

**A STUDY ON L2 MOTIVATIONAL SELF-SYSTEM OF TURKISH  
LEARNERS OF ENGLISH IN TERTIARY EDUCATION**



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**AUGUST 2019**

**A STUDY ON L2 MOTIVATIONAL SELF-SYSTEM OF TURKISH  
LEARNERS OF ENGLISH IN TERTIARY EDUCATION**

**A THESIS SUBMITTED TO THE  
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES  
OF  
BAHÇEŞEHİR UNIVERSITY**

**BY**

**Çiğdem ENGİN**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR  
THE DEGREE OF MASTER OF ARTS  
IN THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**AUGUST 2019**

Approval of the Graduate School of Educational Sciences



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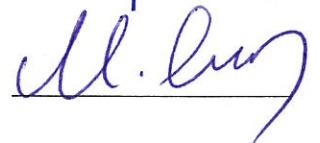
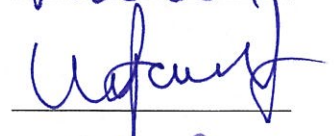
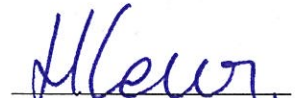
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## **ABSTRACT**

### **A STUDY ON L2 MOTIVATIONAL SELF-SYSTEM OF TURKISH LEARNERS OF ENGLISH IN TERTIARY EDUCATION**

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Master's Thesis, Master's Program in English Language Education

Supervisor: Assist. Prof. Hatime İFTÇİ

August 2019, 115 pages

The primary purpose of the present study is to investigate Dörnyei (2005, 2009)'s L2 Motivational Self-System in Turkish EFL context in an English preparatory programme. In this regard, this study attempts to examine the differences between the components of L2 Motivational Self-System of Turkish learners of English and the nine variables of gender, English proficiency level, experience of studying abroad, family members speaking English, field of study, type of high school, year at prep program, third foreign language proficiency and years of learning English. A questionnaire was administered to 147 EFL learners in a foundation university in Turkey prior to a focus group interview. The data from the questionnaire was analysed through SPSS. The results indicated that students with family members speaking English and second year students showed difference in terms of their attitudes to L2 community. Moreover, the statistics for overseas experience and years of learning English differed on attitudes to L2 language scale. Also, the means of second year students' Ought to L2 selves were found statistically higher.

Keywords: L2 Motivational Self-System, English as a Foreign Language,  
Foundation School Context, Tertiary Education, Language Learning



## ÖZ

### YÜKSEKÖĞRETİMDE İNGİLİZCE ÖĞRENEN TÜRK ÖĞRENCİLERİN İKİNCİ DİL ÖĞRENİMİNDE ÖZ MOTİVASYON SİSTEMİ'NİN ARAŞTIRILMASI ÜZERİNE BİR ÇALIŞMA

Engin, Çiğdem

Yüksek Lisans, İngiliz Dili Eğitimi Yüksek Lisans Programı

Tez Yöneticisi: Yrd. Doç. Dr. Hatime Çiftçi

Ağustos 2019, 115 sayfa

Bu çalışmanın öncelikli amacı Dörnyei (2005, 2009)'nin İkinci Dil Öğreniminde Öz Motivasyon Sistemi'ni bir hazırlık programında Türkiye'de yabancı dil öğrenimi bağlamında araştırmayı amaçlamaktadır. Bu doğrultuda, bu çalışma İngilizce öğrenen Türk öğrencilerin İkinci Dil Öğreniminde Öz Motivasyon Sistemi'nin bileşenleri ile cinsiyet, İngilizce yeterlik seviyesi, yurt dışında okuma tecrübesi, aile bireylerinde İngilizce konuşanlar, bölüm, lise türü, hazırlıktaki öğrenim yılı, üçüncü dil yeterliliği ve İngilizce öğrenme süresi değişkenleri arasında bir fark olup olmadığını incelemeyi amaçlamaktadır. Odak grup görüşmesi öncesi, Türkiye'de özel bir üniversitede okuyan 147 öğrenciye bir anket uygulanmıştır. Anket yoluyla toplanan veriler SPSS aracılığıyla incelenmiştir. Çalışma, ailesinde İngilizce konuşan kişilerin ve ikinci yıl öğrencilerinin ikinci dil toplumuna tutumları açısından farklılıklar bulmuştur. Bununla birlikte, yurt dışı tecrübesi ve İngilizce öğrenme süresi, ikinci dile tutum açısından farklılıklar göstermiştir. Ayrıca, ikinci yıl öğrencilerinin çevremizin bizden beklediği ikinci dil benliği istatistikleri daha yüksek bulunmuştur.

Anahtar Kelimeler: İkinci Dil Öğreniminde Öz Motivasyon Sistemi, Yabancı Dil olarak İngilizce, Özel Okul Bağlamı, Yükseköğrenim, Dil Öğrenimi







To My Family and Dear Friends

## ACKNOWLEDGMENTS

First and foremost, I would like to express my sincere gratitude to my advisor, Assist. Prof. Hatime iftçi, who has supported me throughout my thesis with her patience and guidance, never-ending support, precious feedback and without her valuable contribution, this thesis would not have been completed. I could not wish for a better advisor and I am simply grateful to her for her guidance.

Besides my supervisor, I would also like to state my thanks to my committee members Assist. Prof. Mehmet Altay and Assist. Prof. Mustafa Polat for their valuable time and contribution, and constructive comments.

I would also like to express my sincerest gratitude to my friends Aihemaituoheti Wujiabudula, Ali Öztüfekçi, Ceren Okutan, Funda Gül Yapan, Burcu Özyiğit, Irmak Yıldırım and Hacer Şivil for their constant support and encouragement. I would not have been able to make it through this journey without them, who provided me with endless support and continuous encouragement throughout the process of writing this thesis.

In addition, I would like to thank my colleagues for their support, time and contribution during the process of my thesis and to everyone who participated voluntarily in my research.

Last but not least, I want to express my sincerest gratitude to my parents Elif and Ramazan Engin, and my brother Berat Engin. Completing this work would not have been possible without the support provided by my family who are always there to help me with anything. I must thank them for sharing happiness and sadness with me and believing in me throughout my life.

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## **LIST OF ABBREVIATIONS**

L2MSS L2 Motivational Self System

IL2S Ideal L2 self

OL2S Ought to L2 self

FI Family Influence

ATLL2 Attitudes toward Learning L2

ATL2C Attitudes toward L2 community

L2 Second Language

EFL English as a Foreign Language

ESL English as a Second Language

LE Learning Experience

PREP Preparatory

FSS Faculty of Social Science

FM Faculty of Medicine

FHS Faculty of Hard Science

FES Faculty of Educational Science

OF Other Faculties

## **CHAPTER 1**

### **Introduction**

#### **1.1 Background of the Study**

Proficiency in another language is one of the inevitable requirements of the 21<sup>st</sup> century as a result of living in a globalized world in which everyone has equal opportunities for international chances and events as well as getting in contact with other languages and cultures. In other words, being bilingual is a way of life as Brown (1987) suggests. Therefore, learning a second language becomes a concern for people all around the world; yet, it involves a good deal of variables as one complex process (Brown, 1987) and diverse learning behaviours (Dörnyei, 1990). Thus, it is not regarded as an easy task for everyone. One of the problematic issues in language learning is motivation and how it affects language learning. According to (Dörnyei, 2005)'s description of motivation, it is the “booster to provide the long and usually tiring process” (p. 65) and it might have an important effect on language learning process.

Language learners shape the way they learn with their own individual strengths and weaknesses as “learning is essentially personal and individual” (William & Burden 1997, p. 96). Gardner (1972) suggests that when students believe that they might be affected negatively while learning a language; this may be a barrier in their language learning process. Students' beliefs were found to be remarkably significant on their levels of language learning achievement. That is why some researchers are investigating student motivation and how to increase their motivation levels to facilitate learning. Gülmez's study (1982) focusing on factors that have an influence on language learning success of tertiary level students showed that motivation has a positive impact on foreign language acquisition in terms of success. According what Dörnyei (1998) stated, in foreign language learning process, motivation is one of the key factors which is accepted to have an impact on the success of L2 learning as well as being the prime initiator of L2 learning and the driving force to maintain difficult process of learning. Even learners with brilliant skills are not able to reach long-term goals while increased motivation may replace weaknesses in competence. As a result

of the significance attached to motivation, there have been many studies targeting it during the past decades both in Turkey and in the world. These studies will also be presented in the second chapter under literature review.

Researchers also consider motivation as a contributing factor in the achievement or failure of students who learn a second language. Dörnyei (2015) states that motivation can be presupposed to some extent by the factors involved in SLA as it is 'the primary impetus to initiate learning L2 and later sustain the long learning process' (Dörnyei, 1998, 2005; Dörnyei & Csizer, 1998).

Motivation is a variable affecting the use of language learning strategies (LLS). Regarding Oxford and Schramm (2007)'s definition of motivation, it is described as a learner variable that has the biggest correlation with these strategies. All students have strategies for a more efficient learning (Hong-Nam & Leawell, 2006). The more motivated the learners are, the more strategies they use compared to less motivated learners (Grenfell & Macaro, 2007; Oxford, 1994; Rivera-Mills & Plonsky, 2007; Takeuchi, Griffiths & Coyle, 2007). And, more successful learners use their strategies in more appropriate ways (Chamot & El-Dinary, 1999; Hong-Nam & Leawell, 2006; Liu & Chang, 2013; Oxford, 1989; Oxford & Crookall, 1989; Oxford & Nyikos, 1989).

Research on motivation was initially founded by Robert Gardner and Wallace Lambert in social psychology. In his social psychological model, Lambert (1963) highlighted some affective and cognitive factors. Also, he suggested that the level that students acquire may depend on motivation. Therefore, according to Gardner (1985)'s definition of motivation, learners struggle to learn a language as they wish to do it as well as the amusement they experience from the activity. In his model, Gardner reflects some aspects of language learning as learning setting, cultural and social environment, linguistic outcomes and personal distinctness.

Another significant success determinant in language learning is self- efficacy (Pajares, 1996). Bandura (1995), the originator of self-efficacy theory, describes self-efficacy as the belief in what an individual can do to coordinate and maintain the actions that are necessary to handle possible situations. And, it points out to learners' beliefs as regards their ability to fulfil a certain task and it is seen among the expectancy variables of motivation (Pintrich & De Groot, 1990). Although students

learn in the same environment, not all of them are equally interested and motivated in learning. The ones with an increased level of self-efficacy have a higher level of self-confidence and they think they are able to design their learning environment in a way which helps their learning (Bandura, 1986). Self-efficacy depends on the task and learners' past experiences on these tasks make them decide on their efficacy level. When learners perceive themselves as experts for the task, they might be more interested than the times they don't consider themselves adequate (Ching, 2002; Jackson, 2002; Margolis & McCabe, 2003; Pajares, 1996).

There are several studies pointing to the association between self-efficacy and academic success (Kitsantas & Zimmerman, 2009; Mills, N., Pajares, F., & Herron, C. 2007; Pintrich and Schunk, 2002). Academic achievement is usually assessed by means of examinations or ongoing measurements. Academic achievement is defined by Good (1959) as the acquired knowledge or developed skills about the school subjects generally obtained by test scores or grades assigned by teachers. Trow (1956) defines academic achievement as the ability of obtaining knowledge or competence degree in school subjects or tasks generally assessed by standard tests and reflected in scores or grades depending on student's performance. In his study, Ching (2002) revealed that learners who have increased self-efficacy beliefs were confident about setting themselves challenges, aware of what they were able to achieve and devoted to succeeding in them, and they tried harder in order not to fail. According to Bandura's view, human behaviour is mostly maintained by forethought. Individuals with a higher self-efficacy have more challenging targets for themselves. They visualise achievement and this supports their performance positively. Bandura asserts that possessing knowledge and being able to use them well is completely different.

Learners' self-efficacy beliefs support their motivation and have an undeniable effect on their motivation and aims (Bandura, 1993; Linnenbrink & Pintrich, 2003; Pajares & Valiante, 1997). The ones with a lower self-efficacy perceive a challenging task as a menace. Zimmerman (2000) concluded that research conducted so far showed that self-efficacy plays a significant role on learner motivation and success.

The research by Cain and Dweck (1995) on elementary school children links the self-efficacy and their motivation orientations. Kitsantas and Zimmerman's (1997)

research reveals that boosted self-efficacy is followed by increased intrinsic motivation (as cited in Bong & Clark 1999, p. 151). Similarly, Pintrich & De Groot (1990) related self-efficacy beliefs and intrinsic motivation factors in their study.

## **1.2 Statement of the Problem**

As a result of globalization, communication among people from various languages and cultures on diverse platforms has been inevitable, creating an ultimate need for frequent interaction. This requirement leads the way to learn a global language, resulting in studies on language learning and therefore the determinants that have an influence on learning. In this process, motivation is one of the factors in second language learning.

Gardner & Lambert (1972) commenced research on motivation in second language learning with their socio-educational motivation model which was based on two notions: integrativeness (integrative motivation) and instrumental motivation (Gardner 1985; Gardner & Lambert, 1972). This socio-educational model proposes that learners are motivated when they want to integrate into the society of the target language. Yet, this sort of motivation is only achievable and possible in multilingual and multicultural settings (Taguchi *et al.*, 2009). Due to the fact that this model is inapplicable in foreign language settings and for separating integrativeness and instrumentality, researchers agree on the limitations and inapplicability of it (Dörnyei, 1994a; Ely, 1986). It is also been criticised because of not giving a clear description of integrativeness and since teachers did not have practical information to facilitate learning among unmotivated learners, this raised issues (Crookes & Schmidt, 1991) and not providing a stronger prediction of integrativeness to achievement relating instrumentality (Au, 1988; Chihara & Oller, 1978). Thus, studies were not found 'educationally meaningful' during this time (William *et al.* 2015, p. 113). With the advances in technology and its common use in everyday life, there has been a great shift in language learning. Information technology provides easy access to communication with speakers of English or other native speakers in the world for ESL learners through video conference, text message and wi-fi internet. They do not have to be located in the community of the target language or be integrated into it. As a

result of these reasons, L2 Motivational Self System (L2MSS henceforth) was established in 2005 to overcome the limitations of socio-educational model and to clarify the language learning motivation of the new millennium environment.

According to L2MSS, it may not be possible to have access the community of the target language and people in a language learning environment. At this point, the need for more sweeping variables occurs to displace instrumental and integrative motivation. This system clearly explains the integrativeness by the notion of possible selves (ideal self & ought to self) and claims an ideal image of themselves of in learners' minds (Dörnyei & Ushioda, 2009).

In European and Asian contexts, there have been some research revealing the variables of the L2MSS via English learners as a foreign language. Dörnyei and Ushioda (2009) reached conclusions that validated the system, however, in order to see if these findings are valid or not for other languages in different countries, there is a need for more empiric studies.

Aiming to investigate the L2MSS of Turkish learners of English as a second language, this study is meant to explore what motives university prep school students have and if there is any relationship between their motivation and the components of L2MSS.

Gender is one of the most important factors that have an influence on language learning achievement and show a difference in learners' behaviours. Studies on gender has shown a significant difference in respect to male and female achievement. Thus, this study examines the differences on gender.

Therefore, type of school, department, overseas experience, English language proficiency, 3<sup>rd</sup> language proficiency and years of learning English has been revealed to have an impact on language learning motivation and the current study aims to show to what extent the findings overlaps the preliminary research on the system in addition to contributing to the outcomes with discussions. On the other hand, studies on the motivational differences on learners' family members speaking English and year at prep program are scarce, and this study intends to offer an insight into these variables on L2 motivation.

### **1.3 Purpose of the Study**

The main purpose of this study is to find out the relationship among the components of L2MSS and learners' motivation. By using a questionnaire under the light of L2MSS as a theoretical framework and a focus group interview, whether there was a difference between nine variables of gender, English proficiency level, experience of studying abroad, family members speaking English, field of study, type of high school, year at prep program, third foreign language proficiency and years of learning English, and the components of L2MSS was investigated.

### **1.4 Research Questions**

Based on the purpose of the current study, the following questions are addressed in this study:

1. Is there a difference between the overall motivation of Turkish learners of English at prep programs and
  - a) gender
  - b) proficiency level
  - c) experience of studying abroad
  - d) family members speaking English
  - e) their major
  - f) educational background
  - g) year at prep program
  - h) third foreign language proficiency
  - i) years of learning English
  
2. Is there a difference between the components of L2MSS of Turkish learners of English at prep programs and
  - a) gender

- b) proficiency level
- c) experience of studying abroad
- d) family members speaking English
- e) their major
- f) educational background
- g) year at prep program
- h) third foreign language proficiency
- i) years of learning English

### **1.5 Significance of the Study**

In our globalized world, the importance of English cannot be denied by teachers or students and communication gains significance as well as personal interaction. With the development of technology, it is inevitable to learn at least one foreign language both in terms of a good career and intellectual development. As English being the lingua franca of the world, it is the most widespread foreign language in Turkey. An advanced level of English is a must in many fields such as education, health, trade and so on. For this reason, English is the language of instruction in most of the universities in Turkey together with one-year preparatory class for students.

Motivation is believed to be one of the key components with a direct influence on learner success (Dörnyei, 1994), and there are some studies, conceptualizations of motivation by researchers including Gardner (2001), Noels (2003) and Ushioda (2001) as well as the undeniable fact that motivation is associated with self-efficacy (Bandura, 1997). Learner's self-efficacy, an attitude toward self, is said to be an effect on his/her learning.

Even though there have been several studies on students' attitude and some that assess learner motivation and L2 motivational self-system, the number of studies on motivation and L2 motivational self-system is limited.



This small-scale present study will investigate L2 motivational self-system since they are noteworthy components of language learning, attempting to find out the relationship among them in a foundation university preparatory school in Istanbul. In addition, this study will contribute to the L2 motivational theories, support teachers to facilitate and motivate their students more efficiently for better success.

### **1.6 Definitions**

**Motivation:** The term motivation is commonly used as a phenomenon which describes a person's behaviour. In Cambridge's Online Dictionary, the term is defined as 1: 'enthusiasm for doing something' and 2: the need or reason for doing something. This overlaps "Motivation refers to the choices of people make as to what experiences or goals they will approach or avoid and the degree of they will exert in that respect" (Keller 1983, p. 389).

**L2:** Second Language

**Educational Background:** It refers to the kind of high school that students in this study graduated from.

**Current Educational Situation:** It refers to students' situation in terms of whether it is their first or second year at prep school.

## **CHAPTER 2**

### **Literature Review**

#### **2.1 Introduction**

Motivation has always been seen as a key determinant behind any kind of success and a crucial element with a positive influence on learning process. There has been some research in the field of motivation in SLA and the initiators of the motivation theory are Canadian psychologists Robert Gardner, Wallace Lambert and their colleagues and students.

“Human behaviour has two basic dimensions- directions and magnitude (intensity) - motivation by definition concerns both of these.” (Dörnyei, 2001, p.7). Therefore, it accounts for the selection of a specific action as well as the effort and persistence spent on it. Namely, the definition of motivation comprises the motive behind human behaviour and the aspects of human actions, dealing with the choice, perseverance and endeavour on it. Behind motivation process, there is a wide range of motives and human behaviour is multidimensional with different reasons behind them.

Keller’s (2010) definition of motivation is that motivation elaborates what aims individuals prefer to pursue and how intensely or actively they pursue these goals. As understood from these definitions, ‘motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity’ (Gardner, 2001, pp.7-8). It is the basis why somebody is learning because how eager the learner will be determined when he is acquiring the knowledge and how he applies to the real-life situation. It also comprises his devotion to learning a language and his reactions to achievements or failures.

Brown (2007) defines motivation as an inner drive which gets someone do something. In other words, we cannot make somebody learn unless he wants to learn; therefore, the only way is to make him desire it. In their study, Williams and Burden (1997) remark motivation as a cognitive and emotional drive which lead individual to sustained intellectual and/or physical effort to gain what they want and state that

motivation has a remarkable role on the intended behaviours and it controls mind and conscience as well as deciding the behaviour which the person is going to act.

For Dörnyei (1998), motivation contributes to initiating and sustaining language learning process and he defines it as “the dynamically changing cumulative aroused in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and the motor processes” (Dörnyei, 2005, p. 9). For this reason, there have been many definitions, models and frameworks to describe the role motivation plays in SLA. Another pioneer, Gardner also advocates that student motivation in language learning process is affected by the attitude of the learner and his/her desire to get engaged. According to Gardner’s (1985) description of motivation, it is the blend of effort as well as the willingness to maintain the goal of learning the language and positive attitudes towards learning the language and states that those aspects do not reflect motivation alone; three must exist together for the existence of a motivated behaviour. Gardner (1982) does not mention instrumental or integrative elements of motivation in his theory. In his model, motivation has three elements; effort (the amount of time that is spent on studying by the learner and his drive), desire (learner’s will to be proficient) and effect (learner reactions to studying).

There have also been studies and research about the relationship between motivation and achievement. One study conducted at American High School by Gardner and Lambert (1972) indicated that the learners with a high level of motivation tend to achieve high success rates. Another study carried by Christiana (2009) showed that when motivation level rose, then the achievement rate rose as well. One other researcher investigated the relationship between the motivation and achievement rates of students in a university in Kuwait and revealed that the students with higher level of motivation generally achieved better in English courses than the students with lower level of motivation (Malallah, 2000). About the relationship between the motivational types and achievement, Takase (2007) revealed in the Japanese high school context that the students with intrinsic motivation become more successful than the students with extrinsic motivation. As Ellis (2008) states, the relationship between motivation and success is likely to be interactive. Higher motivation level energizes learning, yet,

perceived success in reaching L2 aims might help keep the motivation that already exists and may even form new ones. On the other hand, a chain of low motivation – low achievement – lower motivation may also evolve, especially when learners believe that their failure belongs to the factors that they feel powerless to change.

## **2.2 Integrative and Instrumental Motivation**

It is not easy to define a learner's motives and the factors that make a language learner motivated to learn a language as there are many and they differ. In general, two main types of motivation were identified as instrumental and integrative motivation by many researchers about the motivation of foreign language learners (Gardner, 1983; Wilkins, 1972). One of them is integrative motivation referring to the willingness of the learner to learn a foreign language since foreign people's culture attracts him/her. Individuals motivated integratively are attracted by the culture of the target language, community, or the foreign language itself (Schmidt *et al.*, 1996), so they are eager to learn the language. According to what Gardner (2001) suggests, integrative motivation has a key role in language learning. In order for a language learner to accept a foreign culture easily and to want to learn it, a positive attitude needs to be developed by the language learner so that he becomes part of it (Gardner & Lambert, 1959, 1972). On the other hand, instrumental motivation is about language learner's desire of a better job, getting a promotion, a good salary, or a better life (Gardner & Lambert, 1959, 1972). Brown (2000) points out those learners who are instrumentally motivated consider learning a language as a way of reaching their goals. Instrumentally motivated individuals aim to learn another language to benefit from skills of the foreign language when they learn it. Their objectives including having a job or a promotion, a better salary, educational goals, passing an exam etc. make these individuals more motivated to learn a foreign language. Those objectives refer to instrumental motivation used as a kind of tool to promote those learners' lives (Schmidt *et al.*, 1996). Instrumentally motivated individuals desire the advantage of learning a foreign language.

L2 motivation research was introduced in Canada with the coexistence of the Anglophone and Francophone communities that speak two important world languages.

Robert Gardner and Wallace Lambert (1972) regarded L2s as ‘mediating factors among different ethno-linguistic communities in multicultural settings’ (Dörnyei 2003a, pp.4-5). Integrative motivational orientation is related to a positive interpersonal tendency to the L2 community and involves willingness of interaction with them.

Dörnyei (1990) argued that when there is no salient L2 group in learning milieu, (which is usually in contexts when L2 is taught as a school subject), a sort of psychological and emotional identification is associated with the language, and the actual L2, where a powerful integrative motive is detected. In some cases where there is no real or potential integration involved, the process may be linked with *possible and ideal selves*, within the individual’s self-concept (e.g., Higgins, 1987; Markus & Nurius, 1986). According to Markus and Nurius’ definition, possible selves reflect individual’s opinions of what they may be, what they want to be, and what they fear being, and therefore it provides a conceptual connection between motivation and cognition. “Ideal self which has been classified as the most significant self, represents the attributes that a person would like to possess such as hopes and desires, and ‘integrativeness’ may be seen as the L2-related attributes of the ideal self” (Dörnyei 2003, p. 6).

### **2.3 Intrinsic and Extrinsic Motivation**

Intrinsic and extrinsic motivation dichotomy has been broadly studied and their difference highly contributed to understand both developmental and educational practices (Deci & Ryan, 2000). Deci & Ryan (1985, 2002) established ‘Self-Determination Theory’ and they studied various types of motivation which arise from some different goals or purposes that make people do something. They also noted that ‘the most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers doing something because it leads to a separable outcome’ (2000, p.55).

Intrinsic motivation comes from inside, not from any external rewards. Learners engage in tasks only because of their own sake. The rewards are not related to external

rewards such as getting high grades or passing an exam. They get involved in the activity as they find it entertaining, fun, interesting or exciting (Ryan & Deci, 2000). Deci and Ryan argue that intrinsic motivation is a key contributor in learning process. They state intrinsic motivation is obvious when learners' inner curiosity and interest reinforce learning. If optimal challenges, abundant sources of stimulants and autonomy is provided in education environment, the motivation in learning energizes.

Additionally, Deci and Ryan (1980) states that intrinsically motivated individuals learn better and they become more successful. Also, they are eager to involve in the task willingly and they try to develop their skills, leading them to success (Wigfield *et al.* 2004). Intrinsically motivated learners do the task just because of its pleasure, so it is considered a significant kind of motivation. If activities cannot motivate learners intrinsically, many learners do not do the task or they need some outside motives (Ryan & Deci, 2000).

Extrinsic motivation is quite opposite of intrinsic motivation. Extrinsic motivators do not come from inside; they are external factors and are not always related to the task they carry out, such as getting a high salary, a better grade, praise or passing the exams. Therefore, extrinsic motivation may also refer to refusing some activities to avoid punishment, to keep social position or to prevent being ridiculed (Deci and Ryan, 2000).

#### **2.4 Models and Frameworks of L2 Motivation**

Motivated individuals are characterised as goal-directed, persistent, attentive to the necessary tasks, aroused, effortful with strong desires; they have expectancies about their achievements or failures, self-efficacy and self-confidence about their success, motives and they like the activities that are necessary to achieve their goals (Gardner, 2006, 2007, 2010; Masgoret & Gardner, 2003). Based on these characteristics, Gardner concludes that motivation in SLA is not a basic construct because some of the characteristics are cognitive in nature, some of them are affective, and some relates to behaviours. Also, L2 learning is not easy and it is not the same as learning any other subjects at school (Dörnyei, 2003; Gardner, 1985, 2007, 2010; Williams & Burden, 1997). As Dörnyei (1994a) summarizes, L2 learning is not just

comprehending new information, it is a more complex process which involves social components and various personality traits as well as the cognitive and environmental factors. Dörnyei (2014) also indicates that motivation is considered to have cognitive and affective components which interact with each other; for this reason, a comprehensible L2 motivational construct must be eclectic (Dörnyei, 1994a).

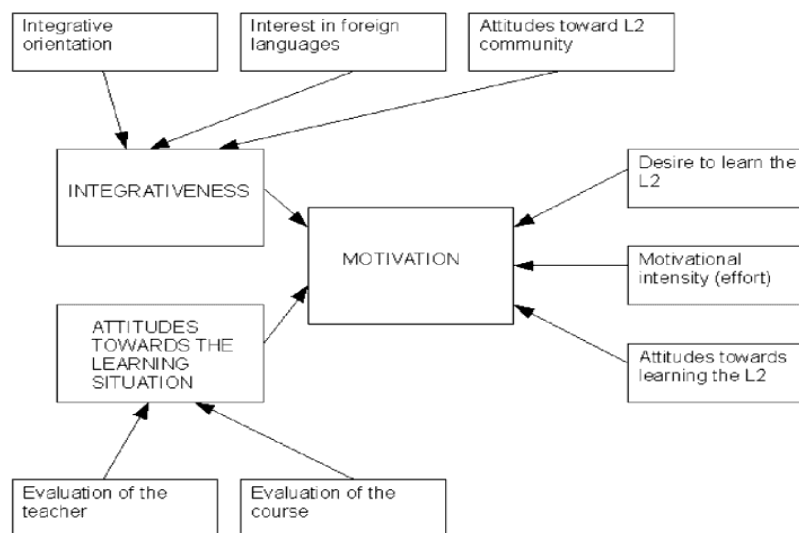
**2.4.1 Gardner’s Framework as L2 Motivation.** Gardner’s *socio-educational model* (1985) was the ultimate one for many decades. According to this model, socio-cultural environment has an influence on the attitude of learners towards target language, on the community and its culture and this affects the L2 motivation. This model contains two concepts: integrative and instrumental motivation. Integrative motivation is the learner’s willingness to harmonize into the target language community while the instrumental motivation is relevant to pragmatic reasons such as receiving a promotion or passing a test etc.

Gardner and Lambert (1972) define the role of the second language as “mediating factors between populaces and they see the motivation as a leading drive to learn another community’s language. It is liable to increase or block intercultural communication and affiliation” (p. 67). Considering this, Dörnyei (2005) affirms that socio-psychological model is about the principle that learner attitudes have a significant impact on them if they will succeed in acquiring a language or not.

Gardner’s motivation model (1985) is based on three factors: “motivational intensity, desire to learn the language and attitudes towards learning a language” (p.49). What Gardner asserts is that a learner ought to have them all. Dörnyei (2001, p. 68) states that Gardner’s motivation model includes four ranges:

- Integrative motive
- The socio-educational model
- The Attitude/Motivation Test Battery (AMTB)
- Extended L2 motivation construct (Tremblay & Gardner, 1995).

Integrative motive here is described as “a motivation to learn a second language because of positive feelings toward the community that speaks that language” (Gardner 1985, p. 82-83), including three components: integrativeness (attitude to the target community), attitudes towards the learning situation (towards the teacher, the course and materials (Dörnyei, 2001) and the motivation about the desire, effort and attitude towards learning.



*Figure 1. Gardner’s integrative model (Dörnyei, 2001, p. 50)*

Gardner (2010) defines integrativeness as a “genuine interest in learning the second language for the purpose of communicating with members of the other language community” (p.88). Motivation is the mix of effortful behaviour, willingness to acquire the language and positive attitudes towards acquiring the target language in the socio-educational model. Motivation and ability – intelligence and aptitude (Gardner, 2006) are both relatively independent characteristics that have an effect on L2 achievement, or in other words, learner success depends in ability or motivation in L2.



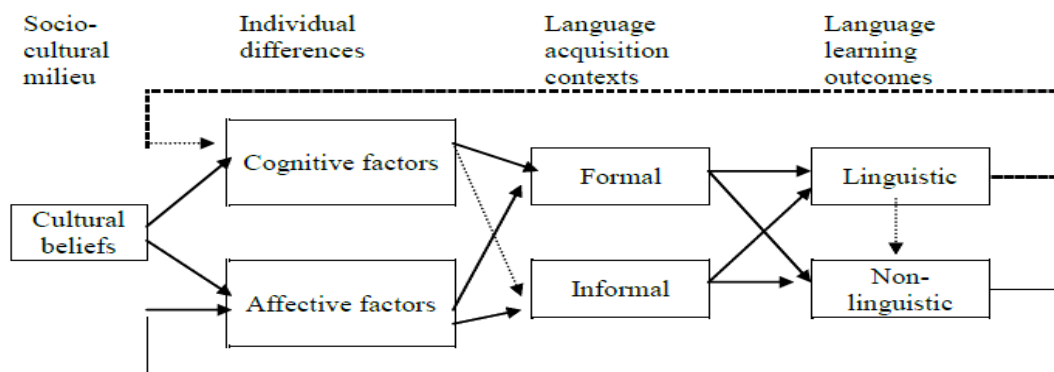


FIGURE B-20: SCHEMATIC REPRESENTATION OF THE SOCIO-EDUCATIONAL MODEL OF SECOND LANGUAGE ACQUISITION (GARDNER 1985, CITED IN GARDNER & MACINTYRE 1992:212).

Figure 2. Schematic Representation of the Socio-Educational Model of Second Language Acquisition (Gardner 1985, cited in Gardner & Macintyre 1992:212)

Motivation is significant in this model for three reasons in terms of compromising any connection between language and attitudes, being related to language anxiety and directly relating to the informal learning context. It depicts the participation of the motivated learner in informal L2 learning contexts.

The third is Attitude Motivation Test Battery (AMTB), a beneficial instrument developed by Gardner and it is the most well-known among the three. It was designed to analyse linguistic and non-linguistic aims individuals want to achieve by acquiring L2. It focused on learners' willingness to perceive an unknown community or their desire to learn skills in a different language. The linguistic goals emphasize the improvement in abilities of the individual to read, speak, write and comprehend the L2. Non-linguistic aims focus on developing understanding the target community, willingness to learn the target language and having an interest in other languages and cultures. The original version of the AMTB which included 109 Likert-type scale items aimed at English citizens in French communities in Canada.

**2.4.2 Dörnyei's Framework as L2 Learning Motivation.** Dörnyei (1994a) developed a framework of *L2 Motivational Self System* by taking the classroom environment into consideration about the second language learning and his work constitutes a very important source in this field for the researchers. His framework sheds light upon the second language learning as a whole in terms of three primary perspectives and divides second language learning process into three stages that cannot be separated from each other. Target language is crucial in the first phase, which includes integrative and instrumental values. In the second phase, what is significant is the learner, relating to the receptivity and the motivation of the learner. And in the third phase, language learning activity is important in the classroom environment. It is related with the LL activities, teacher's features, tools such as activities, course books and exams and documents used in the LL courses. This framework explains language learning as a multi-dimensional process affected by all these components either directly or indirectly.

“The language learning situation involves three components (Dörnyei, 1994, pp. 277-8):

- Course-specific motivational components that are related to the syllabus, teaching materials, teaching methods, and learning tasks.
- Teacher-specific motivational component, which is associated with the teacher's personality, behaviour, and teaching style.
- Group-specific motivational components, which concern the group dynamics of the learner group, for example whether the group works in a goal-oriented fashion.”

These three components are Ideal L2 self, Ought to L2 Self and L2 Learning Experience, behind which underlies the possible selves theory. According to this system, ideal L2 self learners' belief about what they desire to become through learning a second language. Ought to L2 self refers to what they believe they should be or avoid by learning the target language. And L2 learning experience means language learning environment of the learners. Some empirical studies (Dickinson, 1995; Jacobovitz, 1970; Kelly, 1969; MacIntyre, MacMaster & Baker, 2001; Noels,

1997, 2009) showed some association between L2 Motivational Self-System and socio-educational theory and self-determination theory. Ideal L2 self here shows resemblance to intrinsic and integrative motivation, and Ought to L2 self resembles to extrinsic motivation and instrumentality (Noels, 2009).

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

Figure 3: Dörnyei's Framework of L2 Motivation (*The Modern Language Journal*, Vol. 78, No. 3 (Autumn, 1994), p.280)

**2.4.3 Alternative Theoretical Approaches.** The foundations of Gardner's theory were grounded in social psychology; yet, some other influential cognitive motivation theories were suggested in the subsequent decades. During 1990s, psychology showed a new major shift and cognitive psychology progressed with neuro-research with the application of John Schumann's to the SLA study.

*Self Determination Theory* has been an influential approach in motivational psychology. The key concepts associated with this theory, intrinsic and extrinsic motivation, have previously been used, but their relationship with settled L2 terms

such as instrumental and integrative orientation has not been specified. Noels' (2000) and her colleagues research has provided understanding into how integrative and instrumental orientation concepts apply to the L2 field in addition to a reliable measuring instrument to assess a variety of components of self-determination theory in second language learning.

Self-determination theory was founded by Deci and Ryan (1985) and this cognitive perspective integrated with social psychological side of motivation. It relates learners' ideas about his/her abilities and potential to their past experiences (Dörnyei, 2005). Deci and Ryan (1985) assert that learners desire to be successful when they are motivated. This action can either be controlled or self-determined.

The action stems from the learner's self and it is selected independently, not because of an external power. This motivation includes two types as intrinsic and extrinsic motivation. Intrinsically motivated action includes "curiosity, exploration and one's interest around (Brophy 1998, p. 7). And it also concludes the positive effects received from the activity enjoyed. Yet, extrinsically motivated ones are obtained to succeed "an instrumental end" (Noels, Clement and Pelletier 1999, p.24)

Weiner lists three major conceptual systems: *attribution theory*, *self-efficacy theory* and *learned helplessness*.

***Attribution Theory*** is accepted as the first successful theory to challenge Atkinson's classic achievement motivation theory (Dörnyei, 2001a). It subsequently became the dominant model in student motivation model in 1980s. It successfully links individuals' past experiences with their future achievements with *causal attributions*, introducing it as a mediating link. Weiner (1992) argues that our past achievements or failures shape our motivational disposition in a great extent. For instance, if we attribute our past failure on a certain task, we may not even try the activity ever again; whereas, we try it again when we think that the problem underlies in ineffective learning strategies or insufficient effort.

***Self- efficacy*** is a person's own judgement of their ability to achieve a certain activity. As well as attributions to previous achievements playing a significant role in self-efficacy development, individuals also assess efficacy from their observational

experiences such as observing their peers in addition to reinforcement, persuasion and evaluation of others (Dörnyei, 1994). Dörnyei states that when an individual develops a strong sense of efficacy, a failure might not hold a significant influence.

*Learned helplessness* is a pessimistic and helpless situation in which the individual feels success is not possible even though he/she desires to succeed. It is hard to reverse once established.

*Self – confidence* was initially presented by Clement (1980) in L2 literature to define a motivational process which affects individual's motivation to learn in multi-ethnic settings. It is described as one's ability produce outcomes, reach goals or perform tasks competently. Clement, Dörnyei and Noels viewed it as a major motivational subsystem in L2 learning process.

*Need for achievement* is thought to have an impact on individuals' behaviour in all parts of life, along with language learning. People who are in need of achievement tend to commence activities to accomplish and are interested in excellence.

### ***Goal theories***

Goals have been the core element of L2 motivation studies and the concept of 'goal salience' was introduced by Tremblay and Gardner (1995) as a key feature, 'conceptualized as a composite of the *specificity* of the learner's goals and the *frequency* of goal-setting strategies used' (Dörnyei 1994, p.9).

*Proximal Goal Setting.* Some theories may argue that extrinsic motivation such as exams and tests are harmful in terms of intrinsic goals; and therefore, should be avoided. However, Bandura and Schunk suggest that exams might be 'powerful proximal motivators in long lasting, continuous behaviours such as language learning'; they function as self- inducements and signs of progress which provide feedback as well as immediate incentive.

## 2.5 Studies on Motivation and L2 Motivational Self System

In the field of SLA, gender has been an issue of extensive study in terms of age and rate of learning (Slavoff & Johnson, 1995), teacher's gender on the perception of the L2 learner (Markham, 1988). There have also been some studies on gender variation in the field of L2 motivation. A great deal of studies has examined female and male success that reveal significant differences (Dörnyei *et al.*, 2006).

Gardner and Lambert (1972)'s study revealed that female students were more motivated than male students in learning French as L2 in Canadian context. In addition, females had a more positive attitude than the boys towards learning a language.

Gardner and Smythe (1975) claim in their research that females tend to show significantly more positive attitudes than males, adding that they are also more successful in learning languages than males. The study conducted by Bacon and Finnemann (1992) in the USA; however, showed that boys were more motivated than the girls.

Suleiman (1993) carried out a study on the students of Arabic ethnicities learning EFL at Arizona State University. The results found out motivational differences with respect to gender.

Sung and Padilla (1998) conducted a large study in Chinese, Japanese and Korean schools investigating 140 elementary and 451 secondary school students as well as 847 parents as participants on their view concerning their attitude toward L2 learning, being involved in their children's L2 studies. They used a questionnaire as data collection instrument consisting of three parts for student motivation and parents' questionnaire was composed of two parts regarding their involvement in their child's language learning process and their attitude toward foreign language learning. Analysed data revealed that female Chinese, Japanese and Korean learners had a higher motivation level than male learners.

In their study, Williams, Burden, and Lanvers (2002) examined the responses of 228 secondary school students from 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grades in Southwest of England. They were given a Language Learning Motivation Questionnaire (LLMQ) as data

collection tool to investigate their language learning motivation. Responses on 16 constructs related to language learning motivation were analysed through SPSS and the result showed that girls between the ages of seven to nine had higher L2 motivation level than males.

Mori and Gobel's study (2006) carried out on Japanese college students showed similar results in terms of the effect of gender on motivation types. 453 second year students in a foundation university in Kyoto took part in the study. A 7-point Likert scale type questionnaire was used as data collection tool. In this study again, female students were more integratively motivated whereas males were more instrumentally motivated. Similarly, Ghazvini and Khajepour (2011) studied the attitudes and motivation of students toward learning L2 in Iranian context. A total number of 123 second year students participated in the study, 63 of which were female and 60 were male. Participants were chosen by available sampling method and they were given a questionnaire which was adapted from Attitude/Motivation Test Battery (AMTB) (Gardner, 1985) as data collection instrument. According to results of this study, females were more integratively motivated than males, whereas males were more instrumentally motivated to learn English.

Henry (2008) examined gender differences in terms of L2MSS in a Swedish school with participation of 169 students. Research results demonstrated that females and males had different L2 attitudes. In other words, self-concepts of female pupils were stronger, while male pupils had weaker self concepts.

The results of the study that was conducted with 14-year-old Hungarian students by Dörnyei and Csizer (2005) revealed that female students were more motivated than male students in learning a language. Another study by Burden and Lanvers (2002) also showed that male students were not as motivated as female students when learning French as L2.

There are many studies on the relationship between motivation and demographic variables, too. In their research, Shaaban and Ghaith (2000) carried out a study in Lebanon context with 180 students from university to find out the motivation of learners regarding their demographic variables. Although there were no significant

differences among their majors, it was revealed that females were integratively more motivated than males. On the other hand, in their study in Pakistani setting, Akram and Ghani (2013) could not find any motivational differences in terms of gender.

On the other hand, a few studies demonstrate opposite findings regarding gender differences even though they commonly reveal female superiority in terms of L2 motivation. In their study, Al-Bustan and Al-Bustan (2009) examined the attitudes of learners toward learning English in Kuwaitian context. They conducted a survey analysis using a questionnaire which consisted of three parts as data collection instrument. In the first part, general information and academic background information about the students was collected. In the second section, student awareness about the importance of learning English and their perceptions were investigated. The final section was related to their specific learning preferences. 1000 questionnaires were collected from randomly selected participants from different departments of Kuwait University. Participants were aged between 16 to 23 generally. The results indicated that female learners were negatively affected by negative high school language education while male learners were not affected by the same factor.

In his study in a Kurdish middle school, Polat (2011) investigated the age and gender differences in motivation in Kurdish learners of Turkish. 121 students from three different public schools in eastern region of Turkey participated in the study and random sampling method was used. Although they were predominantly Turkish, there were some ethnical diversities such as Kurds and Armenians. Using semi-structured interviews and a motivation questionnaire as data collection instruments, the results of his study revealed that male students possessed higher levels of motivation in terms of identification and integrated orientations, which was interpreted by Polat (2011) as being more autonomous while determining and controlling their actions.

The review of the literature reveals a few studies on gender differences that contradicts with female superiority. Abu-Rabia (1997) carried out a study to investigate gender differences of Arab students in the Canadian context in terms of motivational components and attitudes towards EFL learning. The findings of the study demonstrated that both male and female participants demonstrated strong



extrinsic motivation to learn English as L2. In this study, no gender differences were identified.

L2MSS has been tested in many ESL studies throughout the world in different contexts. In a study in Hungarian context, Cziser and Kormos (2008) investigated the role of the three components of L2 motivational self system. 432 students from middle school, college and university participated and the main aim of the study was to contribute to research on L2 Motivational Self System by Dörnyei (2009) with the help of empirical support. They used a questionnaire as a data collection tool and the results were analysed by SEM (Structural Empirical Modelling). The main findings supported the L2 Motivational Self System in a way where both the Ideal L2 self and L2 learning experience contributed the measures to a great extent. Therefore, findings showed that three components of the system did not have strong correlations. It showed that they were not related to each other and were independent variables.

Papi (2010) wanted to explore the link between L2MSS of Dörnyei (IL2S, O2S and L2 LE) and the intended effort of learners to learn English. Participants were 1011 Iranian high school students and they were given a questionnaire as data collection tool. The findings of the study affirmed the validity of his model. All the variables had an influence on the intended effort.

In another study by Kormos, Kiddle and Csizer (2011), they investigated the L2 learning motivation in Spanish context. Using a questionnaire, results revealed interaction of attitudes, L2 learning goals, self-beliefs and family encouragement. Also, there was a strong relationship between their wish of using English in international context and their future self guides.

Taguchi *et al.* (2009) and Kormos *et al.* (2011) wanted to investigate the motivational understanding of learners in Asian context where there was strong pressure to find out whether there was a notable effect of parents or family members. However, they could not note any notable effect in Japanese, Chinese and Iranian context.

Another study was conducted by Khan (2015) on the relation between L2 achievement and L2 Motivational Self System in Saudi context. The participants were

university students in Jeddah. He conducted his study using a questionnaire and followed by an interview. Data analysis showed that Ideal L2 Self had a significant effect on participants' motivational level and achievement when compared to Ought to L2 Self.

Far, Rajab and Etemadzadeh (2012) conducted a qualitative study on investigating the L2 motivational Self Esteem and they concluded that ideal L2 self was a better indicator of learner's motivation.

In addition, Gardner (2007) conducted a study in Spanish context with 302 students and he found out a positive effect of student motivation on their grade. The results showed that rather than instrumental motivation, integrative motives were correlated more on learners' grades.

In his nationwide survey of 2397 participants, Ryan (2008) aimed to confirm Dörnyei (2005)'s L2MSS in terms of IL2S substituting integrativeness in Japanese context. He replicated some concepts of Dörnyei's Hungarian study. He also examined the influence of IL2S and integrativeness in terms of motivated behaviour in language learning as well as comparing the effect of IL2S and integrativeness to demonstrate the illustrative power of IL2S. results displayed that IL2S had more effect on motivated behaviour than integrativeness.

Another study to confirm the validity of Dörnyei's L2MSS was conducted by Islam, Lamb, and Chambers (2013) in Pakistani context. 1000 participants from a variety of institutions were given a questionnaire in Punjab, Pakistan. The research investigated the motivation of participants to learn English. 975 of responses were used in the analysis. Apart from a few context-specific factors, Dörnyei's L2MSS was the primary theoretical framework in the study. An MFQ (Motivational Factor Questionnaire) was analysed using correlational and regression methods. The study supported the validity of L2MSS empirically in Pakistani context. Moreover, IL2S had the strongest effect on predictors of learning effort.

In Japanese, Chinese and Iranian context, Taguchi, Magid and Papi (2009) conducted the largest of various quantitative studies with 5000 pupils. The main objective of the study was to test if integrativeness could explain a significant part of

L2 motivation. Their study demonstrated that instrumentality could be classified relating promotion rather than prevention. Learning experience, however, was found to be less effective in terms of L2MSS.

Even though there have been several studies worldwide concerning L2 motivation and L2MSS in teaching L2, the number of studies in Turkish context seems to be limited as the literature review reveals. One of the studies in this context was conducted by Çolak (2008) with 82 university students in Ankara using a five-point Likert type scale to explore the student motivation, their motivation levels and motivation orientation levels regarding their departments. Collected data was analysed through ANOVA test and using Pearson correlation procedures. Students were asked to describe their vocabulary study habits and their descriptions were also analysed using categorization methods and illustrated in Excel. Looking at the integrative, instrumental and travel orientations, the findings of the study demonstrated that motivation level of the participants was moderate. In addition, the results revealed that the overall motivation level of students, instrumental and travel orientation levels and their departments showed a significant difference.

Another recent study by Arslan (2017) aimed to examine Dörnyei (2005, 2009)'s L2MSS in Turkish EFL context. Particularly, the main objective was to investigate the relationship among the three components of L2MSS (IL2S, OL2S and L2 learning experience) and the relationship between these components and gender, type of school and intended effort. Participants were 170 EFL students from both public and foundation schools in Turkey. In this quantitative and correlational study, a structured questionnaire was used as data collection tool and the data was analysed through SPSS and Pearson Correlation Coefficient Analysis. The results of the study revealed a correlation among the components of the system as well as the correlation between these components and intended effort. Furthermore, type of school did not show a significant correlational difference among the components. Gender showed correlation with the components of the system, except to OL2S.

Yapan (2017) also intended to investigate L2MSS in Turkish EFL context and aimed to find out the factors that affect student motivation in classroom positively and negatively. Also, activities that are liked most by students were tried to be found out

as well as their satisfaction about studying at prep school. 385 university prep school students participated in the study and a modified Likert type survey questionnaire, multiple response sections and open-ended questions were used as data collection instruments. The results showed that motives of Turkish prep school students were different with respect to gender, proficiency level, fields of study, type of school and their motives to study at prep school. Instrumentality (promotion), cultural interest, attitudes to L2 community, future plans and instrumentality (prevention) were found to be the best predictors of L2MSS. On the other hand, classroom atmosphere, having a fun time in class, teacher guidance, teacher's having a sense of humour and English use in class ad positive effects on student motivation. Additionally, lack of vocab, forgetting vocab, being unable to express themselves, boring classroom atmosphere affected student motivation negatively. Also, more than half of the participants stated that they were satisfied to study at prep school.

## **Chapter 3**

### **Methodology**

In this part, the constituents of methodology will be elaborated. First, research design and participants will be presented. Secondly, data collection procedures, data collection tools and data analysis will be revealed in detail. Finally, reliability and validity, and limitations and delimitations of the study will be explained.

#### **3.1 Research Design**

This present study uses a mixed research design using qualitative and quantitative methods to examine the difference the components of L2MSS and nine variables as gender, educational background, current educational situation, experience of studying abroad, year at prep school, learning experience and family members speaking English. Differences among these variables were investigated and interpreted. According to what Healey states (2013), qualitative data is ‘the research project that collects data or information in the form of numbers’ (p.16). On the other hand, ‘Qualitative research uses words as data collected and analysed in all sorts of ways’ (Braun & Clarke, 2013, p.3). Thus, different data analytical procedures were obtained for the interpretation of data.

The main objective was the focus on the differences between the components of L2MSS and other variables such as gender, school type, learning experience, type of school, overseas experience, family members speaking English, year at prep school. In pursuit of the research objectives, a structured questionnaire survey was given to participants and the results were analysed by Statistical Package for the Social Sciences (SPSS) by IBM. Later, a focus group interview was conducted in order to be able to validate questionnaire results. T-tests were conducted for validity and one-way analysis of variance (ANOVA) test was used to compare means and deviations of constructs.

Mixed method is a methodology of research that integrates, or “mixes” quantitative and qualitative data within a single investigation or research. The use of this methodology permits a more complete and validated utilization of data than do separate quantitative and qualitative data collection and analysis. This sequential design involves two phases one of which is an initial quantitative data collection phase, followed by a qualitative data collection phase. The quantitative results are elaborated in more detail via the qualitative data in this way.

**3.1.1 The Value of a Mixed-Methods Approach.** As a response to those who believe strongly in the two different methodologies and to overcome the need to choose one method over another, a number of researchers promote a third paradigm, that of mixed methods. Burke Johnson and Anthony Onwuegbuzie (2005, pp. 14–15) believe that ‘both quantitative and qualitative research are useful’, and by employing a mixed-methods approach, researchers can ‘draw from the strengths and minimise the weaknesses of both in a single research study’. This ‘non-purist’ approach affords the researcher the option to mix and match the design components from each paradigm to answer the research question(s) as effectively as possible (Johnson and Onwuegbuzie, 2005). Thus, if the findings from the different methods are corroborated, it can be argued that there can be greater confidence in the researcher's conclusion. (Scoles, Huxham and McArthur, 2014) These statements are summarized by Cresswell's (2011) definition of mixed-methods research:

“As a method, it focuses on collecting, analysing and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone.” (p.5)

And, it has both advantages and disadvantages. Mixed method is used when one source of data is not enough or where initial results need to be explained further as well as enhancing the results of the primary method. Both types of data collected concurrently and analysed separately. Combined results are interpreted to provide a better understanding of the results of the research.

### **3.2 Setting and Participants**

The study was conducted in a preparatory school of a foundation university which is located in Istanbul. The number and the academic success of students in each class was different and the classes were arranged according to their level of English. They were taught 24 hours of compulsory English regardless of their level as well as tutorial hours before/after school; yet, these tutorials are attended voluntarily. As in-class materials, well-equipped books published by international publishers such as Pearson English New Language Leader books were used as well as the weekly packs prepared by their level coordinators who are also experienced teachers. As this was an English Preparatory class, they were not taught a second language here.

The program of the preparatory school aims to improve students' level of English including four skills before they continue their education in their departments. In order to attain success in classes, students are given 20 hours of absenteeism limit for each module which lasts 7 or 8 weeks. Students' progress is evaluated through midterm exams, vocabulary quizzes, end of module exams and collaborative tasks. At the end of the year, students are required to take a proficiency exam in order to be able to continue their studies.

#### **Participants**

The study aimed at prep students in tertiary level, so purposeful sampling method was used in this study. Participants for current study were selected randomly from three different levels (A2, B2 and C1 CEFR levels) of a foundation university preparatory school. A total of 147 Turkish learners of English participated in the main questionnaire study. Of the participants, 74 (%50.3) were females and 73 (%49.7) were males. 140 (95.2%) of the participants were studying at preparatory English class for the first time whereas only 7 (4.8%) of them were repeating. As for the departments of the participants, they were asked to write their departments in the section provided. Then, their fields were divided into 5 sub-groups. The samples of the current study were collected from departments of Social Sciences (45.6% = 67), Educational Sciences (12.2% = 18), Hard Science (34% = 50), Medicine (1.4% = 2) and other

(6.8% = 10). The reason why the last group was named as ‘others’ is because there were other participants from different fields and they were grouped as one. Participants were aged between 18-21 and their first language was Turkish. Since they were all nearly the same-aged, the age of participants was not taken into consideration while trying to investigate the L2MSS of Turkish EFL students.

Among 147 participants, only 15 (10.2%) of them had overseas experience. While 105 (71.40%) of them had their previous education in foundation schools, 42 (28.60%) of them graduated from state high schools. 140 (95.20%) of the participants were in their first year, whereas 7 (28.6%) of them were second year (repeat class) students. Of the participants, 71 (48.3%) students were in C1 level classes, which is the highest proficiency level in their school, while 58 (39.5%) of them were in B2 level classes and 18 (12.2%) were A2 level students. The reason why three different levels were included in the study is to see whether there would be a difference regarding their English proficiency levels. In order for these students to be able to take proficiency exam, they need to complete at least B2 level at prep program with a grade of 65/100.

54 (36.7%) students had no one that could speak English in their nuclear family while the rest of them had at least one person speaking English. 93 (%63.3) students stated that they had been learning English under a year, which means preparatory school is the first place they are taught English.

Their educational background is divided into two as state and foundation schools. It can be seen in the table that 42 (28.6%) participants graduated from state schools, while 105 (71.4) of them graduated from foundation high schools.

As the table 1. shows, 39 (26.5) participants can speak a third language other than English, whereas 108 (73.5) of them do not speak any third language.

Overall, Table 1 presents the background information of the participants.



*Table. 1. Overall background information about all participants*

<b>Category</b>	<b>Sub-Categories</b>	<b>Frequency</b>	<b>Percent (%)</b>
<b>Department</b>	Social Science	67	45.60
	Educational Science	18	12.20
	Hard Science	50	34.00
	Medicine	2	1.40
	Other	10	6.80
<b>Gender</b>	Female	74	50.30
	Male	73	49.70
<b>School Type</b>	State	42	28.60
	Foundation	105	71.40
<b>Overseas Experience</b>	No	132	89.8
	Yes	15	10.20
<b>Proficiency</b>	A2	18	12.20
	B2	58	39.50
	C1	71	48.30
<b>Learning English Duration</b>	Under a year	41	27.90
	1 year and more	106	72.10
<b>Preparatory Program Years</b>	First Year	140	95.20
	Second Year	7	4.80
<b>Eng.-Speaking Family Members</b>	No	54	36.70
	Yes	93	63.30
<b>Second Foreign Language</b>	Yes	39	26.50
	No	108	73.50
<b>Proficiency in L2</b>	Elementary	28	50.90
	Intermediate	20	36.40
	Advanced	7	12.70

### **3.3 Data Collection Procedures**

For this study, a questionnaire and an interview were conducted. After a pilot study, they were addressed to the participants.

**3.3.1 Data Collection Instruments.** Two data collection instruments were used to gather reliable data. First, an adapted questionnaire was used from Dörnyei (2006). The final version of the adapted questionnaire can be seen in Appendix A.

The first part of the questionnaire consisted of some demographic information about the participants. In the second section, they were asked 32 five-point Likert scale questions consisting of five subscales.

The structured questionnaire including demographic information form was conducted prior to a focus group interview. First, it was piloted to provide reliability and validity and necessary revisions were made before it was implemented to the target participants of the study.

**3.3.2 Demographic Information Form.** Demographic information form for this study was designed by the researcher to collect the demographic information of the participants. The form attached to the questionnaire consisted of questions including their gender, department, their English proficiency level, educational background (public vs foundation school), year of study at prep school, years of learning English, experience of studying abroad, family members speaking English, another foreign language other than English.

**3.3.3 Questionnaire.** For the purpose of this study, Dörnyei et al. (2013)'s English learner questionnaire was adapted and used. The items in the English version of the questionnaire were translated from English to Turkish by professionals and translated back from Turkish to English to avoid semantic loss. Some of the variables in the questionnaire were selected for the study and used the purpose of the study

accordingly. The reason why the questionnaire was given in Turkish was because not all the participants had strong English level to understand all the items. All participants were given the questionnaire in Turkish so that the ones with lower English level of proficiency would not have any difficulty in understanding the items and responding them. All the items were easy for all the participants to understand and they had no problems even though they were supervised by the teacher/researcher. Before the implementation of the main questionnaire, it was piloted among 30 students to check the reliability. Details of the pilot study will be presented in this section.

The questionnaire is based on a 5-point Likert Scale format of: 1 'strongly disagree', 2 'disagree', 3 'undecided', 4 'agree' and 5 'strongly agree'. The higher the number, the more frequently the item applies to the respondent. Scores between 3.5 to 5.0 are considered 'high', scores between 2.5 to 3.4 are considered as 'medium' and scores below 2.4 are considered 'low' (Oxford, 1990).

The questionnaire used for this study consisted of two parts. The first part was comprised of questions regarding the participants background information such as gender, overseas experience, experience of studying abroad, family members speaking English, educational background (public vs. foundation school), prep program study year (first vs. second year) and their level of English proficiency. The questionnaire consisted of 5 subscales including components of L2 Motivational Self-System (ideal L2self and ought to self), family influence, attitudes toward learning L2 and attitudes toward L2 community. Subscales were also controlled by factor analysis. Table 2 presents factor analysis results of the items.

Table 2. Factor Analysis Results

Factor / items	Std. Dev.	Number of Items	Cronbach's Alpha
<b>Factor / items</b>		<b>32</b>	<b>0.885</b>
<b>Ideal L2 Self</b>		<b>9</b>	<b>.767</b>
Q1	.618		
Q2	.655		
Q3	.736		
Q4	.742		
Q5	.838		
Q6	.896		
Q7	.861		
Q8	.828		
Q9	.736		
<b>Ought to self</b>		<b>10</b>	<b>.701</b>
Q10	.625		
Q11	.721		
Q12	.783		
Q13	.792		
Q14	.764		
Q15	.630		
Q16	.560		
Q17	.678		
Q23	.533		
Q24	.576		
<b>Family Influence</b>		<b>4</b>	<b>.761</b>
Q19	.732		
Q20	.763		
Q21	.741		
Q22	.807		
<b>Attitudes to L2 Language</b>		<b>4</b>	<b>.702</b>
Q25	.594		
Q26	.770		
Q27	.773		
Q28	.634		
<b>Attitudes to L2 Community</b>		<b>4</b>	<b>0.700</b>
Q29	.608		
Q30	.700		
Q31	.692		
Q32	.634		

A brief explanation of the subscales is below:

1. Ideal L2 self: Learner’s desire, aspiration and ambition of learning English. It is the vision of themselves as an English user.
2. Ought to L2 self: Learner’s belief that he ought to have in order to avoid negative outcomes and their perception by significant others among them.
3. Family Influence: The role of learner’s families either active or passive during learning English.
4. Attitudes toward learning L2: Learner’s attitude toward learning English, their motivation from their learning conditions.
5. Attitudes toward L2 community: Learner’s attitude toward the community of the language they are learning.

In addition, the reliability and validity of the questionnaire was examined, and test of normality was conducted using analysis instrument SPSS 23.0 by IBM. The reliability coefficients of the questionnaire were measured via Cronbach’s Alpha and 0.885 was found which validated it as highly reliable. (See table 3 and 4).

*Table 3. Test of Reliability*

		N	Percentage	Cronbach’s Alpha
Case	Valid	147	100	
	Excluded	0	0	
	Total	147	100	<b>0.885</b>

Note: The scale used for data collection was highly reliable. The closer the Cronbach’s alpha to 1, the higher reliability the scale has.

*Table 4. Test of Normality.*

Test of Normality	Mean	Sd.	df.	Sig.
Motivation	120.47	17.77	147	0.200*

Sig. >0.05

The mean scores and standard deviations of the subscales were calculated through SPSS and the results are presented below.

*Table 5. Mean Values and Standard Deviations of the Subscales of the Study*

Scale	N	Mean	Std. Deviation	Cr. Alpha
Ideal to L2 self	147	36.31	7.501	.767
Ought to self	147	33.22	10.254	.701
Family Influence	147	15.72	4.102	.761
Attitudes to L2 Language	147	14.37	3.98	.702
Attitudes to L2 Community	147	17.56	2.92	.700
Total	147	120.46	17.77	.885

**3.3.4 Pilot Study.** A pilot study has a variety of purposes from testing the adequacy to developing research instruments. It assesses the feasibility of the full study and the protocols of the larger study can be designed and tested so that problems with data collection strategies can be detected. It is conducted to find out if respondents have issues while they are answering the questionnaire.

To conduct the pilot study for this research questionnaire, 30 students were chosen randomly using convenience sampling method. All students participated in the study voluntarily during their lesson time using an online tool under the guidance of the teacher/researcher. The same procedure was implemented for the main questionnaire.

After piloting the questionnaire, collected data was entered into SPSS. To examine the reliability of the study, internal consistency of subscales was measured. Overall Cronbach Alpha was calculated as 0.962, which meant high reliability for the study.

Table 6. Test of Reliability for Pilot Study

		N	Percentage	Cronbach's Alpha
Case	Valid		100	
	Excluded	0	0	
	Total		100	<b>0.962</b>

**3.3.5 Focus Group Interview.** Focus group interviews as a method of data collection serve many purposes. It specifically aims to challenge the reliability and the validity of quantitative research methodology. Based on transcriptions of data gathered interactionally from focus group interviews, views of the participants can be understood better and data collected through quantitative research method can be supported.

To conduct interviews, five students were chosen using convenience sampling method and they took part in the interview on voluntary basis. Participants were informed about the reason and the purpose of the interview. They were asked five questions each, one by one, and the session was recorded in order to be transcribed later.

**3.3.6 Data Analysis Procedures.** The design of the study is mixed method of qualitative and quantitative data, so a questionnaire and an interview were implemented. All the data collected from the questionnaire, statistics, deviations, mean scores and standard subscales were analysed by SPSS and one-way ANOVA tests in order to find out whether there was a difference between/among components of L2MSS and a) gender, b) proficiency level, c) experience of studying abroad, d) family members speaking English, e) major( field of study), f) educational background (type of high school), g) year at prep program, h) third foreign language proficiency, i) years of learning English. The coefficient of internal consistency of the scales and subscales were calculated to control reliability and normality tests were conducted. Cronbach Alpha indexes were measured. In the questionnaire, 5-scale Likert type was used represented by numbers from 1 to 5. Interview sessions were recorded and transcribed.

**3.3.7 Reliability and Validity.** Data for this research were collected through both quantitative and qualitative methods. Quantitative data were collected by a questionnaire and its reliability was confirmed by finding Cronbach Alpha value with statistical analysis. The convenience of normal variance of variables was checked with T-tests. Also, before the questionnaire was implemented, a pilot study (see 3.3.4) was conducted with a convenience sample group. After the application of the pilot study, Cronbach Alpha value of the collected data was calculated using SPSS and the index was found suitable to conduct the study. The same procedure was implemented as the pilot study for the application of the main study. In order to avoid any misunderstandings or ambiguities, the items in the questionnaire and the interview were translated into Turkish as this would affect the reliability of the research. Also, the questionnaire was conducted in the classroom environment under the supervision of the teacher/researcher once they were informed about the purpose of the study. This also ensured the credibility of the study. The data obtained from the questionnaire were calculated again through SPSS for Cronbach alpha and mean values.

*Table 7. Descriptive statistics of the scale*

Scale	N	Mean	Std. Deviation
Ideal to L2 self	9	4.03	0.83
Ought to self	10	3.32	1.02
Family Influence	4	3.93	1.02
Attitudes to L2 Language	4	3.59	0.99
Attitudes to L2 Community	4	4.39	0.73
Total	31	3.88	4.45

As for the definition of reliability, Brown (2001) states ‘it is the consistency with which survey measures whatever it is measuring’ (p. 171). For Cohen, Manion, and Morrison (2007), ‘reliability is essentially a synonym for dependability, consistency and replicability over time, over instruments and over groups of respondents’ (p. 146), which is related to accuracy and precision.



And validity, as Lodico, Spaulding, and Voegtle (2006) defined, ‘focuses on ensuring that what the instrument claims to measure is truly what it is measuring (pp 87-88). That is, it demonstrates that instrument measures that it aims to measure. Brown (2001), suggested ‘one way to defend the content validity of your items is to explain how you planned the questions (p.177). To ensure the validity of the study, the questionnaire was adapted from valid sources and studies conducted by Taguchi *et al* (2009). Each item in the questionnaire was assessed by 5-point Likert type scale. Furthermore, the items were translated from English to Turkish, and then translated back from Turkish to English as stated before. This ensured the understandability and the content validity of the items.

### **3.4 Limitations**

The main limitation of the present study is that it was limited to the students of one university prep school in Marmara region of Turkey. Although the study aimed to examine the L2 Motivational Self System in Turkish EFL context including a representative sample of the target population, it might not be possible to generalize the results for other EFL contexts. However, the assumption behind the study is that there might be similarities among prep school students and/or other EFL contexts.

Another limitation of the study is the number of samples. Even though the number was enough to conduct the study, because of time issues and the number of students in classrooms, the study was limited to a small number of samples. In total, 147 students participated in the study. A higher number of participants would contribute the reliability and the validity of the research.

In addition, as the participants were chosen by convenience sampling method, the demographic information of the students could not be anticipated. As a result, the number of students from repeat (second year) students are rather limited compared to first year students, that’s why the results need to be further investigated to reach more validated conclusions.

## Chapter 4

### Findings

#### 4.1 Introduction

In this chapter, the findings of the data analysis are presented. As aforementioned, L2MSS of Turkish learners of English at a university prep school was aimed to be examined. And the difference between components of L2MSS and other variables (e.g. gender, high school type, experience of studying abroad, year at prep school, family members speaking English, years of learning English, major, English proficiency level and third foreign language proficiency) was intended to be found out. The study had two major questions:

1. Is there a significant difference between the overall motivation of Turkish learners of English at prep programs and
  - a) gender
  - b) proficiency level
  - c) experience of studying abroad
  - d) family members speaking English
  - e) their major
  - f) educational background (type of high school)
  - g) year at prep program
  - h) third foreign language proficiency
  - i) years of learning English
  
2. Is there a significant difference between the components of L2MSS of Turkish learners of English at prep programs and
  - a) gender
  - b) proficiency level
  - c) experience of studying abroad

- d) family members speaking English
- e) their major
- f) educational background (type of high school)
- g) year at prep program
- h) third foreign language proficiency
- i) years of learning English

## 4.2 Results of Research Questions

The first research question addressed to whether there was any difference between overall and the demographic variables of the participants in terms of (a) gender, (b) proficiency level (c) experience of studying abroad (d) family members speaking English and (e) their department (f) educational background (type of high school) (g) year at prep program (h) third foreign language proficiency and (i) years of learning English.

### 4.2.1 Findings of the Quantitative Data

#### **RQ1a: Is there a significant difference between overall motivation of learners and gender?**

To find out whether there was a significant difference between overall motivation and gender, an independent-sample t-test was conducted.

Table 8 demonstrates the presentation of the independent t-test results between overall motivation and gender.

*Table 8. Total Motivation Scale and Gender*

Scale	Gender	N	Mean	Std. Deviation	p.
Motivation	Female	74	119.16	19.71	0.374
	Male	73	121.78	15.58	

p. < 0.05

According to Table 8, there was statistically no significant difference between males ( $M = 121.78$ ,  $SD = 15.58$ ,  $n=73$ ) and females ( $M = 119.16$ ,  $SD=19.71$ ,  $n= 74$ ) at the .05 level of significance ( $p=0.374$ ,  $p. < 0.05$ ) in terms of overall motivation. The result showed that gender was not a contributor to overall motivation of participants.

**RQ2a: Is there a significant difference between L2MSS and gender?**

The independent-sample t-test was conducted to see whether there was a significant difference between gender and motivational subscales.

Table 9 shows findings based on participants’ gender and subscales of L2MSS. Each component was analysed regarding gender of the participants and results were presented concerning female-male separation.

*Table 9. The Independent t-test results for gender and sub-scales of motivation*

Sub-scales	Gender	N	Mean	Std. Deviation	p.
Ideal L2 self	Female	74	35.35	8.60	0.120
	Male	73	37.27	6.10	
Ought to L2 self	Female	74	32.18	10.91	0.216
	Male	73	34.27	9.48	
Family Influence	Female	74	15.64	4.81	0.799
	Male	73	15.81	3.26	
Attitudes to L2 language	Female	74	14.73	4.21	0.277
	Male	73	14.01	3.74	
Attitudes to L2 Community	Female	74	17.91	2.78	0.155
	Male	73	17.22	3.01	

p. < 0.05

The results of the independent-sample t-test, seen in Table 9, revealed no statistically significant difference in the scores of Ideal L2 self, Ought to self, family influence, attitudes to L2 language and attitudes to L2 community, at the .05 level of significance ( $p. < 0.05$ ). Ideal L2 self of the participants had the highest mean value ( $M = 35.25$  Female and  $M =37.27$  Male)

In summary, there was no statistically significant difference between the components of L2MSS and gender of the participants ( $p. < 0.05$ )

**RQ1b: Is there a difference between overall motivation of learners and their English proficiency level?**

One-way ANOVA test was performed to find out whether there was any significant difference between participants' overall motivation and their English proficiency level.

Table 10 presents the demonstration of overall motivation of participants and their English language proficiency level.

*Table 10. One-Way Anova test results for motivation and English proficiency*

Scale	Eng. Proficiency	N	Mean	Std. Deviation	p.
Motivation	Pre-intermediate	18	118.83	24.28	0.354
	Upper-Intermediate	58	123.09	15.97	
	Advanced	71	118.73	17.26	
Total		147	120.46	17.77	

$p. < 0.05$

The analysis of the One-Way Anova test revealed that mean scores of upper-intermediate level students ( $M = 123.09$ ,  $SD = 15.97$ ) was the highest. On the other hand, advanced level students had the lowest mean score ( $M = 118.73$ ,  $SD = 17.26$ ).

According to Table 10, there was statistically no significant difference in the scores of English proficiency level of participants ( $M = 118.83$  Pre-Int,  $M = 123.09$  Upper-Int,  $M = 118.73$  Advanced), at the .05 level of significance ( $p = 0.354$ ,  $p. < 0.05$ ) in terms of overall motivation. The results showed that level of English proficiency was not a contributor to overall motivation of participants.

**RQ2b: Is there a difference between L2MSS and their English proficiency level?**

Similar to overall motivation and English proficiency level, one-way ANOVA test was conducted to see the difference between groups and within groups on motivational subscales.

Table 11 presents a demonstration of one-way ANOVA test results of motivational subscales and English proficiency level of participants.

*Table 11. One-way Anova Test results for participants' Eng. proficiency and sub-scales of motivation*

<b>Sub-Scales</b>	<b>Sum of squares</b>	<b>df</b>	<b>Mean Squares</b>	<b>F</b>	<b>p.</b>
<b>Ideal to self</b>					
Between Groups	308.929	2	154.464	2.813	.063
Within Groups	7908.296	144	54.919		
Total	8217.224	146			
<b>Ought to self</b>					
Between Groups	333.282	2	166.641	1.598	.206
Within Groups	15017.752	144	104.290		
Total	15351.034	146			
<b>Family Influence</b>					
Between Groups	37.800	2	18.900	1.122	.328
Within Groups	2425.764	144	16.846		
Total	2463.565	146			
<b>Attitude to L2 language</b>					
Between Groups	42.394	2	21.197	1.341	.265
Within Groups	2276.028	144	15.806		
Total	2318.422	146			
<b>Attitudes to L2 community</b>					
Between Groups	85.468	2	42.734	5.311	.06
Within Groups	1158.668	144	8.046		
Total	1244.136	146			

p. < 0.05

The analysis of one-way ANOVA test indicated that Ideal L2 Self between groups ( $M = 154.464$ ) and Ought to L2 self between groups ( $M = 166.641$ ) had the highest mean scores. On the other hand, the mean score of participants' attitude to L2 community ( $M = 8.046$ ) was the lowest.

As seen in Table 11, there was no statistically significant difference between the components of L2MSS and English proficiency level of the participants ( $p < 0.05$ )

**RQ1c: Is there a significant difference between overall motivation of learners and their experience of studying abroad?**

The independent-sample t-test was conducted to be able to find out whether participants' overall motivation differed depending on their experience of studying abroad.

Table 12 presents a demonstration of the independent-sample t-test results of motivational subscales and participants' overseas experience.

*Table 12. The Independent Sample t-test results for motivation and overseas experience*

Scale	Overseas Experience	N	Mean	Std. Deviation	Sig.
Motivation	No	132	119.39	17.96	0.009*
	Yes	15	129.93	12.903	
Total		147	124.66	15.445	

Sig. < 0.05

As seen in Table 12, test scores revealed a significant difference between participants with overseas experience ( $M = 129.93$ ) and participants with no overseas experience ( $M = 119.39$ ), at the .05 level of significance ( $p = 0.009$ ,  $p < 0.05$ ).

As a result, overseas experience was a contributor to participants' motivation.

**RQ2c: Is there a difference between L2MSS and their experience of studying abroad (overseas experience)?**

The independent-sample t-test was conducted in order to be able to find out whether participants' overseas experience had an effect on L2MSS of participants.

The results of the independent-sample t-test for motivational subscales and participants overseas experience are presented in Table 13 below.

*Table 13. The Independent Sample t-test results for participants' overseas experience and sub-scales of motivation*

<b>Sub-Scales</b>	<b>Overseas Experience</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>F</b>	<b>p.</b>
<b>Ideal to self</b>	No	132	36.06	7.728	4.597	0.099
	Yes	15	38.47	4.749		
<b>Ought to self</b>	No	132	32.92	10.330	0.128	0.272
	Yes	15	35.87	9.463		
<b>Family Influence</b>	No	132	15.48	4.220	8.487	0.001*
	Yes	15	17.87	1.959		
<b>Attitude to L2 language</b>	No	132	14.08	4.058	8.674	0.000*
	Yes	15	17.00	1.813		
<b>Attitudes to L2 community</b>	No	132	17.51	3.005	1.273	0.348
	Yes	15	18.07	2.017		

p. < 0.05

According to Table 13, there was a statistically significant difference between participants' attitude to L2 language ( $M = 17.00$   $SD= 1.813$ ) and their overseas experience, ( $p=0.000$ ,  $p. < 0.05$ ) as well as a significant difference between family influence ( $M = 17.87$   $SD = 1.959$ ) and overseas experience, at the .05 level of



significance ( $p=0.001$ ,  $p. < 0.05$ ). On the other hand, the results showed no statistically significant difference between the other motivational subscales of L2MSS.

Similar results were evident in participant interview question aimed at participants' overseas experience and their attitude to L2 language. Student 1 who visited England expressed: *'I try hard to learn English and I think lessons are enjoyable and I try to concentrate rather than feeling bored'*.

Student 4 who is another student with an experience abroad stated that *'I enjoy English lessons and I want to learn it'* and *'My parents want me to learn English and they always support me.'* From the replies of participants, it can be seen that participants have a positive attitude toward learning English and English lessons. It can be concluded that they are motivated to learn and supported by their family.

Regarding their attitude to L2 community, they also felt confident about speaking to people from other countries when they realised that those people could also make mistakes during a conversation. Moreover, this contributed to their psychological situation and they did not feel hesitant any more.

#### **RQ1d: Is there a significant difference between overall motivation of learners and family members speaking English?**

The independent-sample t-test was conducted to find out whether there was a significant difference between overall motivation and participants' family members speaking English.

Table 14 demonstrates the presentation of t-test result between overall motivation and participants' family members speaking English.

*Table 14. Independent Sample t-test results for motivation and family members speaking Eng.*

Scale	Fam.Members Sp. Eng	N	Mean	Std. Deviation	p.
Motivation	No	54	120.98	16.67	0.783
	1 or more person	93	120.16	18.462	
Total		147	120.46	17.77	

p. < 0.05

According to the independent-sample t-test results, there was no statistically significant difference between participants overall motivation and their family members speaking English, at the .05 level of significance (p=0.464 p. < 0.05).

**RQ2d: Is there a significant difference between L2MSS and their family members speaking English?**

The independent-sample t-test was conducted in order to be able to find out whether there was a statistically significant difference between participants' family members speaking English and subscales of L2MSS.

The results of the independent-sample t-test for motivational subscales and participants family members speaking English are presented in Table 15 below.

*Table 15. Independent Sample t-test results for participants' family members speaking English and sub-scales of motivation*

<b>Sub-Scales</b>	<b>Fam.Sp.Eng</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>F</b>	<b>p.</b>
<b>Ideal to self</b>	No	54	36.43	6.916	4.13	0.879
	Yes	93	36.24	7.858		
<b>Ought to self</b>	No	54	34.59	10.166	0.929	0.216
	Yes	93	32.42	10.275		
<b>Family Influence</b>	No	54	15.44	3.730	2.438	0.520
	Yes	93	15.88	4.323		
<b>Attitude to L2 language</b>	No	54	14.35	3.866	0.000	0.958
	Yes	93	14.39	4.073		
<b>Attitudes to L2 community</b>	No	54	16.83	3.002	1.745	0.023*
	Yes	93	17.99	2.799		

p. < 0.05

Similar to independent-sample t-test results between overall motivation and participants' family members speaking English, four other subscales of L2MSS

showed statistically no significant difference in terms of participants' family members speaking English. However, there was a significant difference between participants' attitudes to L2 community ( $M= 17.99$   $SD = 2.799$ ) and family members speaking English, at the .05 level of significance ( $p=0.023$   $p. < 0.05$ ).

Considering Student 3 (whose parents and three siblings could speak English) and his response, it was indicated that family members speaking English made a difference on learner's motivation. For instance, this participant stated '*I felt confident when I understood grammar was not a big deal and I was ready to speak to every person at any time. I like communicating with them and I know I can*'. Obviously, all the family members could speak English, and this contributed to participant's belief of speaking English, confidence and attitude toward L2 community.

Regarding their attitude to L2 community, they also felt confident about speaking to people from other countries when they realised that those people could also make mistakes during a conversation. Moreover, this contributed to their psychological situation and they did not feel hesitant any more.

**RQ1e: Is there a significant difference between overall motivation of learners and their field of study (major/departments)?**

A one-way ANOVA test was conducted to find out whether there was a statistically significant difference between overall motivation and participants' field of study.

Table 16 demonstrates the presentation of one-way ANOVA test result between overall motivation and participants' field of study.

*Table 16. One-Way Anova Test results for participants' departments and motivation*

Scale	Departments	N	Mean	Std. Deviation	p.
Motivation	Social Science	67	120.54	17.69	0.725
	Educational Science	18	117.72	19.25	
	Hard Science	50	119.80	16.83	
	Other	12	127.50	23.25	
Total		147	120.46	17.71	

$p. < 0.05$

As seen in Table 16, no statistically significant difference between participants field of study and overall motivation was found, at the .05 level of significance ( $p=0.725$   $p. < 0.05$ ).

**RQ2e: Is there a significant difference between L2MSS and participants' field of study (major/departments)?**

To find out whether there was a significant difference between subscales of L2MSS and participants' field of study, one-way ANOVA test was conducted.

Table 17 demonstrates the presentation of one-way ANOVA test result between overall motivation and participants' field of study.

*Table 17. One-way Anova Test results for participants' departments and sub-scales of motivation*

<b>Sub-Scales</b>	<b>Sum of squares</b>	<b>df</b>	<b>Mean Squares</b>	<b>F</b>	<b>Sig.</b>
<b>Ideal to self</b>					
Between Groups	189.523	4	47.381	.838	.503
Within Groups	8027.702	142	56.533		
Total	8217.224	146			
<b>Ought to self</b>					
Between Groups	327.744	4	81.936	0.774	.544
Within Groups	15023.290	142	105.793		
Total	15351.034	146			
<b>Family Influence</b>					
Between Groups	24.714	4	6.178	0.360	.837
Within Groups	24.38.851	142	17.175		
Total	2463.565	146			
<b>Attitude to L2 languages</b>					
Between Groups	44.415	4	11.104	0.693	.598
Within Groups	2274.007	142	16.014		
Total	2318.422	146			
<b>Attitudes to L2 community</b>					
Between Groups	13.667	4	3.417	0.394	.812

Within Groups	1230.469	142	8.665
Total	1244.136	146	

Sig. < 0.05

The analysis of the One-Way Anova test revealed that mean scores of Ought to Self between groups ( $M = 81.936$ ) was the highest. On the other hand, attitudes to L2 community between groups had the lowest mean score ( $M = 3.417$ ).

According to the findings of Table 17, there are statistically no significant differences between participants' field of study and the subscales of L2MSS, at the .05 level of significance ( $p=0.354$ ,  $p. < 0.05$ ).

In summary, the results showed that participants' field of study was not a contributor to L2MSS of participants.

**RQ1f: Is there a significant difference between overall motivation of learners and educational background (type of high school)?**

To find out whether there was a statistically significant difference between overall motivation and participants' educational background, t- test was conducted.

Table 18 shows the presentation of t- test result between overall motivation and participants' educational background.

*Table 18. T-test for Motivation and High School Type*

Scale	School	N	Mean	Std. Deviation	p.
Motivation	Foundation	105	120.67	18.46	0.818
	State	42	119.95	16.27	

$p. < 0.05$

According to Table 18, the findings of t-test revealed no statistically significant difference between overall motivation and high school type ( $M = 120.67$   $SD = 18.46$  Foundation,  $M = 119.95$   $SD = 16.27$  State), at the .05 level of significance ( $p=0.818$ ,

p. < 0.05). The mean values for foundation high school graduates ( $M= 120.67$ ) and state high school graduates ( $M = 119.95$ ) were relatively close.

The similarity between foundation and state schools might stem from the reason that they are both taught within the same framework of education system.

**RQ2f: Is there a significant difference between L2MSS and participants’ educational background (high school type)?**

To find out whether there was a significant difference between subscales of L2MSS and participants’ educational background, independent t-test was conducted.

Table 19 demonstrates the presentation of the independent t-test results between subscales of L2MSS and participants’ high school type.

*Table 19. The Independent t-test results for high-school type and sub-scales of motivation*

Sub-scales	HighSchool	N	Mean	Std. Deviation	Sig.
Ideal to L2 self	Foundation	105	36.55	7.79	0.507
	State	42	35.69	6.78	
Ought to self	Foundation	105	32.78	1.08	0.346
	State	42	34.31	1.19	
Family Influence	Foundation	105	15.90	0.41	0.402
	State	42	15.29	0.59	
Attitudes to L2 language	Foundation	105	14.39	0.41	0.934
	State	42	14.33	0.59	
Attitudes to L2 Community	Foundation	105	17.68	0.29	0.440
	State	42	17.29	0.41	

Sig. < 0.05

The analysis of the independent t-test revealed that mean scores of Ideal L2 Self of foundation school graduates ( $M = 36.55$   $SD = 7.79$ ) was the highest. On the other hand, attitudes to L2 language of state school graduates had the lowest mean score ( $M = 14.33$   $SD = 0.59$ ).

According to the findings of Table 19, there is statistically no significant difference between participants’ educational background and the subscales of L2MSS, at the .05 level of significance (p. < 0.05).

In summary, the results showed that participants' educational background was not a contributor to L2MSS of participants.

**RQ1g: Is there a significant difference between overall motivation of learners and their year at prep program (first or second year)?**

To find out whether there was a significant difference between overall motivation and participants' year at prep program, the independent t- test was conducted.

Table 20 shows the presentation of the independent t- test result between overall motivation and participants' year at prep program.

*Table 20. The Independent Sample t-test for motivation and prep-year*

Scale	Prep Year	N	Mean	Std. Deviation	p.
Motivation	First	140	120.09	17.95	0.252
	Second	7	128.00	12.34	

p. < 0.05

According to Table 20, the findings of t-test revealed no statistically significant difference between overall motivation and year at prep program, at the .05 level of significance (p=0.252, p. < 0.05). The mean values for first year students ( $M = 120.09$   $SD = 17.95$ ) and second year students ( $M = 128.00$   $SD = 12.34$ ) were relatively close.

**RQ2g: Is there a significant difference between L2MSS and participants' year at prep program?**

To find out whether there was a statistically significant difference between subscales of L2MSS and participants' year at prep program, the independent-sample t-test was conducted.

Table 21 demonstrates the presentation of the independent t-test results between subscales of L2MSS and participants' year at prep program.

Table 21. The Independent t-test results for prep-year and sub-scales of motivation

Sub-scales	Prep Year	N	Mean	Std. Deviation	p.
Ideal to L2 self	First	140	36.42	7.58	0.406
	Second	7	34.00	5.44	
Ought to self	First	140	32.90	10.34	0.019*
	Second	7	39.57	5.62	
Family Influence	First	140	15.69	4.14	0.717
	Second	7	16.29	3.54	
Attitudes to L2 language	First	140	14.33	4.04	0.537
	Second	7	15.29	2.63	
Attitudes to L2 Community	First	140	17.48	2.95	0.004*
	Second	7	19.29	1.11	

p. < 0.05

The analysis of the independent t-test revealed that mean score of Ought to L2 Self of second year students ( $M = 39.57$   $SD = 5.62$ ) was the highest. On the other hand, attitudes to L2 language of first year students had the lowest mean score ( $M = 14.33$   $SD = 4.04$ ).

According to the findings of Table 21, there was a significant difference between second year students' Ought to Selves ( $p = 0.019$ ) and their attitudes to L2 community in terms of year at prep program ( $p = 0.04$ ), at the .05 level of significance ( $p < 0.05$ ).

Interview results also indicated that participants had a positive attitude towards learning English and stated that they would use English for professional reasons in their future and they would need it in order to be able to work for an international company. Additionally, they had the belief that speaking English would provide them better job opportunities. For instance, Student 5 (second year student) claimed that 'For example, in a job interview, they want to know if you know English and they hire you accordingly' and Student 8 (second year student) claimed that 'I need to speak



*English for a better job and higher life standards*'. The participants' views here support the quantitative research data.

In summary, the results demonstrated that that participants' current educational situation (year at prep program) was a contributor to L2MSS of participants.

**RQ1h: Is there a significant difference between overall motivation of learners and their third foreign language proficiency?**

To find out whether there was a significant difference between overall motivation and participants' third foreign language proficiency, the independent t-test was conducted.

Table 22 shows the presentation of the independent t-test result between overall motivation and participants' third foreign language proficiency.

*Table 22. The Independent t-test for motivation and third foreign language*

Scale	3 <sup>rd</sup> Lang.	N	Mean	Std. Deviation	p.
Motivation	Yes	39	119.64	16.56	0.738
	No	108	120.76	18.25	

p. < 0.05

As seen in Table 22, the findings revealed no statistically significant difference between overall motivation and third foreign language proficiency level of participants, at the .05 level of significance (p=0.738, p. < 0.05). The mean scores of third foreign language speakers ( $M = 119.64$   $SD = 16.56$ ) and the ones who did not speak a third language ( $M = 120.76$   $SD = 18.25$ ) were relatively close.

**RQ2h: Is there a significant difference between L2MSS and participants' third foreign language proficiency?**

To find out whether there was a significant difference between subscales of L2MSS and participants' third foreign language proficiency, the independent t-test was conducted.

Table 23 demonstrates the presentation of the independent t-test results between subscales of L2MSS and participants' third foreign language proficiency.

*Table 23. The Independent Sample t-test results for third foreign language and sub-scales of motivation*

<b>Sub-scales</b>	<b>Third Foreign Language</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Sig.</b>
Ideal to L2 self	Yes	39	36.67	0.98	0.728
	No	108	36.18	0.76	
Ought to self	Yes	39	32.54	1.75	0.631
	No	108	33.46	0.96	
Family Influence	Yes	39	15.85	0.62	0.825
	No	108	15.68	0.40	
Attitudes to L2 language	Yes	39	13.46	0.650	0.095
	No	108	14.70	0.37	
Attitudes to L2 Community	Yes	39	17.49	0.43	0.841
	No	108	17.59	0.288	

Sig. < 0.05

The analysis of the independent t-test revealed that mean score of Ideal L2 self of third foreign language speakers ( $M = 36.67$   $SD = 0.98$ ) was the highest. On the other hand, attitudes to L2 language of third foreign language speakers had the lowest mean score ( $M = 13.46$   $SD = 0.650$ ).

According to the findings of Table 23, there is no statistically significant difference between subscales of L2MSS and third foreign language proficiency.

In summary, the results demonstrated that that participants' third foreign language proficiency was not a contributor to L2MSS of participants, at the .05 level of significance ( $p. < 0.05$ ).

**RQ1i: Is there a significant difference between overall motivation of learners and their years of learning English?**

The independent t-test was conducted to find out whether there was a statistically significant difference between overall motivation and their years of learning English.

Table 24 shows the presentation of the independent-sample t-test results for overall motivation and participants' years of learning English.

*Table 24. Independent Sample t-test results for motivation and years of learning English*

Scale	Years of learning En	N	Mean	Std. Deviation	p.
Motivation	Under a year	41	118.34	18.21	
	1 and more	106	121.28	17.62	
Total		147	120.46	17.77	0.370

$p. < 0.05$

The findings of the independent-sample t-test revealed no statistically significant difference between participants who learnt English for less than a year ( $M = 118.34$   $SD = 18.21$ ) and participants who learnt English for more than one year ( $M = 121.28$   $SD = 17.62$ ) in terms of overall motivation, at the .05 level of significance ( $p=0.370$ ,  $p. < 0.05$ ).

**RQ2h: Is there a significant difference between L2MSS and participants' years of learning English?**

To find out whether there was a significant difference between subscales of L2MSS and participants' years of learning English, the independent-sample t-test was conducted.

Table 25 demonstrates the presentation of the independent-sample t-test results between subscales of L2MSS and participants' years of learning English.

*Table 25. Independent Sample t-test results for participants' years of learning English and sub-scales of motivation*

<b>Sub-Scales</b>	<b>Overseas Experience</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>F</b>	<b>p.</b>
<b>Ideal to self</b>	Under a year	41	36.54	7.138	0.574	0.812
	1 and more	106	36.22	7.669		
<b>Ought to self</b>	Under a year	41	32.39	9.022	4.397	0.514
	1 and more	106	33.54	10.716		
<b>Family Influence</b>	Under a year	41	15.78	3.671	3.170	0.908
	1 and more	106	15.70	4.281		
<b>Attitude to L2 language</b>	Under a year	41	13.61	4.092	0.581	0.159
	1 and more	106	14.67	3.922		
<b>Attitudes to L2 community</b>	Under a year	41	16.71	3.565	4.878	0.026*
	1 and more	106	17.90	2.571		

p. < 0.05

The analysis of the independent-sample t-test revealed that mean score of Ideal L2 Self for participants who studied English for less than a year ( $M = 36.54$ ) was the highest. On the other hand, attitude to L2 language for the same group had the lowest mean score ( $M = 13.61$ ).

According to the findings, Table 25 demonstrated a statistically significant difference for students who learnt English for more than a year ( $M = 17.90$   $SD = 2.571$ )

in terms of attitude to L2 community ( $p=0.026$ ), at the .05 level of significance ( $p. < 0.05$ ).

Generally, participants had positive feelings toward learning English and English lessons, target culture and the community. It was also revealed in the interviews. For example, one of the students said, *'I am eager to learn English'* and another one said, *'I want to learn English and I like English people'*. Therefore, Student 1 who had been learning English for more than 10 years stated that *'I put a lot of effort in learning English and I try hard because I want to go to the USA in the future.'* and Student 9 who had been learning English for more than 4 years said *'Although I have difficulty in learning English, I enjoy it and I do not get bored'*. These responses are also in line with RQ2i, which shows that the more years they spend learning English, the more motivated they are to learn. Participants' feeling of enjoyment and the effort they put in learning the language support the quantitative data.

In summary, the results demonstrated that that participants' years of learning English contributed to L2MSS of participants in terms of attitudes to L2 language.

## Chapter 5

### Discussion and Conclusions

In this chapter of the study, general conclusions based on the results presented comprehensively in the previous section is presented in relation with the purpose of the study. The significance of this research for the context was conducted and the implications drawn out of the research is summed up. Then, it outlines the limitations of the research from different stages of the study and it is concluded by providing some recommendations to improve EFL teaching/ learning motivational research.

The main aim of this study was to investigate components of L2MSS in terms of gender, field of study, type of high school, overseas experience, proficiency level, family members speaking English, third foreign language proficiency and years of learning English. Some conclusions can be drawn returning to these questions.

**5.1 Discussion of Findings of Research Questions.** The first research question intended to reveal the differences in L2MSS in terms of gender. And the results revealed that the components of L2MSS did not differ regarding gender.

Even though the contribution of attitudinal and motivational factors has been searched by many researchers in various social situations, the gender aspect was not part of the earlier research (Clement, 1980; Fillmore, 1991; Gardner, 1985; Schumann, 1986; Spolsky, 1989).

Recently; however, in L2 motivational research, gender has been investigated in many studies regarding motivational factors. The results generally point out that higher motivation is observed in female learners and they have a more positive attitude toward learning L2 compared to their male peers. (E.g. Dörnyei, Csizer & Nemeth, 2006; MacIntyre *et al.* (2002); Baker and MacIntyre (2003); Mori & Gobel, 2006).

The findings of recent study with respect to gender differences in their L2MSS to learn L2 demonstrated no statistically significant difference between the male and the female either in their attitudes or motivation to learn English as a L2. In that respect, the study contradicts studies conducted by Suleiman, (1993); Williams, Burden, and

Lanvers, (2002); MacIntyre *et al.*, (2002); Baker and MacIntyre, (2003); Mori and Gobel, (2006) which concluded the significance of gender as a variable in second language motivation. The findings of the research also contradict Sung & Padilla (1998) whose study revealed significantly higher motivation of females than their male peers.

Studies conducted in Turkish contexts by Arslan (2017); Polat (2011) and Yapan (2017) revealed motivational gender differences in L2MSS as well. Arslan studied 6<sup>th</sup> grade students' motivation in ESL. The present study was conducted in a foundation university context. It may be suggested that regarding socio-economic situation in Turkey, women and men take equal part in professional life and considering the age of participants from university, it can be assumed that they will take active parts in business life in a few years time in their life. We may assume that both genders are aware of the necessity of speaking a foreign language for occupational reasons and they are both motivated for such reasons. The current study, on the other hand, supports Abu-Rabia's research in Arab context (1997) in which no gender differences were found in terms of motivational constructs and learner attitudes toward L2 language.

The second research question aimed to investigate the differences in L2MSS of learners in terms of English proficiency level. Shaaban & Ghaith (2008) conducted a MANOVA test to see whether English proficiency level made a difference in motivational behaviour of learners. The findings showed that level II students were more motivated than level III students, contradicting the study of Sung & Padilla (1998). Tweles (1995), on the other hand, revealed results in line with Shaaban & Gaith (2008)'s study, which indicated that more proficient students are not always more motivated than lower level students.

In a case study, Mezei (2008) observed motivational and self-regulated behaviours of two learners one of whom was a pre-intermediate and the other one was an upper-intermediate level learner. The results of the study depicted differences in terms of showing consciousness toward learning the language and seeking opportunities to meet language. The higher-level learner was found to be more conscious about learning process and regulating learning behaviour as well as being

more realistic about his knowledge with a higher level of motivation. The current study did not report any statistical differences among three levels (A2=pre-intermediate, B2=upper-intermediate, C1= advanced). In Mezei's case, the subjects were adults and they had different intrinsic/extrinsic goals toward learning the language such as hoping to get a higher position at work or to be able to communicate better in the target language or simply for enjoyment. However, the subjects of the present study were all university students and all the participants had to pass a proficiency test to be able to continue their studies in their departments. It can be concluded that they had different reasons to learn the language and the results of the studies differed.

The third demographic difference aimed to be investigated was on overseas experience of the participants. The current study supports Mezei (2008)'s study, where there were differences between the learner with an overseas experience and the one with no experience abroad. The learner with overseas experience scored higher on the scale of attitudes toward L2 language and L2 community, which overlaps the findings of the present study.

As for participants' family members speaking English, the review of the literature did not reveal studies regarding the issue although there were some studies on family influence on motivational constructs. From a similar perspective, Magid (2011) observed family issues in his study in Chinese context and he revealed Chinese learners were under a lot of pressure by their family and friends and this had a large impact on their Ought to Self. However, he did not take parents' level of English into consideration in his research. The present study did not reveal parental pressure regarding participant interviews; yet, the ones with family members speaking English showed a higher motivation on scale of attitude toward L2 language. On the other hand, any other demographic information about their family members was not taken into consideration in this study. Having more information about parents' age and educational background in future studies might help us have a better insight about their motives.

The fifth research question aimed to investigate whether there was a difference in L2MSS of the participants regarding their field of study. Çolak (2008) revealed that overall motivation of the participants differed depending on their departments. In



addition, this study contradicts the results of Yapan (2017)'s research in which high motivational differences were depicted with regard to participants' majors, but it is in line with Shaaban & Gaith (2008)'s research, the findings of which revealed no significant difference among motivation level of students related to their university major.

The sixth research question raised in this study dealt with type of high school the participants graduated from. In this respect, Ghanizadeh & Rostami (2015) studied public and foundation school context and they found out correlations between foundation school context and Dörnyei (2005, 2009)'s model while there was no relationship in the public-school context. On the other hand, Aşıcı (2016)'s study exhibited results which showed that students graduating from state schools were more interested in learning English than students with public school background although the study did not directly investigate the L2MSS. In another study from Turkish context, Arslan (2017) did not establish correlation between L2MSS and type of high school. Similarly, the findings of the present research did not depict any statistical differences between L2MSS and public/foundation school context.

The seventh research question to be answered in current study needs further investigation as the number of participants from regular (1<sup>st</sup> year) and repeat (2<sup>nd</sup> year) students are unequal to reach a conclusion. Therefore, there are not sufficient studies in the literature in this respect.

The eighth research question aimed to examine the motivational differences in L2MSS in terms of third language proficiency. Research on language learning motivation tend to have a strongly monolingual bias. The models those historically dominate the field, Gardner's (2001) Socio-Educational Model and Dörnyei's (2009) L2 Motivational Self System, take other languages that individuals learn or speak and they both have similar monolingual ground. 'As a consequence, emergent properties of motivation to learn more than one L2 are overlooked. In our globalized, multilingual world this blind spot is regrettable as sight is loss of a potentially important source of L2 motivation' (Henry, 2017, 2); 'the desire to achieve or improve multilingual competence' (Ushioda, 2017). Henry (2017) has discussed that the motivational systems of the different languages of learners' need to be understood as a larger

multilingual motivational system, which leads to the emergence of multilingual self-guides one of which is the ‘ideal multilingual self’. Pavlenko (2006) and Kramsch and Huffmaster (2015) explored the phenomenology of multilingualism, but research investigating the roles of motivational factors on multilingual speakers is scarce (De Angelis, 2007; Dörnyei & AlHoorie, 2017; Duff, 2017; Henry, 2011; Thompson & Lee, 2016). The analyses of Henry & Thorsen (2018)’s research revealed ‘discriminant validity’ on the *ideal multilingual self* construct and depicted an indirect influence on intended effort through the ideal L2 self. And a number of other studies demonstrated superiority of multilingual speakers over monolingual native speakers in learning another language (e.g., Cenoz, 2013; Dewaele, 2007; Jessner, 2008; Lasagabaster, 2013; Thompson & Khawaja, 2016). Although the findings of the present study revealed no statistical differences between monolingual/bilingual learners and multilinguals, the descriptive statistics of Dinçer (2018)’s study showed that multilingual learners had the highest mean in extrinsic motivation scale.

The last research question aimed to investigate whether there was any statistical difference between learners’ years of learning English and L2MSS. In Mezei (2008)’s study, the learner with a longer learning experience showed differences in attitudes toward native speakers and the mean score for instrumentality scale was higher. Similarly, the participants with overseas experience in present study demonstrated statistical differences in the attitudes toward L2 language scale.

Throughout the research, one surprising fact was about a participant whose parents could not speak English and he stated ‘*My parents really want me to learn English as they do not know English. My father thinks that English is important and I need to learn it.*’ Students whose family members could speak English scored higher in the motivation questionnaire; however, interviews revealed that even the ones with no family members speaking English are motivated in some ways. Turkey being a developing country, the awareness of speaking English is raising among different age groups because of different reasons such better employment, globalization, gaining respect and so on. This promotes language learning motivation.

As it is revealed from the interviews and the questionnaire results, Turkish university students are generally motivated to learn English and aware of the significance of English in Turkey. They know that proficiency in English after their graduation will provide them various opportunities for better employment and higher life standards. They also reported a few reasons such as “communicating with foreign people, travelling to other countries and learn about their language”. They have the tendency to integrate into the target culture and the community and they seem to be aware of the significance of having a positive attitude towards learning English.

### **3.4 Conclusions**

In spite of some limitations, the current study aimed to investigate the components of L2MSS (Ideal L2 self, Ought to L2 self, attitudes toward learning English, attitudes toward L2 community, family influence) by examining the differences between/among learners regarding their demographic information (gender, English proficiency level, experience of studying abroad, family members speaking English, field of study, type of high school, year at prep program, third foreign language proficiency and years of learning English). Despite the limitations such as limited number of participants, unequal number of regular/repeat students and reaching students from only one foundation university context, the present study provides some contribution to the system in some respects.

Overall, the results showed that some components of the theory contributed to the motivational differences in learners. However, one surprising fact about gender might stem from the raising awareness about the significance of learning English among learners. Also, considering the education system in Turkey and the economic situation of the country, the similarity between male and female learners might be the result of financial concerns related to their future and passing those exams.

As a result of globalization, English has been the lingua franca and living in a population where all job ads are in English and even the ones that require no English-speaking skills seek individuals with English language proficiency leads these students to think that everyone needs to speak English, resulting in learning motivation. This

can also be explained by other motivational factors such as immediate learning environment, social environment and background information, which requires further investigation in this context.

Also, looking at the curricula in foundation and public schools in Turkey, the results were assumed to be different in terms of motivational context as teaching methods influence the learner's approach and the learning environment and this affects the language learning motivation. Again, as the language learning motives of the participants are similar in the current study, this might have led similarities. The significance on their attitudes toward learning English relating to their understanding of their immediate learning environment in classes (E.g. I like English lessons and I want to learn it) can be associated with the importance attributed to the English language in Turkish education system where it is compulsory from primary education.

As Magid (2011) states “when conducting research on the L2 Motivational Self System, it is always necessary to consider the cultural background of the L2 learners in order to understand the operation of the system within the given cultural context” (p. 279).

As for family influence and differences between learners with family members speaking English and no one speaking English in the family, having an insight about the socio-cultural background of parents and knowing their age to consider generation differences will shed better light to the current study.

### **5.3 Implications**

L2 motivation in regard to the L2 Motivational Self System provides “new avenues for motivating language learners” (Dörnyei, 2009b:34). Taking those conditions for the L2 Motivational Self System into consideration, Dörnyei (2009b) proposes six strategic implications:

*Construction of the Ideal L2 Self:* Creating the vision (future self-guides need to exist)

*Imagery enhancement:* Strengthening the vision (elaborateness and vividness of the vision)

*Making the Ideal Self plausible:* Substantiating the vision (vision should have valid and realistic expectations)

*Activating the Ideal L2 Self:* Keeping the vision alive (innovative, enthusiastic and engaging activities)

*Developing an action plan:* Operationalizing the vision (concrete and appropriate plans, self-regulatory strategies)

*Considering failure:* Counterbalancing the vision (potential utilization of cumulative impacts) (in Shakila, N., 2012, p.7).

#### **5.4 Recommendations**

This research aimed to investigate Dörnyei (2009)'s L2MSS in Turkish context by examining the differences between/among learners regarding their demographic information (gender, English proficiency level, experience of studying abroad, family members speaking English, field of study, type of high school, year at prep program, third foreign language proficiency and years of learning English) despite some limitations. For further research and the replications of the present study in similar or different contexts, the findings can provide some clues on how to improve teaching techniques and approaches. Additionally, the most effective factors on motivation can be identified and promote better teaching environments.

Although this research contributed to the validation of L2MSS, larger samples from regular/repeat class students from different backgrounds and/or schools can be beneficial to obtain better results for the literature.

As Tort (2015) stated, motivation is neither stable nor constant. Thus, the findings may vary in the future as the other factors can affect motivation easily even if the subjects are the same.

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## APPENDICES

### APPENDIX A:

#### İkinci Dil Olarak İngilizce Öğreniminde Motivasyon

Değerli Katılımcı,

Bahçeşehir Üniversitesi İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisiyim. Danışmanım Assist. Prof. Hatime Çiftçi ile birlikte bir çalışma yürütmekteyiz. Motivasyon üzerine görüşlerinizi toplamak amacıyla oluşturulan bu anket demografik bilgiler ve Likert tipi ölçekten oluşmaktadır. Veri toplayabilmek için içten ve dürüst görüşlerinize ihtiyaç duymaktayım. Katılım gönüllüdür ve kimlik bilgileriniz gizli tutulacaktır. Anket yaklaşık 15 dakikanızı alacaktır. Cevaplarınız yalnızca bu çalışma amacıyla kullanılacaktır. Katılmak istemezseniz, istediğiniz zaman bırakabilirsiniz. Değerli zaman ve görüşleriniz için teşekkür ederim. Sorularınız olursa ya da daha fazla bilgi edinmek isterseniz, bizimle iletişime geçebilirsiniz.

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Assist. Prof. Hatime ÇİFTÇİ

#### **Bölüm A:**

**Cinsiyet:**

Erkek

Kız

**Hazırlıkta:**

İlk Yıl

İkinci Yıl

**Eğitim Geçmişi:**

Özel okul

Devlet okulu

**Bölüm:** \_\_\_\_\_

**İngilizce Seviyesi:**

A2  B2

**İngilizce Öğrenim Süresi (Yıl) :** 0-2  3-5  5+

**Yurt Dışında Okuma Tecrübesi:** Yok  1-2  2-5

**İngilizce Bilen Aile Üyeleri:** Yok  1  2  3/3+

## **Bölüm B**

### **İngilizce Öğrenici Motivasyon Anketi**

Aşağıda Türkiye’de İngilizce öğrenenlerin düşüncelerini daha iyi anlamak için yapılan bir ankete ait ifadeler bulunmaktadır. Bu ifadelere ne ölçüde katılıp katılmadığınızı belirtmenizi rica ediyoruz. ‘Doğru’ ya da ‘yanlış’ cevap yoktur. Biz sadece kişüler görüşünüzle ilgilenmekteyiz. Lütfen her bir talimatı dikkatli bir şekilde okuyunuz ve sizin için doğru olan ifadenin altındaki kutucuğu işaretleyiniz. Bu anketin sonuçları yalnızca araştırma amaçlı kullanılacaktır. Desteğiniz için teşekkür ederiz.

*Aşağıda yer alan ifadelere ne ölçüde katılıp katılmadığınızı 1den 5e kadar bir kutucuğu işaretleyerek belirtmenizi rica ederiz. Lütfen hiç bir maddeyi atlamayınız.*

Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılmıyorum
1	2	3	4	5

	1. Kesinlikle katılmıyorum	2. Katılmıyorum	3. Kararsızım	4. Katılıyorum	5. Kesinlikle katılıyorum
1. Kendimi yurt dışında yaşayan ve İngilizce tartışma yapabilen biri olarak hayal edebiliyorum.					
2. Kendimi tüm dersleri İngilizce olarak öğreten bir okulda okuyor olarak hayal edebiliyorum.					
3. Gelecek kariyerimi düşündüğümde İngilizce konuştuğumu hayal edebiliyorum.					
4. Kendimi yabancı insanlarla İngilizce konuştuğum bir durumda hayal edebiliyorum.					
5. Uluslararası arkadaşlarımla İngilizce konuştuğumu hayal edebiliyorum.					
6. Kendimi yurt dışında iletişim kurabilmek için etkili bir biçimde İngilizce konuşurken hayal edebiliyorum.					
7. Kendimi anadili İngilizce olan biri gibi İngilizce konuşurken hayal edebiliyorum.					
8. Kendimi İngilizce konuşabilen biri olarak hayal edebiliyorum.					
9. Kendimi akıcı bir biçimde İngilizce e-mail veya mesaj yazan biri olarak hayal edebiliyorum.					
10. İngilizce öğreniyorum çünkü yakın arkadaşlarım İngilizce öğrenmenin önemli olduğunu düşünüyorlar.					
11. İngilizce öğrenmem önemli çünkü etrafımdaki insanlar İngilizce öğrenmemi bekliyorlar.					
12. Bence İngilizce öğrenmek önemlidir çünkü saygı duyduğum insanlar bunu yapmam gerektiğine inanıyor.					
13. İngilizce öğrenmezsem diğer insanları hayal kırıklığına uğrattırım.					

14. Arkadaşlarımın/ailemin/öğretmenlerimin onayını alabilmem için İngilizce öğrenmem önemlidir.					
15. Ailem, eğitilmiş biri olabilmem için İngilizce öğrenmem gerektiğini düşünüyor.					
16. İngilizce öğrenmem önemli çünkü eğitilmiş insanlar İngilizce konuşabilirler.					
17. İngilizce öğrenmem önemli çünkü eğer İngilizce öğrenirsem diğer insanlar bana daha çok saygı duyar.					
18. İngilizce öğrenmemenin hayatımda olumsuz bir etkisi olacaktır.					
19. Ailem beni İngilizce öğrenmeye teşvik eder.					
20. Ailem beni boş vakitlerimde İngilizce öğrenmeye teşvik eder.					
21. Ailem beni İngilizce öğrenmem için her olanağı kullanmaya teşvik eder.					
22. Ailem beni mümkün olduğunca İngilizce pratik yapmaya teşvik eder.					
23. Ailem İngilizce öğrenmem konusunda çok fazla baskı uygular.					
24. Ailem eğitilmiş bir birey olabilmem için İngilizce öğrenmem zorunda olduğuma inanır.					
25. İngilizce derslerimdeki atmosferi severim.					
26. İngilizce derslerini heyecanla beklerim.					
27. İngilizce öğrenmeyi ilginç buluyorum.					
28. İngilizce öğrenmeyi gerçekten severim.					
29. İngilizce konuşulan ülkelere seyahat etmek isterim.					
30. İngilizce konuşulan ülkelerdeki insanları severim.					
31. İngilizce konuşulan ülkelerdeki insanlarla tanışmayı severim.					
32. Başka ülkelere daha çok insanla tanışmak isterim.					



## APPENDIX B

### Section A:

**Gender:**

Male

Female

**Prep School:**

First Year

Second Year

**Educational Background:**

Private School

State School

**Major:** \_\_\_\_\_

**Level of English:**

A2

B2

**Years of Learning English:**

0-2

3-5

5+

**Experience of Studying Abroad:**

None:

1-2

2-5

**Family members speaking English:**

None

1

2

3/3+

## Section B

### English Learner Motivation Questionnaire

Below are a number of statements in a survey conducted to understand the thoughts and beliefs of English learners in Turkey. We request you to state to what extent you agree or disagree with these statements. There are no ‘right’ or ‘wrong’ answers. We are only interested in your personal opinions. Please read the instruction carefully and tick the correct option for you. The results will only be used for research purpose. Thank you very much for your support.

*We would like you to tell us how much you agree or disagree by simply putting a tick under a number from 1 to 5. Please do not leave out any of items.*

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

	1. Strongly Disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly Agree
1. I can imagine myself living abroad and can have a discussion in English.					
2. I can imagine myself studying in a university where all the lessons are taught in English.					
3. I can imagine myself using English when I think about my future career.					
4. I can imagine myself in a situation where I speak English with foreign people.					

5. I can imagine myself speaking English with my international friends.					
6. I can imagine myself living abroad speaking English effectively to communicate with local people.					
7. I can imagine myself speaking English like a native speaker.					
8. I can often imagine myself as a person that can speak English.					
9. I can imagine myself writing e-mails/messages in English fluently.					
10. I study English because my close friends think learning English is important.					
11. Learning English is important because people around me expect me to learn English.					
12. I think learning English is important because people I respect believe I should do that.					
13. If I cannot learn English, I think I will let other people down.					
14. It is important to learn English to gain the approval of my peers/parents/teachers.					
15. My parents think I must study English to be able to be an educated person.					
16. It is important to study English because educated people are able to speak English.					
17. It is important to study English because other people will respect me more if I learn it.					
18. Failing to learn English will have a negative impact on my life.					
19. My parents encourage me to study English.					
20. My parents encourage me to study English in my spare time.					
21. My parents encourage me to make use of every opportunity to use my English.					
22. My parents encourage me to practice my English as much as possible.					
23. My parents put a lot of pressure on me to study English.					

24. My parents believe that I have to study English to be an educated individual.					
25. I like the atmosphere in my English classes.					
26. I always look forward to English classes.					
27. I find learning English really interesting.					
28. I really enjoy learning English.					
29. I want to travel to countries where English is spoken.					
30. I like the people living in English-speaking countries.					
31. I like meeting people from English-speaking countries.					
32. I'd like to know more people from other countries.					

## APPENDIX C

### Görüşme Soruları:

1. Kendi geleceğinizde hangi durumlarda kendinizi yeterli bir şekilde İngilizce konuşurken hayal edebiliyorsunuz? Örnek vererek açıklayınız.
2. İngilizce öğrenmeniz gerektiğini düşündüren sebepler nelerdir? Bu sebepleri örneklerle açıklayınız.
3. Aileniz İngilizce öğrenmeniz konusunda ne düşünüyor? Ailenizin tutumlarını örneklerle açıklayınız.
4. İngilizce öğrenmeye karşı tutumunuz nasıldır? İngilizce derslerinde nasıl hissedersiniz?
5. Daha önce İngilizce konuşulan bir ülkeye seyahat ettiniz mi? İngilizce konuşurken neler hissettiniz ve onlara karşı tutumunuz nasıldı? Örneklerle açıklayınız.

## APPENDIX D

### Interview Questions:

1. In what situations can you imagine yourself using English competently in your own future? Explain with examples.
2. What are the reasons that make you consider you are required to learn English? Explain these reasons with examples.
3. What does your family think about your learning English? Explain their attitudes with examples.
4. What is your attitude toward learning English and English lessons? How do you feel in your English lessons?
5. Have you ever travelled to a country where English is spoken? How did you feel when you spoke English and how was your attitude toward them? Explain with examples.

## APPENDIX E

### Transcription of The Qualitative Data

#### Ought to L2 Self:

‘I need to speak English to travel. It makes me happy when I watch movies in their original language, that is English.’

Student 1

‘I want to learn English because it is a global language and I believe that my career opportunities will enhance.’

Student 2

‘Today, English has an important part in our lives. For example, they ask you if you can speak English in job interviews, and if you can, you are hired.’

Student 3

‘Its being the global language is the primary reason for me to learn. Also, resources in engineering are in English, as in many fields.’

Student 4

‘I want to learn English to have better positions in my business life’

Student 5

‘I need to speak English to have better job opportunities and to have a higher quality of life. Also, I want to learn it to work and live abroad.’

Student 6

‘I want to know English for my career, and it will be an important part of my life. I want to work in human resources and I cannot make my dreams come true if I do not speak English.’

Student 7

‘I want to learn English for my social life, career and to go abroad.’

Student 8

‘I need English because the language is English to travel. And I also want to learn for my future.’

Student 9

‘For the future, almost every country accepts English. And I want to travel abroad often and maybe I move abroad and set up business. I need English because of these reasons and possibly another language.’

Student 10

### **Attitudes toward L2 Language**

‘I am open to learning, and I prefer to interact with different people and learn new languages.’

Student 1

‘I enjoy English lessons and I want to study’

Student 2

‘I always feel positive in English lessons since secondary school and I find it quite enjoyable’

Student 3

‘Even though it might sometimes be boring, I enjoy English lessons and I like learning English.’

Student 4

‘I like learning English and English lessons a lot.’

Student 5

‘I really like English lessons and I want to learn it. I think it is important.’

Student 6

‘I think I understand English lessons and I never feel bored. Although I have difficulty in learning English, I like it.’

Student 7

‘I like learning English because I always like learning new stuff. When I learn something, I want to start learning new things.’

Student 8

‘I always try hard to learn English and I put a lot of effort in it. I think English lessons are fun and I want to concentrate on the lesson instead of being bored.’

Student 9

‘I think English lessons are essential. I need to learn it.’

Student 10

### **Attitudes toward L2 Community**

‘I have not been abroad but I really want it. I think one day I will.’

Student 1

‘I have been to England and I realised that my speaking skills improved when I spoke to them. I saw that I did not feel shy anymore.’

Student 2

‘I have been abroad, and I saw that I was able to communicate even though my English was not good enough. It made me feel comfortable.’

Student 3

‘Its being the global language is the primary reason for me to learn. Also, resources in engineering are in English, as in many fields.’

Student 4

‘I was a bit shy to speak when I was abroad last time, but I saw that people were nice.’

Student 5

‘I think it is very enjoyable to communicate with other people. It might be hard when you first go but after a while, you will realise that you even forget your native language.’

Student 6

‘I was surprised that they did not care so much about grammar rules, which made me feel comfortable. I felt confident and I was ready to talk to any one when I got there.’

Student 7



## **F. CURRICULUM VITAE**

### **Personal Information**

**Name:** ıgdem Engin

**Nationality:** Turkish

**Date of birth:** 16 May 1985

**Marital status:** Single

**Tel.:** +905318429133

**E-mail:** cigdem.tr@gmail.com

### **Education and Training:**

Date: September 2016 – 2019

MA, English Language Teaching

Baheşehir University, Istanbul TURKEY

Date: 21 November 2012

Writing in EAP, Webinar – Martin Hewings

Cambridge English Teacher – Professional Development

Dates: September 2011 – December 2011

Trinity College Certificate in TESOL

St George International, London UK

Dates: July 2011 – September 2011

English Language Course on IELTS

Burlington School of English, London UK

(IELTS score: 7,5)

Dates: April 16, 2011

6<sup>th</sup> GKV ELT Conference at Gaziantep College Foundation Private Schools,  
TURKEY

Dates: March 5-6, 2011

The Blended Learning Mini Course in: ‘Speaking and Reading’

Robert College - Gaziantep College Foundation Private Schools, TURKEY

Dates: January 31- February 1, 2011

British Council ELT Workshop, Mardin TURKEY

Dates: October 2010

In-Service Teacher Training Seminar titled “Learner Based Approach and Multiple Intelligences in Language Teaching” at Gaziantep College Foundation Private Schools, TURKEY

Dates: April 17, 2010

5<sup>th</sup> GKV ELT Conference at Gaziantep College Foundation Private Schools, TURKEY

Dates: 2007-2008

Certificate of English Language Teaching  
Hacettepe University, Ankara TURKEY

Dates: 2003-2008

BA, English Linguistics

Hacettepe University, Ankara TURKEY

Dates: 2000 - 2003

High School: Konya Meram Anatolian High School, TURKEY

Dates: 1999- 2000

High School: Gaziantep Anatolian High School, TURKEY

## **Work Experience:**

Date: September 2012 –  
Bahçeşehir University, Istanbul TURKEY  
Position: English Language Instructor

Date: June 2012 – September 2012  
American Cultural Association Language Schools, Gaziantep TURKEY  
Position: Part time English Teacher

Date: April 2012- June 2012  
Çağdaş Bilgi Private School, Gaziantep TURKEY  
Position: English Teacher (maternity cover)

Date: January 2012  
Position: Translator  
<http://epilepsydoctor.com/>

Dates: November 2011 – December 2011  
St. George International, London UK  
Position: Trainee Teacher  
<http://www.stgeorges.co.uk/>

Dates: September 2009 – June 2011  
Gaziantep College Foundation Private Schools, TURKEY  
Position: English Teacher  
<http://www.gkv.k12.tr/v2/kurumsal/>

Dates: August 2008 –June 2009  
Universite Dersaneleri, Gaziantep, TURKEY  
Position: English Teacher

Dates: 2006- 2007

Dualvision.com

Position: Translator

[www.localwin.com](http://www.localwin.com) – [www.arayana.com](http://www.arayana.com) (344 articles, translated from English to Turkish)

**Languages:** Turkish native, English fluent, German beginner

