8	.66
L2 Learning Experience	4	.83

3.3.1.2. Final version of the questionnaire

After the piloting phase, data gathered from a total of 305 EFL learners from the School of Foreign Languages was fed into a computer and subjected to some statistical tests. First, to verify the compatibility of 32-item, 4-factor model, a CFA was performed with the data of 305 EFL learners attending English preparatory class. According to Olsen (2017, p.95), a CFA is a convenient way to determine “whether the survey items are indeed significantly related to the constructs in question—in other words, the CFA determines the extent to which the measurement model does or does not fit the study data”. The CFA was performed by means of a statistical package: MPlus Version 7 (Muthén & Muthén, 2012).

According to the first CFA, the 32-item, 4-factor model indicated a statistically significant chi-square value ($\chi^2 = 1811.318$, $p < 0.001$), a RMSEA greater than 0.08, and CFI and TLI both less than 0.90. Therefore, it can be stated that this model did not indicate a good fit to the data. When modification index values are analyzed, it was determined that some of the items may be the reason for a poor goodness of fit. Thus, the model was refined by excluding some of these items. It was seen that items 17 ‘Studying English is important to me because an educated person is supposed to be able to speak English’ and 32 ‘It will have a negative impact on my life if I don’t learn English’ loaded onto the factors of ideal L2 self, anti-ought-to self and L2 learning experience, thus these two ought-to L2 self items were removed from the subsequent analyses. After the exclusion of these items, a CFA was rerun with 30 items. The results of the second CFS indicated relatively a better fit to the data therefore subsequent analyses were performed with a total of 30 items. CFA

model fit statistics for the first and second analyses (Table 8) as well as a detailed report regarding the second CFA are presented in Chapter 4.

With the final version of the questionnaire, a Cronbach's Alpha reliability test was computed again. The Cronbach's Alpha reliability analysis across all the scales with data of 305 EFL learners indicated that the questionnaire has a good level of internal consistency ($\alpha = .879$). Table 4 indicates the reliability coefficients for Ideal L2 Self, Ought-to L2 Self, Anti-ought-to Self, and L2 Learning Experience scales.

Table 5.
Cronbach Alpha Coefficients of the Scales

	Number of Items	Cronbach's Alpha
Ideal L2 Self	10	.92
Ought-to L2 Self	8	.87
Anti-ought-to Self	8	.70
L2 Learning Experience	4	.84

3.3.2. Achievement in English

Throughout an academic year, learners attending preparatory classes in the School of Foreign Languages are required to take some achievement tests assessing four language skills in order to complete the program successfully. In this study, achievement scores include scores that learners got from quizzes, mid-terms, speaking exams, and oral presentation tasks during their first and second semesters in English preparatory classroom. Preparatory school students' final examination results were also included in achievement scores. The achievement scores of the participants were obtained from the administration of the School of Foreign Languages and the mean of these test results were calculated and utilized in the present study.

In this study, quantitative data collection phase through the questionnaire was performed before the final proficiency exam. When achievement data were obtained from the administration, it was seen that 25 questionnaire participants became exempt from English preparatory program as these learners submitted the results they got from Higher

Education Institutions Foreign Language Examination (YOKDIL) after the quantitative data collection phase. Therefore, achievement in English data include 280 EFL learners' results. As indicated in Table 6, 8 exempt students were attending pre-intermediate level English classes, while 17 of them had intermediate level of proficiency in English.

Table 6.

Distribution of the Achievement Data

Level of Proficiency	n	Number of Exempt Students	Mean of scores
Elementary	150	0	53.2
Pre-Intermediate	98	8	63.8
Intermediate	32	17	74.9
Total	280	25	59.4

3.3.3. Semi-structured Interviews

Interviewing “is an interest in understanding the lived experience of other people and the meaning they make of that experience” (Seidman, 2006, p.9). Therefore, in parallel with one of the purposes of this study: eliciting language learning narratives of Turkish EFL learners, interviews were conducted in interviewees' L1. The interview format that was used for the elicitation of the oral accounts of language learning experiences is semi-structured interviews. Semi-structured interviews enable researchers to be flexible to a certain degree within a framework (McDonough & McDonough, 1997).

The researcher first explained the purpose of the study to the interview participants as explaining the language learning processes of EFL learners, without mentioning any specific theme such as motivation. Afterward, the interviewees were requested to read and complete the consent forms. When the researcher obtained interviewees' consents for participation in the second phase of the study and audio-recording of the interviews, they were asked to tell their L2 learning experiences. When required, participants were encouraged to enlarge their narratives by answering some additional questions. Upon

sharing an important story, they were also asked how they felt in that specific situation.

3.3.3.1. Language learning narratives

With the rise of interpretivist paradigm in research, intense criticisms have been directed towards positivist posture. In the 1970s, the discomfort with this paradigm led to a shift towards a more interpretive approach in which the meaning has “the central focus” (Bruner, 1986, p.8). Congruent with the switch to the new research paradigm, researchers started to show a great interest in narratives. By means of narratives, not only do people maintain the coherence and continuity of their experiences but also, they sustain their communication with others (Lieblich, Tuval-Mashiach & Zilber, 1998). Narrative inquiry draws on the predisposition of telling stories and revolves around human stories of experience (Webster & Mertova, 2007). Use of narratives is also compatible with CDS perspective since narratives allow researchers to capture the complexity and dynamism in the systems as they:

1. Are situated in time and space,
2. Involve development over time,
3. Have structures that correspond to the developments they describe,
4. Encapsulate a point that the narrator wants to get across,
5. Have a purpose and meaning within the context of their telling (Barkhuizen, Benson & Chik, 2014, p.7)

Through narratives, researchers tap into individuals’ inner world as they provide valuable insight on the ways humans experience the world and interpret the reality in addition, they provide rich accounts of learners’ processes of forming their experiences and identities. According to Barkhuizen et al. (2014, p.3), “narrative inquiry brings storytelling and research together either by using stories as research data or by using storytelling as a tool for data analysis or presentation of findings.” In this study, language learning narratives are thought to be contributed to the exploration of how L2 selves are formed in Turkish EFL context.

3.4. Data Collection Procedure

Prior to the data collection phase, researcher applied to Muğla Sıtkı Koçman University Ethics Commission to obtain the required permissions. After the approval of the data collection from Ethics Commission and the administration of School of Foreign Languages, the study was announced at the School of Foreign Languages, and students who are willing to take part in the study were invited to complete the questionnaire. In order to elicit learners' language learning narratives, semi-structured interviews were conducted with the highest scoring participants of each dimension and the learners with the highest achievement in English.

During the interviews, the researcher asked participants to discuss particular issues such as their initial experiences of learning English (the context of learning, perceptions on their first English teacher, etc.) or their parents' attitudes toward learning English.

3.5. Data Analysis

3.5.1. Quantitative Data Analysis

Before conducting descriptive and inferential statistics, a CFA was performed with Ideal L2 Self, Ought-to L2 Self, Anti-ought-to Self, and L2 Learning Experience scales to test the 4-factor structure and to explore these constructs in Turkish context. The CFA was performed by means of a statistical package called MPlus Version 7 (Muthén & Muthén, 2012). According to the results of CFA, some modifications were performed, and the data was prepared for further analyses.

Before proceeding with the statistical analyses, it should also be determined whether a parametric or non-parametric test is more appropriate for the data analysis. To test the normality of the distribution, Kolmogorov-Smirnov and Shapiro-Wilk Tests were performed. According to the results, Ideal L2 Self, $D(305) = 0.13$, $p < .05$, and Ought-to L2 Self, $D(305) = 0.10$, $p < .05$, both produced non-normal distributions. Anti-ought-to Self, $D(305) = 0.6$, $p < .05$ and L2 Learning Experience, $D(305) = 0.90$, $p < .05$, were also found to be distributed significantly non-normal. Similarly, achievement scores, $D(280) = 0.07$, $p < .05$ produced a non-normal distribution (Table 7).

Table 7.

Tests of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Ideal L2 Self	.130	305	.000	.903	305	.000
Ought-to L2 Self	.102	305	.000	.965	305	.000
Anti-ought-to Self	.069	305	.001	.985	305	.004
L2 Learning Experience	.090	305	.000	.966	305	.000
Achievement in English	.070	280	.002	.958	280	.000

Even though the results of Kolmogorov-Smirnov and Shapiro-Wilk Tests indicate the violation of the assumption of normality, Field (2009) and Pallant (2010) state that this situation can be frequently observed in large samples (>200). Pallant (2010) advises that before making the final decision regarding the utilization of a parametric or nonparametric test, the actual form of the distribution should be revealed by means of the analyses of Histograms and Q-Q Plots which can provide an instant picture of the data. Therefore, Histograms and Q-Q plots of all variables were analyzed.

The histogram of Ideal L2 self indicates a skewed distribution to the left, and it implies that the data for this variable is negatively skewed. However, the normal probability plot of Ideal L2 Self indicates that the deviations from the straight line are quite minimal (Figure 1).

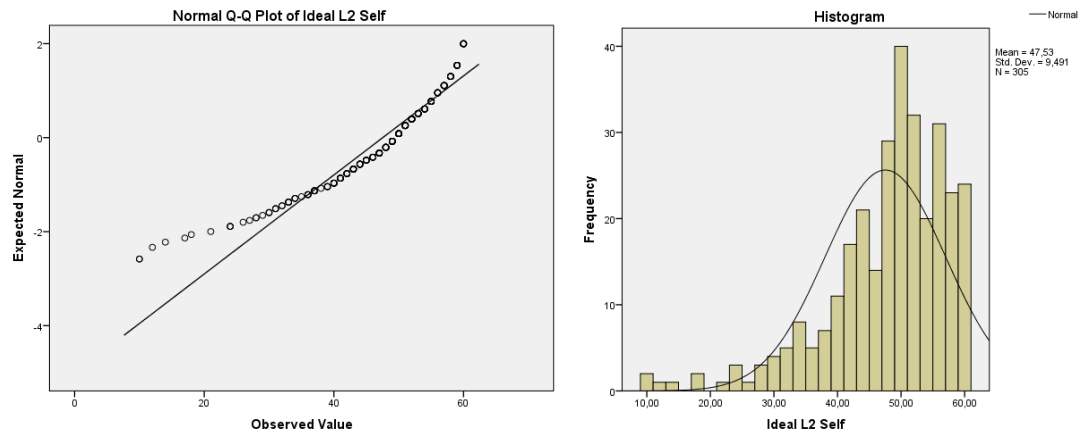


Figure 1. Normal probability plot and histogram of Ideal L2 Self

According to the Q-Q plot of Ought-to L2 Self, it can be seen that the values fall quite close to an ideal diagonal line. When the histogram of this variable is analyzed, it can be seen that the distribution is reasonably symmetrical (Figure 2). Therefore, it can be concluded that the distribution of Ought-to L2 Self values is normal.

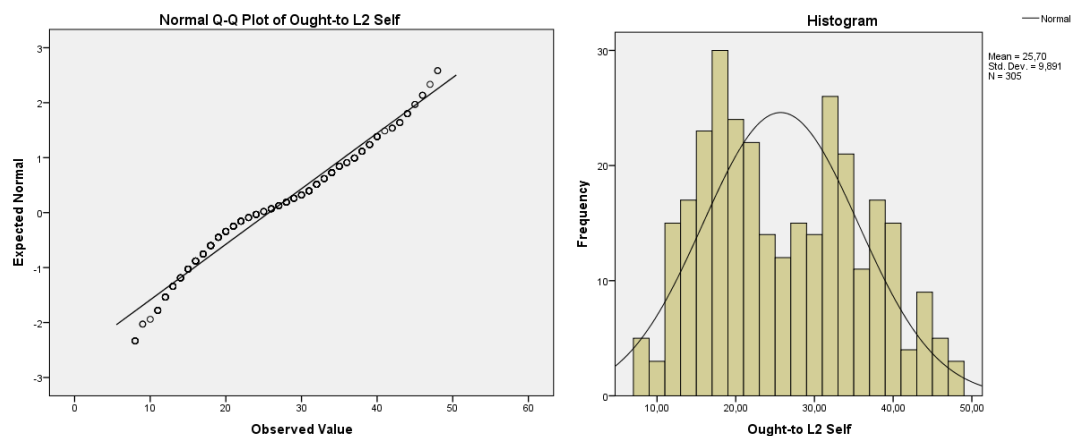


Figure 2. Normal probability plot and histogram of Ought-to L2 Self

When the normal probability plot of Anti-Ought-to Self is inspected, it can be stated that the values are normally distributed as they are on the straight line with some minor deviations. In addition, the histogram of the variable also signals a normal distribution (Figure 3).

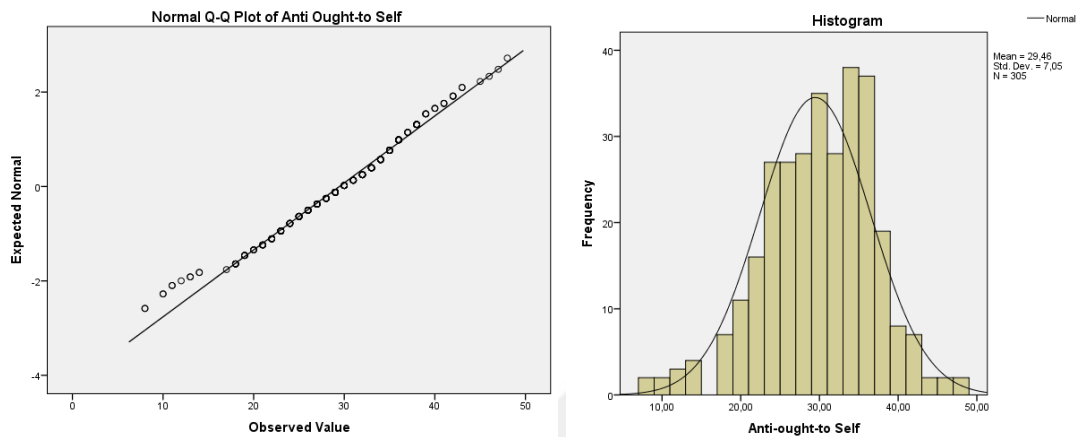


Figure 3. Normal probability plot and histogram of Anti-ought-to Self

Similarly, when the Q-Q plot of L2 Learning Experience is scrutinized, it can be seen that the scores fall very close to the straight diagonal line and the histogram displays a symmetrical distribution (Figure 4). In short, L2 Learning Experience values demonstrate a normal distribution.

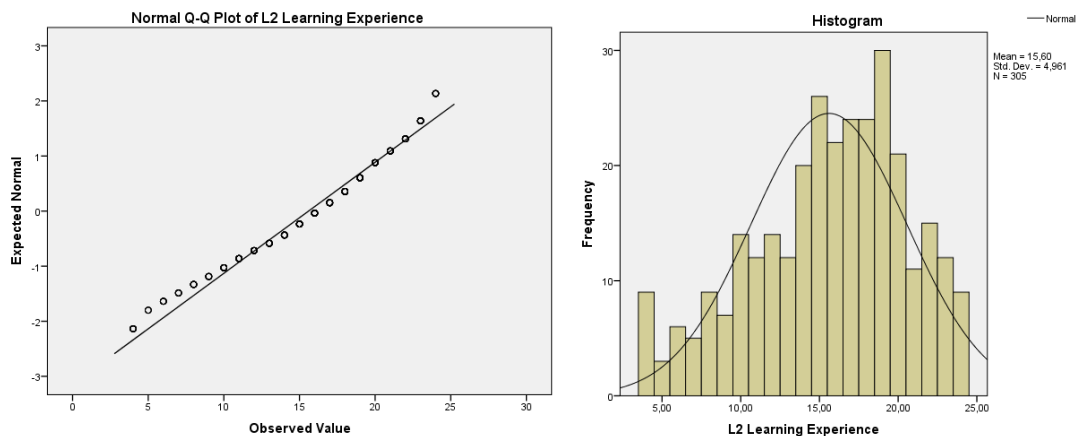


Figure 4. Normal probability plot and histogram of L2 Learning Experience

According to the normal probability plot of achievement scores, achievement data appears to indicate a normal distribution reasonably well (Figure 5). Therefore, it can be concluded that the Q-Q plot and histogram of the variable support normality.

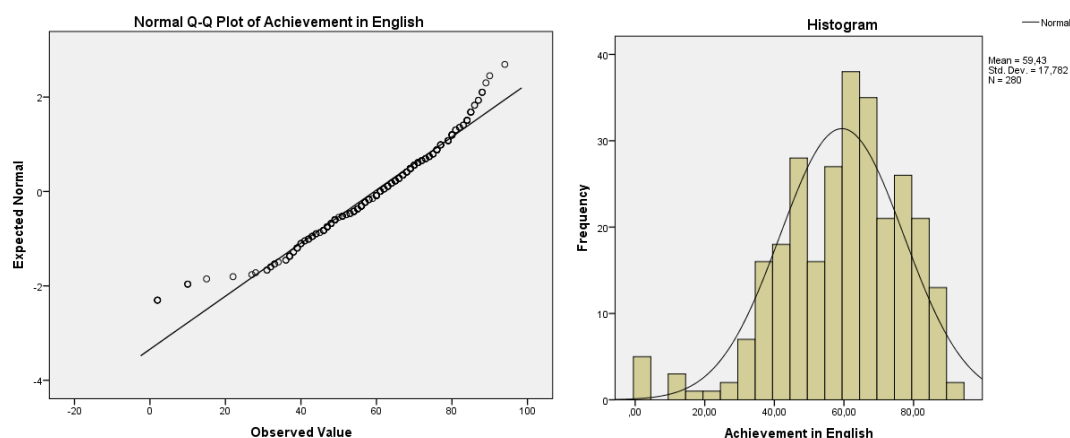


Figure 5. Normal probability plot and histogram of Achievement

To conclude, the visual analysis of distribution through histograms and Q-Q plots indicated that four variables are normally distributed. Thus, it was decided to utilize parametric tests, namely, Correlation, ANOVA and Independent samples t-test, in order to analyze quantitative data and answer the research questions of the present study.

3.5.2. Qualitative Data Analysis

In order to have an insight on the dynamic and complex nature of L2 motivation and L2 selves, qualitative data in the form of narratives was collected with interviews. Learner's narratives were then transcribed and translated into English.

According to Patton (2002), before the analysis of interview data, the researcher first needs to decide on adopting a case analysis or cross-case analysis approach. In line with the purpose of exploring L2 selves and motivation from a CDS perspective, for the present study it was decided to begin with case analyses. Therefore, in this study, the researcher wrote "a case study for each person interviewed" (Patton, 2002, p.440). In other words, each interviewee's narrative was analyzed and presented as a separate complex system. During the analysis process of each interview, thematic analysis was utilized. Thematic analysis can be defined as "the process of identifying patterns or themes within qualitative data" (Maguire & Delahunt, 2017, p.3352). It can be stated that thematic analysis is

relatively a flexible method to analyze qualitative data. Approaches to thematic analysis are classified into two broad categories “based on the degree of involvement of inductive reasoning” (Zhang & Wildemuth, 2009, p.2). In this study, a theoretical thematic approach which starts with a theory or research findings about a phenomenon was utilized for the analysis of narrative data.

In the present study, first, the researcher read the transcriptions thoroughly in order to gain an overview of the data. Afterward, transcripts were scanned for the codes generated in light of the framework of L2MSS and Psychological Reactance Theory. In the second stage, transcripts were examined again to identify the important elements and principles of CDS. Finally, the construction of L2 selves was discussed through the integration of CDS perspective (Figure 6).

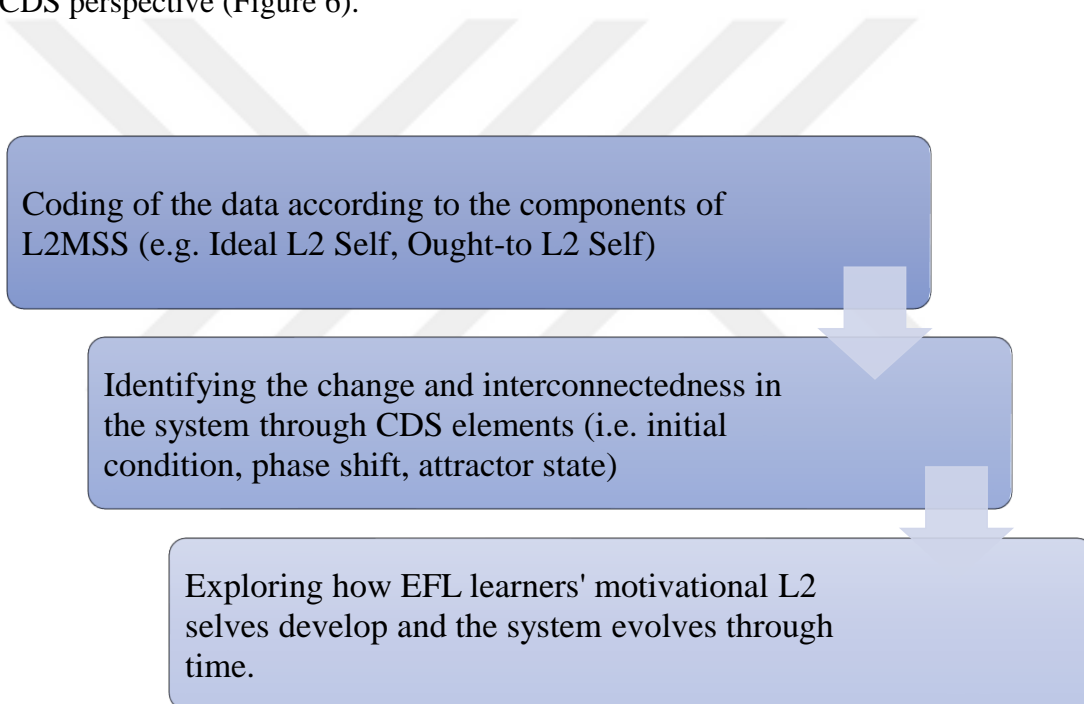


Figure 6. Visual representation of qualitative data analysis procedure

CHAPTER IV

RESULTS

4.1. Quantitative Results

4.1.1. Motivational Structures of Turkish EFL Learners

To address the first research question, and find out whether ideal, ought-to, anti-ought-to selves and L2 learning experience emerge as motivational sources to learn English in Turkish EFL learners' motivational profiles, a CFA was performed utilizing a total of 32 items from 305 university-level EFL learners in Turkey.

As mentioned in the previous chapter, the first 32-item model did not demonstrate a good fit to the data. Therefore, the model was refined by the exclusion of the items appearing as the cause of poor goodness of fit. After the elimination of these items, ultimate measurement model comprised of 30 observed variables and a CFA was performed again for this model. According to the second CFA, the 30-item, 4-factor model indicated a statistically significant chi-square value ($\chi^2 = 1172.17$, $p < 0.001$) however, multiple model fit indices should be utilized in order to assess the fit (Cheung & Rensvold, 2002). Therefore, RMSEA, CFI and TLI were also included to the evaluation of the model. The model displayed a RMSEA equal to 0.08, and CFI and TLI both greater than 0.90. Overall, it can be stated that the 30-item, 4-factor model proved to be an adequate fit to the data gathered from 305 Turkish EFL learners.

Table 8.

CFA Model Fit Statistics for the Models

Model	χ^2	df	p-value	RMSEA	CFI	TLI
4-Factor Model (32 items)	1811.31	458	.000	0.098	0.864	0.853
4-Factor Model (30 items)	1172.17	399	.000	0.080	0.922	0.915

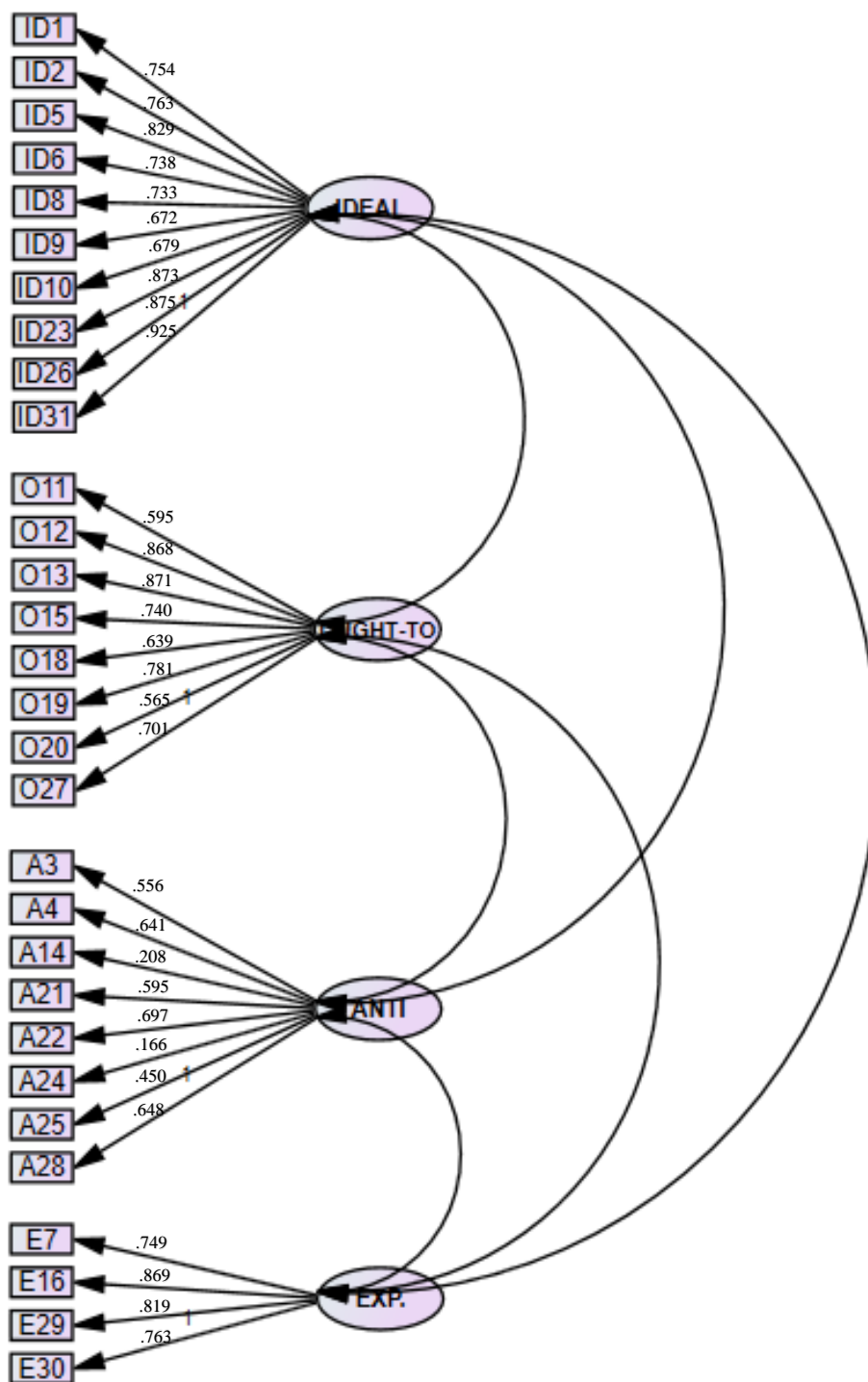


Figure 7. Standardized factor loadings for L2MSS items

After proving the existence of ideal, ought-to and anti-ought-to selves and L2 learning experience as motivating sources to learn English in Turkish context through CFA, the data was subjected to descriptive statistics in SPSS. Mean scores for all questionnaire items, as well as for 4 dimensions (ideal L2 self, ought-to L2 self, anti-ought-to self, and L2 learning experience) were calculated.

According to Table 9, Turkish EFL learners tend to have visions of themselves as users of English in the future ($M = 47.52$). With the highest mean of 5.48, item 9 '*The things I want to do in the future require me to use English*' falls between agree and strongly agree in the scale. With the lowest mean ($M = 4.13$) among ideal L2 self items, item 6 '*I can imagine myself speaking English as if I were a native speaker of English*' falls between slightly agree and agree.

Table 9.

Descriptive Statistics for Ideal L2 Self

	Mean	S.D.	Min.	Max.
1. I can imagine myself living abroad and having a discussion in English.	4.63	1.23	1	6
2. Whenever I think of my future career, I imagine myself using English.	4.54	1.28	1	6
5. I can imagine myself living abroad and using English effectively for communicating with the locals.	4.75	1.26	1	6
6. I can imagine myself speaking English as if I were a native speaker of English.	4.13	1.40	1	6
8. I can imagine myself writing English e-mails/ letters fluently.	4.18	1.37	1	6
9. The things I want to do in the future require me to use English.	5.48	1.05	1	6
10. I can imagine myself studying in a university where all my courses are taught in English.	4.68	1.38	1	6
23. I can imagine a situation where I am speaking English with foreigners.	5.14	1.09	1	6
26. I can imagine myself speaking English with international friends or colleagues.	4.91	1.19	1	6
31. I imagine myself as someone who is able to speak English.	5.09	1.09	1	6
Ideal L2 Self Total	47.52	9.49	10	60

Table 10 indicates that EFL learners slightly disagreed on the items of Ought-to L2 Self ($M = 25.70$). Item 20 which represents the link attributed by respondents' parents between being an educated person and studying English was found to have the highest mean score ($M = 4.04$) among Ought-to L2 Self items. With the lowest mean scores items 13 and 19 (Respectively, $M = 2.92$ and $M = 2.91$) falls between disagree and slightly disagree on the scale. That is, the disappointment that EFL learners' parents and other people around them may experience in the case of these learners' failure to learn English is not a motivating force to learn English for this sample.

Table 10.

Descriptive Statistics for Ought-to L2 Self

	Mean	S.D.	Min.	Max.
11. I study English because close friends of mine think it is important.	2.95	1.66	1	6
12. I have to study English, because, if I do not study it, I think my parents will be disappointed with me.	2.92	1.78	1	6
13. Learning English is necessary because people surrounding me expect me to do so.	2.99	1.77	1	6
15. I consider learning English important because the people I respect think that I should do it.	3.54	1.77	1	6
18. Studying English is important to me because other people will respect me more if I have a knowledge of English.	3.33	1.72	1	6
19. If I fail to learn English, I will be letting other people down.	2.91	1.71	1	6
23. My parents believe that I must study English to be an educated person.	4.04	1.60	1	6
27. Studying English is important to me in order to gain the approval of my peers/teachers/family/boss.	2.99	1.61	1	6
Ought-to L2 Self Total	25.70	9.89	8	48

As indicated in Table 11, the total mean of Anti-ought-to Self ($M = 29.46$) falls somewhere between slightly disagree and slightly agree on the scale. Item 22, which is related to EFL learners' perseverance in studying English despite other people's discouraging ideas on reaching a high level of proficiency in this language, has the highest mean score ($M = 4.88$) among Anti-ought-to Self items. With the lowest mean of 2.58, item 24 falls between disagree and strongly disagree in the scale. That is, EFL learners' parents and friends' negative attitudes towards foreign language learning are not primary motivating sources for them to learn English.

Table 11.

Descriptive Statistics for Anti-ought-to Self

	Mean	S.D.	Min.	Max.
3. I am studying English because it is something different or unique.	3.97	1.48	1	6
4. I want to study English, despite other(s) telling me to give up or to do something else with my time.	4.35	1.55	1	6
14. I chose to learn English despite others encouraging me to study something different (another language or a different subject entirely).	2.63	1.63	1	6
21. I enjoy a challenge with regards to English learning.	3.74	1.65	1	6
22. I would like to reach a high proficiency in this language, despite others telling me that it will be difficult or impossible.	4.88	1.31	1	6
24. I am studying English even though most of my friends and family members don't value foreign language learning.	2.58	1.62	1	6
25. I want to speak English, because it is not something that most people can do.	3.65	1.60	1	6
28. In my English classes, I prefer material that is difficult, even though it will require more effort on my part, as opposed to easier material.	3.62	1.54	1	6
Anti-ought-to Self Total	29.46	7.04	8	48

Finally, as can be understood from Table 12, Turkish EFL learners slightly agreed on the items of L2 Learning Experience ($M = 15.60$). According to the mean statistics, item 16 has the highest mean score ($M = 4.27$) among L2 Learning Experience items. However, with the lowest mean ($M = 3.19$), item 7 indicates that EFL learners slightly disagree that they look forward to attending English classes.

Table 12.

Descriptive Statistics for L2 Learning Experience

	Mean	S.D.	Min.	Max.
7. I always look forward to English classes.	3.19	1.46	1	6
16. I really enjoy learning English.	4.27	1.41	1	6
29. I like the atmosphere of my English classes.	3.92	1.66	1	6
30. I find learning English really interesting.	4.22	1.46	1	6
L2 Learning Experience Total	15.6	4.96	4	24

4.1.2. Gender and L2MSS

The second research question of the present study aims to find out whether gender plays an important role in learners' L2MSS. To this end, an independent samples t-test was computed to explore whether there was a statistically significant difference between female ($N = 113$) and male ($N = 192$) EFL learners' components of L2MSS.

As shown in Table 13, female EFL learners scored higher ($M = 49.35$) on the scale of Ideal L2 Self than male EFL learners ($M = 46.45$). To reveal whether this difference in means of female and male participants' Ideal L2 Selves is statistically significant or not, an independent samples t-test was conducted. According to t-test for equality of means results for the variable, it was revealed that the mean difference between female and male learners is statistically significant ($p = .006$). Therefore, the null hypothesis of equal population means is rejected for the ideal L2 self. Further, the effect size for the analysis ($d = .32$) was found to exceed Cohen's (1988) convention for a small effect ($d = .2$).

According to group statistics for Ought-to L2 Self, male EFL learners had a higher mean score ($M = 26.28$) than female EFL learners ($M = 24.70$). As indicated by Levene's Test, there is no difference in variance between female and male learners' Ought-to Self scores. Besides, it was seen that there was statistically no significant difference among genders for Ought-to L2 Self since the p-value for the variable ($p = .179$) was greater than the level of significance set at .05.

As can be seen in Table 13, Anti-ought-to Self differed in female and male EFL learners. Similar to the mean score results of Ideal L2 Self, female participants scored higher ($M = 30.71$) than males ($M = 28.72$) on Anti-ought-to Self scale. As Levene's Test for Equality of Variances states, variances of female and male learners are equal in Anti-ought-to Self ($p = .101$). However, when t-test for equality of means results are analyzed, it can be concluded that there is a statistically significant difference between genders' Anti-ought-to Self scores ($p = .017$). Furthermore, Cohen's effect size value ($d = .29$) suggested a small difference between scores.

Finally, when mean scores for L2 Learning Experience are analyzed, female EFL learners are seen to have higher scores ($M = 16.76$) than male EFL learners ($M = 14.91$). To find out whether the difference between male and female learners' mean scores for L2 Learning Experience is statistically significant or not, an independent samples t-test was conducted. As shown in Table 13, the difference between female and male learners' L2 Learning Experience is statistically significant ($p = .001$) even if their L2 Learning Experience scores are equal in variances according to the Levene's Test ($p = .112$). Cohen's effect size value for this analysis ($d = .38$) indicates a low to moderate level of difference.

Table 13.

Independent Samples T-test Results for L2MSS by gender

	Group Statistics				T-test		
	Gender	n	M	SD	t	df	p
Ideal L2 Self	Female	113	49.35	7.72	2.79	285.18	.006*
	Male	192	46.45	10.26			
Ought-to L2 Self	Female	113	24.70	9.18	-1.34	303	.179
	Male	192	26.28	10.26			
Anti-ought-to Self	Female	113	30.71	6.37	2.40	303	.017*
	Male	192	28.72	7.33			
L2 Learning Experience	Female	113	16.76	4.55	3.20	303	.001*
	Male	192	14.91	5.07			

Note. * $p < .05$, ** $p < .01$

4.1.3. Proficiency in English and L2MSS

To answer the third research question of this study, “Are there significant differences among Turkish EFL learners of different levels of proficiency in English regarding their L2 selves and L2 learning experiences?” one-way analysis of variance (ANOVA) was computed.

As shown in Table 14 and Figure 8, learners of different proficiency levels showed variabilities in their Ideal L2 Self Scores. Mean statistics indicated that learners of intermediate level of proficiency had higher Ideal L2 Selves ($M = 52.40$) than learners of pre-intermediate ($M = 49.39$) and elementary ($M = 44.61$) proficiency groups. According to ANOVA table, these mean differences between groups are statistically significant ($F_{(2, 302)} = 17.27, p = .000$). To explore which pairs of means contributed to significance, a post hoc test was utilized (Aldrich & Cunningham, 2015). The results of the post hoc analysis demonstrated significant differences among elementary, pre-intermediate and intermediate level EFL learners’ Ideal L2 Self scores.

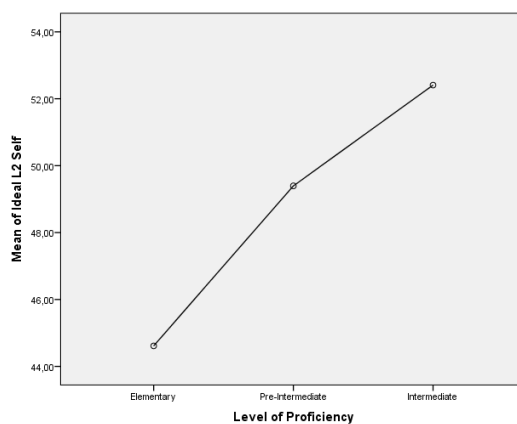


Figure 8. Ideal L2 Self according to proficiency levels

A second one-way analysis of variance was conducted to explore whether EFL learners from different levels of proficiency in English differ in their Ought-to L2 Selves. According to mean statistics, in Ought-to L2 Self scale, learners of Elementary level proficiency ($M = 27.99$) outscored their peers with pre-intermediate ($M = 24.58$) and intermediate ($M = 21.10$) level of proficiency. One-way ANOVA determined that the mean differences between groups are statistically significant ($F_{(2, 302)} = 10.634, p = .000$). As indicated by Games-Howell test results, the mean differences between elementary, pre-intermediate and intermediate level EFL learners' Ought-to Self scores are statistically significant.

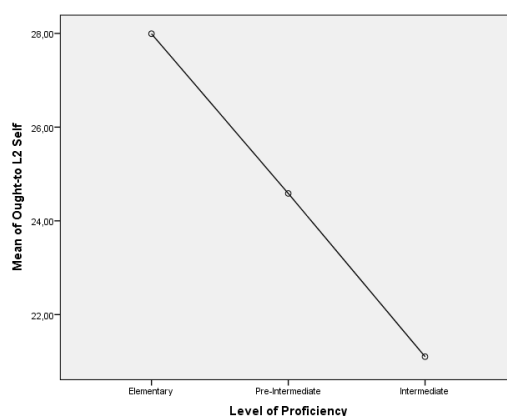


Figure 9. Ought-to L2 Self according to proficiency levels

Mean statistics indicated that learners with intermediate level of proficiency had slightly higher Anti-ought-to Selves ($M = 31.06$) than learners with pre-intermediate ($M = 29.26$) and elementary ($M = 29.08$) level of proficiency in English. One-way analysis of variance was computed to find out whether the mean differences between these three different proficiency groups are statistically significant. As determined by ANOVA, the differences in the mean Anti-ought-to Self scores of these groups were not statistically significant ($F_{(2, 302)} = 1.528, p = .219$).

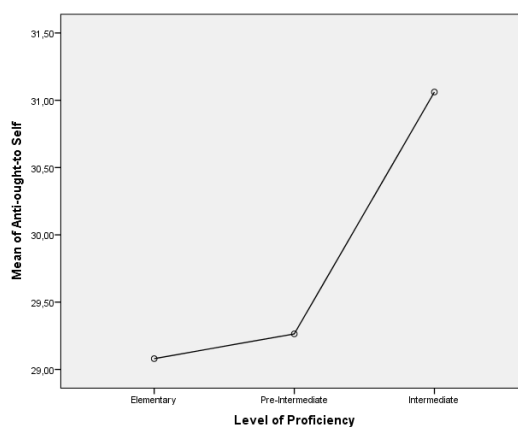


Figure 10. Anti-ought-to Self according to proficiency levels

The final one-way analysis of variance was computed to identify whether EFL learners from three different levels of proficiency in English show variabilities in L2 Learning Experience. Means of three different proficiency groups indicated that learners with intermediate level of proficiency ($M = 17.79$) scored higher than elementary ($M = 15.54$) and pre-intermediate ($M = 16.08$) level EFL learners. One-way ANOVA indicated that the mean differences between groups are statistically significant ($F_{(2, 302)} = 9.20, p = .000$). To explore between which proficiency levels there were statistically significant differences, a post hoc test was conducted. According to the results, the mean differences not only between elementary and pre-intermediate level learners ($p = .043$) but also elementary and intermediate level EFL learners ($p = .000$) in L2 Learning Experience were statistically significant. However, pre-intermediate and intermediate level EFL learners did not significantly differ in L2 Learning Experience.

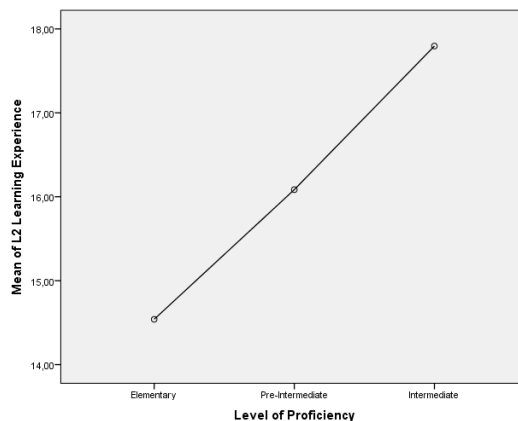


Figure 11. L2 Learning Experience according to proficiency levels

To sum up, EFL learners' Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience scores significantly differed among different proficiency groups. While in Ideal L2 Self and L2 Learning Experience, learners with intermediate level of proficiency were found to have significantly higher scores than learners with elementary and pre-intermediate proficiency in English, in Ought-to L2 Self, learners with elementary level of proficiency were found to score significantly higher than pre-intermediate and intermediate level EFL learners. For Anti-ought-to Self, it can be concluded that learners of different proficiency levels did not show statistically significant variabilities in their scores.

Table 14.

One-way ANOVA Results for L2MSS by Proficiency in English

	Proficiency Level	n	Mean	SD	F	p	η^2
Ideal L2 Self	Elementary	150	44.61	10.2	17.27	.000*	.11
	Pre-intermediate	106	49.39	8.36			
	Intermediate	49	52.40	6.01			
Ought-to L2 Self	Elementary	150	27.99	10.2	10.63	.000*	.07
	Pre-intermediate	106	24.58	9.45			
	Intermediate	49	21.10	7.86			
Anti-ought-to Self	Elementary	150	29.08	7.26	1.52	.219	.01
	Pre-intermediate	106	29.26	6.61			
	Intermediate	109	31.06	7.86			
L2 Learning Experience	Elementary	150	15.54	5.10	9.20	.000*	.06
	Pre-intermediate	106	16.08	4.48			
	Intermediate	49	17.79	4.68			

Note. * $p < .05$, ** $p < .01$

4.1.4. Relationship between Achievement in English and L2MSS

A Pearson correlation coefficient was computed to reveal if there is a relationship between achievement in L2 and ideal L2 self, ought-to L2 self, anti-ought-to self, and L2 learning experience. When Pearson correlation values are checked, it can be stated that there was a statistically significant relationship between ideal L2 self and L2 learning achievement in the positive direction ($r = .488$, $p = .000 < .050$). Similarly, a significant relationship between L2 learning experience and achievement in L2 was found ($r = .450$, $p = .000 < .050$). In addition, anti-ought-to self significantly correlated with achievement scores ($r = .262$, $p = .000 < .050$). However, according to the table of correlations, no statistically significant relationship was found between ought-to L2 self and achievement in L2 ($r = -.092$, $p = .125 > .050$).

Table 15.

Correlations among Scales and Achievement in English

	Ideal L2 Self	Ought-to L2 Self	Anti-ought-to Self	L2 Learning Experience	Achievement
Ideal L2 Self	1				
Ought-to L2 Self	-.026	1			
Anti-ought-to Self	.459**	.312**	1		
L2 Learning Experience	.532**	-.050	.587**	1	
Achievement	.488**	-.092	.262**	.450**	1

Note. * $p < .05$, ** $p < .01$

4.2. Qualitative Results

4.2.1. Case Studies

4.2.1.1. Participant 1

Participant 1 is an 18-year-old male EFL learner attending English courses at School of Foreign Languages. According to the placement test which was administered by the School of Foreign Languages at the beginning of the academic year, his proficiency level of English is intermediate. After successfully completing English preparatory program, he will start his undergraduate studies in English Language and Literature department.

Participant 1 is perhaps the most highly motivated and certainly the most talkative foreign language learner among the interviewees. When invited for the interview, he seemed extremely eager to share his story and experiences regarding his process of foreign language learning. In fact, after scheduling the interview, he ended our phone call by saying “Finally, I will share my foreign language learning stories with someone!”

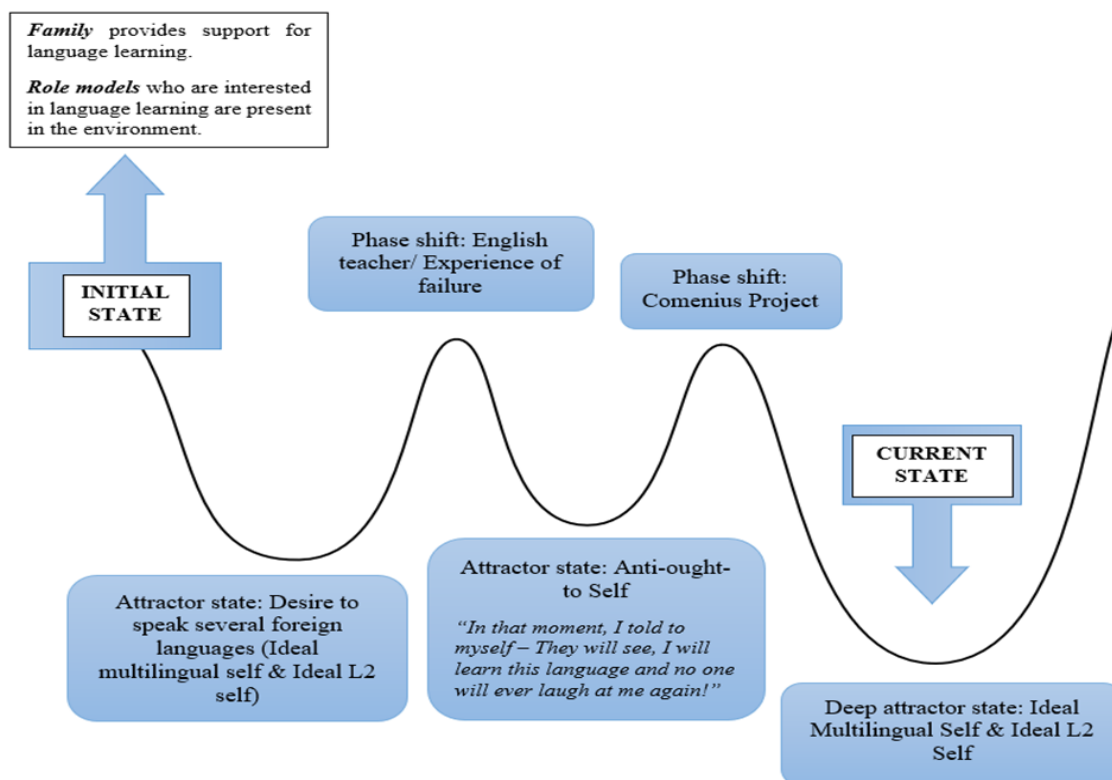


Figure 12. Visual representation of Participant 1's motivational trajectory

The initial condition of Participant 1 was featured by familial support to learn English and having role models who are interested in foreign language learning. From his early years, participant 1's English language learning was supported by his family. When he was asked to talk about his earliest encounter with English, he described how his mother taught him some words in English (Extract 1.).

Extract 1.

I remember my mum teaching me some basic words in English. She is very good at English pronunciation and has a very high level of vocabulary knowledge. She used to teach me some vocabulary and pronunciation. Without her help, my pronunciation would be very bad, I guess.

As the youngest member of the family, he has a brother and sister who are also interested in foreign language learning. In addition to his abovementioned early memory with his mother, he also highlighted the supportive environment for foreign language learning at home by mentioning the times he used to watch some TV series in English before learning the language in a formal instructional setting (Extract 2.).

Extract 2.

When I was young, my brother used to watch a lot of TV series with subtitles. While he was watching them, I was pulling up a chair and sitting quietly behind him. I wasn't understanding anything but was always looking at the screen. I was trying to associate the subtitles with what I hear.

In following years, with the influence of his initial state, Participant 1 fell into his first attractor state that can be characterized by a strong desire to speak several foreign languages. Upon being asked to indicate the reasons for learning English, Participant 1 recalled a memory from his childhood (Extract 3.).

Extract 3.

You know, there are some people who are able to speak 5 or 6 foreign languages fluently. When I was young, I was watching and seeing these people on TV... I've always admired those people and wanted to be like them. The idea of speaking many languages fluently was fascinating... Wherever I go in the World, I want to be able to communicate without any problem. I decided to start my foreign language learning journey from English. I was learning a lot of new words in English from computer games or TV series.

The first attractor state of having a strong desire to communicate in foreign languages maintained its stability and Participant 1 had a high level of motivation to learn foreign languages due to his strong desire to become a multilingual individual until he started to learn English in elementary school, at the age of 10. However, some perturbations operated on the system with the influence of some negative L2 learning experiences. "Perturbations are events that disrupt periods of stability in a system's development" (Henry, 2015b, p.316). Henry (2015b) stated that there are two types of perturbations. Some of them bring about phase shifts while others do not have any influence on the overall behavior of the complex system.

Extract 4.

I hated my first English teacher, actually. During the lessons, we were always doing one type of activity, and everything we did in class was dependent on our textbook. For instance, the teacher was not providing any opportunities for us to apply the grammatical rules we learn. The lessons were so boring... I was not learning anything in the lessons. I also remember that his pronunciation was very bad. I mean, I understand that you're teaching to elementary students, you just need to teach the basics but...

In Participant 1's case, with the impact of negative L2 learning experiences and the dislike of foreign language classroom environment in elementary school, his language learning system went through a phase shift. As Ideal self and L2 learning experiences are interconnected with each other, negative learning experiences induced him not being able to maintain his future vision of his desired self of becoming a multilingual individual temporarily and this situation was also reflected in his achievement in English. He stated that until 6th grade, he had received low grades from English examinations at school. In the meantime, a seemingly insignificant event took place (Extract 5.). As a result of this incident he experienced in an English lesson, he was propelled into a new attractor state of Anti-ought-to Self:

Extract 5.

My English used to be so bad... One day, when I was in the 6th grade, we were doing some oral reading practice, and the teacher asked me to read a short text in English. I could not read the word 'beautiful', I still remember... This lasted for a minute, approximately. My classmates started to laugh at me while I was trying to read the word. I am a stubborn person, as you can tell... At some point, even the teacher started to laugh at me. At that moment, I told myself – They will see, I will learn this language and no one will ever laugh at me again!

As can be understood from the excerpt, in this new attractor state, Participant 1 was motivated by the desire to prove others wrong by becoming good at English. The seemingly insignificant event activated his anti-ought-to self and brought about a new phase shift. The abovementioned minor event had an enormous impact on Participant 1's motivated behavior (Extract 6.).

Extract 6.

My sister had an English dictionary with illustrations. I used to read the dictionary every night before going to bed. Even if I couldn't read all, I would take a look at it no matter what. This became like a hobby for me. Afterward, I did not get any low grades in English.

The emergence of motivated behavior was followed by high grades in English. Even though Participant 1 can be characterized as an intrinsically motivated learner, his good grades in English also motivated him to study more. When he was in the 7th grade, Participant 1's school was hosting a Comenius project that was conducted with the cooperation of other schools from 4 European countries. Due to his outstanding

performance in English lessons, Participant 1 also had the chance to participate in this project as a host student:

Extract 7.

When I was in 7th grade, my teachers realized that my English improved a lot. Therefore, I was chosen to be a participant in a Comenius project called 'Our Planet in Our Hands'. The aim of the project was to raise students' consciousness about environmental issues.

Aside from being able to participate in an international project at such a young age, this project is also significant in Participant 1's motivational system for another reason. Due to his participation in this project through which he was able to have international friends, he was able to visualize himself as a fluent speaker of English and a multilingual person. His experience of participation in the project stimulated his ideal multilingual self again (Extract 8.).

Extract 8.

I was 13 years old. Imagine that as a 13-year old, you are with 3 Polish students and they don't know any Turkish. You are supposed to accompany them throughout the day. You have only one option if you want to communicate with them: English. At the beginning of the day, my English was very bad, you know like a normal secondary school student. However, in the following hours, I realized that my English was getting better and better! I was speaking more fluently and confidently.

In Participant 1's motivational system, the feeling of accomplishment in English was also an important element in the reactivation of ideal multilingual self (Extract 9.).

Extract 9.

According to our performance, some of us also had the chance to visit Romania for the second phase of the project. So, I was in Romania for two weeks. While I was there, I enjoyed having long conversations with other students from other countries. I was not speaking with a full accuracy, but as I speak, I was getting better! In fact, on the last day of our stay, I arranged a meeting and invited everyone. It came to my attention that at the end of the day, there was always a development, it was an amazing experience. Looking back, I can say that the project of 'Our Planet in Our Hands' is one of the most influential things in my life.

The impact of his initial state, the first attractor state and having a vivid representation of himself as a fluent English speaker, resulted in the resurrection of Participant 1's ideal multilingual self and he was pulled into his current attractor state. This strong attractor state of ideal multilingual self directed Participant 1's actions to specialize in foreign languages (Extract 10.).

Extract 10.

After this project, I decided to learn foreign languages. In my mind, there was always the thought of learning several foreign languages, four or five languages at least... I was not thinking about my future job or anything else... I was just thinking about the foreign languages that I am going to learn in the future... That's why I've chosen to study in foreign language department in high school.

As can be understood from Extract 10, Participant 1's desire to specialize in foreign languages has the characteristics of internalized desires rather than extrinsic motives. Similarly, when he was requested to evaluate his English language learning process, it can be clearly seen that Participant 1 is fully committed to learn English, and he frequently highlighted the enjoyment of engaging with this language (Extract 11.).

Extract 11.

After a certain age, everything I do has started to be related to English. At some point, I've started to think in English and dream in English. So, I always say, I am not learning English, I am experiencing it. It's like, English is not an external element for me. Actually, I really enjoy it.

With the intent of reducing the discrepancy between his actual self and ideal multilingual self, Participant 1 is also learning Japanese currently (Extract 12.).

Extract 12.

I've also started to learn Japanese. Now, I know the Japanese alphabet, Hiragana. I haven't started to Kanji though. I can also read a text in Japanese. There are 46 letters in the Japanese alphabet, and I have memorized them all. It was an important step for me. Because I do not consider Japanese solely as a language. It has its own unique culture and people.

According to Ushioda (2013), because of the global status of English, it is generally thought to have a negative influence on L3 self (as cited in Siridetkoon & Dewaele, 2017) however, in Participant 1's motivational system ideal English and ideal Japanese selves seem to operate in synergy (Extract 13.).

Extract 13.

In the future, I want to live in Japan. This is my dream. When I go to Japan, I will also need to take Japanese lessons. But the medium of instruction will probably be English, I mean it will not be Turkish... So, my purpose is to have a native-like proficiency in English and after that in Japanese.

In the future, Participant 1 desires to achieve a native-like competency in English and Japanese. He hopes to have started to learn Russian in six or seven years. In addition, after living in Japan for a period of time, he aims to travel all around the World. He states that during his travels, English will give him “*the key to communication.*” When he completes traveling around the world, he hopes to come back to Turkey and publish a book of travel essays for students who are learning English as a foreign language.

4.2.1.2. Participant 2

Participant 2 is an 18-year-old female EFL learner attending English courses at the School of Foreign Languages. According to the placement test conducted by the School of Foreign Languages at the beginning of the academic year, her proficiency level of English is pre-intermediate. Subsequent to English preparatory program, she will start her undergraduate studies in the department of Computer Engineering. Participant 2 comes from a family of five and has an older brother and sister. Her father is also a computer engineer and has a good level of English. The expectations of Participant 2's father on her learning English were eminent throughout the interview.

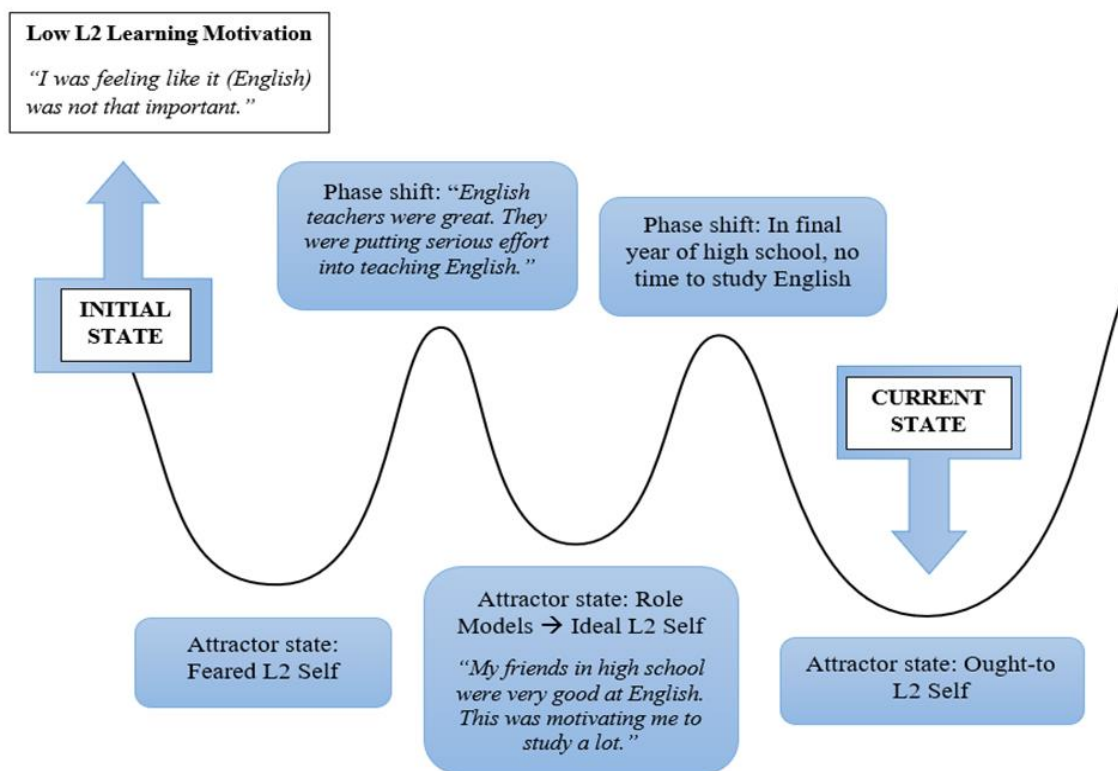


Figure 13. Visual representation of Participant 2's motivational trajectory

Participant 2 did not mention any specific memories regarding foreign language learning prior to elementary school. She began her English language learning in elementary school, at the age of 9. According to Participant 2, her first English teacher was “indifferent” to her students (Extract 14.). Therefore, in the initial state, Participant 2’s motivation to learn English was relatively low.

Extract 14.

She was, how can I say, indifferent to us. She did not care about the lessons; she did not care if we actually learned something or not. For example, after presenting a new word, she was just telling us to write the word for 5 times, and that was it. I’ve never seen her checking if we actually did what she said. We occasionally had lessons anyway. So, at that time, I was feeling like it (English) was not that important.

When Participant 2 was in secondary school, her brother and sister started university, and they were supposed to learn English in order to complete preparatory English program successfully. According to Participant 2, while growing up, seeing her siblings always

struggling to learn English, made her feel anxious about not being able to learn English. As a result, she developed a feared L2 self (Extract 15.). Regardless of its connotation, feared self can be considered as an important motivator of behavior as it “can provide a vivid image or conception of an end-state that must be rejected or avoided” (Oyserman & Markus, 1990, p.113).

Extract 15.

When I was young, my sister failed in English preparatory program. She attended preparatory classes for two years, but she couldn't pass. That is why she had to major in another subject. Also, my brother attended the preparatory program for two years. He was on the verge of failure, but he managed to pass at the last minute. Seeing their experiences in English affected me to think about myself. I started to think that I was going to fail as well.

When Participant 2 started high school, she had new friends. These friends had high achievement in English therefore, they served as good role models for her. In addition, at her new school, English lessons were very important, and her teachers were “*putting serious effort into teaching English*”. On her complex system, the new role models created some perturbations. The impact of her siblings' experiences of failure in L2 started to disappear as she was surrounded by good foreign language learners and positive L2 learning environment at that time. Eventually, perturbations created a phase shift. Participant 2 started to study English to be as successful as her friends, rather than to avoid possible negative outcomes of not learning English (Extract 16.).

Extract 16.

English was considered a very important subject in my high school. We had 6 hours of English a week. Also, my English teachers were great. They were putting serious effort into teaching English... My friends in high school were very good at English. I don't know why but people around me were always very good at English. This was motivating me to study a lot. In fact, two of my friends in high school are majoring in foreign languages currently. Seeing them made me emulate what they did. Sometimes, I used to read a book in English and summarize it. And afterward, I would take it to my friends to have it checked. This had an enormous impact on my motivation.

In the final year of high school, Participant 2 could not spend time studying English as she was studying for the national university entrance examinations. In university, she decided to major in computer engineering as her father did. When she started preparatory school, her father started to have “*long conversations on the importance of English*”. In

addition, learning English is a “*must*” for her as she is going to study computer engineering. With the impact of her decision to major in computer engineering (Extract 17.) and father’s expectations (Extract 18.), Participant 2’s complex system moved into an attractor stated of ought-to L2 self. Other components in her social context such as her friends and instructors in university also strengthen her ought-to L2 self.

Extract 17.

I have to learn English. In computer engineering, the department that I am going to study in next year, the medium of instruction is English. I have to learn it. It is highly important for my job, it will be beneficial for me. As I said, I have to learn it... I see learning English is a must, but I also want to learn it, to be honest. It is a necessity for me. I want to start majoring in computer engineering, but if I cannot learn English, I will have to go to another university. This would be very difficult for me.

Extract 18.

My father is a computer engineer. He always stresses the importance of learning a foreign language. He quite often brings it up that I have to learn it. Since I am going to study computer engineering, I need to learn English for programming. He wants me to learn English a lot.... If I do not learn English, my father will be disappointed.

4.2.1.3. Participant 3

Participant 3 is an 18-year-old male EFL learner attending English courses at School of Foreign Languages. As indicated by the proficiency test, he has a pre-intermediate level English. Upon completing the preparatory English program, he will begin his undergraduate studies in English Language and Literature department. He comes from a family that does not support foreign language learning. Participant 3 characterizes his family as having a tendency to exhibit negative attitudes towards foreign language learning. According to his family, when a person learns English, this individual becomes “*a snob*”.

Participant 3 briefly mentioned his English language learning prior to elementary school. He stated that he was going to a private pre-school and they used to have English lessons in this school. According to Participant 3, these lessons can be described as “*enjoyable and endearing*”. Thanks to these English lessons, he started to “*like*” English. From these early memories, it can be deduced that in the initial condition, Participant 3’s L2 learning motivation was high and he had positive attitudes towards foreign language learning.

When Participant 3 started high school, he was still highly motivated to continue studying English, in fact, he had a desire to pursue a career as an English teacher with the impact of emulation to his English teacher. Therefore, he decided to study in foreign languages department. However, the problem was that his parents did not want him to study foreign languages. They opposed this idea saying that he had to give more importance to courses such as mathematics. These pressures from his social context created perturbations. As these perturbations operated on the system, Participant 3 had to adapt to new contextual demands, therefore, a phase shift took place (Extract 20.). For Participant 3, English seemed to lose its significance. As Participant 3 was at the early stages of English language study, a discouragement after such a significant event is not surprising.

Extract 20.

My parents were constantly saying that I should study Mathematics or Physics. Those lessons were a lot more important than the other lessons according to them. Frankly, due to the pressure on me, I could not study English for a while. Afterward, in the 11th grade, we chose a department. My parents got me chose the department of Turkish-Mathematics since I had high marks, nothing below 90, in this department's classes. For a short period of time, I was in Turkish-Mathematics department.

However, as the time went by, Participant 3 started to think that he did not belong in Turkish- Mathematics department and he was certainly not pleased with studying in this department. These thoughts revolving in his mind activated the anti-ought-to self in the state space. Eventually, he was propelled into his current attractor of anti-ought-to self.

Extract 21.

I was good at Mathematics, but I hated it. A typical foreign language department student! You're studying it, but at the same time you hate it... One day I told to myself – I cannot do this anymore. In fact, one day we had been to Konya for a family visit, and that day I cried for being unwillingly in this department. I phoned my teacher while I was crying. I was so unhappy that I wasn't studying foreign languages.

After a while, he was able to convince his parents to let him study in foreign languages department. However, he was still in the need of proving himself. A combination of all the elements in his context lead to the strengthening of his anti-ought-to self (Extract 22.).

Extract 22.

It is an awful situation for real. No one around you supports your ideals, yet you are trying to achieve something. This also had an impact on me. What happens if I fail? What will they think or say about me? I constantly thought that I had to be successful in English. That is why I had the urge to study more and be successful at all times. I was tirelessly saying myself that I had to do it. During the first couple of months, I studied hard, and I think this attitude made them realize. Seeing my hard work made my parents accept my decision. I guess their negative attitude towards my decision made me study harder.

Due to the interplay between his initial state, elements in his context and the attractors in the state space, Participant 3's motivational system seems to have settled into a deep attractor state. Participant 3 is motivated to master in English with the dynamic synergy between his ideal and anti-ought-to selves (Extract 23.). In 10 years, Participant 3 sees himself speaking English fluently and teaching English to students in his high school.

Extract 23.

People around me, not my parents though, they do not say anything about it recently. Some of my old friends from high school are asking how I am going to earn money after studying English Language and Literature. In terms of monetary issues, my department does not get the credit it deserves. I guess they think that in these days everybody knows English. My cousins are also telling me that English is difficult and I will never be able to speak like a native speaker. Honestly, it is not like that. By achieving great success in English, I want to prove them wrong.

4.2.1.4. Participant 4

Participant 4 is a 19-year-old female EFL learner attending English courses at the School of Foreign Languages. According to the placement test conducted by the School of Foreign Languages at the beginning of the academic year, her proficiency level in English is pre-intermediate. However, after a while, she wanted to attend elementary level English classes and began taking English lessons with learners of elementary level proficiency. Subsequent to English preparatory program, she will start her undergraduate studies in the department of Political Sciences and International Relations.

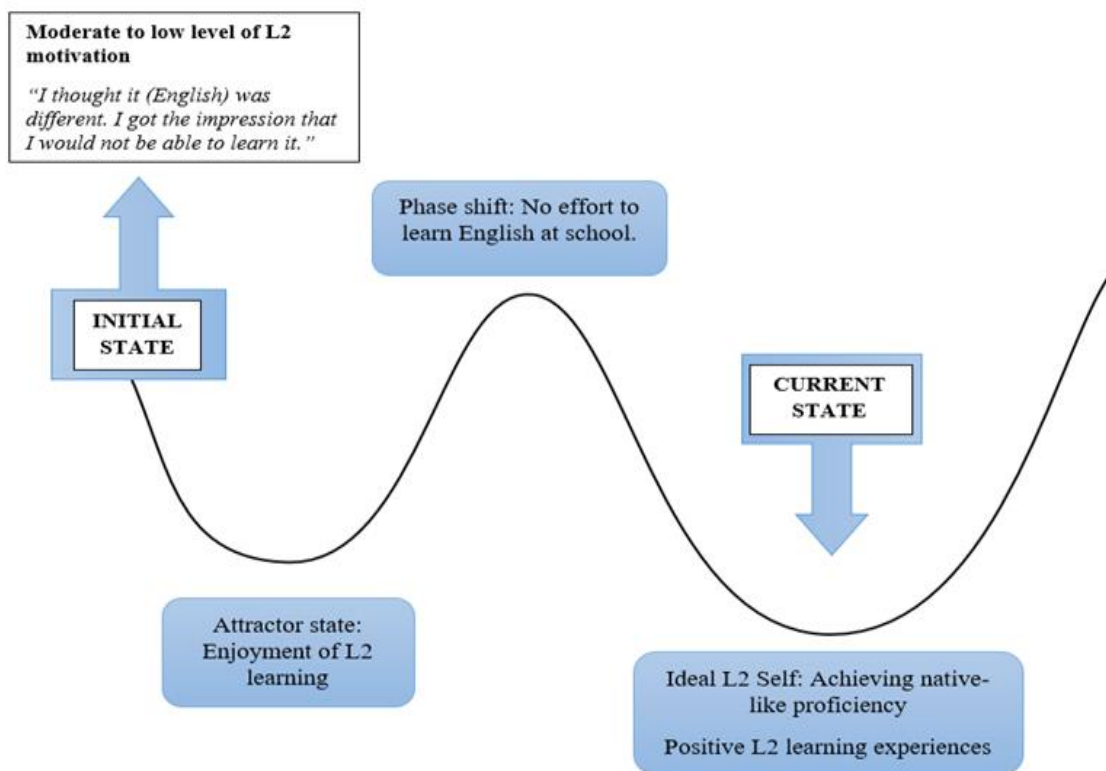


Figure 15. Visual representation of Participant 4's motivational trajectory

When Participant 4 began learning English, a sense of fear of not being able to learn English as it was something “*different*” was prevailing for a short period of time. Therefore, it can be stated that in the initial state, Participant 4 had a low level of motivation to learn English. However, as she got to know her first English teacher and enjoyed her lessons, she began to “*love*” English. According to Participant 4, her first English teacher was always trying to promote learner participation and engagement in classroom. With the impact of encouraging atmosphere in the classroom, she fell into an attractor state in which she was motivated to learn English by positive L2 learning experiences (Extract 24.).

Extract 24.

When I first started to learn English, I thought it was different. I got the impression that I would not be able to learn it. However, after getting to know the teacher and having fun at English classes, I thought I could do it... I started to love English. I really liked also my first teacher, I still do. It has been a very long time since we have seen each other though. The atmosphere in the class was also very entertaining. In my opinion, the atmosphere of English classes should be fun, and students should participate. I cannot learn anything when I do not participate. She was conducting the lessons in a way that we could easily learn.

With this judgment regarding foreign language learning in mind, Participant 4 was not satisfied with her new English learning environment in secondary school. According to her, learners were not given any chance to participate in the lessons and teachers were mainly following the textbook. Since the teachers were neither varying the learning tasks nor promoting classroom participation, Participant 4 felt discouraged from learning English. Negative learning experiences created a phase shift in the system. Participant 4 was not putting any effort in learning English academically (Extract 25.).

Extract 25.

Lessons were not like this back in secondary and high school. (...) In secondary and high school, teachers were only using textbooks during the lessons. It was really boring for me. That is why I could not participate, and I could not learn anything. I guess I am a bit bouncy person. I need to participate in lessons. I do not like teachers who constantly read some things from the book.

Shortly after she was demotivated by the elements in her EFL classroom context, an important event for her complex system took place. As a part of a Comenius project, some students from Finland came to visit their school. Participant 4 became friends with these Finnish students. Her encounter with Finnish people sowed a seed of desire to know other cultures and communicate in English. In a short period of time, she was propelled into her current attractor state of ideal L2 self (Extract 26.). She began to dream of achieving a native-like proficiency in English.

Extract 26.

There was a project, a Comenius Project. A group of students from Finland visited our school. It was the first time I got to meet people from a different country. It was then I started to dream about English language. I wanted to learn English more. Because it was the only way that we can communicate.... I started to think about living abroad back then. I love meeting new people and learn about new cultures.

Although she was propelled into a new attractor in the state space, it did not bring her success in English lessons at school. However, she exhibited a relatively strong motivated behavior outside the classroom. She was still in contact with her Finnish friends and had new friends that she can speak English. In addition, she was frequently watching movies and listening songs in English. According to her by this way, she was able to apply the rules in real life situations and learn English through practice. When she started English

preparatory program in university, once again, she was motivated by positive learning experiences in EFL classroom.

The future vision of Participant 4 is to reach a native-like proficiency in English and advanced level of proficiency in Finnish and Korean. She aims to study in Korea for an MA degree and eventually wants to find a job and settle in Finland.

4.2.1.5. Participant 5

Participant 5 is an 18-year-old female EFL learner attending English courses at the School of Foreign Languages. According to the placement test which was administered by the School of Foreign Languages at the beginning of the academic year, her proficiency level of English is intermediate. Participant 5 completed English preparatory program with an outstanding achievement in English. According to end of year achievement grades and final examination grades, she was the most successful student among preparatory school students. Upon successfully completing English preparatory program, she will begin her undergraduate studies in the faculty of Medicine.

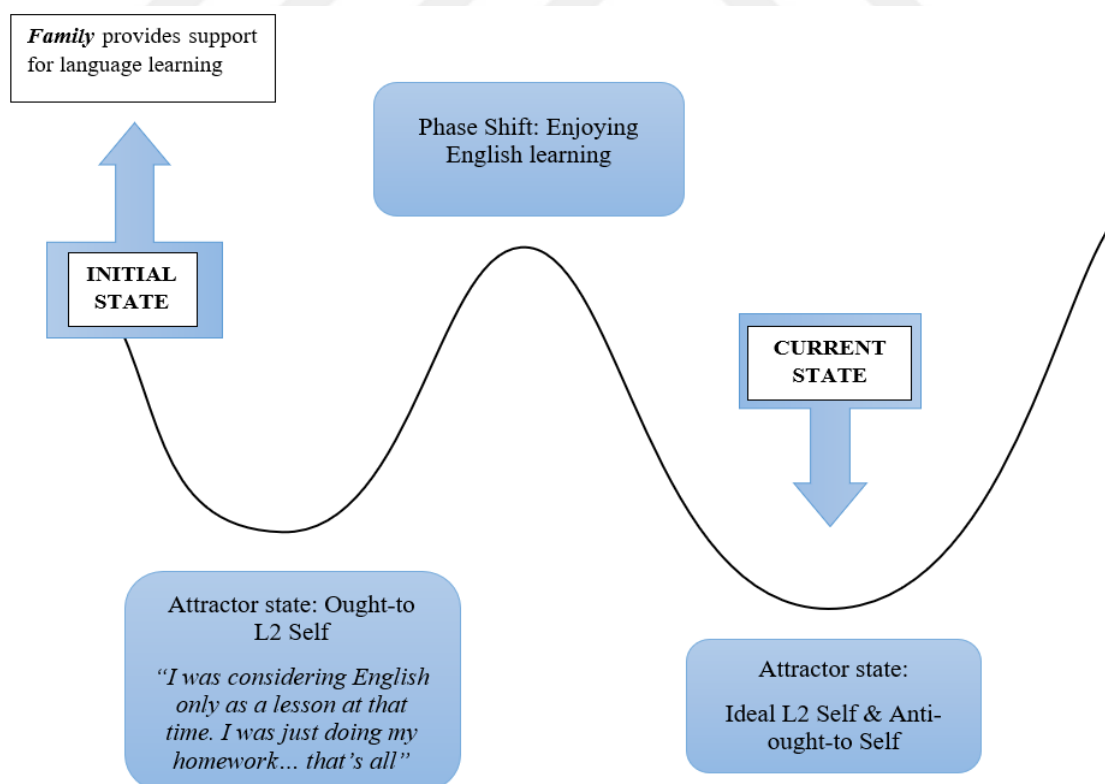


Figure 16. Visual representation of Participant 5's motivational trajectory

Upon being asked to talk about her earliest encounter with English, Participant 5 mainly mentioned some positive memories (Extract 27.).

Extract 27.

Even though my dad is an engineer, for a short period of time, he was teaching English in a school. That's how my parents met actually. Anyway, when I spend time with my dad, he was always trying to teach me some words in English. For example, when we see an elevator, he used to point it and say 'Look, it's an elevator'. So, I knew some basic English words before starting to learn English in elementary school. It was enjoyable.

The elements having an impact on Participant 5's initial state can be considered as positive since she recalls his father's efforts to teach her some vocabulary in English and describes these as pleasant memories. However, when she started taking English at school, there was an evident change in Participant 5's motivation to learn English. She states that after this point, learning English became a duty. With the impact of dislike for the new L2 learning environment, her ought-to self was activated (Extract 28.). In this period, Participant 5's motivation was regulated by an attractor of desire to fulfill her responsibilities as an elementary student (Extract 29.).

Extract 28.

Yes, I remember my first English teacher. We were learning a lot of words at that time. Actually, everything we did in class was related to memorizing vocabulary. For example, most of the time we were supposed to write the new words on our notebooks with their Turkish equivalents for 5 times, or sometimes for 10 times. I am not so sure if it is right to make students write all the time though. Some of us may prefer writing, but others may prefer to learn through visuals or listening for example. And, it would be better if we had been provided with some opportunities to practice the grammar rules.

Extract 29.

I was considering English only as a lesson at that time. I was just doing my homework and studying for the exams, that's all.

Participant 5 maintained her motivated behavior to avoid possible negative outcomes until she started high school. Her new school was a private school, and some English classes were given by native-speaker teachers of English. New L2 learning environment created perturbations in the system. External pressures gradually lost their influence on the motivational system, and the perturbations were followed by a phase shift in the state

space. Participant 5 started to enjoy English lesson in her new school, and she was not studying English just to conform to social standards of academic achievement anymore (Extract 30.).

Extract 30.

In high school, our English lessons were really good. I think they were very efficient in developing different language skills. The lessons were not only grammar oriented. We also had speaking lessons with native speaker teachers. Our Turkish teachers of English were also trying to promote participation and motivation in the classroom.

With the impact of her interaction with native speakers of English, Participant 5 was propelled into a new attractor state of ideal L2 self (Extract 31.).

Extract 31.

Especially, every time we had a lesson with a native speaker teacher, I would find myself dreaming. I was also wondering whether I could ever speak English like them or not. I have never been a dreamer, but I was influenced by the native speaker teachers. I was hoping to speak like them one day.

In addition to her interaction with native speakers at school, when she was in the 11th grade, a seemingly minor event helped Participant 5 to strengthen her envisioning of speaking English fluently (Extract 32.).

Extract 32.

I was in the 11th grade; my English was very good, I mean I was getting very good grades from exams. Anyway, we were in Konak, sitting at Burger King and a tourist came there. The Burger King employee couldn't speak English, so they could not communicate. The woman was constantly asking something which I cannot remember at the moment. But I do remember the employee hopelessly looking for someone who could speak English. I waited for a moment, but no one volunteered to help. Then, I remember going there to help them. I talked to her in English and told her about the thing she was asking. No one saw this coming, including myself.

At the end of 12th grade, Participant 5 decided to pursue a career in medicine. According to Participant 5, she does not want to be a "normal doctor" in the future. Upon graduating from medical school, she aims to further her medical education in a specific specialty and attend a specialty training program abroad. Therefore, she was dreaming of having a high level of proficiency in English and decided to study medicine in English. However, her

uncle who is a doctor as well was not that supportive of the idea of studying medicine in English (Extract 33.).

Extract 33.

My uncle is a doctor. My mother told him that I wanted to study medicine in English. Of course, he was supporting me to study medicine, but he was opposing the idea of studying in English. He said ‘Med school is already hard enough. Do you really need to study it in English?’ Upon this, my parents also got worried, and they started to question my decision of attending an English medical program.

Participant 5’s ideal self motivated her to decide to study in English. However, her family’s initially unsupportive attitude towards studying English activated the anti-ought-to self in the state space. Ideal self and anti-ought-to self worked in synergy. The dynamic synergy between ideal and anti-ought-to selves has resulted in the emergence of motivated learning behavior (Extract 34.).

Extract 34.

I certainly knew that it (medical school) was hard, but I was always saying them ‘the things I want to achieve in my life require me to do so (learn English).’ Later on, they got convinced that I really want to study in English. But before that, my choice had always been questioned. There were people who said ‘it is very hard, are you sure that you will be able to succeed?’ That is why I wanted to be good at English. I wanted to prove myself.

In the future, Participant 5 aims to practice medicine abroad. In addition, her biggest dream in life is to have an advanced level of proficiency in English to write a research paper for a prestigious international journal of medicine.

4.2.2. Elements Influencing L2 motivation

Although the uniqueness of motivational trajectories was highlighted by CDS literature, when the narratives are analyzed for similar patterns, it was seen that there were some salient elements which have a considerable amount of influence on learners’ motivations. However, it is important to remind that the elements discussed below do not have the same influence on different complex systems. As they operate on the system with their unique synthesis of other system elements, they cause a shift in the state space.

4.2.2.1. EFL Classroom

Narrative data of 5 EFL learners suggested that experiences of English in the classroom setting have perhaps the utmost importance in the complex system of L2 motivation. As the most important element of the classroom context, teachers and their classroom practices seem to play an active role in shaping L2 motivation. Participant 4, for instance, emphasized the significance of teachers' practices regarding the promotion of learner participation and the establishment of positive classroom environment in strengthening L2 motivation: "In my opinion, the atmosphere of English classes should be fun, and students should participate. I do not want to do anything in class when I do not participate". Similarly, for Participant 2, the monotony of the lessons and her teacher's attitude towards lessons and students were demotivating elements in her language learning system: "She did not care about the lessons, she did not care if we actually learned something or not... So, at that time, I was feeling like it (English) was not that important".

Most of the interviewees stated that speaking activities were beneficial in maintaining their motivation during their language learning processes. In other words, learners consider teachers' providing opportunities for them to use English during lessons motivating. Using the language that they are learning assists learners to envision their selves as competent speakers of L2. Participant 5 mentioned this while talking about her experiences with native speaker teachers of English: "Especially, every time we had a lesson with a native speaker teacher, I would find myself dreaming. I was also wondering whether I could ever speak English like them...". According to Participant 1, speaking lessons in the School of Foreign Languages helped him to internalize the future image of a proficient L2 speaker in his mind: "... everything I do has started to be related to English. At some point, I've started to think in English, dream in English".

4.2.2.2. Milieu

Individual analyses of each interviewees' complex L2 learning systems unveiled that milieu is not only a significant element of the system, but it is also interconnected with the motivation during the process of language learning. Social milieu includes elements such as family and peer influence or support. However, as previously mentioned, these elements do not have the same influence on different complex systems. During their

operations on the system with unique combinations of other elements, they give rise to system's propelling into different attractor states.

Nearly all interviewees expressed the influence of their family while narrating their L2 learning processes. Participant 1, for instance, talked about how his mother helped him to start his English learning journey: "I remember my mum teaching me some basic words in English," and mentioned how his brother's interest in English cultivated his curiosity and interest in language learning. From an early age, due to these elements in his context, he was strongly motivated to learn English and other foreign languages. For Participant 5, family influence promoted L2 learning motivation in a similar way at first. Due to her father's efforts to teach her some words in English, she was motivated to learn this language. However, when she decided to attend a medical program in which the medium of instruction is English, her family's relatively negative attitude towards studying English activated the anti-ought-to self in the state space, therefore, motivated learning behavior was revealed. When Participant 2's system was analyzed, family influence is seen as an important element that energizes the motivated L2 learning behavior. In her complex system, family influence exerted its significance in the form of ought-to L2 self: "He (her father) quite often brings it up that I have to learn it... If I do not learn English, my father will be disappointed".

Another important element mentioned by interviewees under the category of social milieu was the support or influence of peers on L2 motivation. In Participant 3's system, the support of his classmates from foreign language department in high school strengthened his ideal L2 self, while his other friends' negative attitudes towards L2 learning ignited his anti-ought-to self: "In terms of monetary issues, my department does not get the credit it deserves ... Honestly, it is not like that. By achieving a great success in English, I want to prove them wrong". In Participant 2's system, peers present in her social environment served as role models and moved the system into an attractor state.

4.2.2.3. Visions and Goals

During the interviews, all of the participants addressed L2 motivation through providing detailed accounts of their future plans, goals, and visions. For some learners, these goals or visions of themselves were more related to their future careers or more materialistic issues while some learners directly mentioned L2 related aspirations.

Participant 1, for instance, provided clear examples of ideal L2 self throughout the interview: “First I decided to learn English, but you know, every aspect of it. I want to learn everything about English language. I want to reach the highest possible level of proficiency in English”. In addition to the ideal L2 self, Participant 1’s motivated behavior to learn English is energized by his ideal multilingual self. Participant 3’s future vision of himself involves not only being a proficient speaker of English but also becoming a teacher of this language. These elements of his vision interacting in his complex and dynamic motivational system and constitute his ideal L2 self.

Participant 2 also mentioned her goals regarding her future career as a computer engineer. She mentioned that she had to learn English as she wanted to start majoring in computer engineering as soon as possible. However, since her goals were not fully internalized by Participant 2, they fall closer to prevention-focus/ instrumentality on the spectrum and form a part of her ought-to L2 self (Extract 35.).

Extract 35.

When I graduate from my department, as a computer engineer, I would like to work in companies like Google or Yandex. To work in such companies, you need to have a high level of competence in English; I mean a native-like competence.

As stated in Chapter II, with the impact of globalization, the relevance of Gardner’s integrative motivation has been questioned, and the notion has been relocated by other concepts such as ideal L2 self. Pertinent to many researchers’ findings on the sources of L2 motivation, the narratives of EFL learners indicated that an interest in becoming a member of global English language speaking community was an important element of Turkish EFL learners’ complex motivational systems. For instance, Participant 1, described English as “the key to communication” with other people around the world. Similarly, Participant 3 stated: “The uniqueness of English stems from its being a universal language. Everyone knows and uses it. If you want to communicate with people from other countries, you have to know and use English. There is no such other language.” For Participant 5, the desire to communicate and use English in international contexts is a part of her ideal L2 self (Extract 36.). In the future, she wants to be proficient enough to communicate in English with her colleagues in international conventions and write research articles for prestigious journals of medicine.

Extract 36.

Even if I cannot have the opportunity to live abroad, I will go there for conventions, for sure, and I want to communicate in English effectively... I want to prepare research articles in the future, and I want to do it in English because if I do it in English, it will be beneficial not only for my country but for the whole humanity.



CHAPTER V

DISCUSSION, CONCLUSION AND SUGGESTIONS

5.1. Discussion

5.1.1. Motivational Structures of Turkish EFL Learners

The first research question of the present study aimed to explore whether the 4-factor model of L2 motivation is congruent with university-level Turkish EFL learners' motivational structures. A CFA was utilized to test Dörnyei's framework of L2MSS, with an additional construct that was introduced to the literature on L2 motivation by Thompson and Vasquez (2015). Descriptive statistics were performed and the mean scores of dimensions were analyzed with the aim of revealing to what extent three future-oriented L2 selves and L2 learning experience influence Turkish learners to learn English. The results demonstrated that Ideal L2 Self ($M = 47.5$ out of 60) had the highest degree of agreement among other dimensions of L2MSS. With a lower mean, L2 Learning Experience was found to have the second highest degree of agreement among the dimensions for this study sample. Means of anti-ought-to self and ought-to L2 self were 29.46 and 25.70, respectively. According to these results, it can be stated that ideal L2 self is the most salient motivator in Turkish EFL learners' motivational profiles.

In addition to the emergence of ideal L2 self as the most salient construct, another important point that should be emphasized is the emergence of anti-ought-to self. CFA confirmed the four-dimensional structure of L2 motivation, which means that anti-ought-to self emerged as a separate self construct in Turkish context. Prior to data analysis, it was expected that for EFL learners in Turkish context, ought-to L2 self scores would be higher than their anti-ought-to self scores due to the cultural value of collectivism prevalent in Turkish society. However, when mean statistics were analyzed, it was seen

that the total mean of anti-ought-to self items was higher than ought-to self items. The emergence of psychological reactance in Turkish context aligns with the findings of Liu and Thompson (2017) who found the emergence of the construct in a similar Asian context. This indicates that the concept of reactance is not “culture-specific, as was previously assumed” (Liu & Thompson, 2017, p.45).

5.1.2. Gender Differences and L2MSS

Another aim of the present study was to explore whether there were significant differences in future-oriented L2 selves and L2 learning experience in terms of gender. Therefore, independent samples t-tests were utilized. The results indicated that female EFL learners had statistically significant higher scores in three out of four dimensions of the L2MSS. This result corresponds to the findings of many studies that systematically suggested the female superiority in L2 motivation.

According to the results of the present study, Turkish female EFL learners were found to have stronger ideal L2 selves than their male counterparts. It can be stated that this finding is in line with the results of the studies by Azarnoosh and Birjandi (2012), Kim and Kim (2011), Ryan (2009), and Yashima, Nishida and Mizumoto (2017) while contradicted with the results of Bursalı and Öz (2017), Thomson and Erdil-Moody (2014), and Yılmaz (2017). However, it is important to mention that the studies carried out to unveil gender differences from a poststructuralist perspective did not consider the gender as a variable, but regard it as a “system of social relations” (Yashima et al., 2017, p.695). In a study conducted in Sweden, Henry and Cliffordson (2013) found that female learners had stronger ideal selves males. To account for females’ tendency of having a strong sense of ideal self in a foreign language, the researchers drew on the variabilities in self-construal (Markus & Kitayama, 1991). Self-construal is related to the process of an individual’s construction of the self in relation to others (Cross, Hardin & Gercek- Swing, 2010). Markus and Kitayama (1991) identified two types of self-construals: independent and interdependent. Henry and Cliffordson (2013, p.289) suggested that for female learners it is easier to imagine situations in which they speak in L2 effectively since females tend to “have a greater concern with interpersonal interaction”.

5.1.3. Proficiency in English and L2MSS

The purpose of the third research question was to find out whether elementary, pre-intermediate, and intermediate level learners showed variabilities in the L2 selves and L2 learning experience. ANOVA tests and post hoc analyses indicated the following results:

- Statistically significant differences were found among elementary, pre-intermediate and intermediate level EFL learners' Ideal L2 Self scores. Learners from intermediate level of proficiency group scored higher than their counterparts with pre-intermediate and elementary proficiency in English.
- Significant differences in Ought-to L2 Self scores were detected among different proficiency groups. Learners with elementary level of proficiency were found to score significantly higher than pre-intermediate and intermediate level EFL learners.
- There was no statistically significant difference in Anti-ought-to Self among three proficiency groups.
- In L2 Learning Experience, learners with intermediate and pre-intermediate proficiency scored significantly higher than elementary level EFL learners. However, no significant difference in L2 Learning Experience scores of intermediate and pre-intermediate level learners was found.

These findings correspond to the results of other studies exploring the relationship between L2MSS components and proficiency in L2 to a large extent. Regarding Ideal L2 Self, learners from intermediate level proficiency group were found to have higher scores than lower proficiency group learners in this study. In Turkish context, Thompson and Erdil-Moody (2014) found that intermediate and advanced level learners had stronger ideal L2 selves. Similarly, Ghapanchi et al. (2011) found that ideal L2 self and L2 Learning Experience positively correlated with L2 proficiency in Iranian context. In addition, results of this study indicate that learners with lower proficiency in English have stronger Ought-to L2 Selves. This finding on Ought-to Self is congruent with the results of the study which was conducted by Liu and Thompson (2017) in Chinese context.

5.1.4. Achievement in English and L2MSS

As stated by Moskowsky et al. (2016) most studies focused on unveiling the relationship between L2 selves and intended learning effort, while a limited number of studies were carried out to present the relationship between L2 selves and achievement in L2. The present study investigated this relationship by utilizing achievement scores of 280 EFL learners attending preparatory English classes. Results indicated that Ideal L2 self positively correlated with achievement in L2. In addition, a moderate correlation in the positive direction was found between L2 Learning Experience and achievement scores. Thus, it can be stated that this study yielded consistent results with previous studies that reported the importance of Ideal L2 Self (Dörnyei & Chan, 2013; Khan, 2015; Taguchi et al. 2009) and L2 Learning Experience (Csizér & Kormos, 2009) in L2 learning achievement.

Outchaichute and Raksasataya (2013) carried out a study on L2MSS in Thai context with the participation of 409 EFL learners. They found that along with Ideal L2 self, Ought-to L2 Self was an important component of the L2MSS in predicting L2 achievement. However, in this study, Ought-to L2 Self, which is thought to have secondary importance in the tripartite framework of Dörnyei, did not appear as a significant factor in L2 achievement. Instead, Anti-ought-to Self was found to be significantly contributing to L2 achievement.

5.1.5. CDS and L2MSS

The qualitative phase focused on motivated and successful EFL learners' narratives of foreign language learning to capture the complexity and dynamism of L2 motivation. Drawing on Dörnyei's framework of the L2MSS, Psychological Reactance, and CDS Theories, the narratives of these learners were analyzed. Analyses indicated some important points that confirm the findings on these theories and provided insight on how L2 selves developed in Turkish EFL context. In addition, case analyses revealed that there were substantial variabilities among motivated learners.

Firstly, through the analysis narrative data of the present study, it can be stated that the study provides additional support for the validity of the L2MSS. Specific parts of the narratives of EFL learners explicitly corresponded to the components of this motivational

framework. Narratives also indicated that the existence of L2 selves played a fundamental role in the emergence and directing motivated learning behavior. Therefore, the motivating power of L2 selves was confirmed as well. Additionally, in some learners' narratives, the concept of anti-ought-to self (Thompson & Vasquez, 2015), which represents "two perspectives of a person's attributes of different selves": "one's own perspective ("I") and the perspective of others in the context ("other")" (Liu & Thompson, 2017, p.38), emerged as a motivating force to maintain the engagement with foreign language learning. This finding is significant for several reasons. As stated previously, it confirms that reactance is not culture-specific. Secondly, the emergence of the concept in an EFL context demonstrates that it is not "a special... aspect of the ought-to L2 self dimension of LOTE learning" (Dörnyei & Al-Hoorie, 2017, p.461).

Another issue that needs to be discussed is the emergent complex, dynamic and context-dependent nature of L2 motivation and L2 selves. The complexity of a system stems from the interaction between different system components such as possible L2 selves, attitudes towards language learning or expectations of others in language learning environment. Due to contextual factors and elements in the context, systems may leave an attractor state and go through a phase shift. For instance, prior to formal learning of English, Participant 1 had a strong ideal multilingual self, and he was displaying motivated behavior to learn English. However, because of the elements in his context (e.g., first English teacher) and negative L2 learning experiences, motivational system went through a phase shift. Conversely, in addition to personal factors, it was found that contextual factors may contribute to a system's settling down in a specific future self guide. "Changes of the future self-guides, both upward and downward revisions" are "contextually informed" (Chan, 2016, p.44). The analyses of the development of possible L2 selves of the learners from CDS perspective also revealed that in addition to the self components presented in the framework of L2MSS, it is possible for learners to be motivated by different aspects of a specific future-oriented L2 self. For instance, Participant 1 was revealed to be learning English as he wants to achieve a native-like proficiency in this language and to be a multilingual individual in the future. In other words, Participant 1 was found to be motivated by his ideal L2 self and ideal multilingual self. Similarly, Participant 3 was motivated to maintain his engagement in L2 due to his ideal L2 self and ideal L2 teaching self. Different aspects of the same future-oriented L2 self may not equally motivate a learner (Colombo, 2017).

Although the uniqueness of motivational trajectories was emphasized, when narratives are analyzed for similar patterns, there were salient elements having a considerable amount of influence on learners' motivational trajectories. Above all, it should be stated that the narrative data of this study provided further support for L2MSS as future goals, aspirations and visions appeared to play a key role in energizing motivated behavior to learn English. Second, nearly after a decade, when learners were asked about their first encounters with English, they were able to provide comprehensive and detailed oral accounts regarding their experiences in EFL classrooms. This highlights the fact that teachers and their classroom practices play a crucial role in learners' complex language learning and motivational systems. Family influence can be considered as another important element that has an impact on the motivational system's evolution. Narrative data suggested that family influence may uncover the ideal self (Participant 1), ought-to self (Participant 2) or anti-ought-to self (Participant 3 and 5) in the state space. Similar to the impact of families, peer influence was found to be important in igniting either ideal or anti-ought-to selves.

Analyses of narratives further revealed that for two participants (Participant 1 and Participant 4) participation in a Comenius project was followed by the existence of the ideal L2 self in the state space. Similarly, when Participant 5 had the chance to communicate in English with a tourist, she started to envision herself as a proficient L2 speaker. As Dörnyei (2009, p.22) states, "even if the learner does have a well-developed and plausible ideal/ought self-image, this may not always be active in the working memory." This shows that in Turkish context, even if the learners have future visions of themselves regarding foreign language in their minds, some of them are not able to benefit from the motivating power of ideal or ought-to L2 self as they are not active in the working memory.

5.2. Summary and Conclusion of the Study

According to Mercer (2011, p.58), "a learner's sense of self is central in guiding their behaviors and approaches to learning as it connects together many other aspects of their psychology such as their beliefs, motivation, affective responses, self-regulatory competence, and strategy use". The present study was a synthesis of traditional research

perspective on L2 motivation which is inclined to aggregate several motivational factors and elements under the roof of *ceteris paribus*, with a recent view of L2 motivation which addresses the dynamism and complexities inherent in the nature of L2 motivation through integrating an extended version of Dörnyei's (2005) framework of L2MSS by the concept of anti-ought-to self (Thompson & Vasquez, 2015).

The study was conducted to explore and explain the following issues: First, this study aimed to explore whether 4-factor model of L2 motivation (ideal L2 self, ought-to L2 self, anti-ought-to self, and L2 learning experience) is compatible with university-level Turkish EFL learners' motivational profiles. Results indicated that the model is congruent with the motivational profiles of EFL learners in this context. Second, the relationship among components of L2MSS and variables such as gender, achievement, and level of proficiency were explored. Results revealed that ideal L2 self and L2 learning experience both contribute to a high level of proficiency and achievement in English. In addition, anti-ought-to self was found to be contributing to L2 achievement. In terms of gender, female EFL learners were found to possess stronger ideal and anti-ought-to self in the context of the study. Finally, narratives which can be considered as the constructions of the truth from learners' points of view, were collected through the use of interviewing technique. The analysis of motivated and successful EFL learners' narratives by CDS perspective enabled the researcher to understand the construction process of future-oriented motivational L2 selves in Turkish context and presented the dynamics in this process.

5.3. Limitations and Suggestions for Future Research

The present study is limited to 305 EFL learners attending preparatory English classes in Muğla Sıtkı Koçman University. Despite the finding that indicates the emergence of anti-ought-to self in this context, further studies should be carried out in Turkish context with different learners. Mainstream psychological research indicated that gender is not an important variable in reactance. Yet, in this study female EFL learners were found having stronger anti-ought-to selves. To shed light on the possible reasons for this finding, researchers may consider conducting studies investigating the gender differences in anti-ought-to self.

This study addressed the dynamism and complexity of motivation and future-oriented L2 selves through qualitative data of 5 motivated and successful EFL learners. The analysis of narrative data provided valuable insight of the development of future-oriented L2 selves in motivational profiles of these learners. Future studies might consider to include learners with lower levels of motivation/ proficiency, explore their narratives through the complexity perspective and identify the differences in L2 self construction and motivation. In addition, the dynamic nature of L2 selves can also be explored quantitatively.

In this thesis, the focus was on L2 motivation. Another idea for future research would be paying specific attention to the concepts of demotivation and amotivation. These concepts may be explored from a CDS perspective. Utilizing a complexity view would be effective in understanding and clarifying the dynamics of demotivation and amotivation thoroughly.

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APPENDICES

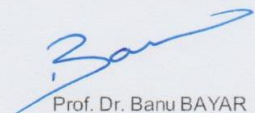
Appendix 1. Research Ethics Committee Approval

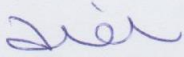
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İNSAN ARAŞTIRMALARI ETİK KURUL KARARI**

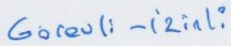
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Araştırma Yürütücüsü	Yüksek Lisans Öğrencisi AKSU ALTINAYAR
Kurumu / Birimi	MUĞLA SITKI KOÇMAN ÜNİVERSİTESİ / İNGİLİZ DİLİ EĞİTİMİ
Araştırmanın Başlığı	A Mixed Methods Study on L2 Motivational Self System/ İkinci Dil Öğreniminde Motivasyonel Benlik Sistemi Üzerine Bir Karma Yöntem Araştırması
Başvuru Formunun Etik Kurula Geldiği Tarih	01.03.2018
Başvuru Formunun Etik Kurulda İncelendiği Tarih	İlk İnceleme Tarihi : 09.03.2018 1. Düzeltme Tarihi : 16.03.2018
Karar Tarihi	20.03.2018

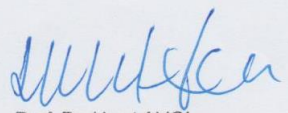
KARAR : **UYGUNDUR**

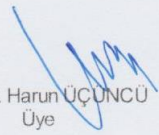
AÇIKLAMA :Araştırmanın uygulanabilirliği konusunda bilimsel araştırmalar etiği açısından bir sakınca yoktur.

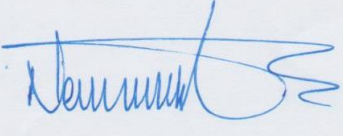

Prof. Dr. Banu BAYAR
Başkan

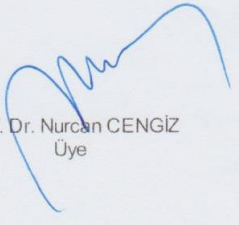

Prof. Dr. Ali AKAR
Üye


Prof. Dr. Özcan SAYGIN
Üye


Prof. Dr. Umut AVCI
Üye


Prof. Dr. Harun UÇUNCU
Üye


Prof. Dr. Nevide DELLAL
Üye


Prof. Dr. Nurcan CENGİZ
Üye

Appendix 2. L2MSS Questionnaire**AYDINLATILMIŐ ONAM FORMU**

“A Mixed Methods Study on L2 Motivational Self System” adlı alıŐma Aksu Altınayar tarafından gerekleŐtirilecektir. AraŐtırma yabancı dil olarak İngilizce ğrenen ğrencilerin yabancı dil ğrenme motivasyonlarını daha iyi anlamak amacıyla planlanmıŐtır. Bu araŐtırmaya katılmak önlölük esasına dayanmaktadır. alıŐmaya katılmamayı tercih edebilir veya anketi doldururken sonlandırabilirsiniz.

Anket formunun üzerine adınızı ve soyadınızı yazmayınız. Bu anket ile toplanan bilgiler sadece bilimsel amalar için kullanılacaktır. Bu nedenle soruların tümüne doėru ve eksiksiz yanıt vermeniz büyük önem taŐımaktadır.

Anket 32 sorudan oluŐmaktadır. Anketi tamamlamak yaklaşık 15 dakika zamanınızı alacaktır.

alıŐma ile ilgili herhangi bir sorunuz olduėunda aŐaėıdaki isimle iletiŐim kurabilirsiniz. Katılımınız için teŐekkür ederim.

Yüksek Lisans ğrencisi Aksu ALTINAYAR

Muėla Sıtkı Koman Üniversitesi

Yabancı Diller Bölümü

İngiliz Dili Eėitimi ABD

E-mail: aksualtinayar@gmail.com

BÖLÜM I
TANIMLAYICI BİLGİLER

1. Öğrenci No:

2. Cinsiyet: K () E ()

3. Hazırlığa başlangıç seviyeniz:

Elementary ()

Pre-Intermediate ()

Intermediate ()

4. Lisans bölümünüz :

BÖLÜM II

Lütfen aşağıdaki ifadelere katılım derecenizi işaretleyiniz.

	Kesinlikle Katılmıyorum	Katılmıyorum	Biraz Katılmıyorum	Biraz Katlıyorum	Katlıyorum	Kesinlikle Katlıyorum
1. Kendimi yurtdışında yaşarken ve bir konu hakkında İngilizce tartışırken hayal edebiliyorum.	1	2	3	4	5	6
2. Ne zaman gelecek kariyerimi düşünsem, kendimi İngilizce kullanırken hayal ediyorum.	1	2	3	4	5	6
3. İngilizce öğreniyorum çünkü değişik ve özgün bir dildir.	1	2	3	4	5	6
4. Başkaları bana vazgeçmemi ya da zamanımı başka bir şey ile değerlendirmemi söyleseler de ben İngilizce öğrenmek istiyorum.	1	2	3	4	5	6
5. Kendimi yurt dışında yaşarken ve İngilizce'yi etkili bir şekilde kullanırken hayal edebiliyorum.	1	2	3	4	5	6
6. Kendimi ana dili gibi İngilizce konuşan biri olarak hayal edebiliyorum.	1	2	3	4	5	6
7. İngilizce derslerini her zaman dört gözle bekliyorum.	1	2	3	4	5	6
8. Kendimi İngilizce e-postaları akıcı bir şekilde yazarken hayal edebiliyorum.	1	2	3	4	5	6
9. Gelecekte yapmak istediklerim İngilizce kullanmamı gerektiriyor.	1	2	3	4	5	6

	Kesinlikle Katılmıyorum	Katılmıyorum	Biraz Katılmıyorum	Biraz Kathıyorum	Kathıyorum	Kesinlikle Kathıyorum
10. Kendimi tüm derslerimin İngilizce işlendiği bir üniversitede okurken hayal edebiliyorum.	1	2	3	4	5	6
11. İngilizce öğreniyorum çünkü yakın arkadaşlarım bunun önemli olduğunu düşünüyorlar.	1	2	3	4	5	6
12. İngilizce öğrenmek zorundayım çünkü eğer öğrenmezsem ailem hayal kırıklığına uğrayacak.	1	2	3	4	5	6
13. İngilizce öğrenmem gerekiyor çünkü çevremdeki insanlar benden bunu bekliyorlar.	1	2	3	4	5	6
14. Diğer insanların beni başka bir dil veya alanda çalışmam için teşvik etmelerine rağmen İngilizce öğrenmeyi seçtim.	1	2	3	4	5	6
15. İngilizce öğrenmenin önemli olduğunu düşünüyorum çünkü saygı duyduğum insanlar İngilizce öğrenmem gerektiğini düşünüyorlar.	1	2	3	4	5	6
16. İngilizce öğrenmekten gerçekten keyif alıyorum.	1	2	3	4	5	6
17. İngilizce öğrenmek benim için önemlidir çünkü eğitilmiş bir insanın İngilizce konuşabilmesi gerekir.	1	2	3	4	5	6
18. İngilizce öğrenmek benim için önemlidir çünkü eğer İngilizce bilirse diğer insanlar bana daha çok saygı duyarlar.	1	2	3	4	5	6

	Kesinlikle Katılmıyorum	Katılmıyorum	Biraz Katılmıyorum	Biraz Katlıyorum	Katlıyorum	Kesinlikle Katlıyorum
19. Eğer İngilizce öğrenmeyi başaramazsam başkalarını hayal kırıklığına uğratacağım.	1	2	3	4	5	6
20. Ailem, eğitilmiş bir birey olabilmek için İngilizce bilmenin bir şart olduğunu düşünüyor.	1	2	3	4	5	6
21. İngilizce öğrenmeyle ilgili bir meydan okuma hoşuma gider.	1	2	3	4	5	6
22. Diğer insanların İngilizce'de yüksek bir yeterlilik seviyesine ulaşmanın çok zor veya imkansız olduğunu söylemelerine rağmen bu dilde yüksek bir yeterlilik seviyesine ulaşmak isterim.	1	2	3	4	5	6
23. Yabancılarla İngilizce konuştuğum bir durumu hayal edebiliyorum.	1	2	3	4	5	6
24. Pek çok arkadaşım ve aile üyelerim yabancı dil öğrenimine değer vermese de ben İngilizce öğreniyorum.	1	2	3	4	5	6
25. İngilizce konuşmak istiyorum çünkü bu çoğu insanın yapabileceği bir şey değil.	1	2	3	4	5	6
26. Kendimi yabancı iş arkadaşlarımla İngilizce konuşurken hayal edebiliyorum.	1	2	3	4	5	6
27. Arkadaşlarımla, öğretmenlerimin ve ailemin onayını alabilmek için İngilizce öğrenmek benim için önemli.	1	2	3	4	5	6
28. İngilizce dersinde daha çok çabamı gerektirse de zor materyali tercih ederim.	1	2	3	4	5	6

29. İngilizce ders ortamını seviyorum.	1	2	3	4	5	6
30. İngilizce öğrenmeyi gerçekten ilginç buluyorum.	1	2	3	4	5	6
31. Kendimi İngilizce konuşabilen biri olarak hayal ederim.	1	2	3	4	5	6
32. Eğer İngilizce öğrenmezsem, bunun hayatıma olumsuz bir etkisi olacaktır.	1	2	3	4	5	6



Appendix 3. Informed Consent Form

AYDINLATILMIŞ ONAM FORMU

Sayın Katılımcı,

Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans program öğrencisi Aksu ALTINAYAR'ın yüksek lisans tezi kapsamında planlanmış araştırmaya katılmak üzere davet edilmiş bulunuyorsunuz. Bu araştırmada yer almayı kabul etmeden önce, araştırmanın ne amaçla yapılmak istendiğini anlamanız ve kararınızı bu bilgilendirme çerçevesinde özgürce vermeniz gerekmektedir. Aşağıdaki bilgileri lütfen dikkatlice okuyunuz.

Araştırmanın amacı ve katılım koşullarına dair bilgilendirme

Bu çalışmanın amacı; yabancı dil hazırlık sınıfı öğrencilerinin motivasyonel profillerini Motivasyonel Benlik Sistemi çerçevesinde açıklamaktır. Araştırmanın ikinci aşamasında ise motivasyonel yabancı dil benliklerinin zaman içinde nasıl bir değişim geçirdiğini anlamak amacıyla öğrencilerin yabancı dil öğrenme deneyimleri incelenecektir. Bu kapsamda daha önce Muğla Sıtkı Koçman Üniversitesi Yabancı Diller Yüksekokulu'nda 305 öğrencinin katılımı ile gerçekleştirilmiş anket çalışmasının sonuçlarına göre seçilmiş öğrenciler ile çalışmanın ikinci aşaması olan görüşmeler gerçekleştirilecektir.

- Bu araştırmada yer almak sizin isteğinize bağlıdır.
- Araştırmada yer almayı reddedebilirsiniz ya da başladıktan sonra yarıda bırakabilirsiniz.
- Bu araştırmanın sonuçları yalnızca bilimsel amaçlarla kullanılacaktır.
- Araştırmadan çekilmeniz halinde, sizinle ilgili veriler kullanılmayacaktır.
- Sizden elde edilen tüm kişisel bilgiler gizli tutulacak, araştırma yayınlandığında da kimlik bilgilerinizin gizliliği korunacaktır.
- Görüşme esnasında yabancı dil öğrenmeye dair görüşleriniz ve deneyimlerinizi anlatmanız istenecektir. Bu bilgiler ile sizin veya öğretmenleriniz hakkında herhangi bir değerlendirme yapılmayacaktır.
- Görüşme esnasında araştırmacının daha sonra görüşmeyi analizi amacıyla ses kaydı alınacaktır. Ses kayıtları gizli tutulacak ve başkalarıyla paylaşılmayacaktır.

Yukarıda yer alan ve araştırmaya başlanmadan önce gönüllülere verilmesi gereken bilgileri içeren metni okudum (ya da sözlü olarak dinledim). Eksik kaldığımı düşündüğüm konularda sorularımı araştırmacıya sordum ve yanıtlarını aldım.

Belirtilen koşullar altında, araştırma kapsamında elde edilen şahsıma ait bilgilerin bilimsel amaçlarla kullanılmasını, gizlilik kurallarına uyulmak kaydıyla sunulmasını ve yayınlanmasını, hiçbir baskı ve zorlama altında kalmaksızın, kendi özgür irademle kabul ettiğimi beyan ederim.

Katılımcının Adı Soyadı

Tarih

İmza

Araştırmacının Adı Soyadı

Tarih

İmza

Appendix 4. Questions Utilized to Elicit Language Learning Narratives

İlk olarak ne zaman ve nasıl İngilizce öğrenmeye başladın?

İlk İngilizce öğretmeniniz hakkında ne düşünüyorsun? Derslerini nasıl değerlendirirsin?

Daha sonraki İngilizce öğretmenlerin? Sınıf ortamı nasıldı?

Ailenin yabancı dil öğrenimine karşı tutumlarını nasıl değerlendirirsin?

İngilizce öğrenmeye sizi ne motive ediyor?

İngilizcenin sizin için önemi nedir?

İngilizce öğrenmeye dair en iyi anımı anlatır mısın?

İngilizce öğrenmeye dair yaşadığınız en kötü olayı anlatır mısın? Bu olay seni nasıl etkiledi?

İngilizce açısından bir hedefin ya da gerçekleştirmek istediğin bir hayal var mı? Bu hayalin seni nasıl etkiliyor?

Yakın arkadaşlarının yabancı dil öğrenmeyle ilgili görüşleri neler?

İngilizce öğrenmeyle ilgili uzun ve kısa vadeli hedefleriniz nedir?

Appendix 5. Sample Interview

İlk ne zaman ve nasıl İngilizce öğrenmeye başladın biraz anlatabilir misin?

P2: 4. Sınıftaydım. İlkokulda veriyorlar ya. Aslında okulumun eğitimi iyiydi ama İngilizce'ye önem verilmediği için, ben ilkokulu çok kötü bitirdim İngilizce açısından. Hep düşük gelirdi notlarım, ilgimi de çekmiyordu. Dersler ilgi çekici değildi açıkçası. Az çok bir şeyler öğrenmişimdir tabi ki ama. Lisede tam öğrenmeye başladım sanırım.

İlk İngilizce öğretmenini hatırlıyor musun? Derslerini nasıl değerlendirirsin?

P2: Evet hatırlıyorum. İlk İngilizce öğretmenim biraz böyle, nasıl desem çok ders işlemeyen bir insandı. Pek takmazdı bizi falan, dersleri de aslında. Çünkü kelime ezberleyeceğimiz zaman hani bunu 5'er kez yazın derdi bize o kadar. Ama hiçbir şekilde o kontrol edilmez veya tekrar sorulmazdı o kelimeler bize. Zaten çok arada ders işlerdi. O yüzden sanki biraz geri planda kaldı benim için o dönemde. Çok iyi değildi İngilizce eğitimi.

Peki ailenin yabancı dil öğrenmeye karşı tutumu nasıl?

P2: Annem çok ilgilenmez bu konularla. Ama babam da Bilgisayar Mühendisi. Yabancı dil öğrenme gerekliliği, zorunda olmam konusunu sık sık gündeme getirir. Zaten bilgisayar mühendisliğinde programlama yapabilmen için İngilizce bilmen gerekiyor. Babam da çok istiyor öğrenmemi. Yani öğrenemezsem hayal kırıklığına uğrayacak baya.

Hep böyle miydi ailenin tutumu, geçmişte de?

P2: Ya aslında küçükken böyle 8-9 yaşlarındaydım herhalde, ablam hazırlıktan kaldı. Hazırlıkta 2 yıl eğitim gördü ama geçemedi. O yüzden bölüm değiştirmek zorunda kaldı hatta. Abim öyle 2 yıl devam etti, kalmanın eşiğine geldi aslında ama son anda geçti. Onları öyle görmek hani kötüydü. Böyle olunca bir korku vardı çok kalacağım diye.

Peki daha sonra yani ortaokul lisedeki İngilizce derslerini nasıl değerlendirirsin?

P2: Ortaokul'da aynı okulda devam ettim, yine aynı hocalar, aynı şekilde devam etti. Ama liseye geçince çok fazla önem verdiler. İngilizce önemliydi yani o okulda. Haftalık 6 saat civarı dersimiz vardı lisede. İngilizce öğretmenlerim çok iyiydi lisede. Öğretmeye de çalıştılar baya. O zamanlar baya hevesliydim İngilizce öğrenmeye. Ama son yıl sınav stresiyle İngilizce'yi tamamen boşladım.

Yakın çevrendeki insanların dil öğrenimine karşı bakış açıları nasıldı?

P2: Lisedeki arkadaşlarımın İngilizceleri iyiydi baya. Benim bu zamana kadar arkadaşlarımın hepsi çok iyi İngilizce konuşabilen insanlar oldu. Öyle denk geldi. Sürekli beni çalışmam için motive ediyorlardı lisede. Hatta şu an 2 arkadaşım dil bölümüne gitti. Onlar baya iyilerdi. Ben de onları görüp özeniyordum açıkçası. Mesela bazen kitap okuyup özet çıkartıyordum. Sonra onlara götürüp kontrol ettiriyordum. Motivasyonuma baya katkısı oluyordu.

Şu anda İngilizce'ye dair bir hedefin ya da gerçekleştirmek istediğin bir hayal var mı?

P2: Aslında ben bilgisayar mühendisi olarak mezun olduğumda Google'da çalışmayı çok isterim. Ya da Yandex gibi büyük bir şirkette. O tarz şirketlerde çalışmak için çok iyi yani anadil gibi bilmek gerekiyor İngilizce. Zaten zorundayım yani. Eğer öğrenmezsem, benim burada okuyacağım bölüm İngilizce. İngilizce bir şart. Öğrenmezsem bölümümü isteyerek yapamayacağım, yani bölümü okumayı çok istiyorum. Üniversite değiştirmek zorunda kalacağım bu da çok zor yani hangi üniversiteye gidebilirim, alışma süreci olacak.

Şu anda peki yakın arkadaşlarının İngilizce öğrenmeye karşı tutumu nasıl?

P2: Sınıftan bir arkadaşımın İngilizcesi benimle aynı seviyede. Aynı görüşlere de sahibiz. Çok yapamıyoruz ama yine de uğraşıyoruz. Diğer iki arkadaşım sınıfın en iyileri zaten. Bir de erkek arkadaşım var onun İngilizce'si çok iyi zaten, hazırlığı atlayabilecek seviyedeysen ikinci sınavı kaçırdığı için okuyor şu an. Onlar da zaten gerekliliğini bildikleri için, bu zamana kadar geliştirmişler İngilizcelerini. Benim de geliştirmem için çok çabalyorlar. Çalış çalış diyorlar. Olumlu bir katkısı oluyor.

İngilizce öğrenmeye seni ne motive ediyor?

P2: Çevremdeki insanlar İngilizce bildikleri için, onlar yapabiliyorsa ben de yaparım diyorum. İkinci olarak da iş konusunda, yurtdışında iş bulmak istediğim için öğrenmem gerektiğinin farkındayım. Öğrenmeliyim de. O yüzden çalışmam gerekiyor. Bunlar beni motive ediyor.

CURRICULUM VITAE

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EDUCATION

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MA	Muğla Sıtkı Koçman University, English Language Teaching	2016 - 2018
BA	Dokuz Eylul University, English Language Teaching	2012 - 2016

WORK EXPERIENCE

Employment	Institution	Year
Instructor	Izmir Institute of Technology	2018 - Present

PROCEEDINGS

Altınayar, A. & Üstünel, E. (2017). *The Impact of Metacognitive Instruction in L2 Listening on EFL learners' Metacognitive Listening Awareness and Listening Strategy Use*. Paper presented at International Contemporary Educational Research Congress.

Üstünel, E. & Altınayar, A. (2018). *Teacher Talk and Classroom Discourse Modes in EFL Classrooms*. Paper presented at the 2nd International Scientific and Practical Conference: Foreign Language in Professional Training of Specialists: Issues and Strategies, Kirovograd.