

**INVESTIGATING L2 MOTIVATIONAL SELF SYSTEM OF TURKISH  
LEARNERS OF ENGLISH: A CORRELATIONAL STUDY**



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**INVESTIGATING L2 MOTIVATIONAL SELF SYSTEM OF TURKISH LEARNERS  
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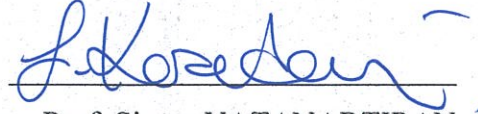
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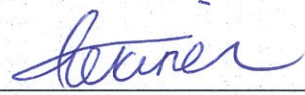
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## ABSTRACT

### INVESTIGATING L2 MOTIVATIONAL SELF SYSTEM OF TURKISH LEARNERS OF ENGLISH: A CORRELATIONAL STUDY

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This study aims to investigate Dörnyei's (2005, 2009) L2 Motivational Self System in Turkish EFL context. Its particular goal is to examine relationships between/among (1) three components (ideal L2 self, ought-to L2 self, and L2 learning experience) of L2 Motivational Self System of Turkish learners of English, (a) these three components and type of school (public vs. private) and (b) these three components and gender, and lastly (2) these three components and intended effort. A structured questionnaire was administered to 170 EFL students in two public and two private secondary schools in Turkey. Drawing on the quantitative and correlational research, the collected data was analyzed using SPSS 17.0 version. Through Pearson Correlation Coefficient (PCC) analysis, the study found that there was a correlation among three components of the system and between these components and intended effort. Moreover, it was also depicted that while type of school did not show much difference in the correlation level among the three components, gender was correlated with the constructs of the system except ought-to L2 self. The current study supports previous studies on the theoretical validation of the L2 Motivational Self System and recommends for further research in different settings and with different sample groups.

Keywords: L2 Motivational Self System, EFL, Public vs. Private School Context, Gender, Intended Effort

## ÖZ

### İNGİLİZCE ÖĞRENEN TÜRK ÖĞRENCİLERİN İKİNCİ DİL ÖĞRENİMİNDE ÖZ MOTİVASYON SİSTEMİ'NİN ARAŞTIRILMASI: BİR KORELASYON ÇALIŞMASI

Arslan, Tuğba

Yüksek Lisans, İngiliz Dili Eğitimi Yüksek Lisans Programı

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Bu çalışma, Dörnyei'nin (2005, 2009) İkinci Dil Öğreniminde Öz Motivasyon Sistemi'ni Türkiye'de Yabancı Dil Olarak İngilizce Öğrenimi bağlamında araştırmayı amaçlamaktadır. Çalışmanın özel amacı (1) İngilizce öğrenen Türk öğrencilerin İkinci Dil Öğreniminde Öz Motivasyon Sistemi'nin bileşenleri (ideal ikinci dil benliği, çevremizin bizden beklediği ikinci dil benliği ve ikinci dil öğrenme tecrübesi) arasındaki ilişkiyi, (a) bu üç bileşen ve okul türü (devlet veya özel) arasındaki ilişkiyi, (b) bu üç bileşen ve cinsiyet arasındaki ilişkiyi ve son olarak da (2) bu üç bileşen ve amaçlanan çaba arasındaki ilişkiyi incelemektir. Türkiye'de iki özel iki devlet orta öğretim okulunda, yabancı dil olarak İngilizce eğitimi alan 170 öğrenciye yapılandırılmış bir anket uygulanmıştır. Nicel ve korelasyonel araştırmalara dayanarak, toplanan veriler SPSS 17. 0 sürümüne girilmiştir. Çalışma, Pearson Korelasyon Katsayı analizi yoluyla, sistemin üç bileşeni arasında ve bu yapılar ile amaçlanan çaba arasında bir ilişki olduğunu bulmuştur. Ayrıca, okul türü, üç bileşen arasındaki korelasyon seviyesinde çok fazla değişim göstermezken, cinsiyetin çevremizin bizden beklediği ikinci dil benliği dışındaki bileşenlerle ilişkili olduğu saptanmıştır. Mevcut çalışma, İkinci Dil Öğreniminde Öz Motivasyon Sistemi'nin teorik geçerliliği ile ilgili daha önce yapılan

çalışmaları desteklemekte ve farklı bağlamlarda ve farklı çalışma guruplarıyla daha fazla çalışma yapılmasını önermektedir.

Anahtar Kelimeler: İkinci Dil Öğreniminde Öz Motivasyon Sistemi, Yabancı Dil Olarak İngilizce, Devlet veya Özel Okul Bağlamı, Cinsiyet, Amaçlanan Çaba





To My Family and Dear Friends



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## LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
L2	Second Language
ILS	Ideal L2 self
OLS	Ought-to L2 self
CALL	Computer Assisted Language Learning
SEM	Structural Equation Modeling
LLMQ	Language Learning Motivation Questionnaire
AMTB	Attitude/Motivation Test Battery
EF EPI EF	English Proficiency Index
MoNE	Ministry of National Education
EU	European Union
OECD	Organization for Economic Co-operation and Development
TEOG	Transition from Primary Education to Secondary Education System
CEFR	Common European Framework of Reference
NATO	North Atlantic Treaty Organization
MFQ	Motivational Factors Questionnaire
CoE	Council of Europe
PCC	Pearson Correlation Coefficient
ESL	English as a Second Language
ELF	English as a Lingua France
ENL	English as a Native languag



## Chapter 1

### Introduction

#### 1.1 Overview

Learning English is a complex and dynamic phenomenon including the interaction of many different aspects. It is not just acquiring the knowledge of the target language. Indeed, behind the learning continuum lays various effective factors. Motivation is one of the primary affective factors having an influence on language learning. Therefore, a strong need to understand what motivation is occurs for an effective learning. Motivation is one of the most interesting, functional, effective, and complicated factors in the learning continuum that is used to reveal individual differences in language learning (Lim, 2007). Merriam-Webster Learner's Dictionary defines motivation as a force or influence that causes someone to do something (Motivation, 2016). In other words, someone who is motivated has got the desire to do something and keeps doing it, while someone who is unmotivated does not have the stimulus to do so. Motivation is a significant element during learning process and it affects the success of second language learning. It provides an impetus to start learning an L2 and to preserve the subsequent learning process (Dörnyei, 2001). In addition, motivation makes the learners active and involved in learning. As Rajab, Far, and Etemadzadeh (2012) stated if there is no or low motivation, “even gifted individuals cannot accomplish long-term goals; whatever the curricula and whoever the teachers are” (p. 419).

Due to its important influence on learning and achievement, motivation has become the focus of many researchers and theoretical studies in the field of language learning. These studies started with Gardner and Lambert's (1972) socio-educational theory of motivation. It had been the dominant theory for several decades in the studies of L2 motivation. The Socio Educational Model is based on Social Psychology. Therefore, the principle serving as a basis of this model was that socio-cultural environment has an influence on the learners' attitudes towards the target language, also culture and the community of that language, which in turn has an influence on L2 motivation. This model drew on studies with a Canadian background (Gardner & Lambert, 1959, 1972). Gardner and Lambert (1959, 1972) utilized the blend of *individualistic* motivation research and *social psychology* in order to elaborate the

attitudes of language learners and their motivation intended to learn of the community in bilingual ESL context of Canada, which was “characterized by the often confrontational coexistence of the Anglophone and Francophone communities (Dörnyei, 2005, p. 67). Canada has two official languages; English and French. English is the first language as it is the majority language and English speaking students in Canada have a French immersion or a core French program. In immersion program, all or some of the school subjects, such as Mathematics and Science are taught in the second language. Activated by these interethnic and intercultural elements of Canadian multicultural context, Gardner and Lambert (1959, 1972) proposed the socio-educational theory of motivation in which the main idea was *integrativeness/integrative motive*. Although integrativeness was responded positively as the cornerstone of the theory, revealing an individual interest in people and the culture of the target language, later on it was regarded as an all-inclusive term that was considered to include all or most of the attitudinal, cognitive-situational, and motivational factors that were believed to predict achievement or failure in second language learning (Gardner, 1985). However, although great importance was imposed on integrativeness, this motive raised much criticism in a term that Dörnyei (2003) names ‘cognitive-situated’ phase in L2 motivation research.

Integrative motivation is an identification with the target language community and a drive to integrate into it. Considering that English is a global language, the target community with which the learners identify themselves becomes quite obscure (Dörnyei & Ushioda, 2009; Lamb, 2004, 2009; Norton, 1997; Shimizu, Yashima, & Zenuk-Nishide, 2004). Therefore, the criticism of Gardner’s (1985) theory of L2 motivation was inevitable as it contained a gap between theory and the actual learning context. Several points of criticism for this model are in order; ineligibility at the recent age of globalization (e.g., Dörnyei & Csizér, 2002; Lamb, 2004; McClelland, 2000), inability to adapt the cognitive theories of learning motivation (e.g., Dörnyei, 1994a; Oxford & Shearin, 1994), irrelevancy to the educational contexts (e.g., Crooks & Schmidt, 1991), and, as a result, the failure to acquire the elaboration of the new contrivance of social identity (e.g., McNamara, 1997; Norton, 1995).

First of all, along with the globalization, English has become an international language, *a lingua franca*, “which is used by people of different nations to communicate with one another” (Smith 1976, p. 38) and most of the people who communicate in English are not native speakers. As a global language, English can be

blended with the culture of the countries where it is spoken. Therefore, it cannot be associated with a specific culture or community what makes integrativeness ineligible in the current age of globalization. Secondly, drawing on social psychology, Gardner (1985) focuses on link between three constructs; motivation, attitudes towards learning environment, and integrativeness in Socio-educational model. However, while social psychology focuses on the social and cultural effects on language learning, cognitive approach elaborates on individual differences, such as intelligence, aptitude, learning styles, personality, motivation and attitudes, age and gender, etc. Therefore, in cognitive approach focusing on the mental process of learning rather than integrativeness, intrinsic and extrinsic motivation are effective what makes cognitive approach unadaptable in socio-educational model. Thirdly, unlike Canadian ESL context, where Gardner's (1985) Socio-educational model originated, the concept of integrativeness was not relevant to many language learning environments, especially to EFL settings. In other words, integrating into a target language community can be possible in a multicultural texture of Canada with English and French language communities as well as many other language groups. However, it might not be reasonable to talk about integrating into another language community in countries like Turkey, Hungary, China or Japan, where a foreign language is mainly taught in school environment and direct contact with the native speakers of the target language is not always possible. Finally, all these points resulted in a lack of understanding of the new conceptualization of the social identity as well as a gap between theory and practice.

In order to fill in such a gap, by relying on the motivational psychology (Higgins, 1987; Markus & Nurius, 1986) and L2 motivation research (e.g., Noels, 2003; Ushioda, 2001) in addition to his own empirical research, Dörnyei (2005, 2009) proposed the L2 Motivational Self System as paradigm that has three main components, *Ideal L2 self*, *Ought-to L2 self*, and *L2 Learning Experience*.

According to Dörnyei (2005), the *Ideal L2 self* is "the L2-specific aspect of one's ideal self" (p. 106). In other words, it represents the aims and aspirations, an ideal image of an L2 user. It is the manifestation of future images that are desired after acquiring L2 proficiency. An L2 learner may want to become a fluent L2 user who is able to interact with international friends, colleagues in a working setting. In such a case, imagining oneself as a fluent L2 speaker may function as a motivator to reduce the gap, the discrepancy between here-and-now and future, namely, the gap between the ideal and the current self. In this sense, Ideal L2 self is promotion-based. On the

other hand, Ought-to L2 self is prevention-based. For instance, if a person wants to learn an L2 or speak fluently in L2 in order to meet the expectations of a teacher, parents or a boss, ought-to L2 self can function as a motivator for L2 learning. The *Ought-to L2 self* refers to “the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes” (Dörnyei, 2005, p. 106). Therefore, while the Ideal L2 self is internal, Ought-to L2 self is external as the latter is the attributes that are believed to be possessed as a result of “perceived duties, obligations, or responsibilities” (Dörnyei, 2005). The last component, the *L2 Learning Experience* concerns “immediate learning environment and experience” (Dörnyei, 2010). This entails the role of teachers, the curriculum, peer group, etc. The L2 Learning Experience plays an executive role. Despite the fact that an L2 learner may create an ideal L2 self or ought-to L2 self during the process of L2 learning, the images may not be carried on if there are not appropriate L2 experiences.

## **1.2 Theoretical Framework**

The main purpose of the present study is to investigate L2 Motivational Self System of Turkish learners of English. In this sense, the overarching theoretical framework that creates a resource for the study is L2 Motivational Self System by Dörnyei (2005). Motivation is one of the most important determinants in L2 learning and there have been two developmental distinct phases in the field of L2 learning motivation. The first phase was led by the socio-educational model of Gardner (1985). The second phase was shaped by the challenge to develop socio-educational model what brought about the L2 Motivational Self System by Dörnyei (2005).

**1.2.1 Socio-educational model of Gardner (1985).** The socio-educational model was a dominant model until the early 1990s. In this model, motivation was conceptualized as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language” (Gardner, 1985, p. 10). It implied that motivation to learn L2 directly affects the L2 achievement and it is supposedly influenced by some other socio-psychological variables. At the heart of this model, underlies the construct of integrative motivation which is defined as a motivation “to learn a second language because of positive feelings toward the community that speaks that language” (Gardner, 1985, pp. 82-83). Integrativeness alludes to “a genuine interest in learning the second language in order to come closer

to the other language community” (Gardner, 2001, p. 5). In this model, two components, the integrativeness and the attitudes towards learning situation, affect the motivation.

Until now, there have been many studies done on L2 motivation in EFL contexts in which non-native English learners study English in a country where the first language is not English (Dörnyei & Ushioda, 2011). As it is mentioned before, the notion of integrativeness displays not only a learner’s positive attitude toward the target language community but also his/her aspiration to take part in the community of target language and its culture. However, a large group of researchers (Csizér & Kormos, 2009; Ryan, 2009; Yashima, 2009) have criticized this understanding of integrativeness sharply as they noticed the limitations of integrativeness when they applied the socio-educational model to EFL contexts on the ground. As discussed earlier, along with the globalization, English has become a global language spoken both by native and non-native speakers as a means of global interaction. Since it has been considered as a *lingua franca* to a large extent, in most parts of the world, the possession of English language is not in captivity of its Anglo-American native speakers (Csizér & Kormos, 2009; Graddol, 1997; Holliday, 2005; Islam, 2013, Lamb, 2004). Therefore, it is not reasonable to speak about a fixed target language community to integrate into. As a result, there occurred a need to expand and develop the socio-educational model what gave rise to L2 Motivational Self System.

**1.2.2 L2 Motivational Self System.** Dörnyei (2005) introduced the L2 Motivational Self System, which has been validated in China, Japan, Iran, Saudi Arabia and in Hungary (e.g., Al-Shehri, 2009; Csizér & Kormos, 2009; Ryan, 2009; Taguchi, Magid, & Papi, 2009) to broaden the L2 motivation construct. This concept draws upon earlier two theories, Theory of Possible selves by Markus and Nurius (1986) and Self-discrepancy Theory by Higgins (1987). Markus and Nurius (1986) remark that possible selves establish individuals’ thoughts of “what they might become, what they would like to become, and what they are afraid of becoming” (p. 954). According to this categorization of possible selves, the first type of possible selves ‘what they might become’ refers to ‘expected’ or ‘likely’ selves Carver, Reynolds, & Scheier, 1994). The second type ‘what they would like to become’ represents ‘ideal or hoped-for’ selves. The third type ‘what they are afraid of becoming’ indicates ‘feared selves’ that

one would not like to become and may include ‘the alone self, the depressed self . . . or the bag lady self’ (Markus & Nurius, 1986, p. 954).

These attributes underpin the person’s future self-guides, self-discrepancy theory of Higgins (1987). Higgins (1987, pp. 2-312) suggested three basic facets of self; the first is ‘actual self’, the qualities which one conceives that he/she has at present, the second is the ‘ideal self’ the feature that one wishes to possess in the future and the third one is ‘ought self’, the attribute that one thinks he/she should or ought to possess in the future. The last two facets are associated with possible selves of future self-guides. Self-discrepancy theory (Higgins, 1987) advocates that people get motivated so that they can gain their future self-guides (ideal, ought) or, that is to say, in order to get into a situation where their present or actual-selves are grown into their possible selves. Therefore, “motivation in this sense involves the desire to reduce the discrepancy between one’s actual self and the projected behavioral standards of the ideal/ought selves” (Dörnyei & Ushioda, 2011, p. 82). These two theories function as a stimulus for Dörnyei’s (2005) L2 Motivational Self System. This model has three components: *Ideal L2 self*, *Ought-to L2 self*, and *L2 Learning Experience*.

*Ideal L2 self* is the learner’s ideal self that the learner aspires to be as an L2 speaker. It is the qualities and ambitions that one wants to possess. It may affect the L2 learning motivation in a positive way, in other words, it offers ‘the promotion of a hoped-for future self’ (MacIntyre, Mackinnon, & Clément, 2009, p. 195) and includes both ‘integrative and internalized instrumental motives’ (Dörnyei, 2009, p. 29).

*Ought to L2 self* is the qualifications that the learner thinks he/she should have in order to prevent possible negative outcomes or to meet expectations (Dörnyei, 2009). Such kind of motivational point of view is mainly extrinsic, and preventional in nature (Dörnyei & Ushioda, 2011; Islam, 2013). Some researchers (Kormos, Kiddle, & Csizér, 2011; Taguchi et al., 2009) have discussed that ought-to L2 self may have a crucial effect in Asian L2 contexts owing to the great impact of family and other important people in Asian cultures.

As the last one, the third component is *L2 Learning Experience*. It relates to learners’ attitudes towards ‘immediate learning environment and experience’ (Dörnyei, 2009, p. 29). According to Dörnyei and Ushioda (2011, p. 86), L2 learning experience may be affected by teacher, the curriculum, the peer group or the experience of success. In other words, positive learning experience affects the learner’s motivated behavior in a positive way.

### 1.3 Statement of the Problem

As a consequence of globalization, communication has gained importance which creates a need for people to interact with each other in different platforms more frequently than they used to do. This necessity creates a need for learning a global language, English, and subsequently leads the researchers, linguistics, scholars and language educators to make studies on language learning and delve into the source of the factors affecting the process of language learning, not only individually but also environmentally. In that sense, motivation is one of the important determinants in L2 learning.

Research on L2 motivation started with the Gardner and Lambert's (1972) socio-educational motivation model which was based on the notion of *integrativeness*. The socio-educational model introduces two important motivational factors: integrative motivation (or integrativeness) and instrumental motivation (Gardner, 1985; Gardner & Lambert, 1972). It recommends that learners are motivated by a desire to integrate into the community of the target language. However, this kind of motivation is not possible and achievable with foreign language learners in settings that are not multi-cultural and multi-lingual (Taguchi et al., 2009). Therefore, the limitations and the inapplicability of socio-educational model have been agreed on by researchers and scholars owing to the fact that it is not suitable to apply it in foreign language settings and to separate integrativeness, and instrumentality (Dörnyei, 1994a; Ely, 1986), because of ambiguous description of integrativeness (Crookes & Schmidt, 1991), and the unrealistic claim of stronger predictive power of integrativeness to success with regard to instrumentality (Au, 1988; Chihara & Oller, 1978). For that reason, the L2 Motivational Self System was produced to solve the limitations of the socio-educational model.

In regard to the limitations of socio-educational model, L2 Motivational Self System asserts that it is not always possible to reach a target language people and community in foreign-language settings. For this reason, there occurs a need for more sweeping variables to displace integrative and instrumental motivation (Dörnyei & Ushioda, 2009). This system defines clearly the integrative motivation by possible selves (ideal L2 self, ought to L2 self) claiming that language learners have an ideal picture of themselves in their mind and try to access it by learning a language (Dörnyei & Ushioda, 2009).

There have been studies in Asian and European contexts on the variables of the L2 Motivational Self System through the learners of English as a foreign language (EFL) (Dörnyei & Ushioda, 2009). Although Dörnyei and Ushioda (2009) reached findings validating the system, more empirical studies are needed to know whether these findings are valid or not for different languages in other countries. Like other educational EFL fields, L2 motivation has been elaborated in Turkish context, but there is no specific study on L2 Motivational Self System. Therefore, this study aims to contribute to the ongoing validation of Dörnyei's (2005, 2009) L2 Motivational Self System of Turkish learners of English through the discussions and implications of the outcomes with reference to the previous studies on this system. Moreover, the present study intends to display to what extent the findings overlap with the preliminary studies on the system and reveal how findings can be beneficial for the language education field.

In particular, apart from investigating the L2 Motivational Self System of Turkish learners of English, the present study elaborates on the relationship between the learners' anticipated effort and the three components of the system and thus, it assesses how the perception of learners and their intended effort towards English have an impact on their L2 motivated behavior. In addition, along with the globalization, increasing need for a global communication and interaction has paved the way for a search of a qualified language education. Public and private schools are different in terms of language education from the points of quality of education, adequacy of materials used in lessons, competency of teachers and classroom environment. As these are all the factors affecting the language learning motivation, the current study also examines the relationship between L2 Motivational Self System and school type.

Finally, gender is one of the most significant factors affecting language learning achievement and showing a difference in language learners' behaviors. The studies conducted on gender has displayed a notable difference with respect to boys' and girl's achievement and their levels of self-perception. Thus, the study also examines the relationship between gender and L2 Motivational Self System.

#### **1.4 Purpose of the Study**

The purpose of the present study is to investigate L2 Motivational Self System of Turkish learners of English, involving 6<sup>th</sup> grade students of two public and two private secondary schools in Turkish EFL context. It specifically aims to find out the



correlation among the components among L2 Motivational Self System and its correlation with other variables and social factors, such as intended effort, school type, and gender. By using quantitative and correlational research designs , including a questionnaire as data collection instrument, under the light of L2 Motivational Self System as a theoretical framework, the current study aims to explore the relationship among/between (1) three components (ideal L2 self, ought-to L2 self, and L2 learning experience) of L2 Motivational Self System of Turkish learners of English, (a) these three components and type of school (public vs. private), (b) these three components and gender, and lastly (2) these three components and intended effort.

### **1.5 Research Questions**

The objective behind investigating the present study is to seek answers to the following questions:

1. What is the relationship among three components (ideal L2 self, ought to L2 self, and L2 learning experience) of L2 Motivational Self System of Turkish learners of English?
  - a. What is the relationship between three components of L2 Motivational Self System of Turkish learners of English and the type of school (public vs. private)?
  - b. What is the relationship between three components of L2 Motivational Self System of Turkish learners of English and gender?
2. What is the relationship between three components of L2 Motivational Self System of Turkish learners of English and intended effort?

### **1.6 Significance of the Study**

As it works as a stimulus, providing encouragement to act and sustain this encouragement, motivation is such an important element of language learning process that “without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals” (Dörnyei, 1998, p. 117). It is a complex phenomenon with various facets, but it has been regarded as one of the key factors that most affect the achievement of L2 learning by teachers and researchers (Gardner, 1972; Oxford, 1996).

There are some studies, conceptualizations of motivation by scholars and researchers, such as Gardner (2001), Noels (2003), and Ushioda (2001) on L2 motivation. Among these studies, L2 Motivational Self System is the recent and the

most studied one and it represents a reformation of previous models on the subject. Although there are some motivation related studies (Aydın, 2012; Gökçe, 2008; Kızıltepe 2008; Sözen 2015) in Turkish context, there is not a study directly focusing on the L2 Motivational Self System. Therefore, this study is significant for contributing to the ongoing validation of L2 Motivational Self System and helping to create and raise the awareness of motivation in language learning process among both teachers and learners in Turkish EFL context. Moreover, although there are several studies on L2 motivation in Turkey, the current study is among the preliminary studies conducted in Turkey in the framework of L2 Motivational Self System, to provide a deeper and better understanding of it and to support the results of previous studies in order to promote the system.

According to the fifth EF English Proficiency Index (2015), Turkey is the 51<sup>th</sup> country out of 72 countries by English skills. The report also reveals that females are more competent than males. As a result, the present study has a remarkable role from the standpoint of investigating the relationship of L2 Motivational Self System and achievement along with the possible effects of gender in the Turkish context where the learners' English proficiency continues to be ranked among the lowest. In addition, this study is significant for contributing to the perception of L2 motivational theories, supporting teachers to motivate learners in a more effective way for higher achievement.

The theoretical significance of the study also contributes to language education. By using L2 Motivational Self System, teachers can have the possibility to help learners conceive a clear ideal L2 self. The ambition in order to decrease the gap between the ideal and current self would lead to the rise of motivation since the personal desire to achieve ideal L2 self makes learning proper, conscious and intrinsic, and also self- controlled.

## **1.7 Definitions**

**EFL:** Abbreviation of English as a Foreign Language: the teaching of English to students whose first language is not English (Online Cambridge Dictionary, 2016).

**L2:** Second Language

**Motivation:** "Motivation refers to the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect" (Keller, 1983, p. 389).

**Ideal L2 self (ILS):** It is the desired self that a learner wants to become through learning a language.

**Ought-to L2 self (OLS):** “Attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes” (Dörnyei, 2010).

**L2 Learning Experience:** “Immediate learning environment and experience” (Dörnyei, 2010)



## **Chapter 2**

### **Literature Review**

#### **2.1 Overview**

This chapter reviews the literature relevant to the purpose of the study. The review involves the L2 Motivational Self System, socio- educational model, self-related theories, and empirical studies in the field. This chapter is composed of five parts: introduction, historical overview of L2 Motivational Self System Theory, L2 Motivation Self System and achievement, L2 Motivational Self System and Gender, and Summary. In the introduction section, the advent of the L2 Motivational Self System is explained briefly. The second section includes the background of the study, the theories on which L2 Motivational Self System is based, and how it developed. In the third part, the relationship between the dimensions of the L2 Motivational Self System and language achievement are examined by elaborating on the empirical studies for the validation of the proposed system. For the fourth part, the L2 Motivational Self System and gender issue is explained and based on the empirical studies for underpinning. Finally, the last part involves an overall summary related to the concern and purpose of the study.

#### **2.2 Introduction**

The antecedent notion of motivation anchored on behaviorism where need and drive were considered as motivational stimulus. That is, motivation comprises the aspects behind human actions and the motive behind their behaviors (Dörnyei, 2005). It deals with choice of an action, perseverance with it, and endeavor spent on it. In short, it results from an objective and drives the human action. Motivation is a complex and difficult concept to define because it involves not only the aforesaid aspects but also the reasons behind these aspects. In other words, human behavior is multi-dimensional and has a wide range of motives. However, by the cognitive approach, the *thought* gained importance in the motivation process. In conformity with these two approaches, motivation occurs as the interplay of thought and behavior (Ames & Ames, 1984).

Williams and Burden (1997) remark that motivation is a cognitive drive that activates somebody to make ‘sustained intellectual and/or physical effort’ to reach

what they want to achieve. Therefore, having an impact on people in various phases of their lives, motivation has also a crucial role in learning achievement. Wiseman and Hunt (2008) clarify motivation in terms of young learners as “[A]n internal state that arouses students to action, directs them to certain behaviors, and assists them in maintaining that arousal and action with regard to behaviors important and appropriate to the learning environment” (p. 43). From this point of view, it is implied that motivation can affect the cognitive processing of students in a positive way. It provides a stimulus for the students to expend more effort during learning process which ends in determined learning behavior. It guides the behavior of the students toward some learning objectives that they aim to reach. In short, it contributes both to the increase and maintenance of the students’ involvement in the learning process.

Dörnyei (2005) defined motivation as “the dynamically changing cumulative aroused in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and the motor processes” (p. 9). Additionally, L2 motivation has been an important and intriguing construct for language learning. From a historical perspective, the notion of L2 motivation has gone through two developmental phases; the first phase is Gardner’s (1985) Socio-educational model and the second phase is Dörnyei’s (2009) L2 Motivational Self System.

As the first phase of L2 motivation, Socio-educational model of Gardner (1985) had been the supreme one for several decades. The principle underlying this model was that socio-cultural environment has an impact on learners’ attitudes toward target language, its community, and culture which as a result, influence the L2 motivation. This model is composed of two concepts, integrative and instrumental motivation. While integrative motivation is relevant to the desire of the language learner to integrate into the target language community, the instrumental motivation provides pragmatic reasons, such as getting a promotion, passing an exam, etc.

The second developmental phase involved the reconceptualization of socio-educational model and formation of L2 Motivational Self System. In this stage, there were a great number of *cognitive-situated and process-oriented studies* (Dörnyei, 1994b; Ely, 1986; Krudener & Clement, 1986; Noels, Clement, & Pelletier, 1999). Although some attempts to criticize the socio-educational model occurred in 1970s (Chihara & Oller, 1978), a comprehensive initiative questioning of the model emerged two decades later. It involved the inadequacy in terminology, concepts, and evaluation (Dörnyei, 1994a); the obscurity of the definition of integrative motivation (Crookes &

Schmidt, 1991), its function to anticipate learning achievements (Au, 1988; Chihara & Oller, 1978), and also inapplicability in foreign language settings (Dörnyei, 1990; Oxford, 1996).

The rapid spread of English as a language of global communication and interaction has led to both an interesting and argumentative debate about the status of English in its varieties, which are commonly called World Englishes (Kachru, 1985). In 1980s, Kachru (1985) described this spread of English by dividing the English-speaking communities into three circles; the inner circle, the outer circle, and the expanding circle. The inner circle includes English-speaking countries where English is spoken as a native language (ENL), for example, the UK, US, and Australia. The outer circle is composed of former colonies of English speaking countries, such as India, Nigeria, and Pakistan where English is institutionalized and has a strong dominance as well as used as the second language (ESL). The expanding circle includes countries like China, Turkey, Sweden, and Japan where English is used as a foreign language (EFL) and has no official use. These circles of Kachru (1985) demonstrate the nature of English as a lingua franca (ELF) clearly, depicting that ELF includes all native and non-native English users.

Therefore, integrative motivation was inapplicable mainly because of globalization of English since there is no longer a fixed target language community. Along with the arrival of the Internet and expansion of its usage, dissemination of social media, global economic exchange, tourism, international trade and mass transportation, communicating in English, a lingua franca, has become easier. As to learning English, a learner does not have to go to some countries, such as the UK, the US or Canada; rather the language learner can learn English by the means of different educational e-learning tools or facilities such as CALL. Under such global conditions, it is not proper to refer to a target language community which caused the criticism of socio-educational model and this led to the formulation of L2 Motivational Self System.

As the role of English has remarkably changed, there has occurred a paradigm shift along with the conceptualization of social identity in language learning motivation, and this resulted in Gardner's socio-educational model (1985) being insufficient and limited to explain L2 motivation. Therefore, as a response to socio-educational model, L2 Motivational Self System rose from the need to overcome these limitations. L2 Motivational Self System is composed of three components; Ideal

L2 self, Ought-to L2 self, and L2 Learning Experience. The tenet lying behind this system is the possible selves theory. That is, the gap between ideal self and current selves in L2 motivation (Higgins, 1987; Markus & Nurius, 1986). According to the system, ideal L2 self refers to what learners want to become through learning a target language, ought-to L2 self is what they think they should become or avoid by learning the language. As the last one, L2 learning experience refers to language learning environment. However, as opposed to the purpose of this system, empirical studies (e.g., Dickinson, 1995; Jacobovitz, 1970; Kelly, 1969; MacIntyre, MacMaster, & Baker, 2001; Noels, 1997, 2009) displayed that the components of L2 Motivational Self System have some association with socio-educational and self-determination theory. In other words, ideal L2 self presents resemblance to integrativeness and intrinsic motivation, while ought-to L2 self correlates to instrumentality and extrinsic motivation (Noels, 2009).

In conclusion, L2 Motivational Self System emerging as opposed to the socio-educational model has functioned as the incorporation of social psychological and motivational theories. Although it has been investigated in different contexts, its validation is still going on. Therefore, more empirical studies are needed to test the correlations supporting L2 Motivational Self System in different contexts.

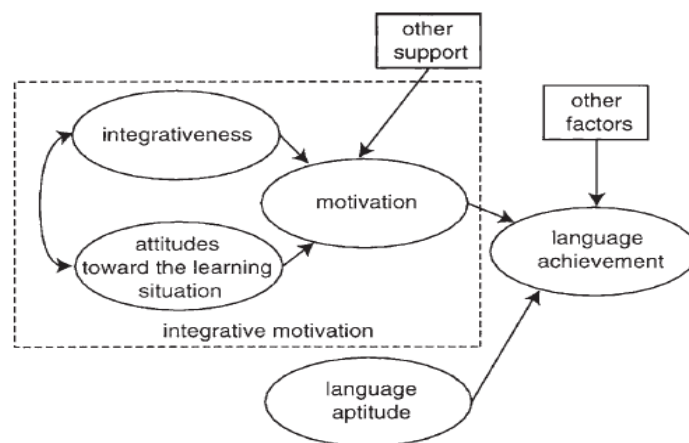
### **2.3 Historical Overview of L2 Motivational Self System Theory**

In the last few decades, a great number of studies have been conducted in the field of L2 motivation to discover the complex structure of L2 learning. As a consequence of these investigations, motivation is found to be one of the most essential factors in L2 learning. L2 motivation is regarded as “the extent to which an individual strives to learn the language because of a desire to do so and the satisfaction experienced in the activity” (Gardner, 1985, p. 10). The studies that have been conducted recently to examine L2 learning have revealed that motivation is the main factor in language learning because it “determines human behavior by energizing it and giving it direction” (Dörnyei, 1998, p. 117). To understand the complicated form of motivation and role it plays in language learning, motivational theories have been examined. There are five chief L2 motivational theories; expectancy-value theories, socio-educational model, neurobiology theory, self-identity-related theories, self-determination theory. In this chapter only three of them (self-identity-related theories, self-determination theory, and socio-educational model) will be presented as

they all constitute the theoretical cornerstone of L2 Motivational Self System. However, the mostly associated one with the aim of the study is socio-educational model.

**2.3.1 Socio-educational model.** The socio-educational model has the societal and cultural influences on attitudinal motivation in L2 learning. This model is based on socio-psychological theory developed by Arsenian (1945), Markwardt (1948), Nida (1956), and Whyte and Holmberg (1956). These previous studies established a connection with the topics of intergroup contact, acculturation, and psychological identification. Thus, the socio-educational model proposes that social and cultural environment in which language learners grow up has a great impact on their attitudinal motivation, which in return on language achievement.

Individual differences like age, gender, learning styles, and personality are the base of the socio-educational model. Motivation is one of these individual differences having been studied, and integrative motivation is the core of this model. Integrative motivation is a complex and multi-dimensional concept consisting of three main components ‘motivation’, ‘integrativeness’, and ‘attitudes towards the learning situation’. According to Gardner (2001). The first is considered as the impetus of motivated behavior, including effort, desire and affect; that is, it includes a motivational engine in the center that requires to be started up by some specific learning objective such as an integrative orientation. Figure 1 presents the integrative motivation and its three components in the socio-educational model.



*Figure 1.* The integrative motive within Gardner’s ‘Socio-Educational Model of Second Language Acquisition.’ (From “Integrative motivation and second language



acquisition,” by R. C. Gardner, *Motivation and second language acquisition*, 2001, p. 4)

According to this model, the integrative motivation refers to the drive to interact with or become a part of target language community it applies to integrative orientation, which in return attitudes towards L2 community and interest in the target language. In their investigation, Gardner and Lambert (1959) studied with high school students learning French in bilingual Canada and discovered that integrative motivation was more influential than instrumental amongst their subjects and they also stated that this case could not be always the same. This study opened the avenue to new studies contributing to the development of socio-educational model.

Clément (1986) examined the findings of Gardner and Lambert’s ideas on integrativeness. He also investigated the students who could spoke both French and English in Canada, at the University of Ottawa (Clément, 1986). The participants were supposed to complete a questionnaire and had an oral proficiency exam. The purpose of the study was to find out how social factors affected the language achievement and integration, to discover the relationship between language status and individual differences in attitude and motivation along with the proficiency and acculturation in the target language. In his research, he hypothesized that, when L1 was spoken by a minority and had an *inferior status*, L2 proficiency should have been a driving force and this should have increased motivation for integration (Clément, 1986). This integration, in accordance, would amplify the language proficiency. However, the findings did not reveal such a connection between status and motivation but a relationship between status, frequency of contact, self-confidence, and acculturation. Because of the inconsistency and ambiguity in the results, the criticism of integrativeness was unavoidable.

**2.3.1.1 Criticism of the socio-educational model.** Criticisms were primarily around these facets: dichotomy of integrative and instrumental motivation, predictive power of integrative and instrumental motivation, inapplicability of it at foreign and second language settings, and the problem in defining the integrativeness.

The socio-educational model uses integrative and instrumental motivation as two different components. Nevertheless, the studies (e.g., Chihara & Oller, 1978; Lukamani, 1972; Oller, Hudson, & Liu, 1977) did not discover a certain distinguishing difference between the two motivational types. In socio-educational model,

integrativeness was found to have a stronger effect than instrumental motivation. However, Ely (1986) discovered that instrumental element supported the integrative motivation but integrative item did not do the same for integrative accumulation. This result proposes the interplay of integrative and instrumental motivation rather than superiority between them and this also displays the vagueness of integrativeness. However, in the studies of Gardner and his associates (Gardner & MacIntyre, 1993; Gardner, Tremblay, & Masgoret (1997), such an ambiguity and dichotomy of these two motivational types were found because, sarcastically, they applied the integrativeness and ignored the instrumental motivation. Oxford (1996) expressed that in the last 34 years only one investigation by Gardner addressed the instrumental motivation. Moreover, in the studies of Gardner and his associates, the participants were young school learners who do not concern about short term functional reasons, such as getting a better job, promotion, passing the university exam, etc.

It was also criticized that conflicting findings emerged on the predictive ability of integrative and instrumental motivation. According to Gardner and Lambert (1972), integrative motivation was more likely to provide proficiency than the instrumental. On the other hand, some studies suggested that instrumental motivation had a stronger power in predicting achievement than the integrative one (Chihara & Oller, 1978; Lukamani, 1972; Oller et al., 1977). Lukamani (1972) first found that instrumental motivation lead to the achievement, but not the integrative and second concluded the vice versa. Oller et al. (1977) advocated that neither integrative nor instrumental motivation did not have a distinct connection to the ESL success. According to Au (1988), motivated learners were active learners so for that reason, integrative motivation accompanied the achievement. Nevertheless, as opposed to this, Gardner and MacIntyre (1991) found that integratively motivated learners were not more active or hardworking than the ones who were instrumentally motivated. In contrast, the findings were the same for influence of instrumental motivation on achievement. Thus, all these findings created an ambiguity for the predictive power of integrative and instrumental motivation.

Another criticism was the inapplicability of the socio-educational model in foreign language settings. The studies on integrative motivation were mostly conducted in second language environments, particularly in Canada (e.g., Gardner, 1985; Gardner & Lambert, 1972) where learners had the possibility to interact the target language community. However, it is not possible to identify with the target

language community frequently in foreign language settings compared to second language environment. Rather than integrative motivation, instrumental one was distinguished in foreign language settings. Taking all these into consideration, it was definite that the socio-educational model was not suitable for the foreign language settings which did not have the same conditions that integrative motivation had. Supporting this idea, Warden and Lin (2000) claimed that integrative motivation in identification sense was not possible in their subjects who learned EFL in Taiwan.

Another subject of criticism was the *problem in defining integrativeness*. Integrativeness was the prominent principle in socio-educational model. Gardner and Lambert (1972) defined integrative motivation as the desire to identify with a target language community and eventually to be a part of it. According to them, a learner has integrative motivation if the learner “wishes to learn more about the other cultural community because he is interested in it in an open-minded way, to the point of eventually being accepted as a member of that other group” (p. 3). Nevertheless, Gardner (2001) modified his definition as follows:

The variable integrativeness reflects a genuine interest in learning the second language in order to come closer to the other language community. At one level, this implies an openness to, and respect for other cultural groups and ways of life. In the extreme, this might involve complete identification with the community. (p.5)

In the first definition, integrative motivation is the ultimate desire of identifying with the target group, on the other hand, in the second description, identification is the possibility rather than the eventual purpose and the result. Crookes and Schmidt (1991) defined integrative motivation as positive attitudes towards the target language community, which in return leads to an interest for integrating and interacting with the members of that community. The vague definition of integrativeness has been supported by other studies. Ely (1986), in his investigation, studied with Spanish learners in the United States and discovered that communicating with Spanish speakers appeared integrative but equipped with instrumental motivation. This pointed out that the definition of integrative motivation was subject to ambiguity. In addition, Belmechri and Hummel (1998) proposed the substitution of integrative motivation for positive motive because their study displayed that there was a strong positive attitude toward culture, community, and at last language, but it was not the same for integrative

motivation. In brief, vagueness of the integrativeness was accepted by many researchers on a large scale.

**2.3.2 L2 Motivational Self System.** Researchers have discussed that integrative motivation has lost its validity in a globalized world where English is regarded as lingua franca. Instead, internally identified motivational processes were proposed basing on the future English-using versions of the self (Csize'r & Dörnyei, 2005).

As to solve the limitations, deficiencies and ambiguities of the socio-educational model, Dörnyei (2005) formulated the L2 Motivational Self System, which aims to apply the integrativeness as “psychological and emotional identification” (p. 96). The L2 Motivational Self System has its roots in three theories: self-related theory, the socio-educational model, and self-determination theory. The system is composed of three components: Ideal L2 self, Ought-to L2 self, and L2 Learning Experience.

The ideal self refers to aspirations, hopes, and wishes of an L2 learner, what he or she would like to become through learning L2. In short, it is the one's ideal image of self. L2 Motivational Self System, anchored on the possible self theory, is hypothesized to motivate people by triggering them to learn and thus reducing the discrepancy between their actual (now) and ideal (possible) selves. For example, if one wants to be a fluent L2 speaker interacting with international friends, he/she imagines oneself as a fluent L2 user and this might be a strong stimulus, a source of motivation to reduce the aforementioned discrepancies. Ought-to L2 self is relevant to one's obligations, necessities, responsibilities, and expectations in order to avoid possible negative outcomes. In brief, it is the attributes that one believes he or she ought to possess to avoid negative outcomes. For instance, if a person wants to learn an L2 in order to pass an exam, ought-to L2 self can act as the chief motivation for L2 learning. While ideal L2 self is more intrinsic and associated with the integrative motivation, ought-to L2 self is extrinsic and showing resemblance to instrumental motivation. The last component, learning experience is concerns, and situation-specific motives related to the learning environment affecting one's ideal L2 self and ought-to L2 self. Consequently, the L2 Motivational Self System adopts the principles of possible self theory and addresses the integrativeness as the incentive to reduce the discrepancy between current L2 self and the ideal self. In other words, objective to integrate is ideal L2 self rather than the target language community. This theory enables to use integrative motivation in foreign-language settings.

### **2.3.3 L2 Motivational Self System and the self-determination theory.**

According to Dörnyei (2005, 2009), L2 motivational Self System relies on two studies by Noels (2003) and Ushioda (2001) encapsulated within self-determination theory. The self-determination theory examines the autonomy of people to adjust a behavior. This theory reveals the power of autonomy during the process with intrinsic and extrinsic motivation. Intrinsic motivation is relevant to participating in an activity for the activity itself because the satisfaction is deep-rooted in the activity. Vallerand (1997) asserted that intrinsic motivation can be implemented in three ways: motivation to know, motivation toward accomplishment, and motivation to experience stimulation. In that respect, it shows some resemblance to ideal L2 self as it is proposed in the L2 Motivational Self System. Extrinsic motivation is external, integrated and adjusted to strengthen the power of autonomy. This type of motivation is extrinsically activated, learners take the external influences into account to avoid loss of achievement and this can constitute ought-to L2 self, one of the components proposed in L2 Motivational Self System.

**2.3.4 L2 Motivational Self System and three self-related theories.** The first one of these theories is intergroup model. It is applied in bilingual and multilingual settings in which the socio-educational model was also formed. Giles and Byrne (1982) stated that the intergroup comparative social status affects the form of social identity and self-conception in addition to the gain of language heritage and dominant language on behalf of people who come from subordinate ethnicity. They determined the limitation of the socio-educational model, asserting that the socio-educational model leaves out self-identification and intergroup relationship. L2 Motivational Self System is also applied in a monolingual setting where there is not a specific target language group and its main objective is not to appeal to ethnicity and intergroup relationship. However, language learning includes knowing about the culture. Although, it is not the primary purpose in L2 Motivational Self System, intergroup relationship was included in monolingual setting, which in return in EFL setting. In such language learning environment, identification with the target language happens by the means of ideal L2 self and ought-to L2 self.

The second related theory is the acculturation model. Schumann (1978) defined acculturation as the “social and psychological integration of the learner with the target language group” (p. 29). This model aims at making a connection between

individualistic and societal viewpoints hence improving the language proficiency. The L2 Motivational Self System allies with the acculturation model. Because ideal L2 self, in a way, perceives the language with its cultural structure due to the desire to integrate into the target language community, ought-to L2 self is more or less related to the differentiation between the target and native group; and learning experience is influenced by the social and psychological distance.

Third and the last one is the investment theory. According to this theory, activities are determined according to the meaning doers impose on them. “Whether or not persons will invest themselves in a particular activity depends on what the activity means to them” (Maehr, 1984, p. 123). As Norton (1995) suggested L2 investment theory regards language learning as an investment in social identity. L2 investment theory embraces the form of self-identity, but L2 Motivational Self System channelizes self-identity into L2 specific self (i.e., ideal L2 self and ought-to L2 self).

#### **2.4 L2 Motivational Self System and Language Learning Achievement**

The L2 Motivational Self System has been tested empirically in different EFL contexts including Japan, China and Iran (Papi, 2010; Ryan, 2009; Taguchi et al., 2009), (Csize’r & Kormos, 2009), Chile (Kormos et al., 2011) Indonesia (Lamb, 2012), and Saudi Arabia (Al-Shehri, 2009).

In their study, Taguchi et al. (2009) aimed to validate Dörnyei’s (2005) model of the L2 Motivational Self System, to investigate the relationship between the ideal L2 self, attitudes toward learning English, and the criterion measures in an Asian context. They decided to compare these different three Asian countries that are considerably different in terms of their population, history, economy, and religion because Japan and China have been fairly subject of motivation studies in the past, Iran would be different country with a similar foreign language context. In addition, it would provide an opportunity to highlight the differences related to the points of cultures, educational systems, and the status of English in each country. In Japan and China, there is an extremely exam oriented structure of the educational system, and in both countries, English is a prominent subject in the university entrance exams. It is the case for Iran, too. In the study, there were 5000 students as participants. The age of the Japanese students ranged from 18 to 43 with a mean age of 19.1, the age of Chinese students ranged from 11 to 53 with a mean age of 21.1 and lastly, Iranian students’ age ranged from 12 to 44 with a mean age of 17. The participants’ level of

English, exposure to native English teachers, and their language experiences were different. As data collection instrument, three questionnaires were used and they were analyzed with SPSS version 15.0. According to the results, although ought-to L2 self was difficult to measure, three constitutional structure of the model was validated. It was established in the study that ideal L2 self was positively correlated with the intended effort and it was detected as the strongest component of the system. On the other hand, ought-to L2 self was found to contribute less to language learning motivation, even though results showed differences according to the regions.

Papi (2010) aimed to explore the links between Dörnyei's tripartite model (ideal L2 self, ought-to L2 self, and L2 learning experience) and learners' intended effort to learn English. 1011 Iranian high school students participated in the study and completed a questionnaire survey which was analyzed by using AMOS version 16.0. The results confirmed the validity of model. It was revealed that all the variables in the model influenced intended effort in a positive way. On the contrary, while the ideal L2 self and the L2 learning experience decreased students' English anxiety, ought-to L2 self significantly increased the anxiety.

Ryan (2009) conducted a nationwide survey of 2,397 learners of English in Japanese context. The participants were chosen from five tertiary institutions and four secondary institutions. The objectives of the study were (1) to confirm Dörnyei's (2005) system regarding the concept of an ideal L2 self's substituting integrativeness through a replication of some specific elements of Dörnyei's Hungarian study, (2) to examine the effect of the ideal L2 self and integrativeness on motivated language learning behavior, and (3) to compare influence of ideal L2 self and integrativeness in order to display the greater explanatory power of the ideal L2 self. Main findings of the study showed that the ideal L2 self was more effective than integrativeness in explaining motivated behavior.

Csizér and Kormos (2009) conducted a study in order to investigate the role of three dimensions of L2 Motivational Self System in Hungarian context. The participants were 202 middle school students and 230 college and university students. The main objective of the study was to validate Dörnyei's (2009) L2 Motivational Self System by providing empirical support. For data collection, questionnaire was used and it was analyzed by SEM (Structural Equation Modelling). The main findings of the study provided support for the L2 Motivational Self System in the sense that both *the Ideal L2 self* and the *L2 learning experience* made a great contribution to the

*Criterion measures.* Moreover, the three main components of the L2 Motivational Self System – *the Ideal L2 self, Ought-to L2 self and L2 learning experience* were not at all related to each other and showed weak correlations, which manifested that these three components were independent motivational variables and different from each other.

Kormos, Kiddle, and Csizér (2011) investigated three groups of participants recruited from a secondary school, university and language institute in Spanish context. They used a questionnaire to examine Spanish L2 English learners' motivation. The results displayed that there was an interaction of L2 learning goals, attitudes, self-related beliefs and parental encouragement in shaping motivated behavior, and during this process age difference was an effective factor. In addition, in the study the wish of participants' using English in international communication revealed a strong direct relationship with students' future self-guides.

Al-Shehri (2009) examined the relationship between the ideal L2 self, imagination, and visual style. The participants consisted of 200 Arab university students mainly from Saudi Arabia and the self-report questionnaire which focused on four main variables: (1) *Criterion Measures*, (2) *Ideal L2 self*, (3) *Visual learning style*, and (4) *Imagination* was used as data collection instrument. The findings presented that there was a strong correlation ( $r = .78, p < .01$ ) between the *Ideal L2 self* and the *Criterion Measures*, constituting 61% of the variance. This also supports *the Ideal L2 self* as major motivational component. Additionally, the correlation ( $r = .65, p < .01$ ) between *Visual learning style* and the *Ideal L2 self* underpins Al-Shehri's hypothesis that well-defined Ideal L2 selves would be more possible for visual learners. Moreover, there was also a prominent correlation ( $r = .40, p < .01$ ) between *Visual learning style* and *Imagination*.

These studies confirmed the three components of the model, despite the fact that ought-to L2 self was sometimes difficult to measure. The ideal L2 self was discovered to substitute integrative and instrumental motivation as proposed in the model and it was often found to be the most effective component of L2 Motivational Self System, “typically explaining more than 40% of the variance [in the criterion measure of motivated learning behavior], which was an exceptionally high figure in motivation studies” (Dörnyei & Ushioda, 2011, p. 87). On the other hand, the ought-to L2 self being correlated with internalized instrumental motivation and compared to the ideal L2 self, provided less motivation for learning though it depended on the region. This



triggered Taguchi et al. (2009) and Kormos et al. (2011) to investigate whether this concept could work differently in Asian contexts where learners were under pressure by parents or other family members for their motivational understanding. As a consequence, Taguchi et al. (2009), in their studies, compared Japanese, Chinese and Iranian EFL students with Hungarian students in Dörnyei's setting. They found that context did not notably affect the validity of L2 Motivational Self System. However, further investigation in different contexts can shed more light to the validity and applicability of the system.

Correspondingly, Islam, Lamb, and Chambers (2013) conducted study to confirm the validity of the L2 Motivational Self System and its relevance in the Pakistani context. The study drew on a questionnaire taken by 1000 undergraduates in various institutions in Pakistani province of Punjab to investigate their motivation to learn English. The participants were young adults (aged between 16 and 23) studying in various undergraduate programs. Although 1000 students took part in the study, only 975 respondents (396 males, 579 females) were included in the analysis. Dörnyei's (2009) L2 Motivational Self System was the main theoretical framework of the study, but it also included some context-specific factors. A comprehensive motivational factor questionnaire (MFQ) containing aspects both from the L2 Motivational Self System and traditional social-psychological L2 motivation research was used as data collection instrument. The items in the instrument were adapted from four recent studies, Dörnyei, Csizér, and Németh (2006), Taguchi, et al. (2009), Ryan (2009) and Yashima (2009). The questionnaire consisted of 71 6-point Likert scale items. The data was analyzed by correlation and regression analyses. The study provided substantially empirical support for the validity of the L2 Motivational Self System in the Pakistani context. Furthermore, ideal L2 self was again found to be the most effective predictors of learning effort. However, a new construct, *national interest*, occurred contributing to the ideal L2 self and requiring a need to understand the relation of English with the national identities and interests of learners.

Additionally, Khan (2015) analyzed the relationship between L2 Motivational Self System and L2 achievement in Saudi EFL context. The participants of the study are Saudi Foundation Year female students (aged 18-20) studying at English Language Institute of King Abdulaziz University, in Jeddah. The study was conducted through a structured questionnaire and semi-structured interview. The analysis of both quantitative and qualitative data pointed out that ideal L2 self had a great impact on

both L2 motivational level and L2 achievement as compared to ought-to L2 self which had a significant influence only on participants' motivational level, intended effort. This study was important as it provided both theoretical validation and pedagogical recommendation to strengthen the ideal L2 self of EFL learners.

However, as a result of the criticism on the treatment of motivation as a fixed variable, researchers have more recently started to conduct qualitative studies on L2 Motivational Self System. Such a study was conducted by Thompson and Vásquez (2015) through language learning narratives of nonnative foreign language teachers. The study utilized L2 Motivational Self System as a theoretical framework. As data collection instrument, Thompson and Vásquez (2015) used in-depth narrative interviews in order to examine experiences of foreign language teachers who are nonnative speakers of the languages they teach” (p. 162). They examined the interaction between the learners’ motivation, environment, and influence of the components of L2 Motivational Self System. As a result, they found a mutual effect of motivation, environment and influential components in the motivational profiles of the participants. Moreover, Thompson and Vásquez (2015) remarked that, “using a narrative approach allowed for several key themes to emerge, which would have been impossible to access by using a pre-determined set of questions (as in a questionnaire)” (p. 171).

Another qualitative study was conducted by Far, Rajab, and Etemadzadeh (2012) drawing on L2 Motivational Self System. They investigated the L2 Motivational Self Esteem and integrativeness among TEFL Students in Iran. As data collection instrument, an interview was used. It was found that ideal L2 self might be a better indicator of students’ motivation and could not be replaced by integrativeness.

Nevertheless, apart from L2 Motivational Self System, there are many other factors that have an impact on L2 motivation like social milieu, socio-economic status, learning experience and cultural contexts, age, and gender. The usage of English language as a foreign or second language in a country may also influence motivation level to learn English language. That is to say, as Islam (2013) remarked “people’s attitude towards their own country and fellow citizens may also be a significant component of their motivation to learn English” (p. 42).

Overall, these research studies indicated that all the dimensions of the L2 Motivational Self System motivate language learners, despite having diverse amount of influence. They were conducted in different countries (China, Japan, Iran, Hungary

and Saudi Arabia). More than 6000 participants took part in the studies and validated the Dörnyei's (2009) L2 Motivational Self System. Furthermore, the findings presented that integrativeness could be substituted by the ideal L2 self although the *ideal L2 self* had a considerably higher correlation with the *criterion measures* than *integrativeness* did.

## **2.5 L2 Motivation and Gender**

Gender issue have been studied extensively in the field of SLA, such as age and rate of L2 learning (Slavoff & Johnson, 1995), interactions among L2 learners (Gass & Varonis, 1986), reading strategies (Brantmeier, 2003), and the effect of the lecturers' gender on L2 learners' perception (Markham, 1988). However, there have only been a few studies particularly elaborating on gender variation in L2 motivation research.

Gender is one of the most effective variables which has been commonly investigated in relation to language learning achievement and has displayed some differences in language learner's behavior. Dörnyei et al. (2006) stated that a great number of studies have examined boys' and girl's success revealing outstanding differences. Moreover, related studies have revealed that females have higher self-perception for English than males. For example, Sung and Padilla (1998) investigated on 140 elementary and 451 secondary level students in Chinese, Japanese and Korean public schools, in formal classroom settings. 847 parents also participated in the study, delivered their opinion concerning their attitudes toward foreign language learning, and involved in their children's language study. As data collection instrument, a questionnaire was used. The questionnaire for the students consisted of three parts; the first part included eight items on a scale of instrumental and integrative motivation for Asian language study, the second part contained of 14 items designed specifically for the study drawing on the other motives and reasons for studying specific Asian languages, and the last part contained items on the level of parental involvement in their foreign language study. The questionnaire for the parents consisted of two parts; tapping their attitudes toward foreign language learning in general and their level of involvement in their children's foreign language study. Collected data was analyzed though factor analysis. The research on elementary and secondary learners of Chinese, Japanese, and Korean asserted that female learners having significantly higher motivation to learn the languages than male learners.

Williams, Burden, and Lanvers (2002) investigated the motivation of secondary school students to learn foreign languages, in South-west of England. A Language Learning Motivation Questionnaire (LLMQ) was used as data collection instrument examining the responses on 16 constructs related to motivation by the means of SPSS. 228 students in year 7, 8 and 9 answered the questionnaire and at the end of the investigation, it was discovered that female British school children aged seven to nine, had a higher level of L2 motivation than males.

Dörnyei et al.'s (2006) over the past 15 years conducted a research team in Hungary with the purpose of carrying out a longitudinal survey amongst over 13,000 teenage language learners by applying an attitude/ motivation questionnaire at regular intervals to find out the changes in the international orientation.

The survey questionnaire aimed at attitudes towards five target languages: English, German, French, Italian and Russian. They intended to measure mainly *integrativeness* and also several other attitudinal/motivational dimensions, such as *instrumentality*, *direct contact with L2 speakers*, *cultural interest*, *vitality of L2 community*, *milieu*, and finally *linguistic self-confidence*. Structural equation modeling was used addressing each language and each year separately. From the point of gender issue, the investigation on Hungarian students was in the same direction with the aforesaid studies.

Ghazvini and Khajehpour (2011) examined the students' attitudes and motivations toward learning English in Iranian context. The participants of the study were 123 males and female second year students studying in east of Tehran high schools. They were chosen by available sampling method from the population. From the participants, 63 students were female and 60 were male. The data collection instrument used in the study was a questionnaire which consisted of 18 items. It was adapted from Gardner's Attitude/Motivation Test Battery (AMTB) (Gardner, 1985). Results revealed that the female students were more integratively motivated while the male learners were instrumentally motivated to learning English. Moreover, Iranian female learners had more positive motivational attitudes toward learning English than male learners had. In addition, they also had more tendency to bilingualism.

Mori and Gobel's (2006) study conducted through Japanese college learners of English reported a similar result in terms of gender effect on motivation and motivation types. The participants of the study consisted of 453 second year students in the Faculty of Cultural Studies of private university in Kyoto, Japan. A motivation

questionnaire consisting of 30 7-point Likert scale items was used as data collection instrument. According to the study, females were again more integratively motivated while the male learners were more instrumentally motivated.

Although studies have commonly indicated the female superiority in L2 motivation and gender relationship along with the motivation types, there is a small number of investigations showing just the opposite findings. For example, in Polat's (2011) study on Kurdish middle school and high school learners of Turkish, male participants were found to possess more motivation than females. The participants of the study were 121 students at three public middle and high schools in eastern Turkey whose ages ranged from 13 to 18. They were randomly selected. The students were predominantly Turkish with some ethnic diversity, including Kurds and Armenians. The number of participants at these middle and high schools was almost the same, but there were more boys than girls (n=56; 46%) owing to cultural issues, fewer female students were volunteer to take part in the study. Therefore, out of 121 students, there were 56 females and 65 male students. A mixed methodological design was used to collect data. The data collection instruments were a motivation questionnaire, semi-structured interviews and field notes. In Polat's (2011) study drawing on middle and high school Kurdish learners of Turkish, the findings pointed out that the male participants had notably higher levels on two motivational orientations, identification and integrated orientations, which were explained by Polat (2011) as showing "more autonomy in determining and manipulating their own actions" (p. 21)

Al-Bustan and Al-Bustan (2009) investigated the Kuwaiti learners' attitude towards learning English. A survey analysis was conducted to explore students' attitudes and preferences towards learning English at Kuwait University in ESL context. The questionnaire used in the study consisted of three parts. The first section was about general information on the college and academic background of the students. The section was related to students' awareness of the importance of learning English and their perceptions about English learning. The third and the last section was concerned with their specific learning preferences. Participants were selected randomly from different faculties in Kuwait University. A total of 1000 questionnaires were distributed to English learning students from various majors of faculties at the University of Kuwait where the actual number of students studying in English was 4950 for the first academic year. Their ages were ranging from 16 to 23 and rarely to 30 years old. The study found out that negative background of high school language

education affected the language achievement of female learners while male students were found not to be influenced by the same factor.

Social environment is a significant factor affecting the gender in L2 Motivation. For example, Ryan's (2009) reported in his study that female Japanese learners developed more positive motivational attitudes towards learning English owing to the fact that by using English, one is able to express more freedom than using Japanese, a language which has limiting sides for female speakers. Kobayashi (2002) also reached the result of female superiority in L2 motivation and explained that the reason was the perception of Japanese society which regards learning English as a woman dominant choice at schools and a tool for women to eliminate themselves from a society which underestimates them. Dörnyei et al. (2006) and Williams et al. (2002) also discovered a similar result about effect of the social factors on people's perception of language which might bring along the impact of gender on motivation. In both studies, it was found that male learners scored lower than female learners, owing to the fact that French was regarded as feminine language in the society.

According to the recent report by EF EPI (EF English Proficiency Index) while the rate of the English proficiency in Turkey by male is 46.62%, it is 48.62 % by female. Although, the difference between the rates is not so high, the report reveals that L2 motivation toward learning English shows difference in terms of gender in Turkish context. One of the purposes of the present study is to investigate if L2 motivation differs in gender as it is reported, and whether L2 motivation is influenced by gender or not, through 6<sup>th</sup> grade students in two public and two private secondary schools in Turkish context.

## **2.6 Summary**

Motivation is a significant factor in language proficiency. The relationship between motivation and language learning achievement has been the concern of so many motivational studies in language acquisition. Although the socio-educational model has been the prominent model for several decades accepted as the dominant theoretical framework, reforming of the motivational studies occurred in 1990s, when the limitations, inapplicability of the socio-educational model were identified on a large scale. This resulted in a *motivational renaissance* (Gardner & Tremblay, 1994) opening the avenue to the genesis of the L2 Motivational Self System.

The L2 motivational Self System embodies motivational and self-related theories. It has three components; Ideal L2 self, Ought-to L2 self, and L2 Learning Experience which indicates the shift from social psychological (socio-educational model) to cognitive-situated and process-oriented aspect. Although the L2 Motivational Self System has been tested empirically, its validation is still going on and further studies are needed for validation of the system in different contexts and enhance it to a better framework.



## **Chapter 3**

### **Methodology**

In this chapter, certain constituents of methodology part will be revealed in details. Firstly, the philosophical paradigm, research design, universe and participants will be presented. Secondly, procedures, such as source of data, data collection tools, and data analysis will be elaborated. Thirdly, reliability and validity, and finally limitations and delimitations of the study will be expressed.

#### **3.1 Philosophical Paradigm**

Guba and Lincoln (1994) have defined paradigm as “the belief system or a world view that guides the investigation” (p. 105). It is a set of assumptions utilized by researchers to produce knowledge (Fossey, Harvey, McDermott, & Davidson, 2002). Some major paradigms are positivism, interpretivism, constructionism, and critical theory (Crotty, 1998). In accordance with such overarching philosophical assumptions, there are two major research strands that have been widely used; quantitative and qualitative research.

The Oxford English Dictionary (2007) defines *research* as “the systematic study of materials and sources in order to establish facts and reach new conclusions”. Therefore, *research* is generally related to statistics, number, and experiments conducted in laboratories. In other words, it is often associated with the quantitative approach (Given, 2008).

According to McDonough and McDonough (1997), the quantitative approach has features such as “description by numbers, significance in terms of probability, and use of experimental design [...], generalization from sample to population, the search for causes” (p. 48). In terms of epistemology, the quantitative approach benefits from the paradigms of Positivism, Empiricism and Realism (O’ Leary, 2010; Silverman, 2006). Positivism asserts the notion that all kinds of knowledge have to be acquired by the means of scientific methods (O’Leary, 2010; Silverman, 2006). Empiricism is the cornerstone of scientific method and it embraces the view that knowledge derives mainly from sensory experience (Stathis & Curd, 2010). Realism regards world and truth as objective existing independently of aspects such as human perception (Rescher, 2005). As a result of all these factors, most of the studies in the field of L2



learning and teaching have been conducted through quantitative approach (Lazaraton, 2005).

Therefore, as a preliminary study conducted in Turkish context with respect to 6<sup>th</sup> graders, the present study aims to give an initial insight and a big picture of what components of L2 Motivational Self System are effective on the target participants. In alignment with this purpose, the current study draws on quantitative research and utilizes a questionnaire to gather statistical and numerical data. In this respect, the study relies on the tenets of Positivism, Empiricism and Realism.

### **3.2 Research Design**

Drawing on L2 Motivational Self System as theoretical framework, the present study implements a non-experimental research design to find correlations between and among variables as the independent and dependent variables are already existing fact and cannot be controlled by the researcher (Ary, Jacobs, & Razavieh, 2002). The study uses correlational research design since it examines the extent of relationship among/between variables, such as the three components of L2 Motivational Self System, school type, gender, and intended effort. Relationships between these variables were investigated and interpreted. The main focus was on the relationships of variables not on the cause and effect relationships. More specifically, it is a correlational study using a quantitative method through a questionnaire to examine and validate the L2 Motivational Self System of a sample of Turkish EFL students as well as to draw attention to other variables and social factors, such as type of school, gender, and intended effort. In pursuit of the research design and objectives, the present study conducted a structured questionnaire survey that is analyzed by Pearson Correlation Coefficient (PCC) analysis.

Correlational research design is a type of quantitative research and it establishes the extent of the relationship between and among two or more variables by using statistical data. It is commonly identified with *scientific method* and regarded as quantitative research (Mackenzie & Knipe, 2006). A correlational study is applied when “a need exists to study a problem requiring the identification of the direction and degree of association between two sets of scores” (Creswell, 2012, p. 354). In other words, it reveals in what way the variables are correlated; that is, positive, negative or in no way. Also, it shows the strength of the relationship. However, correlational designs have been considered as being “less rigorous and valid” than experimental

designs by critics (Creswell, 2012, p. 339) since they only show that two or more variables are correlated, but they do not display a cause and effect relationship. Because as it is remarked by researchers “researchers breach ethics when they state that they have found cause and effect, or even probable cause and effect, when their results only show a pattern of relationships” (Creswell, 2012, p. 353). That is, correlational studies can function only to describe or predict the result, not to explain the cause of it.

Correlational research has both advantages and disadvantages. Compared to experiments, it can gather much more data derived from many subjects at the same time. It can also examine a wide range of variables and measure their interrelations. Moreover, as correlational research is generally conducted outside of the laboratories, the findings are more inclined to apply in daily life. Another advantage of correlational design is that it provides the other researchers and scholars with an opportunity for a great deal of further research, that it, it opens up a good starting position. However, on the other hand, it does not show any causation and there can be confounding variables, so it fails in giving a deep insight for the subject.

As Ellis (2008) stated statistical analyses relevant to variables were mostly measured by questionnaires applied with correlational statistics, in order to expand and elaborate theories (p. 646). Therefore, by numerical and statistical data gathered through a questionnaire, it was aimed to reach a more valid and reliable result in the current study. In this respect, present study utilized quantitative approach to reach the purpose of the study since it provides both statistical and exploratory validation.

### **3.3 Target Population and Participants**

In this part of the chapter, universe and the setting of the study are elaborated in detail. As for the universe of the study, a background information is provided about (1) English in Turkish national education system, (2) how English education differs or what is common in terms of English education in public and private schools, (3) the specific setting of the research. As for the participants of the study, it is explained in depth who the participants of the study are and why they are chosen as the target and sample group.

**3.3.1 English in Turkish national education system.** In Turkey, education is governed by a national system which was founded on the basis of constitution of

Turkish Republic. Ministry of National Education (MoNE) is responsible for executing formal education which is composed of pre-primary education, primary education, secondary education, and higher education. On 30 March 2012, a radical change in Turkish education system was made with the adaptation of “Primary Education Law no 6287” (MoNE, 2012). This law was called in public *4+4+4 system* which was legitimated with the aim of increasing the duration of compulsory education in Turkey to the average standards of European Union (EU) and The Organization for Economic Co-operation and Development (OECD) countries and also providing an opportunity for more qualified and efficient education environment to the students (Gun & Baskan, 2014). With this system, compulsory education became 12 years and started with the primary education lasting four years. According to this law, children who are at the age of 5.5 (66 months) are obliged to start primary school. Primary school is followed by middle school. The period of education in middle school is also four years. There are no exams implemented in primary school in order to start middle school. However, after middle school students have to pass an exam named *Transition from Primary Education to Secondary Education System (TEOG)* in order to start high school. In this examination system, students are obliged to take Central Written Exam for 6 lessons (Turkish, Mathematics, Science and Technology, Revolution History and Kemalism, Religious Culture and Moral Knowledge, Foreign Language) according to the curriculum at the 8<sup>th</sup> grade, in the end of November and April (MoNE, 2014). High school lasts four years, too. After high school, students take a university entrance exam to start their higher education, which is not compulsory.

This new system brings about some changes in English language education. This reformed system authorizes that “English instruction be implemented from the 2<sup>nd</sup> grade onward, rather than the 4<sup>th</sup> grade” (MoNE, 2013). Therefore, a need to develop a new curriculum occurs and syllabi must also be revised according to grades again. Furthermore, according to the existing curriculum, learners used to start learning a foreign language at the age of approximately 8-8.5, but now students learn a foreign language at about 6-6.5. As a result, the new curriculum must regard the young learners. The new English instruction program is guided by the principles of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). The CEFR especially emphasizes that students should put their learning into real-life practice in order to gain fluency, proficiency and prevent language retention (CoE, 2001). As a consequence, new model of curriculum focuses

on authentic communicative environment provided by the means of a diverse instructional methods and techniques making use of an “action-oriented approach in order to allow learners to experience English as a means of communication, rather than focusing on the language as a topic of study” (MoNE, 2013). In other words, communicative competence gains importance.

There is a raising need for developing communicative competence in English, as the competence in English is a significant factor, a cornerstone for the economic, social, political, educational, and even vocational progress in a globalized world. Therefore, as Hymes (1972) and Widdowson (1978) stated language learning must be practiced in context. In other words, it must be used in real communication rather than being a practical implementation of subject knowledge.

On the official web page of The Turkish Ministry of National Education, the purpose of foreign language instruction in Turkey is defined as to provide a sufficient and equal education to the students on basic language skills which are reading, writing, speaking and listening in accordance with the learners’ foreign language proficiency levels. In this system, each grade has its own yearly plan based on the curriculum and the students are evaluated by written and oral exams as well as projects, performance assignments, and performance in classroom.

**3.3.2 English education in public and private schools in Turkey.** Education is gaining importance day by day. Economic, social and cultural developments, technological innovations, and modern life result in a demand of well educated, qualified, and accomplished people all around the world. Therefore, many governments make effort to be successful in the field of education sector and to develop it (Alexander, 2000). Education is beneficial both for individuals and societies. For this reason, governments should provide opportunities for education and increase the standards of it at schools. However, especially for developing countries, this goal is not always reachable due to the gap between public expenditures and income. This is where privatization appears to prevent this gap and inadequate educational standards of the governments.

As Kwong (2000) states that more educated people generally can have better vocations and reach higher life standards than less educated. Therefore, under these conditions, in such a modernized and globalized world, the concern of parents about the future of their children has increased. In Turkey, quality of education was regarded

as inadequate and the government was unable to meet parents' expectations with limited budget (Cinoglu, 2006; Collins, 2002). This resulted in their search of better education features, especially in foreign language education.

Globalization, modernization, the necessity to keep up with the technological developments, having better vocational and educational opportunities as well as standards around the world call for a *lingua franca* to enable the communication. English has undertaken this responsibility. English is regarded as the most preferred language of communication worldwide (Crystal, 2003). With respect to Turkey, after the establishment of Turkish Republic in 1923, modernization and westernization movements paved the way for strong relationships with Europe especially through French. However, America started to have a sudden and great effect on Turkey in terms of economy and military. As a consequence, instead of French, English started to spread in Turkey. It is currently crucial for Turkish citizens to learn English as the main language of international communication since Turkey is a member of the North Atlantic Treaty Organization (NATO) and an associate member to the European Union (EU) (Kırkgöz, 2005). Hence, the spread of English in the globalized context is an unavoidable aspect having an influence on the language planning and policy worldwide (Hu, 2007). Turkey has taken its place among the countries which regulates their language policy in accordance with the dominance and spread of English.

Along with the spread of English as a *lingua franca*, foreign language education has become one of the most common qualifications that parents expect from private schools. Therefore, it is the area where the inequality and difference between public and private schools can be definitely observed. In primary schools, along with the 4+4+4 system, English lessons started to be given from the 2<sup>nd</sup> grade in the compulsory 12 years of education system instead of 4<sup>th</sup> grade. However, the numbers of hours dedicated to English lessons and other foreign languages can change in private and public schools. While it is at least 2- 4 hours a week in a public school, in a private school it can range from 8 to 12 hours according to the grade and level. In private schools, the students get not only English, but also other foreign languages education. This facility is not valid in all the public schools, in other words, it depends on the school. In private schools, students start having English lessons at a very early age such as in kinder garden. However, thanks to the new regulation, it starts at the 2<sup>nd</sup> grade in public schools. Beside the inequality between lesson periods allocated to English and other foreign languages in public and private schools, there is also a

discrepancy in instructional methods and materials used in the lessons. In public schools, students not only have dramatically fewer hours of English, but they are also educated through outdated methods and materials in more crowded classes compared to private schools. Moreover, although the textbooks used in the lessons in both types of schools are developed under the supervision of the Turkish Ministry of Education, the students in private schools, purchase books from international publishers such as Oxford and Cambridge. As private schools have the required budget, they can employ qualified teachers and provide better foreign language education in their well-equipped classes. While private schools have native teachers to facilitate language learning and create an authentic communication environment for the students to practice and get exposed to the target language, public schools do not have such an opportunity. While private schools can provide their teachers with teacher training programs, public schools cannot always provide it. In most of the private schools, students get their language education in language classes which are organized according to their language levels which in turn makes language learning/teaching efficient. Nevertheless, the classes in public schools are generally organized according to the academic success regardless of students' language levels which decreases the efficiency of the lessons.

In conclusion, public and private schools differ in many ways with respect to their foreign language teaching/learning policy. Because of such potential difference between two types of schools, public and private secondary schools were chosen specifically as the universe of the study to evaluate and observe the students' language motivation by delving into the reasons.

**3.3.3 Setting of the research.** The study was conducted in two public and two private secondary schools with 6<sup>th</sup> graders. The schools were located in different regions of northwest of Turkey. Although the number of the classes were more at the beginning, at total, eight classes- four classes from each type of school- were used as the setting in the current study because of some limitations, such as time, administrative approval, invalid questionnaires, consent by both students and parents, and absence of the students on the day of application. The classes were organized with regard to the academic success of the students, regardless of students' level of English. In the public schools where the participating classes existed, there were 3 hours of compulsory English lessons in a week, in accordance with the

principles defined by the Ministry of National Education. In addition, the students could take English course for 2 hours on weekdays, if sufficient amount of attendance was provided. This course was not compulsory, but it was in the function of support for the proficiency in English. Apart from English, there was not any other foreign language education in these schools. Moreover, there were well-educated teachers who had at least 10 years of experience. The books determined by the Ministry of National Education were used. As an evaluation method, both oral and written exam prepared by the teachers of each class with respect to the general level of the class and also projects were used. There was also an assignment system.

As for the private schools participating in this study, four 6<sup>th</sup> grade classes were used in the present study owing to certain limitations as aforementioned. Unlike the public schools, the classes in these private schools were organized according to both academic success of the students and their level of English. There were 12 hours of compulsory English lesson in a week, again under the supervision of the Ministry of National Education. There were etude lessons for 1 hour on weekdays and there were English course for 6 hours for the voluntary students at the weekend. Like the public schools, these courses were not compulsory. There was second foreign language education, German, in these private schools. Teachers assigned in these schools were both experienced and sophisticated, and most of them had master degree in their field. In addition, teachers were sent to teacher training programs at least twice in a year. As the main course book, well-equipped books in terms of four skills prepared by international publishers such as Oxford and Cambridge were used. On the other hand, the book defined by the Ministry of National Education was used a secondary source, especially to prepare students for TEOG exam. For measurement and evaluation, both oral and written exam prepared in accordance with the level of the students and the main course books were used. For secondary source, there were extra exams. In addition to exams, oral and written exams, projects and assignments took a significant place in the language education system.

**3.3.4 Participants.** For the current study, purposeful sampling method was used. Participants were selected from two public and two private secondary schools in different districts in the northwest of Turkey. These schools were chosen to represent a wide range of the Turkish educational system. A total of 170 Turkish learners of English participated in the main questionnaire study– 85 students from both the public

and private schools. Of these, 93 (54.7 %) were males and 77 (45.3 %) were females in compliance with the purpose of the study. All of the participants were studying at the 6<sup>th</sup> grade as stated earlier. As the study utilizes purposeful sampling, it was aimed to study with the 6th grade students from the very beginning mainly because it is a critical age in the education system and this age group gradually starts to develop their self-images. Until secondary school, the students have English lessons and start gaining awareness about language learning. The 5th grade is, for instance, early in the process where students still learn English via games, multi-media materials. In the 7th and 8th grade concern for exam starts, and thus language learning focuses mostly on the subject knowledge. However, in the 6th grade four skills are focused on in language learning process and the concern for the exam and curriculum is still less when compared to the advanced levels. Therefore, the 6th grade students were chosen as the target population in the study. Most of the participants were at the age of 12 (83.5 %). For all the students, Turkish was their first language. While 95 of the students who took part in the study had been taught by a native teacher before, 75 of them had not been taught by a native teacher before. Among all the participants, only 17 students had overseas experience. Moreover, while out of 170 participants who answered the questionnaire, only 130 students described their proficiency level in English as intermediate and lower intermediate level whereas 30 participants rate their levels as upper. It was only 10 students who described their English ability lower. Overall background information of the participants in the present study is presented in Table 1 below



Table 1

*Overall Background Information about the Participants*

<b>Category</b>	<b>Sub-category</b>	<b>Number</b>	<b>Percent</b>
<b>Schools</b>	S1	28	16,5
	S2	57	33,5
	S3	39	22,9
	S4	46	27,1
<b>Public/Private</b>	Public	85	50,0
	Private	85	50,0
<b>Gender</b>	Male	93	54,7
	Female	77	45,3
<b>Nationality</b>	Turkish	167	98,2
	Non-Turkish	3	1,8
<b>Age</b>	11	21	12,4
	12	142	83,5
	13	7	4,1
<b>Education Status</b>	Secondary School	170	100,0
<b>Native English Speaking Teacher</b>	Yes	95	55,9
	No	75	44,1
<b>Overseas Experience</b>	Yes	17	10,0
	No	153	90,0
<b>English Ability</b>	Upper Intermediate level and over	30	17,6
	Intermediate level	79	46,5
	Lower Intermediate level	51	30,0
	Post-Beginner level	7	4,1
	Beginner level	3	1,8
<b>Studying English (*)</b>	at a private institute	5	2,0
	at my school	170	69,1
	with private tutor	17	6,9
	on my own	54	22,0

\*Multiple responses were received.

*Note.* S1 = School 1; S2 = School 2; S3 = School 3; S4 = School 4

### 3.4 Procedures

In this section, constitutive procedures of the study including data collection, data analysis, reliability and validity, and limitations and delimitations will be discussed in details.

**3.4.1 Data collection procedures.** In this study, a structured questionnaire was used as the primary source of data. For the reliability and validity of the study, at first it was piloted. After the necessary revision was made, it was addressed to the target participants of the study.

**3.4.1.1 Questionnaire.** As the purpose of the study was to examine L2 Motivational Self System of Turkish learners of English along with type of school, gender and intended effort in Turkish context and contribute to the ongoing validation of the system, a motivational factors questionnaire (MFQ) was adapted and used correspondingly, drawing basically on Hungarian study of Dörnyei et al. (2006). The items in the instrument were adapted from Japanese and Persian version of the questionnaire used in the study by Taguchi et al. (2009) and also the questionnaire conducted in the study by Ryan (2008). In accordance with the purpose of the study and because of the different population and context in which the instrument was complemented, several minor changes were made in the questionnaire (See Appendix A for the English version of the questionnaire). In the present questionnaire, the words *Japanese* and *Persian* were changed to *Turkish*. In addition, not all the variables in these sample questionnaires were used, but only six variables were drawn on for the aim of the study. Moreover, as the questionnaire addressed the 6<sup>th</sup> grade students, the items were translated into Turkish so that participants with low English proficiency might not have any difficulty in understanding and responding. (See Appendix B for the Turkish version of the questionnaire). Furthermore, the longer items with complex structures were reworded and made concise and shorter to increase the efficiency of the items to the maximum, not to distract the students' attention. In this way, it took less time to answer them and also the items were easier to understand. After all the editing was done carefully, four colleagues, one of whom was a native teacher of English, were demanded to read and check the English version to identify any potential mistake. The Turkish version was also checked with great care by two Turkish language and literature teachers. To conduct this adopted version of the questionnaire by Taguchi et al. (2009) and Ryan (2008), they were sent an email to request a permission to integrate the items they used in their questionnaires into the current study (see Appendix C for e-mail correspondence).

The questionnaire consisted of two main parts: the first part included 69 items measuring the learners' attitudes, and motivation in relation to English learning; the

second part was comprised of questions about the learners' demographic and background information (e.g., nationality, gender, age, native English teacher experience, overseas experience, and self-rated English proficiency levels). There were six subscales in the questionnaire measuring each components of L2 Motivational Self System (ideal L2 self, ought-to L2 self, and L2 learning experience) and three variables thought to be influential on L2 Motivational Self System, such as intended effort, family influence, and ethnocentrism. The questionnaire was piloted in two public and two private school classes among 40 students to check the internal consistency reliability coefficients of the subscales before the implementation of the main questionnaire. The details of the pilot study will be presented towards the end of this section. Below, a brief explanation of subscales according to Dörnyei (2005, 2009) and Far (2013) in the main questionnaire is provided:

1. *Criterion Measures /Intended Effort*: It refers to the learners' anticipated efforts for learning English. This variable is in function of the criterion for L2 motivated behavior and evaluate the perception of the learners with respect to their intended effort toward learning English.
2. *Ideal L2 self*: This construct reveals the ambitions, aspirations, and desires of the learners to learn English. It concerns the learner's ideal self, in other words, their visions of themselves as a user of English.
3. *Ought-to L2 self*: It represents the characteristics that one believes that one ought to have in order to avoid possible negative outcomes. It is the learners' perceptions of themselves as users of English as expected by the significant people around them, not to disappoint them.
4. *Parental Encouragement/ Family Influence*: This variable shows the active and passive roles of families during the process of learning English.
5. *Attitudes Towards Learning English / L2 Learning Experience*: It represents the learners' attitudes towards the community of target language, it examines the motivation derived from present learning condition.
6. *Ethnocentrism*: It is a vision of cultural superiority which reveals a tendency to consider one's own culture superior to all other cultures.

Below, Table 2 points out these variables and their numbers in the questionnaire. The items in the questionnaire were measured by 6-point Likert scale. The reason for

choosing 6-point Likert-type format was to have the opportunity to measure relatively broader range of ideas (Oppenheim, 1996). The items were in affirmative scale type.

Table 2

*Subscales and Their Numbers in the Questionnaire*

<b>Subscales</b>	<b>Number of Questions</b>	<b>Total</b>
Criterion Measures /Intended Effort	22,40,50,8,24,16,9,5,20,28,36,42	12
Ideal L2 self	6,33,25,21,17,48,30,41,37,45,53,60, 66	13
Ought-to L2 self	1,34,18,10,26,31,2,12,43,47	10
Parental Encouragement/ Family Influence	4,14,29,35,38,27,52,11,19,46,44,58, 55	13
<i>Attitudes Toward Learning English / L2 Learning Experience</i>	54,67,59,69,63,68,3,61,57	9
Ethnocentrism	7,13,64,39,62,23,49,15,51,56,65,32	12

**3.4.1.2 Pilot study.** Pilot study can serve numerous purposes. According to Prescott and Soeken (1989) these objectives consist of adequate use of instruments and their practicability, problems of data collection techniques, suggested methods, responding methodological questions, and planning a more comprehensive study. In the present study, a pilot study was conducted to discover the adequacy and feasibility of the questionnaire, to see if there were any problems with respect to the data collection strategies and to find out whether the participants have any problems while answering the questionnaire.

In order to conduct the pilot study, one public and one private school were chosen to serve as a representative for the main study. Later, to obtain consent of the administrations of the schools, principles were contacted individually and after the approval the teachers who would cooperate in the study were also informed about the study. Since the participants of the study were 6<sup>th</sup> grade students, parental consent forms were sent to their parents to get permission to let their children take part in the study (See Appendix D for the informed consent form). After taking all the approvals and consents, the pilot study was conducted. Forty students in total participated in the pilot study. They were all voluntary students, and those who did not want to participate in the study were not included with respect to the ethical issues. The participants answered the questionnaire during the lesson time under the guidance of their English

teachers. All this procedural process in the pilot study regarding the consents both by students and their parents, approvals by administrations, and application of the questionnaires were implemented or repeated in the same way for the main study.

After the questionnaire was piloted, the data obtained from it was entered into SPSS 17.0 version. The co-efficiency of internal consistency of all subscales was measured to examine their reliability. As a result of the analysis of the pilot study, some items were omitted and some others were reworded; and thus, the questionnaire of the main study was formed. As can be seen in Table 3, the Cronbach Alpha internal consistency coefficients of the subscales were calculated based on the data collected from 40 participants of the pilot study. Accordingly, the Cronbach alpha for Intended Effort is .865; .880 for Ideal L2 self; .806 for Ought-to L2 self; .867 for Family Influence; .867 for L2 Learning Experience; and finally, .753 for Ethnocentrism.

Table 3

*Cronbach Alpha Coefficients of the Subscales in the Pilot Study*

<b>Subscales</b>	<b>N</b>	<b>Cronbah's <math>\alpha</math></b>	<b>Mean Inter-item Correlations</b>
Criterion Measures /Intended Effort	12	0.865	0.357
Ideal L2 self	13	0.880	0.370
Ought-to L2 self	10	0.806	0.267
Parental Encouragement/ Family Influence	13	0.867	0.344
Attitudes Toward Learning English / L2 Learning Experience	9	0.867	0.416
Ethnocentrism	12	0.753	0.185

\* Cronbach's Alpha

Relying on Cronbach alphas, items 7 and 13 were excluded from the study in order to increase the reliability of the subscale of ethnocentrism. These items showed negative correlations with the items of the other subscales in the questionnaire, and by excluding them, the Cronbach alpha which was .753 increased to .791. In addition, coefficient of mean inter-item correlation, which was .185, went up to .262. Below Table 4 shows the results after the alterations were made on the questionnaire.

Table 4

*Cronbach Alpha Coefficients of the Subscales in the Revised Pilot Study*

<b>Subscales</b>	<b>Number of Items</b>	<b>Cronbah's <math>\alpha</math></b>	<b>Mean Inter-item Correlations</b>
Criterion Measures /Intended Effort	12	0.865	0.357
Ideal L2 self	13	0.880	0.370
Ought-to L2 self	10	0.806	0.267
Parental Encouragement/ Family Influence	13	0.867	0.344
Attitudes Toward Learning English / L2 Learning Experience	9	0.867	0.416
Ethnocentrism	10	0.791	0.262

\* Cronbach's Alpha

After the modifications, the mean scores and standard deviations of the subscales of the revised pilot study were calculated and they are presented in Table 5 below. As it is pointed out in the table, except Ethnocentrism, the mean values of all subscales are high (> 4.0). Beside this, the highest standard deviation belongs to the subscale, Attitudes Toward Learning English / L2 Learning Experience. Thus, it can be inferred that the experience of learning English among some students can show diversity.

Table 5

*Mean Values and Standard Deviations of the Subscales of the Revised Pilot Study*

<b>Subscales</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>
Criterion Measures /Intended Effort	12	4.34	0.84
Ideal L2 self	13	4.80	0.80
Ought-to L2 self	10	4.26	0.88
Parental Encouragement/ Family Influence	13	4.10	0.91
Attitudes Toward Learning English / L2 Learning Experience	9	4.39	1.01
Ethnocentrism	10	3.22	0.95

Correlations of subscales in the pilot study were analyzed by PCC analysis and the results are presented in Table 6 below.

Table 6

*Correlations of Subscales in the Pilot Study*

		<b>G1</b>	<b>G2</b>	<b>G3</b>	<b>G4</b>	<b>G5</b>	<b>G6</b>
Pearson r	<b>G1</b>	-					
p		-					
Pearson r	<b>G2</b>	<b>0.601</b>	-				
p		<b>0.000</b>	-				
Pearson r	<b>G3</b>	0.304	<b>0.356</b>	-			
p		0.057	<b>0.024</b>	-			
Pearson r	<b>G4</b>	0.100	0.117	<b>0.772</b>	-		
p		0.541	0.473	<b>0.000</b>	-		
Pearson r	<b>G5</b>	<b>0.818</b>	<b>0.358</b>	0.151	-0.049	-	
p		<b>0.000</b>	<b>0.023</b>	0.353	0.765	-	
Pearson r	<b>G6</b>	<b>0.436</b>	0.144	<b>0.372</b>	0.174	<b>0.365</b>	-
p		<b>0.005</b>	0.374	<b>0.018</b>	0.282	<b>0.020</b>	-

*Note.* G1 = Criterion Measures /Intended Effort; G2 = Ideal L2 self; G3 = Ought-to L2 self; G4 = Parental Encouragement/ Family Influence; G5 = Attitudes Toward Learning English / L2 Learning Experience; G6 = Ethnocentrism.

As it is presented in Table 6, the highest positive correlations are detected between Criterion Measures /Intended Effort and Attitudes Toward Learning English / L2 Learning Experience, and also between Ought-to L2 self and Parental Encouragement/ Family Influence. Moreover, among Criterion Measures /Intended Effort, Ideal L2 Self, and Ethnocentrism, a moderate positive correlation is detected.

**3.4.1.3 Implementation of the questionnaire.** The same procedure for the pilot study was applied for the main study (see the subsection of 3.4.1.2. Pilot study above). Once these initial steps were completed, the questionnaires were conducted in a total of eight classes in two public and two private schools. The number of the students in each class ranged from 18 to 34. The questionnaire was conducted with the students who were volunteer and consented by their parents to participate in the study. The participants were informed about the purpose of the study by their teachers. In addition, students were informed that their participation was not compulsory, that it would have no impact on their grades, and that they could stop answering the questionnaire at any point if they wished to do so. They were assured that their names would be kept private and their answers would be used only for the purpose of the

research. The questionnaire was implemented during the class time and it took about 25 - 40 minutes on average for students to answer all the questions.

**3.4.2 Data analysis procedures.** The data analysis procedure was carried out in compliance with the research questions. Since the design of the study was quantitative and correlational, the data was collected through a structured questionnaire and was analyzed by using the SPSS 17.0 version.

While the collected data were being analyzed, the descriptive statistic, mean scores, and standard deviations of the subscales were revealed in percentage. The coefficient of internal consistency of each subscale was measured to check their reliability. Cronbach alpha indexes and correlation of subscales were calculated. The data derived from the questionnaires was given codes to facilitate computation. In the questionnaire, Likert scale type was used as it was well-documented in L2 research (Busch, 1993). The use of Likert scale, generally, reveals ordinal results and this causes some problems and ambiguities. In order to deal with the problem, the Likert scale items were turned into interval data represented by numbers for each scale (i.e. 1= strongly disagree, 2= disagree, 3= slightly disagree, 4= partly agree, 5= agree, 6= strongly agree).

In order to discover the relationships between and among the motivational constructs of L2 Motivational Self System and other variables (Ideal L2 self, Ought-to L2 self, Learning Experience, Parental Encouragement, Attitudes Toward Learning English, Ethnocentrism) PCC analysis was utilized.

PCC ( $r$ ) is a measure that finds out the linear relationship between two variables. The Value of PCC ranges from -1 to +1. When the value of  $r$  is close to 1, it means that there is a strong relationship between two variables. On the other hand, if the value of  $r$  is close to 0, it indicates a weak correlation. Positive correlation between variables points out that both variables increase or decrease in value while negative correlation means that when one variable increases, the other decreases, and vice versa.

The reliability of the subscales regarding L2 Motivational Self System was tested with Cronbach alpha and mean-inter item correlations. As stated earlier, before the main study was conducted, the pilot analysis was conducted on a group of 40 people and validity of the items in the questionnaire was tested and it was investigated whether the items should be revised and / or excluded from the study. The results were assessed at 95% confidence interval and  $p < 0.05$  significance level.



**3.4.3 Reliability and validity.** Since the data were collected quantitatively through questionnaire, reliability was confirmed by some statistical analysis and quantifications. According to Brown (2001) reliability is “the consistency with which survey measures whatever it is measuring” (p. 171). For reliability, various terms are used with respect to quantitative method. According to Cohen, Manion, and Morrison (2007), in quantitative method, reliability is “essentially a synonym for dependability, consistency and replicability over time, over instruments and over groups of respondents” (p. 146). It is concerned with precision and accuracy.

Regarding the questionnaire, the reliability was estimated through internal consistency method. This method checks the consistency among items in a questionnaire by calculating their Cronbach alpha. For this study, a pilot study was conducted at first with a sample group of main participants (see the subsection of 3.4.1.2. for the details of pilot study). After applying the pilot study, the collected data was submitted to the SPSS 17.0 version to calculate the Cronbach alpha. Since the questionnaire was adopted from reliable sources previously implemented (Taguchi et al., 2009; Ryan, 2008), the Cronbach alpha indexes were suitable, but some small modifications were done to conduct the main study. For the application of the main study, same procedures were done as it was applied for the pilot study. As the questionnaire was addressed to the 6<sup>th</sup> grade students, it was translated into Turkish not to cause any ambiguities in understanding the items, which in turn would affect the reliability of the study. In addition, the questionnaires were answered during a lesson time under the supervision of English teachers, who were also informed about the purpose of the study, so that students can ask questions in case they did not understand a point in items. This is another factor that ensures the credibility of the study. The data derived from questionnaires were again calculated using SPSS 17.0 version to obtain and the Cronbach alpha of the items and the correlations among variables

As Lodico, Spaulding, and Voegtler (2006) stated, validity “focuses on ensuring that what the instrument ‘claims’ to measure is truly what it is measuring” (pp. 87-88). In other words, validity displays that instrument measures what aims to measure. As Brown (2001) suggested “one way to defend the content validity of your items is to explain how you planned the questions” (p.177). To validate the study, the questionnaire, as it is mentioned before, was adapted from valid studies conducted by Taguchi et al. (2009) and Ryan (2008). In these studies, the items in the questionnaires

were also taken from reliable and valid sources (e.g. Dörnyei, 2005; Dörnyei et al., 2006; Gardner, 1985). The items were assessed by 6-point Likert scale type. Moreover, by taking the proficiency level of the participants into account, the questions were carefully translated into the Turkish so that the content was understandable. While developing the data collection, both English and Turkish versions of the questionnaires were checked by some colleagues, who were Turkish and English teachers in order to assess the content validity of the items. Consequently, under the light of feedback, there were some rewordings and revisions in some items. The final version of the questionnaire was also shown to some colleagues to ensure the validity of the instrument.

### **3.5 Limitations**

The current study examined L2 Motivational Self System of Turkish EFL students. First of all, the study was limited to 6<sup>th</sup> graders in the northwest of Turkey. Even though, the goal was to include a representative sample of the target population in Turkey, it might be difficult to generalize the results for other EFL contexts. However, it is the assumption behind the study relying on the number of the participants that there might be similarities with 6<sup>th</sup> graders in other contexts.

The study is also limited to a small number of samples. The study draws on purposeful sampling. Therefore, from the very beginning, 6th grade students were intended to be addressed as the target participants of the study since it is a critical age in the language education system, a period when they start to develop their sense of *self*. However, because of some procedural limitations, such as disapproval of administrations, dissent of parents and reluctance of students to participate in the study, a total of 170 students participated in the study. Nevertheless, the number of the students was high enough to conduct such a question based study.

The last limitation of the study was related to data collection instrument. As the school administration did not allow using other types of data collection instruments, such as interviews, observation, field notes, etc., only questionnaire was conducted to collect data in the study. If it had been possible to use aforementioned data collection instruments, more representative and generalized results and a deeper insight would have been obtained.

### **3.6 Delimitations**

There are a number of delimitations in the current study. Firstly, a specific focus on the construct of L2 Motivational Self System was chosen for investigation, as it was a significant subject having a potential of improving teaching and learning standards and efficiency of language education. In addition, this is a relatively understudied area in Turkish context even though the subject is crucial to understand. Secondly, the study used quantitative and correlational research design. Because of certain procedural limitations, qualitative methods were not used and only questionnaire, a quantitative instrument, was utilized as data collection instrument in the study. The survey included close-ended Likert scale questions which might direct some students to be more voluntary to participate in the study.

Other delimitations for the present study were about setting and participants. The study could have been conducted with a higher number of students and also in a more extensive setting which could be more representative for the target population. However, there was time limitation and also lack of parental consent to some extent. Therefore, the study was completed with its current number of the participants.

## **Chapter 4**

### **Results**

#### **4.1 Introduction**

This chapter presents the results of data analysis derived from the questionnaire. As stated previously, the main objective of the current study was to examine L2 Motivational Self System of Turkish learners of English, involving 6<sup>th</sup> grade students of two public and two private secondary schools in Turkish EFL context. The study intended to find out the correlation among the components of L2 Motivational Self System with respect to the gender of the language learners, type of school, and intended effort. Therefore, the main part of the analysis was correlational in nature. In accordance with the purpose, the study was organized around two major questions:

RQ1. What is the relationship among three components (ideal L2 self, ought-to L2 self, and L2 learning experience) of L2 Motivational Self System?

RQ1(a). What is the relationship between three components of L2 Motivational Self System and the type of school (public vs. private)?

RQ1(b). What is the relationship between three components of L2 Motivational Self System and gender?

RQ2. What is the relationship between three components of L2 Motivational Self System and intended effort?

#### **4.2 Reliability Analysis of the Final Questionnaire**

After collecting data, statistical, descriptive, and interpretive analyses were conducted by using SPSS 17.0 version computer program. As aforementioned, 170 questionnaires were gathered and analyzed. A 6-point Likert scale type was implemented for data analysis and PCC was used.

For the main study including 170 students, another analysis of internal consistency of all subscales was conducted in order to see the reliability of the study. Hence, both Cronbach Alpha coefficients and mean inter-item correlation of the subscales in the main study were calculated through SPSS 17.0 version. The results are presented in Table 7 below.

Table 7

*Cronbach Alpha Coefficients of the Subscales in the Main Study*

<b>Subscales</b>	<b>N</b>	<b>Cronbach's <math>\alpha</math></b>	<b>Mean Inter-item Correlations</b>
Criterion Measures /Intended Effort	12	0.889	0.409
Ideal L2 self	13	0.919	0.470
Ought-to L2 self	10	0.876	0.389
Parental Encouragement/ Family Influence	13	0.880	0.366
Attitudes Toward Learning English / L2 Learning Experience	9	0.916	0.413
Ethnocentrism	10	0.806	0.286

As can be seen in Table 7 above, Cronbach Alpha coefficients of the subscales are high (Cronbach's  $\alpha > 0.8$ ) and mean inter-item correlations are at a satisfactory level according to generally accepted standards of social science (Pallant, 2007).

In Table 8 below, the mean values and the standard deviations of the subscales in the main study are presented. As it is presented in Table 8, Ideal L2 self is the construct which has the highest mean score ( $M = 4.63$ ,  $SD = 1.08$ ), and secondly L2 Learning Experience has a close mean score ( $M = 4.47$ ,  $SD = 1.24$ ). Among the three components of L2 Motivational Self System, Ought-to L2 self has the lowest mean score ( $M = 4.36$ ,  $SD = 1.07$ ). Overall, the mean values of all subscales except Ethnocentrism ( $M = 3.83$ ,  $SD = 1.00$ ) are high ( $>4.0$ ); and beside this, the mean value of Ethnocentrism displays an increase compared to the results of the pilot study ( $M = 3.22$ ,  $SD = 0.95$ ). Similar to the pilot study, the highest standard deviation is depicted in the subscale of Attitudes Toward Learning English / L2 Learning Experience in the main study ( $SD = 1.24$ ) showing that some students can show differences in their English learning experiences.

Table 8

*Mean Values and the Standard Deviations of the Subscales in the Main Study*

<b>Subscales</b>	<b>N</b>	<b>Mean</b>	<b>St. Deviation</b>
Criterion Measures /Intended Effort	12	4.32	1.01
Ideal L2 self	13	4.63	1.08
Ought-to L2 self	10	4.36	1.07
Parental Encouragement/ Family Influence	13	4.13	1.00
Attitudes Toward Learning English / L2 Learning Experience	9	4.47	1.24
Ethnocentrism	10	3.83	1.00

### 4.3 Overall Results of Research Questions

Gathering data from all students, the subscales were given codes, and correlations of the subscales were measured by PCC analysis. The results are shown in Table 9 below.

Table 9

*Correlations of the Subscales in the Main Study*

		<b>G1</b>	<b>G2</b>	<b>G3</b>	<b>G4</b>	<b>G5</b>	<b>G6</b>
<b>G1</b>	R	-					
	P	-					
<b>G2</b>	R	<b>0.769*</b>	-				
	P	<b>0.000</b>	-				
<b>G3</b>	R	<b>0.600*</b>	<b>0.518*</b>	-			
	P	<b>0.000</b>	<b>0.000</b>	-			
<b>G4</b>	R	<b>0.426*</b>	<b>0.286*</b>	<b>0.763*</b>	-		
	P	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	-		
<b>G5</b>	R	<b>0.781*</b>	<b>0.730*</b>	<b>0.434*</b>	<b>0.246*</b>	-	
	P	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.001</b>	-	
<b>G6</b>	R	0.088	-0.039	<b>0.260*</b>	<b>0.305*</b>	-0.017	-
	P	0.256	0.614	<b>0.001</b>	<b>0.000</b>	0.829	-

\* $p < 0.05$

*Note.* G1 = Criterion Measures /Intended Effort; G2 = Ideal L2 self; G3 = Ought-to L2 self; G4 = Parental Encouragement/ Family Influence; G5 = Attitudes Toward Learning English / L2 Learning Experience; G6 = Ethnocentrism.

As the results show above, a high positive correlation was depicted between Intended Effort and Ideal L2 self ( $r = .769, p = .000$ ), Intended Effort and L2 Learning Experience ( $r = .781, p = .000$ ), Ideal L2 self and L2 Learning Experience ( $r = .730, p = .000$ ), and Ought-to L2 self and Family Influence ( $r = .763, p = .000$ ).

Additionally, a moderate positive relationship was established between Intended Effort and Ought-to L2 self ( $r = .600, p = .000$ ), Intended Effort and Family Influence ( $r = .426, p = .000$ ), Ideal L2 self and Ought-to L2 self ( $r = .518, p = .000$ ), Ought-to L2 self and L2 Learning Experience ( $r = .434, p = .000$ ), and Family Influence and Ethnocentrism ( $r = .305, p = .000$ ).

A low positive correlation was observed between Ideal L2 self and Family Influence ( $r = .286, p = .000$ ), Ought-to L2 self and Ethnocentrism ( $r = .260, p = .001$ ), and Family Influence and L2 Learning Experience ( $r = .246, p = .001$ ).

In the analysis conducted on the whole group, it was found that Ethnocentrism had no correlation with the subscales; Intended Effort ( $r = .088, p = .256$ ), Ideal L2 self ( $r = -0.039, p = 0.614$ ), and L2 Learning Experience ( $r = -0.017, p = .829$ ).

In conclusion, as the results show above, while Ethnocentrism is not correlated with Intended Effort as well as Ideal L2 self and L2 Learning Experience ( $p > 0.05$ ), a moderate or high positive relationship between and among all of the other subscales is observed ( $p < 0.05$ ). In addition, the highest positive correlational values are observed between Intended Effort and Ideal L2 self, Intended Effort and L2 Learning Experience, Ideal L2 self and L2 Learning Experience, Ought-to L2 self and Family Influence.

**RQ1: What is the relationship among three components (ideal L2 self, ought-to L2 self, and L2 learning experience) of L2 Motivational Self System?**

In order to answer the first research question, the relationship among the three components of L2 Motivational Self System was examined. According to Table 9 above, results present positive relationship among three components of L2 Motivational Self System. While all the components are correlated with each other, the highest positive correlation is between Ideal L2 self and L2 Learning Experience ( $r = .730, p = .000$ ), and then comes the moderate correlation between Ideal L2 self and Ought-to L2 self ( $r = .518, p = .000$ ). Finally, the one between Ought-to L2 self and L2 Learning Experience ( $r = .434, p = .000$ ) is the lowest. Particularly, the correlation between Ideal L2 self and L2 Learning Experience was stronger than the Ought-to L2 self's correlation with each of other components of L2 Motivational Self System.

**RQ1 (a): What is the relationship between three components of L2 Motivational Self System and the type of school?**

In order to answer the research question1(a), the relationship between three components of L2 Motivational Self System and the type of school was examined. After gathering the data from all samples and analyzing through PCC, subscales were compared in terms of types of school (public vs. private). The results are shown in Table 10 below.

Table 10

*Correlations of the Subscales in terms of Type of School (Public vs. Private)*

		G1		G2		G3		G4		G5		G6	
		Publ.	Pvt.	Publ.	Pvt.	Publ.	Pvt.	Publ.	Pvt.	Publ.	Pvt.	Publ.	Pvt.
<b>G1</b>	r	-	-										
	p	-	-										
<b>G2</b>	r	0.695	0.836										
	p	0.000	0.000										
<b>G3</b>	r	0.689	0.514	<b>0.481</b>	<b>0.553</b>								
	p	0.000	0.000	<b>0.000</b>	<b>0.000</b>								
<b>G4</b>	r	0.602	0.278	0.365	0.227	0.764	0.772						
	p	0.000	0.010	0.001	0.037	0.000	0.000						
<b>G5</b>	r	0.764	0.795	<b>0.706</b>	<b>0.762</b>	<b>0.543</b>	<b>0.326</b>	0.463	0.065				
	p	0.000	0.000	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.002</b>	0.000	0.553				
<b>G6</b>	r	0.107	0.054	-0.013	-0.058	0.235	0.278	0.259	0.378	0.087	-0.140	-	-
	p	0.330	0.624	0.904	0.597	0.031	0.010	0.016	0.000	0.430	0.202	-	-

*Note.* Publ. = Public; Pvt. = Private; Publ., n = 85; Pvt., n = 85

G1 = Criterion Measures /Intended Effort; G2 = Ideal L2 self; G3 = Ought-to L2 self; G4 = Parental Encouragement/ Family Influence; G5 = Attitudes Toward Learning English / L2 Learning Experience; G6 = Ethnocentrism.

In the analysis conducted on the whole group, a positive correlation was depicted among the three components of L2 Motivational Self System. These correlations from the highest to the lowest respectively were between; Ideal L2 self and L2 Learning Experience ( $r = .730, p = .000$ ), Ideal L2 self and Ought-to L2 self ( $r = .518, p = .000$ ), and lastly Ought-to L2 self and L2 Learning Experience ( $r = .434, p = .000$ ). According to Table 10, the results show that there is not much change in the levels of correlation among these three components in terms of school type. In other words, the highest positive correlation is again between Ideal L2 self and L2 Learning Experience in terms of both public ( $r = .706, p = .000$ ) and private ( $r = .762, p = .000$ ) schools. Additionally, the moderate correlation is still between the other components of L2 Motivational Self System with respect to type of school. That is, while Ideal L2 self and Ought-to L2 self has a moderate positive correlation ( $r = .518, p = .000$ ), the correlation between these constructs is still moderate in terms of public ( $r = .481, p = .000$ ) and private ( $r = .553, p = .000$ ) schools. Furthermore, the positive moderate correlation between Ought-to L2 self and L2 Learning Experience ( $r = .434, p = .000$ ) is again at a moderate level in terms of public ( $r = .543, p = .000$ ) and private ( $r = .326, p = .002$ ) schools. As a conclusion, while all the components were correlated with each other, type of school did not lead to much change in the correlation levels among these three components.



**RQ1 (b): What is the relationship between three components of L2 Motivational Self System and gender?**

In order to answer the research question1(b), the relationship between three components of L2 Motivational Self System and gender was examined. Deriving data from all samples, subscales are compared regarding gender, and the results are shown in Table 11 below.

Table 11

*Correlations of the Subscales based on Gender*

		G1		G2		G3		G4		G5		G6	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
<b>G1</b>	r	-	-										
	p	-	-										
<b>G2</b>	r	0.791	0.656	-	-								
	p	0.000	0.000	-	-								
<b>G3</b>	r	0.610	0.598	<b>0.578</b>	<b>0.420</b>	-	-						
	p	0.000	0.000	<b>0.000</b>	<b>0.000</b>	-	-						
<b>G4</b>	r	0.372	0.537	0.271	0.331	0.728	0.808	-	-				
	p	0.000	0.000	0.009	0.003	0.000	0.000	-	-				
<b>G5</b>	r	0.781	0.750	<b>0.777</b>	<b>0.577</b>	<b>0.481</b>	<b>0.340</b>	0.214	0.301	-	-		
	p	0.000	0.000	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.002</b>	0.040	0.008	-	-		
<b>G6</b>	r	0.062	0.302	-0.081	0.185	0.231	0.352	0.299	0.344	-0.056	0.146	-	-
	p	0.554	0.008	0.443	0.107	0.026	0.002	0.004	0.002	0.597	0.204	-	-

Note. Male, n = 93; Female, n = 77

G1 = Criterion Measures /Intended Effort; G2 = Ideal L2 self; G3 = Ought-to L2 self; G4 = Parental Encouragement/ Family Influence; G5 = Attitudes Toward Learning English / L2 Learning Experience; G6 = Ethnocentrism.

Turning to Table 9, the correlation analysis conducted on the whole group showed that a high positive relationship was found between Ideal L2 Self and L2 Learning Experience ( $r = .730, p = .000$ ). According to Table 11, when this correlation is examined in terms of gender, the level of high positive correlation gets higher for male students ( $r = .777, p = .000$ ), while that of female students gets moderate ( $r = .577, p = .000$ ). For the correlation of Ought-to L2 self with the other components of the L2 Motivational Self System, gender does not lead to much change in the correlation level. In other words, while Ideal L2 self and Ought-to L2 self has a moderate positive correlation ( $r = .518, p = .000$ ), the correlation between these constructs is still moderate for males ( $r = .578, p = .000$ ) and females ( $r = .420, p = .000$ ). Also, the positive moderate correlation between Ought-to L2 self and L2 Learning Experience ( $r = .434, p = .000$ ) is again at a moderate level in terms of males ( $r = .481, p = .000$ ) and females ( $r = .340, p = .002$ ).

In conclusion, the high positive correlation level between the Ideal L2 Self and L2 Learning Experience increased for male students ( $r = .777, p = .000$ ), while that of female students decreased ( $r = .577, p = .000$ ). On the other hand, the correlation of Ought-to L2 self with the other components of the L2 Motivational Self System did not display much change in the correlation level in terms of gender.

**RQ2: What is the relationship between three components of L2 Motivational Self System and Intended Effort?**

In order to answer the second research question, the relationship between three components of L2 Motivational Self System and Intended Effort was examined. Intended Effort is a factor that has an impact on motivation and as Papi (2010) remarked, it functions as the criterion measure which anticipates and examines the amount of learners' efforts intended to learn English.

Turning to Table 9 again, it is displayed that there is a relationship between three constituents of L2 Motivational Self System and Intended Effort. According to the results, L2 Learning Experience have the highest positive correlation with Intended Effort ( $r = .781, p = .000$ ). The second strong positive correlation with Intended Effort belongs to Ideal L2 self ( $r = .769, p = .000$ ) while Ought-to L2 self has a moderate positive correlation ( $r = .600, p = .000$ ) with Intended Effort among three components of L2 Motivational Self System.

## CHAPTER 5

### Discussion and Conclusions

#### 5.1 Discussions of Findings for Research Questions

The main purpose of the study was to investigate L2 Motivational Self System in Turkish EFL context. In particular, the current study also focused on the relationship among the components of the L2 Motivational Self System and its relationship between other variables and social factors, such as gender, intended effort, and type of school (public vs. private). The data was gathered through a structured questionnaire.

**5.1.1 Discussion of findings for research question 1.** The first question of the study was about the relationship among three components (ideal L2 self, ought-to L2 self, and L2 learning experience) of L2 Motivational Self System. To answer this question, a correlational analysis was conducted through SPSS. For the analysis of data, 6-point Likert scale was utilized, and PCC was the type of correlational analysis used in the present study.

The results indicated that among three constituents of the system, the highest positive correlation was respectively between Ideal L2 self and L2 Learning Experience; secondly, a moderate positive correlation between Ideal L2 self and Ought-to L2 self was observed, and lastly Ought-to L2 self and L2 Learning Experience had the lowest positive correlation. In other words, all the components were correlated with each other. However, compared to the correlation of Ought-to L2 self with each of the components, the correlation between Ideal L2 self and L2 Learning experience was higher. In that sense, the highest correlation between L2 Learning Experience and Ideal L2 self shows that having positive attitudes towards learning English results in gaining positive L2 self-image. These results are in alignment with the assertion of Dörnyei (2009) that those who want to learn English, and stimulated intrinsically to develop an ideal self-image with a desire of being a competent L2 speaker are more successful than those who learn English owing to “duties and obligations imposed by friends, parents and other authoritative figures”, such as school (p. 32).

The study also contributed to the validation of Dörnyei's (2009) L2 Motivational Self System by revealing a correlation among the components (Dörnyei & Ushioda, 2011). The high correlation between Attitudes Towards Learning English and Ideal L2 self, contributing to the criterion measure in the present study goes parallel with the other studies conducted in different contexts by many researchers (Alshahrani, 2016; Csize'r & Kormos, 2009; Kormos & Csize'r, 2008; Kormos et al., 2011; Lamb, 2012; Magid, 2011; Papi, 2010; Taguchi et al., 2009). Corresponding with these previous studies, the findings for research question 1 point out the effect of the Ideal L2 self as well as the crucial influence of L2 Learning Experience on motivated learning behavior of students in the Turkish EFL context with regard to 6<sup>th</sup> graders. The findings also present that the Ideal L2 self and L2 Learning Experience has an important role as the main predictors of motivated effort compared to Ought-to L2 self.

In some of the studies (Ghapanchi, Khajavy, & Asadpour, 2011; Islam et al., 2013; Kim & Kim, 2014), rather than a mutual correlation among the components, Ideal L2 self has been found to be a significant constituent. In these studies, it also observed that the more developed ideal L2 self, the higher English proficiency level the students had. Moreover, Islam et al. (2013) discovered a significant correlation between the Ideal L2 self and Attitudes Towards Learning English as it was the case in the current study. Corresponding to the previous studies, this high correlation between Ideal L2 self and L2 Learning Experience in the current study shows how the language learner's perceptions of learning English and learning environment are related and effective on language learning motivation in Turkish context.

However, Taguchi et al. (2009) found Ought-to L2 self as a significant contributor in the comparative study of three Asian contexts where students were under pressure by their parents and other family members for their motivational understanding. This lent credence to Kormos et al.'s (2011) notion that Ought-to L2 self might be more relevant in Asian context compared to other western contexts as this component was not determined to be trustworthy enough to measure L2 motivation (Csizér & Lukács, 2010; Kormos & Csizér, 2008). Therefore, the low correlation level of Ought-to L2 self in the current study suggests that 6<sup>th</sup> graders in Turkish context are more likely to be intrinsically motivated to learn English rather to learn it extrinsically.

As discussed above, the present study is in alignment with the previous research in the sense that all the components of the L2 Motivational Self System are correlated

with each other and they motivate the language learners although the correlation levels among them differ. As for the current study, the highest level of correlation belongs to the Ideal L2 self and L2 Learning Experience with regard to 6<sup>th</sup> graders in this study. As Papi (2010) found, Ideal L2 self has an impact on students' English learning experience, which in turn has an influence on their motivated behavior. In other words, learners with a positive future self-image of themselves as proficient L2 speakers have the benefit of their language learning experience more. On the other hand, learners with a less developed ideal L2 self do not have the same enjoyable and beneficial perception of their learning environment as they cannot be aware of the benefit of it.

Overall, the high positive correlation between Ideal L2 self and L2 Learning Experience with respect to 6<sup>th</sup> graders in the present study can be interpreted that students in Turkish EFL context have intrinsic motivation to learn English. In other words, they can visualize themselves as fluent and competent L2 users. According to Expectancy-value theory expectancies of success or failure can have an influence on students' motivation to learn a language (Oxford, 1996). Furthermore, Dörnyei (2001) also remarked that "people will only be motivated to do something if they expect success" (p. 12). Therefore, the students with more developed Ideal L2 self, have the expectancy of language learning success, which in turn affects the language learning motivation. As well as Ideal L2 self, the L2 Learning Experience could be related to Expectancy-value theory. In other words, as Schmidt et al. (1996) stated students "engage in activities that are relevant to their goals and at which they expect to succeed" (p. 54). This means that if learners expect to be successful in their language learning process, they will tend to have higher motivation to learn language as they enjoy their language learning environment. Hence, the high positive correlation between Ideal L2 self and L2 Learning Experience can be argued that with respect to 6<sup>th</sup> graders, the students in Turkish EFL context have the benefit of their language learning environment and experiences as they have developed ideal L2 selves, which motivate them to learn English.

Regarding the low correlation of Ought-to L2 self with the other components of L2 Motivational Self System, it can be inferred that with regard to 6<sup>th</sup> graders, students in Turkish context are not motivated extrinsically. It seems that extrinsic motives, such as obligations, responsibilities, teachers, and parents do not have a significant impact on students' motivation. On the other hand, it appears that students are aware of the importance of having positive attitudes towards learning English. Unlike Asian

context, external factors and authoritative figures do not motivate them. Concerning the low correlation of Ought-to L2 Self with the other constructs of L2 Motivational Self System, the fact that English is a compulsory subject in Turkish National Educational System can make it less motivating to learn for students.

**5.1.1.1 Discussion of findings for research question 1(a).** The research question 1(a) was about the relationship between three components of L2 Motivational Self System and the type of school (public vs. private). According to the results, type of school did not lead to much change in the correlation among three components of L2 Motivational Self System. In other words, similar to the correlation among three dimensions of the system, the highest positive correlation was between Ideal L2 self and L2 Learning Experience in terms of both public and private schools, and then came the moderate positive correlation between Ideal L2 self and Ought-to L2 self with regard to type of school, and lastly Ought-to L2 self and L2 Learning Experience had the lowest correlation with respect to type of school among the three components.

Although there are not many studies specifically focusing on the correlation between L2 Motivational Self System and school type, those that have been conducted so far have established a correlation between type of school and the L2 Motivational Self System. For instance, in their study, Ghanizadeh and Rostami (2015) intended to test Dörnyei's (2005, 2009) model in two different language learning environments, public vs. private. Unlike the current study, the results pointed out that while there was a correlation between the private context and the model, there was not any relationship in the public context. This result is in line with the assertion of Dörnyei and Ushioda (2009) that notable qualities of language learning in private contexts, such as smaller size of classes, qualified teachers, teaching methods, and more communicative approaches toward teaching can be effective in developing learners' attitudes toward learning English in addition to having the subsequent L2 motivation.

However, in her case study examining the relationship between students' language learning motivation and self-efficacy at a private university in Turkish context, Aşıcı (2016) also found a correlation between the school type and language learning motivation. The results revealed that there was a relationship between students' educational background and motivation. In other words, students who graduated from state schools were more interested in learning English than the ones

who graduated from private schools. This was not a study directly investigating the L2 Motivational Self System. Yet, it drew on the system as a theoretical framework.

According to these two previous studies, students in these two types of school, no matter in which they are, have different levels of L2 motivation. This difference arises from different learning experiences and environments. As in line with some assumptions of social cognitive theory, Bandura (2001) remarked that learners' motivation is strongly correlated with their understanding of support in their social environment. However, In Turkish EFL context, it is assumed that public and private schools differ in terms of the quality of language education. On the contrary of this assumption and the previous two studies above, in the current study it was established that the correlation among the components of L2 Motivational Self System did not change much in terms of type of school. The highest positive correlation was again between Ideal L2 self and L2 Learning Experience with regard to public and private context.

This result for the research question 1(a) can be interpreted that with respect to 6<sup>th</sup> graders, students in Turkish EFL context can have the benefit of their language learning experience and environment no matter how much these environments are assumed to differ in language learning qualities. Therefore, it can be inferred that learning environment, such as teacher, materials, activities, curriculum, etc. have a leading influence on students' attitudes to learn language (Csizér & Kormos, 2009). It seems that since these students in both public and private schools have well developed ideal L2 selves and desire to be fluent L2 speakers and proficient L2 users, they can understand, benefit, and enjoy the support in their language learning environment. They seem to be aware of importance of having a positive attitude toward learning language.

Despite the supposed difference between public and private contexts, this awareness and the students' clear vision of their ideal L2 selves can be explained by globalization. Along with the globalization, English has become a lingua franca. Additionally, there has occurred an opportunity to reach different countries, people in these countries with different cultures through mass media, social media, travelling, etc. Therefore, this opportunity and remarkable position of English resulting from globalization can support and motivate students to learn English in order to imagine themselves as ideal L2 speakers.

Additionally, according to the findings for research question 1(a), regarding the ranks of correlation among the components of L2 Motivational Self System in terms of type of school, Ought-to L2 self seems to be providing less motivation compared to other two components of the system. It can be due to the fact that students in Turkish EFL context, with regard to 6<sup>th</sup> graders, are not motivated by extrinsic and authoritative figures, such as school, families, parents, teachers, obligations and responsibilities, etc. Moreover, it can result from the language education system in the 6<sup>th</sup> grade in Turkish EFL context. In Turkish National Education System, 6<sup>th</sup> grade students have language education that focuses more on four skills apart from subject knowledge compared to the advanced levels like 7<sup>th</sup> and 8<sup>th</sup> grades. Moreover, 6<sup>th</sup> grade is a critical period that students slowly start to develop their self-images. Therefore, these students can visualize themselves as proficient L2 users away from the concern for exams like TEOG and the pressure of the curriculum with respect to grammatical structures, and they can enjoy their language learning environment.

It was the initial assumption for conducting this study that the students in private schools in Turkey are more supported and motivated than the students in public schools. Therefore, this is one of the reasons why parents prefer private schools for their children's education. However, regarding the results of these previous studies and the present study, it was astonishing that there was not much change in the correlation between the components of L2 Motivational Self System and type of school in the current study. This exceptional result can be caused by the impacts of some other variables, as well as social and motivational factors, which paths the way for further investigation in the field.

**5.1.1.2 Discussion of findings for research question 1(b).** Research question 1(b) intended to find out the relationship between three components of L2 Motivational Self System and gender. As the results pointed out, the correlation between Ideal L2 self and L2 Learning Experience revealed differences in terms of gender. In other words, the positive relationship between Ideal L2 Self and L2 Learning Experience was high for male students while it was moderate for female students. On the other hand, the correlation level of Ought-to L2 self with the other components did not differ regarding gender.

In motivational research on second language learning, many studies have investigated gender along with other motivational factors. In general, unlike the



current study, the results reveal that female learners show higher motivation and more positive attitudes toward learning a foreign language than male learners. (Bacon & Finnemann, 1992; Baker & MacIntyre, 2000; Dörnyei & Clement, 2001; Ghazvini & Khajepour, 2011; Sung & Padilla, 1998; Williams et al., 2002). Dörnyei et al.'s (2006) longitudinal investigation on Hungarian secondary school pupils' motivation to learn five different languages also reached similar results which revealed girl's superiority in scores compared to males.

Azarnoosh and Birjandi (2012) investigated junior high school students' L2 Motivational Self System with respect to gender in Iran context and in their study, in relation to Ideal L2 self, girls performing better than boys is in line with some other previous studies (Henry, 2009; Ryan, 2009). In other words, the results presented that there was a significant difference between girls and boys on Ideal L2 self, Ought-to L2 self, and Intended Effort, but no difference was established on their Attitudes Toward Learning English. Particularly, all the students have the same attitude to learning English. However, as for Ideal L2 self and Intended Effort girls scored a higher level while for Ought-to L2 self, boys displayed a higher level. However, on the contrary of the results in these previous studies, a significant difference was depicted between males and girls on Attitudes Toward Learning English in the present study and the correlation between Ideal L2 self and L2 Learning Experience was high for male students as opposed to female superiority in these previous studies. This result implies the significance of immediate learning environment in shaping students' attitudes towards learning language in Turkish context with respect to 6<sup>th</sup> grade students. It can be stated that both students' involvement in the learning process and their learning environment provide mutually source of motivation. As the participants of the present study is 6<sup>th</sup> grade students in the current study, this result also promotes the assertion of Nikolov (1999) that young learners are more affected by their language learning experiences. Additionally, as Csizér and Kormos (2009) remarked factors of language learning environment, such as classroom, learning context, materials, teacher and activities have a crucial influence on students' attitudes and learning environment and affect the extent of learners' intended effort to be put into language learning. High correlation between Ideal L2 Self and L2 Learning Experience compared to Ought-to L2 self's moderate correlation with the other components can be interpreted that motivation originates not from outside, but from within the self.

On the other hand, in Azarnoosh and Birjandi's (2012) study, boys' higher Ought-to L2 self in Iranian context can be explainable by the family influence and expectations from each gender in this context. Indeed, as Elliott, Hufton, Willis, and Illushin (2005) stated "Asian children are socialized to be sensitive and responsive to the needs of their family and community" (p. 188). Moreover, encouragement and pressure from culture, friends, and other important people around them shape their identity and motivational understanding (Brophy, 2009). In Iran, there are many burdens and responsibilities on the shoulders of boys put by their families. Most of the families have an influence on the choice of their children's future and career which may require learning English in order to find a job with a stable income. Therefore, this is also advantageous in marriage as it brings respect and honor to the family which in turn reinforces Ought-to L2 self (Taguchi, et al., 2009). However, in the current study, the correlation of Ought-to L2 self with other components does not differ in terms of gender. As a result, unlike Azarnoosh and Birjandi's (2012) study in Iranian context, it seems that students are not motivated by extrinsic motives, such as their families, other authoritative figures, obligations, and responsibilities in the present study. It can be also implied that with respect to the 6<sup>th</sup> graders, it seems that there is no gender based stereotypes of parents in Turkish context.

Although results commonly depicted female superiority on L2 motivation and gender, there were a few studies reporting opposite results. One of these studies is by Al-Bustan and Al-Bustan (2009) which examined the Kuwaiti learners' attitudes toward learning English. In the study, it was established that the negative background of English learning at school effected female students' attitude towards learning English in a negative way. However, such negative attitude was not depicted for male students.

In conclusion, although many studies have investigated the effect of gender on L2 motivation, it is still a complex phenomenon. It is asserted by researchers that immediate learning and social environment can be determinative factors in this difference. For instance, the reason why female learners' motivation was high in learning English in Japan resulted from the perception of Japanese society which regards learning English as a woman-dominant choice at schools and which marginalizes women in the society. In parallel with Kobayashi's (2002) assertion, Ryan's (2009) study found that female Japanese learners were more positive towards learning English by the virtue of the notion that using English is a way of expressing

themselves more freely compared to Japanese, which has some limiting characteristics for female speakers. Similarly, in their studies, Dörnyei et al. (2006) and Williams et al. (2002) found that male students scored lower than females in relation to motivation toward learning French. This was due to the common notion that French was considered as being a feminine language.

As for the current study in Turkish context, gender had a significant impact on L2 motivation. In other words, among three components of L2 Motivational Self System, it was observed that correlation between the Ideal L2 self and L2 Learning Experience was higher for male students compared to female students. Moreover, Ought-to L2 self's correlation with other components did not show much difference in terms of gender. This result reveals that male students have more awareness about the importance of learning English; they enjoy their learning environment much more compared to female students; and as a result, they have more positive attitudes towards learning English. The result that Ought-to L2 self does not show impact on gender displays that both female and male students do not learn English motivated extrinsically by obligations, rules, family, and social pressure or other authoritative factors. These findings are interpretable by the effect of aforementioned factors, such as immediate learning, social environment, and expectations of each gender. This can be also explained by other motivational factors, such as culture, background information, family influence, national interest, etc. which again requires further investigation not only in Turkish context but also in other contexts.

**5.1.2 Discussion of findings for research question 2.** The second question in the study aimed to investigate the relationship between the three components of L2 Motivational Self System and Intended Effort. According to the results, while there was a correlation between the three constituents and Intended Effort, the highest positive correlation with Intended Effort belonged to Attitudes Toward Learning English, the second positive strong correlation was between Ideal L2 self and Intended Effort, and lastly a moderate positive correlation was between Ought-to L2 self and Intended Effort.

The strong positive correlation between Attitudes Toward Learning English and Intended Effort indicates that immediate learning environment has a significant impact on students' tendency to study English. The secondly high correlation between Intended Effort and Ideal L2 self shows that learners' desire to participate in the

learning process affects their learning efforts positively. The moderate correlation of Ought-to L2 self, which is the lowest among the other components, reveals that unlike Asian contexts, the EFL students in Turkey are more encouraged by intrinsic reasons rather than the influence of friends, parents and other authoritative figures.

Such a result of low correlation of Ought-to L2 self with Intended Effort is also in line with the results in the studies by Islam et al. (2013), Papi (2010), and Rajab et al. (2012) as they revealed that this constituent had the least effect on Intended Effort. As a result, it can be inferred that obligations and responsibilities do not have positive impact on students' motivation. Rather, it seems that students have the awareness of importance of learning English, as it is the case in the current study. Some preliminary studies have also found a relationship between anxiety and the Ought-to L2 self (Ghapanchi et al., 2011; Papi, 2010; Papi & Teimouri, 2014). According to Papi (2010), the Ought-to L2 self leads to anxiety, proposing that if students are motivated through their Ought-to L2 self, they will have the tendency to feel anxious about their language learning, which in turn will affect their motivated behavior in a negative way. Therefore, compared to other components, the low correlation of this dimension requires a further investigation as it can be related to other motivational factors.

With regard to the high correlation between Attitudes Toward Learning English and Intended Effort, the current study is in line with the studies of Kormos and Csizér (2008) which was on secondary school pupils, university students and adult language learners. This study complies with their study as well as in terms of the correlation between three components of L2 Motivational Self System and Intended effort. That is to say, the contribution of Ideal L2 self to intended learning efforts is less than that of Attitudes Toward Learning English to some extent.

Contrary to the current study, in terms of correlation with Intended Effort, Ideal L2 self played a primary role in the studies by Csizér and Luka'cs, (2010), Dörnyei and Ushioda (2011), and Kormos et al. (2011). Therefore, these results with different correlation level of ideal L2 self require further investigation. On the other hand, the major significance of the Attitudes Toward Learning English as it is contained the items relevant to students' understanding of their immediate learning environment in classrooms/schools (e.g. 'I would like to have more English lessons at school') and their English learning experiences (e.g. 'I find learning English really interesting') can be associated with the exceeding significance of the English language in Turkish education system where it is a compulsory subject from second grade on. The fact that

English is taught as a compulsory subject at schools can reduce the motivation of students to learn English, as Dörnyei (2001) stated “we will be more motivated to do something of our own will than something that we are forced to do” (p. 12), and that could be the cause why Ought-to L2 self correlated less with Intended Effort compared to other two components of the L2 Motivational Self System. Finally, this result also shows similarity with results of Islam et al. (2013) which investigated English learning motivation of 1000 undergraduates in different institutions in the Pakistani province of Punjab.

All in all, although the correlation levels are different, the mutual contribution of Ideal L2 and Ought-to L2 selves to the Intended Effort is crucial since preliminary studies proposed that harmony between the ideal and ought selves is an important condition for enhancing motivational impact and stimulate people to make necessary efforts to reach their goals (Dörnyei, 2009). Furthermore, this study also goes parallel with Oyserman, Bybee, and Terry’s (2006) assertion that these two aforementioned selves are not against to each other. On the contrary, their mutual impact can bring about highly motivated behavior as opposed to that generated separately by each of them.

## **5.2 Conclusions**

Despite certain limitations, the present study aimed to test the L2 Motivational Self System in Turkish EFL context by examining relationships between/among (1) three components (ideal L2 self, ought-to L2 self, and L2 learning experience) of L2 Motivational Self System of Turkish learners of English, (a) these three components and type of school (public vs. private), (b) these three components and gender; (2) these three components and intended effort. As aforementioned, although having confronted some limitations such as not being able to access to more schools and students in EFL context, disapproval both by parents and administrations and procedural restrictions to use other (qualitative) instruments to gather more reliable data, the current study supported to validation of the system in some respects. In addition, this study is line with the previous studies with respect to the research questions.

As for the first question, interrelationship among the components of the L2 Motivational Self System was established in the study. This result reflected some other previous results in other contexts (Al-Shehri, 2009; Csizér & Kormos, 2009; Ryan,

2009; Taguchi et al., 2009). Overall, the results showed that the three constituents of the theory had an effect on language learning motivation although their correlation levels differed. According to the results, the highest correlation was depicted between the Ideal L2 self and L2 Learning Experience, secondly between Ideal L2 self and Ought-to L2 self, and lastly between Ought-to L2 self and L2 Learning Experience. Correlation of Ought-to L2 self with each of the components was found lower compared to those of other two dimensions. The highest correlation between the Ideal L2 self and the L2 Learning Experience is interpretable with the notion that learners who visualize themselves as proficient future English speakers and enjoy their learning environment are generally more competent in English and develop positive attitudes toward learning English. The low correlation of Ought-to L2 self presents that external pressure does not have significant impact for the sample context on their language learning motivation.

Regarding the research question 1(a), there was not much change in the correlation among the components of L2 Motivational Self System in terms of type of school. However, it was an astonishing result for Turkish context, where it is assumed that there are discrepancies between public and private schools, especially in language education since these incongruities shape the learners' approach to learning, teachers' teaching methods and affect the contextual characteristics of the learning environments which in turn have a significant impact on the language learning motivation.

As for the research question 1(b), it was determined that there was a correlation between the two dimensions of L2 Motivational Self System and gender. In other words, in the study, high correlation between Ideal L2 self and L2 Learning Experience increased in male student while it decreased in female students. On the other hand, Ought-to L2 self's correlation with other components did not show any association with gender. According to these findings, it can be explained that students who visualize themselves as proficient L2 users take the benefit of their learning environment resulting in positive attitudes toward learning language. In the current study, the high correlation of male participants' ideal L2 selves and L2 learning experience displays the increasing awareness among Turkish male students considering their social and professional role in Turkish society so that they can visualize themselves as competent L2 users and develop their ideal L2 selves and enjoy their learning environment. As for Ought-to L2 self, no correlation between this

dimension and gender shows that neither female students nor male students gain their language motivation through obligations, duties, rules, etc.

Lastly, results of the second research question displayed a correlation between three components and Intended Effort. From the highest correlation with the Intended Effort to the lowest one belonged respectively to Attitudes Toward Learning English, Ideal L2 self, and Ought-to L2 self. In this respect, the strongest contribution of Attitudes Toward Learning English and Ideal L2 self mirrored the results of many other previous L2 motivational studies (See the subsection 5.1.2.) and in this way, claimed their crucial importance in Turkish context.

### **5.3. Recommendations**

This study aimed to investigate Dörnyei's (2009) L2 Motivational Self System and its correlation with type of school, gender, and intended effort. Despite encountering certain limitations, the current study contributed to the validation of the system in some aspects.

According to the results, especially the result of the correlation between the Ideal L2 self and the L2 Learning Experience, the L2 Motivational Self System affirmed its usefulness to investigate motivation. By the means of some other comprehensive further research and the replications of the present study in different contexts, by including more motivational factors, the results can give some clues on how to focus and develop teaching methods and approaches, and create a more effective learning environment for an L2 learner in order to gain better results. In addition, through further research, different motivational learner types and the most effective motivational factors can be detected which in turn can promote better learning/teaching environments, as well as proficient learners and qualified teachers.

As a conclusion, results derived from the studies in the field can be beneficial for teachers, learners, and also material developers. For example, as for this study, by virtue of the results implying the correlated influence of motivational factors with the Ideal L2 self and L2 Learning Experience leading, teachers can take the advantage of developing strong, positive, and vivid imagery of proficient L2 speakers in order to motivate their learners. Moreover, material developers can benefit the results and design useful materials and tasks to stimulate such images. Learners can also gain the awareness of having a positive attitude toward language learning.

Although this study contributed to the validation of the system, it is limited to a small sample of participants in the 6<sup>th</sup> grade, in two public and two private school contexts. However, as this is the preliminary study conducted on L2 Motivational Self System in Turkish context, more studies in the context including different age groups, learners of various proficiency levels, different and extensive learning environments, and more motivational variables are needed. In addition, more studies of this type with larger samples can be beneficial in terms of the reliability and generalizability of the results. Moreover, as it is possible to obtain different results in other contexts with different age groups and levels, with different learning environments and motivational factors, further research should be conducted to contribute to the validation of the system.

The present study is limited in terms of data collection instruments. In the study, L2 Motivational Self System was assessed only through questionnaire as it a correlational study. However, further research is recommended to use and take the benefit of qualitative instruments and longitudinal studies to get a deeper insight. These further studies should utilize interviews, observations, case studies, and field notes to reveal extensive and profound understanding and to have closer approach for the L2 Motivational Self System, which will also contribute to reaching more conclusive results.



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## APPENDICES

### A. English Version of English Learner Questionnaire

#### English Learner Questionnaire

Below are a number of statements in a survey that is conducted to better understand the thoughts and beliefs of learners of English in Turkey. We request you to state to what extent you agree or disagree with these statements. This is not an evaluation test, so there are no “right” or “wrong” answers. We are only interested in your personal opinions. This questionnaire consists of two sections. Please read each instruction carefully and circle the suitable option for you. The results of this survey will be used only for research purpose, so please give your answers sincerely as it is important for the success of the research. Thank you very much for your support.

#### Part I

*In this part, we would like you to tell us how much you agree or disagree with the following statements by simply circling a number from 1 to 6. Please do not leave out any of items.*

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

(Ex.) If you strongly agree with the following statement, write this:						
I like reading books very much.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

1. I study English because close friends of mine think it is important.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
2. My parents believe that I must study English to be an educated person.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
3. I like English.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
4. My parents encourage me to study English.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
5. I think that I am doing my best to learn English.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
6. I can imagine myself living abroad and having a discussion in English.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
7. I am very interested in the values and customs of other cultures.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
8. I would like to spend lots of time studying English.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

9. I am working hard at learning English.	1	2	3	4	5	6
10. If I fail to learn English I'll be letting other people down.	1	2	3	4	5	6
11. Studying English is important to me in order to bring honor to my family.	1	2	3	4	5	6
12. Studying English is important to me because an educated person is supposed to be able to speak English.	1	2	3	4	5	6
13. I respect the values and customs of other cultures	1	2	3	4	5	6
14. My parents encourage me to study English in my free time.	1	2	3	4	5	6
15. Most other cultures are backward compared to my Turkish culture.	1	2	3	4	5	6
16. I am prepared to expend a lot of effort in learning English.	1	2	3	4	5	6
17. I can imagine myself speaking English with international friends.	1	2	3	4	5	6
18. I consider learning English important because the people I respect think that I should do it.	1	2	3	4	5	6
19. Being successful in English is important to me so that I can please my parents/relatives.	1	2	3	4	5	6
20. Compared to my classmates, I think I study English relatively hard.	1	2	3	4	5	6
21. I can imagine a situation where I am speaking English with foreigners.	1	2	3	4	5	6
22. If an English course was offered at university or somewhere else in the future, I would like to take it.	1	2	3	4	5	6
23. It would be a better world if everybody lived like the Turkish.	1	2	3	4	5	6
24. I would like to concentrate on studying English more than any other topic.	1	2	3	4	5	6
25. Whenever I think of my future career, I imagine myself using English.	1	2	3	4	5	6
26. Studying English is important to me in order to gain the approval of my peers/teachers/family.	1	2	3	4	5	6
27. My family put a lot of pressure on me to study English.	1	2	3	4	5	6
28. It is extremely important for me to learn English.	1	2	3	4	5	6
29. My parents encourage me to take every opportunity to use my English (e.g., speaking and reading).	1	2	3	4	5	6

<b>30.</b> I imagine myself as someone who is able to speak English.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>31.</b> I have to study English, because, if I do not study it, I think my parents will be disappointed with me.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>32.</b> I am not very interested in the values and customs of other cultures.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>33.</b> I can imagine myself studying in a university where all my courses are taught in English.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>34.</b> Learning English is necessary because people surrounding me expect me to do so.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>35.</b> My parents encourage me to practice my English as much as possible.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>36.</b> When I hear an English song on the radio, I listen carefully and try to understand all the words.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>37.</b> The things I want to do in the future require me to use English.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>38.</b> My parents encourage me to attend extra English classes after class (e.g., at English conversation schools).	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>39.</b> It is hard to bear the behavior of people from other cultures.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>40.</b> If my English teacher would give the class an optional assignment, I would certainly volunteer to do it.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>41.</b> I can imagine myself writing in English e-mails/letters fluently.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>42.</b> If I could have access to English-speaking TV stations, I would try to watch them often.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>43.</b> Studying English is important to me because other people will respect me more if I have knowledge of English.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>44.</b> I have to study English, because, if I don't do it, my parents will be disappointed with me.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>45.</b> I often imagine myself as someone who is able to speak English.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>46.</b> I must study English to avoid being punished by my parents/ relatives.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>47.</b> It will have a negative impact on my life if I don't learn English.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>48.</b> I can imagine myself living abroad and using English effectively for communicating with the locals.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

49. Other cultures should learn more from my culture.	1	2	3	4	5	6
50. I would like to study English even if I were not required.	1	2	3	4	5	6
51. I am proud to be Turkish.	1	2	3	4	5	6
52. My parents/family believe(s) that I must study English to be an educated person.	1	2	3	4	5	6
53. If my dreams come true, I will use English effectively in the future.	1	2	3	4	5	6
54. I like the atmosphere of my English classes.	1	2	3	4	5	6
55. My parents think that I should really try to learn English.	1	2	3	4	5	6
56. I don't trust people with different customs and values to myself.	1	2	3	4	5	6
57. Learning English is one of the most important aspects in my life.	1	2	3	4	5	6
58. I am often told by my parents that English is important for my future.	1	2	3	4	5	6
59. I find learning English really interesting.	1	2	3	4	5	6
60. I can imagine speaking English with international friends.	1	2	3	4	5	6
61. Learning English is really great.	1	2	3	4	5	6
62. I think I would be happy if other cultures were more similar to Turkish.	1	2	3	4	5	6
63. I think time passes faster while studying English.	1	2	3	4	5	6
64. I find it difficult to work together with people who have different customs and values.	1	2	3	4	5	6
65. I find it difficult to comprehend the values and customs of other cultures.	1	2	3	4	5	6
66. When I think about my future, it is important that I use English.	1	2	3	4	5	6
67. I always look forward to English classes.	1	2	3	4	5	6
68. I would like to have more English lessons at school.	1	2	3	4	5	6
69. I really enjoy learning English.	1	2	3	4	5	6

## Part II

Please provide the following information by ticking (✓) in the box or writing your response in the space.

**Gender:**  Male  Female

**Nationality:**  Turkish  Non-Turkish

**Age:** \_\_\_\_\_

**What is your education status:**  Secondary school student  High school student  
 University student

**Year of study:**  1st  2nd  3rd  4th  5th  6th  other:  
\_\_\_\_\_

**English teacher:** Have you ever had or do you have a native English-speaking teacher?  
 Yes  No

**Overseas experiences:** Have you spent a longer period (at least a total of three months) in English-speaking countries (e.g., travelling, studying)?  
 Yes  No

**Where are you studying English at the moment? (Please mark more options if necessary.)**

at a private institute  at my school  at university  
 with private tutor  on my own

**English ability:** Please rate your current overall proficiency in English by ticking one.

**Upper Intermediate level and over**—Able to converse about general matters of daily life and topics of one's specialty and grasp the gist of lectures and broadcasts. Able to read high-level materials such as newspapers and write about personal ideas.

**Intermediate level**—Able to converse about general matters of daily life. Able to read general materials related to daily life and write simple passages.

**Lower Intermediate level**—Able to converse about familiar daily topics. Able to read materials about familiar everyday topics and write simple letters.

**Post-Beginner level**—Able to hold a simple conversation such as greeting and introducing someone. Able to read simple materials and write a simple passage in elementary English.

**Beginner level**—Able to give simple greetings using set words and phrases. Able to read simple sentences, grasp the gist of short passages, and to write a simple sentence in basic English.



**Thank you for your participation!**



## B. Turkish Version of English Learner Questionnaire

### İngilizce Öğrenici 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. Bu bir değerlendirme testi değildir. Bu yüzden “doğru” ya da “yanlış” cevap yoktur. Bizler sadece kişisel görüşlerinizle ilgilenmekteyiz. Bu anket iki bölümden oluşmaktadır. Her bir talimatı lütfen dikkatli bir şekilde okuyunuz ve sizin için uygun olan seçeneği yuvarlak içine alınız. Bu anketin sonuçları yalnızca araştırma amaçlı kullanılacaktır. Bu nedenle araştırmanın başarılı bir şekilde sonuç vermesi adına lütfen cevaplarınızı içtenlikle belirtiniz.

#### Bölüm I

Bu bölümde, bize aşağıda yer alan ifadelere ne ölçüde katılıp katılmadığınızı, 1'den 6'ya kadar bir sayı işaretleyerek belirtmenizi rica ederiz. Lütfen hiçbir maddeyi atlamayınız.

Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
1	2	3	4	5	6

Örnek:						
Aşağıdaki ifadeyi kesinlikle kabul ediyorsanız, lütfen şöyle işaretleyiniz:						
Kitap okumayı çok seviyorum.	1	2	3	4	5	6

1. İngilizce çalışıyorum çünkü yakın arkadaşlarım bunun önemli olduğunu düşünüyor.	1	2	3	4	5	6
2. Ailem eğitilmiş bir insan olmak için İngilizce çalışmam gerektiğine inanıyor.	1	2	3	4	5	6
3. İngilizceyi seviyorum.	1	2	3	4	5	6
4. Ebeveynlerim beni İngilizce çalışmaya teşvik eder.	1	2	3	4	5	6
5. İngilizce öğrenmek için elimden gelenin en iyisini yaptığımı düşünüyorum.	1	2	3	4	5	6
6. Kendimi yurtdışında yaşarken ve bir konuyu İngilizce tartışırken hayal edebilirim.	1	2	3	4	5	6
7. Diğer kültürlerin değerleri ve gelenekleri ile çok ilgiliyim.	1	2	3	4	5	6
8. İngilizce çalışmaya çok zaman harcamak isterim.	1	2	3	4	5	6
9. İngilizce öğrenmek için çok sıkı çalışıyorum.	1	2	3	4	5	6
10. Eğer İngilizce öğrenmeyi başaramazsam başkalarını hayal kırıklığına uğratmış olacağım.	1	2	3	4	5	6
11. Benim için İngilizce eğitimi almak, ailemi onurlandırmak için önemli.	1	2	3	4	5	6
12. Bence İngilizce çalışmak önemli çünkü eğitilmiş bir insanın İngilizce konuşabilmesi gerekir.	1	2	3	4	5	6
13. Diğer kültürlerin değerlerine ve geleneklerine saygı duyuyorum.	1	2	3	4	5	6
14. Ebeveynlerim beni boş vakitlerimde İngilizce çalışmaya teşvik eder.	1	2	3	4	5	6

15. Çoğu diğer kültür, Türk kültürüne kıyasla daha geri kalmıştır.	1	2	3	4	5	6
16. İngilizce öğrenmek için çok çaba sarf etmeye hazırım.	1	2	3	4	5	6
17. Kendimi farklı uluslardan arkadaşlarla İngilizce konuşurken hayal edebilirim.	1	2	3	4	5	6
18. İngilizce öğrenmenin önemli olduğunu düşünüyorum çünkü saygı duyduğum insanlar bunu yapmam gerektiğin düşünüyor.	1	2	3	4	5	6
19. İngilizcede başarılı olmak benim için önemli, böylece ebeveynlerimi/ akrabalarımı memnun edebilirim.	1	2	3	4	5	6
20. Sınıf arkadaşlarıma nazaran, İngilizceye daha sıkı çalıştığımı düşünüyorum.	1	2	3	4	5	6
21. Yabancılarla İngilizce konuştuğum bir durumu hayal edebilirim.	1	2	3	4	5	6
22. Gelecekte üniversitede veya başka bir yerde İngilizce kursu açılırsa bu kursa katılmak isterim.	1	2	3	4	5	6
23. Herkes Türk gibi yaşasaydı daha iyi bir dünya olurdu.	1	2	3	4	5	6
24. Başka herhangi bir konudansa İngilizce çalışmak üzerine yoğunlaşmak isterim.	1	2	3	4	5	6
25. Ne zaman gelecekteki kariyerimi düşünsem, kendimi İngilizce kullanırken hayal ederim.	1	2	3	4	5	6
26. Akranlarımla / öğretmenlerimin / ailemin onayını almam adına İngilizce çalışmak benim için önemli.	1	2	3	4	5	6
27. Ailem İngilizce çalışmam için bana çok baskı uygular.	1	2	3	4	5	6
28. Benim için İngilizce öğrenmek son derece önemli.	1	2	3	4	5	6
29. Ebeveynlerim beni İngilizcem kullanmam için her fırsatı değerlendirmeye teşvik eder.( Örneğin, konuşma ve okuma).	1	2	3	4	5	6
30. Kendimi İngilizce konuşabilen biri olarak hayal ederim.	1	2	3	4	5	6
31. İngilizce çalışmam gerek, çünkü eğer çalışmazsam, ailemi hayal kırıklığına uğratmış olacağımı düşünüyorum.	1	2	3	4	5	6
32. Diğer kültürlerin değerleri ve gelenekleri ile çok ilgili değilim.	1	2	3	4	5	6
33. Kendimi tüm derslerimin İngilizce öğretildiği bir üniversitede eğitim alırken hayal edebilirim.	1	2	3	4	5	6
34. İngilizce öğrenmek gerekli çünkü etrafımdaki insanlar benden bunu bekliyor.	1	2	3	4	5	6
35. Ebeveynlerim beni, İngilizce konusunda olabildiğince çok pratik yapmaya teşvik eder.	1	2	3	4	5	6
36. Radyoda İngilizce bir şarkı duyduğumda şarkıyı dikkatle dinler ve tüm kelimeleri anlamaya çalışırım.	1	2	3	4	5	6
37. Gelecekte yapmak istediğim şeyler İngilizce kullanmamı gerektiriyor.	1	2	3	4	5	6
38. Ebeveynlerim beni ders sonrası ekstra İngilizce derslerine katılmaya teşvik eder (Örneğin, İngilizce konuşma okullarında).	1	2	3	4	5	6
39. Başka kültürlerden insanların davranışlarına katlanmak bana zor geliyor.	1	2	3	4	5	6
40. Eğer İngilizce öğretmenim sınıfa isteğe bağlı bir görev verecek olursa, kesinlikle yapmak için gönüllü olurum.	1	2	3	4	5	6
41. Kendimi düzgün bir şekilde İngilizce e-postalar / mektuplar yazarken hayal edebilirim.	1	2	3	4	5	6

42. İngilizce yayın yapan TV istasyonlarına erişim sağlayabilirsem, sık sık izlemeye çalışırım.	1	2	3	4	5	6
43. Bence İngilizce çalışmak önemli çünkü eğer İngilizce bilgim olursa, diğer insanlar bana daha çok saygı duyacaktır.	1	2	3	4	5	6
44. İngilizce çalışmam gerekiyor, çünkü eğer çalışmazsam, ebeveynlerimi hayal kırıklığına uğratmış olacağım.	1	2	3	4	5	6
45. Kendimi sıklıkla İngilizce konuşabilen biri olarak hayal ederim.	1	2	3	4	5	6
46. Ebeveynlerim / akrabalarım tarafından cezalandırılmaktan kaçınmak için İngilizce çalışmak zorundayım.	1	2	3	4	5	6
47. Eğer İngilizce öğrenmezsem, bunun hayatıma negatif bir etkisi olacaktır.	1	2	3	4	5	6
48. Kendimi yurtdışında yaşarken ve yerli halkla iletişim kurmak için etkili bir şekilde İngilizce kullanırken hayal edebilirim.	1	2	3	4	5	6
49. Diğer kültürler benim kültürümden daha fazla şey öğrenmeli.	1	2	3	4	5	6
50. Gerekli olmasa dahi İngilizce çalışmak isterim.	1	2	3	4	5	6
51. Türk olmaktan gurur duyuyorum.	1	2	3	4	5	6
52. Ebeveynlerim / ailem eğitilmiş bir insan olmak için İngilizce çalışmak zorunda olduğuma inanır.	1	2	3	4	5	6
53. Eğer hayallerim gerçekleşirse gelecekte İngilizceyi etkili bir şekilde kullanacağım.	1	2	3	4	5	6
54. İngilizce derslerinin atmosferini seviyorum.	1	2	3	4	5	6
55. Ebeveynlerim, İngilizce öğrenmeyi gerçekten denemem gerektiğini düşünüyor.	1	2	3	4	5	6
56. Kendime göre farklı gelenek ve değerleri olan insanlara güvenmem.	1	2	3	4	5	6
57. İngilizce öğrenmek hayatımdaki en önemli hedeflerden biri.	1	2	3	4	5	6
58. İngilizcenin geleceğim için önemli olduğu bana ebeveynlerim tarafından sık sık söylenir.	1	2	3	4	5	6
59. İngilizce öğrenmeyi gerçekten ilginç buluyorum.	1	2	3	4	5	6
60. Farklı uluslardan arkadaşlarla İngilizce konuştuğumu hayal edebilirim.	1	2	3	4	5	6
61. İngilizce öğrenmek gerçekten harika.	1	2	3	4	5	6
62. Sanırım diğer kültürler Türkçeye daha yakın olsaydı mutlu olurum.	1	2	3	4	5	6
63. İngilizce çalışırken, zamanın daha hızlı geçtiğini düşünüyorum.	1	2	3	4	5	6
64. Farklı gelenek ve değerlere sahip insanlarla birlikte çalışmanın zor olduğunu düşünüyorum.	1	2	3	4	5	6
65. Diğer kültürlerin değer ve geleneklerini kavramakta zorlanırım.	1	2	3	4	5	6
66. Geleceğimi düşündüğümde, İngilizceyi kullanmam önemli.	1	2	3	4	5	6
67. İngilizce derslerini her zaman dört gözle bekliyorum.	1	2	3	4	5	6
68. Okulda daha fazla İngilizce dersi almak isterim.	1	2	3	4	5	6
69. İngilizce öğrenmekten gerçekten keyif alıyorum.	1	2	3	4	5	6

## Bölüm II

Lütfen aşağıdaki bilgileri, kutulara (✓) işaretleyerek veya yanıtınızı boş bırakılan alana yazarak veriniz.

**Cinsiyet:**  Erkek  Kız

**Ulus :**  Türk  Türk değil

**Yaş:** \_\_\_\_\_

**Eğitim Kademesi :**  Ortaokul Öğrencisi  Lise Öğrencisi  
 Üniversite Öğrencisi

**Eğitim Yılı :**  1  2  3  4  5  6  Diğer: \_\_\_\_\_

**İngilizce Öğretmeni :** Anadili İngilizce olan bir öğretmeniniz hiç oldu mu veya şu anda var mı?

Evet  Hayır

**Yurtdışı deneyimleri:** İngilizce konuşulan ülkelerde (örneğin seyahat, eğitim amaçlı) uzun bir süre (en az üç ay) geçirdiniz mi?

Evet  Hayır

**Şu anda nerede İngilizce eğitimi alıyorsunuz? (Lütfen gerekli olduğu takdirde, birden fazla seçeneği işaretleyiniz.)**

Özel bir enstitüde  Okulumda  Üniversitede  
 Özel öğretmenle  Kendi başıma

**İngilizce Becerisi :** Lütfen genel İngilizce yeterliliğinizi aşağıdakilerden birini işaretleyerek derecelendiriniz.

**Orta seviyenin üstü ve daha üstü** — Günlük hayatın genel konuları ve kendi ilgi alanlarına dair sohbetler yapabilir. Ayrıca konferans, televizyon ve radyo yayınlarının ana fikrini kavrayabilir. Gazete gibi üst düzey materyalleri okuyabilir ve kişisel fikirlerini belirten yazılar yazabilir.

**Orta seviye** — Gündelik hayata dair genel sohbetler yapabilir. Günlük yaşamla ilgili genel materyalleri okuyabilir ve basit pasajlar yazabilir.

**Alt Orta seviye** — Bilinen günlük konular hakkında sohbet edebilir. Bilindik gündelik konular hakkında materyaller okuyabilir ve basit mektuplar yazabilir.

**Başlangıç Sonrası Seviye** — Selamlama, kendini tanıtmaya gibi basit sohbetler yapabilir. Basit materyalleri okuyabilir ve başlangıç seviyesinde basit bir pasaj yazabilir.

□ **Başlangıç seviyesi** — Kalıplaşmış kelime ve ifadeleri kullanarak basit selamlaşmalar yapabilir. Basit cümleler okuyabilir, kısa pasajların özünü kavrayabilir ve temel İngilizcede basit bir cümle kurabilir.

**Katıldığımız için teşekkür ederim!**



## C. Permission from Authors to Use Their Questionnaires

Request to use the questionnaire you designed

Gelen Kutusu x

Tugba Arslan <arslantugbaa@gmail.com> 27 Mar ☆

Alici: mpapi, m\_papi2001, aextt1, mmagid, aexmm8

Dear Prof. Papi,

My name is Tuğba Arslan, a master student at Bahçeşehir University, in Turkey.

I am doing a research on L2 Motivational Self System with English language learners in Turkish EFL context. I am very interested in further testing the validity of L2 Motivational Self System by integrating into my study the adapted version of your questionnaire in your study "The L2 Motivational Self System among Japanese, Chinese and Iranian Learners of English: A Comparative Study" (Taguchi, Magid, & Papi, 2009). To do so, I will replicate and modify most of your questions in my study and beyond any doubt I will give you credits in the references.

Therefore, I am asking your support by giving me permission to use it.

I had some difficulty in finding the up-to-date e-mail addresses of you especially the ones of the first author , Tatsuya Taguchi and the second author Michael Magid. I added the addresses I found on the internet to cc. However, I wonder if it is possible for you to forward this email about my request to them on behalf of me.

As it will be first study on the L2 Motivational Self System, I am very excited and interested in investigating Turkish English learners in terms of their motivation within the framework of L2 Motivational Self System. Your unanimous approval is highly appreciated.

Thanks a lot in advance! Looking forward to your reply.

Kind Regards

İngilizce > Türkçe İletiyi çevir İngilizce için kapat x

Dear Tuğba,

You have my permission to use the questionnaire. I think if you use the Iranian version you wouldn't need other authors permission.

All the best,  
Mostafa Papi  
PhD | Assistant Professor  
Second & Foreign Language Education | School of Teacher Education  
College of Education | Florida State University  
1114 W. Call St  
G129 Stone Building  
Tallahassee, FL 32306  
[mpapi@fsu.edu](mailto:mpapi@fsu.edu)  
[850.644.0370](tel:850.644.0370)

Google request to use

Gmail - request to use

E-POSTA YAZ

Gelen Kutusu (17)

Yıldızlı

Önemli

Gönderilmiş Postalar

Taslaklar (76)

Çevreler

Kişisel

Seyahat

Diğer -

Oturum aç

**Tugba Arslan** <arslantugbaa@gmail.com> 27 Mar ☆ ↵

Alıcı: Mostafa

Dear Prof. Papi,

Thank you for your approval. I intend to use the Japanese and Chinese version .Therefore, I would be so glad if it is possible for you to forward my e-mail to the other authors or give their up-to-date mail addresses . Is it possible? Your support is so valuable for me. Thanks again.

Kind Regards,

Tuğba Arslan

\*\*\*

**Papi, Mostafa** 28 Mar ☆ ↵

Alıcı: bana

İngilizce > Türkçe İletiyi çevir İngilizce için ka

Generally you don't need permission for using a published questionnaire. But I believe you should be able to google their names and find their email addresses. I have not been in touch with them in a long while. I'll forward your email to Taguchi's personal email but I don't have Majid's new email address.

All the best,  
Mostafa Papi, Ph.D  
Assistant Professor

Google request to use

Gmail - request to use

E-POSTA YAZ

Gelen Kutusu (17)

Yıldızlı

Önemli

Gönderilmiş Postalar

Taslaklar (76)

Çevreler

Kişisel

Seyahat

Diğer -

Oturum aç

**Michael Magid** 28 Mar ☆ ↵

Alıcı: bana

İngilizce > Türkçe İletiyi çevir İngilizce için ka

Dear Tugba,

It's fine with me if you use and adapt our questionnaire. Good luck with your research!

Best wishes,  
Michael Magid

**From:** Tugba Arslan <arslantugbaa@gmail.com>  
**Sent:** March 27, 2017 6:54:15 PM  
**To:** mpapi@fsu.edu; m\_papi2001@yahoo.com  
**Cc:** aextt1@nottingham.ac.uk; mmagid@hotmail.com; aexmm8@nottingham.ac.uk  
**Subject:** Request to use the questionnaire you designed

Dear Prof. Papi,

\*\*\*



Google request to use

Mail - Gelen Kutusuna taşı Diğer Yaklaşık 74

E-POSTA YAZ

Gelen Kutusu (17)  
Yıldızlı  
Önemli  
Gönderilmiş Postalar  
Başlıklar (78)  
Çevreler  
Kişisel  
Sevahat

Oturum aç

Dear Tuğba Arslan,

Thank you for your email and interest in the questionnaires of our study. I'm sorry for my late reply -- I have had a **huge amount of duties** to handle at the present moment. Please feel free to use the questionnaires for your research. Good luck for your study.

With best wishes,  
Tatsuya Taguchi

----- Original Message -----  
**From:** MostafaPapi <m.papi1983@gmail.com>  
**To:** tatsuyat@yahoo.co.jp  
**Date:** 2017/3/28, Tue 05:45  
**Subject:** Fwd: Request to use the questionnaire you designed

Hi Tatsuya,

I hope you're well. I wasn't sure you'd be ok with me sharing your email. So I just forward this to you.

Cheers  
Mostafa

Begin forwarded message:

**From:** Tuğba Arslan <arslantugbaa@gmail.com>

Request to use the questionnaire you designed

Tuğba Arslan <arslantugbaa@gmail.com> 27 Mar

Alici: stephenryan, sryan

Dear Prof. Ryan

My name is Tuğba Arslan, a master student at Bahçeşehir University, in Turkey.

I am doing a research on L2 Motivational Self System with English language learners in Turkish EFL context. I am very interested in further testing the validity of L2 Motivational Self System by integrating into my study the adapted version of your questionnaire in your study "THE IDEAL L2 SELVES OF JAPANESE LEARNERS OF ENGLISH". To do so, I will replicate and modify most of your questions in my study and beyond any doubt I will give you credits in the references.

Therefore, I am asking your support by giving me permission to use it.

As it will be first study on the L2 Motivational Self System, I am very excited and interested in investigating Turkish English learners in terms of their motivation within the framework of L2 Motivational Self System. Your grant is highly appreciated.

Thanks a lot in advance! Looking forward to your reply.

Kind Regards,  
Tuğba Arslan

## D. Parental Consent Form

Değerli Ebeveynler,

Adım Tuğba Arslan. İstanbul Beykoz Üniversitesi'nde İngilizce Okutman olarak görev yapmaktayım. Aynı zamanda, Bahçeşehir Üniversitesi'nde yüksek lisans öğrencisiyim.

Tezim için dil öğrenme motivasyonu üzerine bir araştırma yapıyorum ve **Türkiye'de bu alanda yapılacak ilk çalışma olması** açısından da önem arz eden bu araştırma projesine çocuğunuzun katılımı için siz değerli ebeveynlerin onayını talep ediyorum.

**Anket, öğrencilerimize İngilizce öğrenimi, dil öğrenme bilinci ve motivasyonu, İngilizcenin hayatlarındaki yeri, dil öğreniminde aile ve kültür etkisi, öğrencilerin dil öğrenimine karşı tutumları hakkında sorular soracaktır. Bu anketten elde edilen verilerle, dil öğreniminde motivasyonel benlikler ve öğrenim başarısı arasındaki ilişki ve dil öğrenimine etki eden diğer etmenler incelenecektir. Çalışmanın amacı dil öğrenimi alanına katkıda bulunmaktadır.**

**Çocuğunuzun kimliği ve ankete vermiş olduğu cevaplar gizli tutulacaktır.** Sizlerin onayı ve çocuğunuzun katılımı tamamen isteğe bağlıdır. Katılanlar ya da katılmayanlar için herhangi bir ödül ya da yaptırım olmamakla birlikte, **çalışmaya katılmanın herhangi bir riski yoktur.**

Bu araştırma hakkında daha fazla bilgi almak için benimle iletişime geçebilirsiniz.

e-mail: [arslantugbaa@gmail.com](mailto:arslantugbaa@gmail.com)

Çalışma okul idaresinin bilgisi dahilindedir. Bu onay mektubunun iki nüshası yer almaktadır. Gerekli alanları doldurup, imzaladıktan sonra bir nüshası sizde kalacak şekilde diğer nüshasını çocuğunuzla birlikte okula geri göndermeniz önemle rica olunur.

Değerli katılımlarınız için şimdiden teşekkür ederim.

Tuğba Arslan

“ Bu mektubu imzalayarak, çocuğumun yapılacak olan anket çalışmasına katılımını onaylıyorum.”

**İmza:**

**İsim :**

**Tarih:**

## E. CURRICULUM VITA

### PERSONAL INFORMATION

Surname, Name: Arslan, Tuğba

Nationality: Turkish (T.C.)

Date and Place of Birth: 23 August 1988, Ordu

Marital Status: Single

Phone: +90 554 941 44 88

e-mail: arslantugbaa@gmail.com

### EDUCATION

Degree	Institution	Year of Graduation
BS	Istanbul University	2011
High School	Ordu Anatolian High School	2006

### WORK EXPERIENCE

Year	Place	Enrollment
2016-	Beykoz University	English Lecturer
2015-2016	Bilfen Çamlıca College	English Teacher
2012-2015	Uskudar Doga College	English Teacher –Team Leader
2011-2012	Dilko Training Center	English Teacher
2011-2012	Bahcelievler Anatolian High School	Intern Teacher

### FOREIGN LANGUAGES

Advanced English, Beginner Germany

### ATTENDED CONFERENCES AND SEMINARS

Year	Conference / Seminar
2015	Innovation in Education Conference (Acıbadem Doga College)
2013	Innovation in Education Conference (Bahcesehir Doga College)
2011	AIESEC Turkey 56. National Congress ( 6-7-8-9 May)

- 2011** Istanbul Music Academy - Acoustic Guitar (7 months)
- 2010** Kazım Koyuncu Culture Center – Photograph Workshop
- 2007** Istanbul University –German Course
- 2003** Ordu Municipality Conservatory – Classical Guitar & Folk dance

## **HOBBIES**

Walking, Cycling, Theater, Music, Taking Photos

