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L2 MOTIVATIONAL SELF SYSTEM OF TURKISH EFL LEARNERS AND THEIR ACHIEVEMENT ATTRIBUTIONS

THESIS BY
Nazmiye Ezel ŞAHİN

Supervisor   : Prof. Dr. Şehnaz ŞAHİNKARAKAŞ
Member of Jury   : Dr. Seden TUYAN
Member of Jury   : Dr. Figen YILMAZ (Çukurova University)

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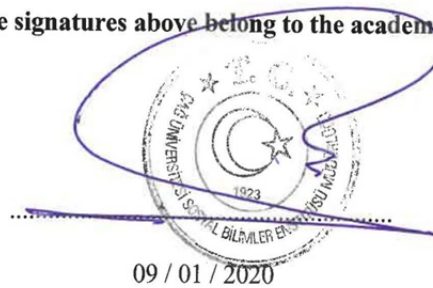
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To my beloved family…

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Number : 20178007

Department : English Language Education

Program : Master Thesis

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ABSTRACT

L2 MOTIVATIONAL SELF SYSTEM OF TURKISH EFL LEARNERS AND THEIR ACHIEVEMENT ATTRIBUTIONS

Nazmiye Ezel ŞAHİN

Master Thesis, Department of English Language Education
Supervisor: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ
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This quantitative study aims to investigate the L2 Motivational Self System of preparatory school Turkish EFL students in terms of linguistic self-confidence, ideal L2 self, ought-to L2 self, and L2 learning experience (attitudes towards learning English). In order to investigate L2MSS of EFL students, Motivation Questionnaire consisting of 30 items was administrated. This study also aims at finding out EFL students' attributions on success and failure in learning English. To investigate the attributions of the participants, Achievement Attributions Questionnaire including 23 items was conducted. This study was carried out in the School of Foreign Languages at Mersin University in 2018-2019 academic years. Data of 274 participants was used for the analysis. To be able to respond the research questions of the study, both descriptive statistics and paired samples t-test were utilized from on SPSS. The results of the study suggest that preparatory school Turkish EFL students have strong linguistic self confidence and ideal L2 self. Also, students' overall L2 learning experience (attitudes towards learning English) is positive. However, ought-to L2 self does not have much significant contribution to their L2MSS. The results of the present study also reveal that preparatory school Turkish EFL students generally attribute not only their success but also their failure to internal and uncontrollable causes. Also, while their success in English is attributed to stable causes, their failure is attributed to unstable causes. Lastly, students' achievement is found as a factor both in their L2MSS and attributions in English.

ÖZET

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN TÜRK ÖĞRENCİLERİNİN İKİNCİ DİLDE MOTİVASYON BENLİK SİSTEMİ VE BAŞARI YÜKLEMELERİ

Nazmiye Ezel ŞAHİN

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Bölümü
Tez Danışmanı: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ
Ocak 2020, 79 Sayfa

Bu niceliksel çalışma İngilizceyi yabancı dil olarak öğrenen ve hazırlık okulunda eğitim gören Türk üniversite öğrencilerinin ikinci dildeki özgüveni, ideal ikinci dil benliği, zorunlu ikinci dil benliği ve İngilizce öğrenmeye olan tutumları bakımından İkinci Dil Öğreniminde Motivasyon Benlik Sistemini incelemeyi amaçlamaktadır. Öğrencilerin İkinci Dil Öğrenimindeki Motivasyon Benlik Sistemini inceleyebilmek için 30 maddeden oluşan Motivasyon Anketi uygulanmıştır. Bu çalışma aynı zamanda öğrencilerin İngilizcedeki başarı ve başarısızlığına yönelik yüklemelerini belirlemeyi hedeflemektedir. Yüklemeleri belirleyebilmek ve ilgili veriyi edinebilmek adına öğrencilere 23 maddeden oluşan Başarı Atıfları Anketi uygulanmıştır. Bu çalışma 2018-2019 akademik yılında Mersin Üniversitesi Yabancı Diller Yüksekokulunda gerçekleştirilmiştir. 274 katılımcıdan elde edilen veri analiz için kullanılmıştır. Çalışmanın araştırma sorularına yanıt bulabilmek için SPSS programı üzerinde hem betimsel istatistik hem de bağımlı örneklem t testi yöntemlerine başvurulmuştur. Çalışmanın sonuçları İngilizceyi yabancı dil olarak öğrenen ve hazırlık okulunda eğitim gören Türk üniversite öğrencilerinin ikinci dilde özgüven sahibi ve güçlü bir ideal ikinci dil benliğine sahip olduğunu ve ayrıca İngilizce öğrenmeye olan tutumlarının pozitif olduğunu göstermiştir. Ancak, zorunlu ikinci dil benliklerinin, öğrencilerin Motivasyon Benlik Sistemlerine önemli bir katkısının bulunmadığı görülmüştür. Bu çalışmanın sonuçları, aynı zamanda öğrencilerin hem başarılarını hem de başarısızlıklarını içsel ve kontrol edilemeyen nedenlere yüklediklerini göstermiştir. Ayrıca, öğrenciler İngilizcedeki başarılarını sabit olan sebeplere atfederken, başarısızlıklarını sabit olmayan sebeplere yüklemektedir. Son olarak, bu çalışma öğrencilerin başarısının hem

İkinci Dildeki Motivasyon Benlik Sistemlerinde hem de başarı yüklemelerinde bir etken olduğunu göstermiştir.

Anahtar sözcükler: İkinci dil, ikinci dil motivasyon benlik sistemi, başarı yüklemeleri, yükleme kuramı

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ABBREVIATIONS

AT	: Attribution Theory
EFL	: English as a Foreign Language
IL2S	: Ideal L2 Self
L2	: Second Language
L2LE	: L2 Learning Experience
L2MSS	: L2 Motivational Self System
LSC	: Lingustic Self Confidence
OL2S	: Ought-to L2 Self
SDT	: Self-Determination Theory
SLL	: Second Language Learning
SPSS	: Statistical Package for Social Sciences

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CHAPTER I

1. INTRODUCTION

1.1. Introduction

This chapter initially provides the background of the present study with some brief information about second language (L2) motivation and attribution. It continues with the statement of the problem, significance of the study, purpose of the study, and research questions addressed. The chapter ends with the limitations of the study.

1.2. Background of the Study

L2 learning is acknowledged as an essential component of the educational system in today's globalized world. Specifically, English, the world's *lingua franca*, has influenced language policies all around the world. Many countries including Turkey have inserted English into their curricula for years. Also, L2 learning is a process which requires not only learning grammatical structures and the vocabulary in the target language but also improving skills and developing an awareness of another culture (Brown, 1994). In this complex process, there are many cognitive and affective factors that influence EFL learners, and motivation is one of them.

Motivation is among the most conspicuous factors for explaining individual differences in L2 and regarded as an important determiner of L2 achievement. Motivation, language aptitude, language learning strategies, and a skilled teacher are all likely to lead a learner to success in learning a foreign language. However, motivation is considered as the key element of successful learning since it influences behaviors of learners and their desire to learn the target language (Dörnyei et al., 2006). Therefore, with its complex nature, it has always been the subject of many studies on language learning and language teaching.

The initiators of research on L2 motivation are Gardner and Lambert (1972) who concentrated on both the affective variables and aptitude in terms of second language achievement and identification with the language society in question. Gardner's (1985) model of L2 motivation, depended upon the integrative motive, was made up of integrativeness, attitudes towards the learning situation, and motivation. According to Dörnyei (2001), several studies on L2 motivation proved the theory of Gardner and

showed its significance in L2 motivation. Motivation studies later moved on to the cognitive view, self-determination, and attribution theories. Dörnyei (2005) mentioned the necessity of the reconceptualization of Gardner's (1985) model considering the global status of English. The reconceptualization of the motivation study focused on the significance of the social context, learner's identity, and view of the self. Accordingly, Dörnyei (2005) introduced the L2 Motivational Self System (L2MSS), which includes the notions of possible selves and future self-guides. It has three major components called as ideal L2 self, ought-to L2 self, and L2 learning experience and considered to have many contributions to L2 motivation research since it may not only define different motivational learner types but also ensure clues for teaching strategies.

Other than L2 motivation, another significant point focused on this study is achievement attributions in L2 learning process. Attributions have an influence on learners' emotional responses, future expectations, and behaviors respectively, so they are very important in both teaching and learning. Thus, there is a relationship between learners' attributions and achievement (Weiner, 1986). Attributions, individuals' causal explanations to perceive the world, are the bases of Attribution Theory (AT) first put forward by Heider (1958) and then developed by Weiner (1985).

AT, in terms of education, explains how learners perceive their success and failure and how their perceptions are related to their performance. According to Weiner (2010), there are four main attributions that learners attribute to their success or failure called as ability, effort, luck, and task difficulty. These main attributions are categorized in terms of locus of control, stability, and controllability dimensions. Ability and effort are internal attributions, whereas luck and task difficulty are external regarding locus of control. Additionally, ability and task difficulty are the attributions that learners do not have the power to change; however, effort and luck are changeable.

1.3. Statement of the Problem

L2 learning, particularly English is regarded as a must for the students in our country. English language education starts in elementary school and continues even in university years. Most of the students need to study English during the first year of their enrollment at the preparatory school of universities. For example, students from different departments of Mersin University are required to go through a mandatory preparatory year before they start studying at relevant faculties. Unless their end-of-

term achievement results meet the expectations of faculties, they are exposed to repeat this mandatory year. Like many EFL students, the preparatory school students at Mersin University experience difficulty in learning and mastering this foreign language, and their proficiency levels are not satisfactory enough. This situation may arise due to teaching strategies or curriculum designs, yet the effects of some factors such as students' lack of motivation and their achievement attributions should also be taken into consideration.

According to Dörnyei (2005), even the highest quality curricula and teaching methods cannot predominate over a significant factor in L2 achievement; that is to say, L2 motivation. In this era, with the globalization of English, focusing on L2 motivational self-system of students is very important since it includes a holistic view of not only the previous traditional motivation theories but also self and identity-related approaches (Dörnyei & Ushioda, 2009). Furthermore, attributions are known as mediators between students' previous experiences and future efforts (Weiner, 1992). Especially, achievement attributions of the participants in this study, preparatory school EFL students, are assumed to be based upon their past performances in English during their high school years or even before. Therefore, analyzing and understanding motivational self-system and attributions of students are very important for us, the instructors, to be able to help our students create awareness and improve their academic achievement.

1.4. Significance of the Study

Understanding and explaining motivation of EFL learners are very significant for researchers and educators. Also, achievement attributions, the explanation of learners for their success and failure, are considered as an important study field in L2 learning. Therefore, there have been numerous studies conducted on L2 motivation and achievement attributions around the world and in Turkey for years. However, it should be noted that every research study and their results are peculiar to the context they belong to. The present study may be significant as it aims to investigate both L2MSS - in terms of the variables such as ideal L2 self, ought-to L2 self, L2 learning experience (attitudes towards learning English), and linguistic self-confidence - and achievement attributions of EFL learners in the School of Foreign Languages at Mersin University, which might not have been studied before in this context. Additionally, this study can

provide different vision or source of information for educators of English and administrators, EFL students in Turkey, and anyone interested in these study fields.

1.5. Purpose of the Study

The main purpose of this quantitative study is to investigate and find out the preparatory school EFL students' motivational self-system and their achievement attributions (success and failure) in English. Also, this study aims at revealing whether or not students' achievement a factor in their motivational self-system and achievement attributions.

1.6. Research Questions of the Study

This study aims to respond to the following research questions:

1. What is the L2MSS of students in the preparatory school of Mersin University?
2. What are students' attributions to success and failure in learning English as a foreign language?
3. Is students' achievement a factor in their L2MSS and achievement attributions?

1.7. Limitations of the Study

This study is limited to 2018-2019 academic year at Mersin University with 274 preparatory school students in the School of Foreign Languages. This is a limitation in terms of the findings and generalization of the results. So, the findings of the current study may not be generalized to all preparatory school students or all EFL learners in Turkey. Another limitation of the current study consists of the research design and the data collection tool. This study is quantitative and utilized from questionnaires in the process of data collection. Therefore, prospective studies on the L2MSS of EFL students and their achievement attributions may be conducted by means of qualitative or both qualitative and quantitative methods and different data collection techniques.

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

L2 learning is a very complex process consisting of many factors and variables considering the teacher, the learner, and the learning environment - language classrooms. And, the classrooms are not simple or ordinary places. On contrary to the common belief that language classrooms are made up of a language teacher and learners who come together in a limited time for pedagogical purposes, they are actually social venues depending on social relationship and social interaction (Tudor, 2001). According to Dörnyei (2001), classrooms are the places where learners can experience academic and social life. Namely, application of the pedagogical theories and principles by means of a teacher is not enough to define what is happening inside a classroom due to the fact that the classroom is localized, situation-specific, and so diverse (Hall, 2011).

Besides the nature of English language classrooms, language learners are also not simple and static human beings who are programmed to sit and learn the target language as in the same way. Every learner is an individual, and every individual is different and unique. Therefore, there are some factors and variables considering individual differences which affect learners' language learning process such as their personalities, language aptitude, anxiety, and motivation. Motivation is considered to affect L2 process significantly (Dörnyei, 2005). To be able to figure out how motivation significantly affects language learning process and achievement, the following subsections will separately mention the concept of motivation, a historical overview of L2 motivation, Dörnyei's L2MSS, Attribution Theory, and causal dimensions of Attribution Theory.

2.2. The Concept of Motivation

The term "motivation", which we commonly hear in our lives, is actually a complex term used in several fields from psychology to education. It is mainly defined as "a driving force or forces responsible for the initiation, persistence, direction, and vigour of goal-directed behavior" (Colman, 2015, p. 272). According to Heckhausen & Heckhausen (2008), motivation is "the striving for control and the organization of goal

engagement and goal disengagement" (p. 1). It is likely to find numerous definitions and sentences including mutual or separate points to define motivation; however, it is required to narrow it down considering our focus in this study: "language learning".

Motivation is regarded as a very important factor influencing the success in L2 learning. It is considered as a continuum which begins with a necessity. If enough motivation does not exist, students possibly fail in reaching their goals despite the fact that they are taught considering a suitable curriculum followed by a good teacher. Consequently, students without motivation may not be involved in language study adequately, which causes them not to be able to improve their L2 skills (Csizér & Dörnyei, 2005).

2.3. Second Language Motivation: A Historical Overview

L2 motivation, which is thought to be a significant variable contributing to learners' achievement in L2 learning, has traditionally been very conspicuous for years. Considering the historical evolution of L2 motivation, it is required to mention three main periods (a) *the social psychological period*, (b) *the cognitive-situated period*, and (c) *the process-oriented period* (In Dörnyei & Ushioda, 2011, p. 39).

Research on L2 motivation began with the contributions of Lambert & Gardner who are the initiators of the Social Psychological Period (1959-1990). Gardner & Lambert's (1972) theory of motivation is composed of desire to achieve the goal, positive attitudes towards learning the language, effort, and integrativeness. These elements altogether have the power to specify L2 learning. From this view, L2 motivation comes out of the interaction between the target language and the L2 community, and this interaction affect L2 learning behaviors. Their theory also focuses on the relationship between the *motivation* and the *orientation* (goal). Depending upon this relationship, Gardner (1985) presented the well-known terms in the field of motivation: *integrative orientation* and *instrumental orientation*. Integrative orientation refers to the positive inclination of the learners towards the target or L2 community and their will to communicate with them. Instrumental orientation, on the other hand, means learners' tendency to learn the target language for "potential pragmatic gains" such as passing an important examination or finding a well-paid job (In Dörnyei & Ushioda, 2011, p. 41). The impact of integrative and instrumental orientations on learners' achievement through motivation can be seen through many studies. For instance,

Clément et al. (1977) introduced the theory of *linguistic self-confidence* (In Dörnyei, Csizér, & Nemeth, 2006, p. 14). Dörnyei (2005) explains self-confidence as the belief which leads a person to realize goals and achieve tasks skillfully. According to this theory, a learner who is part of a multi-ethnic environment or community is motivated to learn and speak the target language. During Social Psychological Period, Giles & Byrne (1982) also introduced a social psychological *intergroup model*, and they analyzed *the circumstances that* the *minority ethnic* groups in a multicultural environment and the effect of group membership on their L2 or target language learning (In Dörnyei & Ushioda, 2011, p. 43). Finally, Schumann's (1986) *acculturation theory* also analyzes learners' L2 learning motivation in multicultural or multiethnic groups, and he underlines the importance of learners' integration with the target language group on the way to learn the language (In Dörnyei & Ushioda, 2011, p. 45).

The second period considering the evolution of L2 motivation research is *Cognitive-Situated Period*. This significant period is regarded to begin with the article by Crookes & Schmidt published in 1991 criticizing the social psychological viewpoints. According to Crookes & Schmidt, the problem was that the social psychological viewpoints and theories concentrated upon large communities, not small contexts like classrooms; that is why, there were no useful information for teachers so as to motivate their students on the way to learn L2. Consequently, Crookes, Schmidt, and their associates announced "the need for a change" in motivation research (In Dörnyei, 2005, p. 74). The Cognitive-Situated Period is characterized with two trends as following:

a. The want to enhance the understanding of second language motivation by staying up-to-date through following the advances in motivational psychology which are 'almost entirely cognitive in nature' (Dörnyei, 2005).

b. The want to limit the 'macroperspective of L2 motivation' (from social contexts) and to reach the 'microperspective' of L2 motivation (to small and actual contexts such as language classrooms) (Dörnyei, 2005).

Both of these trends lead up significant studies and research analyzing the motivational effect of the basic elements; for instance, the teacher, the learner, and the syllabus or curriculum. During this period, Keller (1983) formed "a comprehensive education-oriented theory of motivation and instructional design" - which was adopted

by Crookes and Schmidt - consisting of four motivational variables called as *interest*, *relevance*, *expectancy*, and *outcomes* (In Dörnyei & Ushioda, 2011, p. 50). However, later the model was changed by Keller, and it is now known as the ARCS model which refers to attention, relevance, confidence, and satisfaction. Later, Deci & Ryan (1985) introduced Self-Determination Theory (SDT). SDT proposes that people have got universal psychological needs such as competence, relatedness, and autonomy which are required to be met to be able to follow their goals. Deci & Ryan (1985) made their well-known distinction between *intrinsic* and *extrinsic* motivation. The *intrinsic* motivation refers to actualizing something since it is interesting or enjoyable by its nature, and an individual performs the action for his/her own sake; nevertheless, *extrinsic* motivation means that an individual engages in a behavior because of external factors such as gaining something valuable or staying away from a possible unpleasant result. Moreover, during cognitive-situated period, Dörnyei (2005) presented a model of L2 motivation consisting of *language level, learner level,* and *learning situation level*. The most general one, language level includes various orientations and motives related to L2. The next level is the learner level that is more specific by focusing on the learners' personal characteristics they include in the learning process such as need for success and self-confidence in L2. The learning situation level*,* finally is the most specific level consisting of the nature of language learning environment with all its elements like the teacher, the textbook, and teaching models. These levels separately have a critical effect on the entire motivation (Dörnyei & Ushioda, 2011).

The final period to be mentioned regarding the evolution of L2 motivation research is *Process-Oriented Period* that started through the studies by Williams & Burden (1997), Ushioda (1998), and Dörnyei & Ottó (1998). Williams & Burden (1997) are the first to propose two terms as *motivation for engagement* (choices, reasons, wishes, intentions, and decisions), and *motivation during engagement* (how one feels, behaves and responds during the course of learning). Also, they mentioned three stages of the motivation process along a continuum: "Reasons for doing something" → "Deciding to do something" → "Sustaining the effort, or persisting" (In Dörnyei & Ushioda, 2011, p. 61). They underline the *initiating* motivation and *sustaining* motivation which are required to be differentiated from one another clearly both from a theoretical and a pedagogical viewpoint. Ushioda (1998) focuses on the temporary aspect of second language motivation. She also mentiones *motivation deriving from experiences* of learners (positive L2 experiences in the past) and *motivation directed*

towards future goals of learners (personal priorities or goals). According to Ushioda (1998), learners can feel motivated for L2 study as they are able to perceive their abilities, objectives, and potential for future. During Process-Oriented Period, one of the most remarkable studies to model the process dimension of second language motivation belongs to Dörnyei & Ottó (1998) whose model of L2 motivation consists of *preactional*, *actional,* and *postactional* stages. The *preactional* stage is the beginning of motivated behaviour; motivation is required to be created in this stage. During *actional* stage, the existing motivation needs to be continued and kept throughout the specific action. In the *postactional* stage, finally, both the process and the actions are finalized and evaluated so as to make decisions on upcoming behaviours. In conclusion, the Process-Oriented Period is seen as a shift towards the *Socio-Dynamic Period* that is based upon Dörnyei's (2005) L2MSS.

2.4. Dörnyei's L2 Motivational Self System (L2MSS)

L2MSS is a significant reformation of the former motivational thinking by making use of the psychological theories of the *self* (Dörnyei & Ushioda, 2009). Based upon the *Possible Selves Theory* by Markus & Nurius (1986) and the *Self-Discrepancy Theory* by Higgins (1987), Dörnyei (2005) introduces three main components of the L2MSS which are *ideal L2 self*, *ought-to L2 self*, and *L2 learning experience*. Possible Selves Theory by Markus & Nurius is related to *self-concept* referring to individuals' own theories of themselves, how they were in the past, are now, and will become in the future containing their social roles in the society. And, *possible selves* are considered as the future-oriented component of *self-concept*, and they are the future self-guides. Possible selves are very significant since they provide a conceptual link between cognition and motivation. Higgins (1987, 1996), in his *Self-Discrepancy Theory*, mentions two kinds of possible/future selves called as *ideal self-guides* and *ought self-guides*. Whereas *the ideal self* is about an individual's own anticipation for himself/herself, the *ought self* includes another person's anticipation for the individual. These two selves, at the same time, resemble to each other because they are both characterized with reaching the wished final point for the individual. According to Higgins (1987, 1996), people are motivated to reach a condition where their self-concept matches their personally relevant self-guides (In Dörnyei & Ushioda, 2011, p. 82). By referring to two theories of above, Dörnyei mentions his system with his own

words: "the two elements discussed before, the ideal and the ought selves, are central components of this system, but I also felt that we needed to add a third major component, which concerns the direct impact of the learning environment" (In Hunston & Oakey, 2010, p. 79).

The first component of the system, *Ideal L2 self*, is the representation of all the attributes that a person would like to possess such as hopes, aspirations, and desires. It is considered as a very important motivator for an individual who would love to learn a second language since it has the capacity to decrease the incongruity between the individual's actual and ideal self. This component directly includes integrative and internalised instrumental motives (Dörnyei & Ushioda, 2011). For instance, if a student merely wants to improve herself/himself or s/he has certain future goals in her/his mind and really wants to learn English, s/he may picture an ideal self for English. There are several studies that have analyzed the role of ideal L2 self in motivation for learning a second language. For example, in a context consisting of Japanese learners, Ryan (2009) examined how capable it was to be able to define second language learning motivation. Also, Taguchi et al. (2009), attempted to analyze the relationship between the *ideal L2 self* in Chinese, Japanese, and Iranian contexts and integrativeness regarding L2 learning motivation.

The second main component of L2MSS is *Ought-to L2 Self* defined as "the attributes that one believes one ought to possess (i.e., various duties, obligations or responsibilities)" (Dörnyei & Ryan, 2015, p. 87). The individual either would like to satisfy the expectation or prevent possible negative results, or both. The ought-to L2 self, then, is inevitably influenced by external factors. This component includes extrinsic instrumental motives (Dörnyei & Ushioda, 2011). To exemplify, if a student believes that s/he needs to learn English not to fail the exams and have problems with her/his family, s/he will use ought-to L2 self mechanism, which is differerent from the integrative and internalised nature of the ideal L2 self. A number of studies analyzed the relationship between the ought-to L2 self and instrumentality in L2 learning motivation. For example, through his study in Japanese context, Ryan (2009) found out students were motivated to study L2 because they wanted to learn this language for professional reasons, which seems to be related with instrumental value of L2 learning.

The final component of L2MSS is the *L2 learning experience* which includes "situated, 'executive' motives" (Dörnyei & Ushioda, 2009, p. 29). These motives are about the school and classroom environment of the learner and the experience of the

learner with other learners, the teacher, the curriculum, and so on. That is to say, L2 learning experience does not have an immediate relation with the self-concept of the learners when compared to the first and the second component of the L2MSS. According to Dörnyei & Ushioda (2009), the final component of the L2MSS is not evaluated in the same level with the two L2 selves (ideal L2 self and ought-to L2 self); therefore, they anticipate that more research will be realized to detail the relationship between L2 learning experience and other two L2 selves.

Three components consisting of the L2MSS corresponds to the noticeable findings of Ushioda's motivational aspects. As Ushioda (2001) says "we can classify all the factors in each language learner's motivational configuration as either causal (deriving from the continuum of L2-learning and L2-related experience to date) or teleological (directed toward short-term or long-term goals and future perspectives)" (p. 107). That is to say, L2 learning experience is regarded as *causal* since it is subject to executive motives as mentioned above. Moreover, the L2MSS also corresponds to the integrative motive conceptualization of Gardner by means of the addition of an instrumental motivational link which makes the model consisting of three motivational aspects as integrativeness, instrumentality, and attitudes toward the learning situation (Dörnyei, 2005, p. 106).

2.5. Attribution Theory (AT)

Attribution Theory, as one of the cognitive theories of motivation integrating emotions during the cognitive-situated period, was very outstanding among its contemporaries and predominated the 1980s considering the research on student motivation. This theory of motivation forms a connection between the past experiences of learners and their effort on future accomplishments. It also deals with the reasons attributed by learners as the causes of their failure and success. Thus, learners' attributions are likely to affect their upcoming expectation and motivation (Weiner, 1985, Slavin, 2000, & Dörnyei, 2005).

AT was propounded by Heider (1958), who explicitly stated "humans have an inherent need to understand the causes of behavior" (Sweeton & Deerrose, 2010, p. 31). Heider's AT focuses on the following antecedents: *a)* individuals believe that every behavior has a cause, *b)* individuals believe that it is very significant to be able to understand the reasons why other individuals behave as they do, *c)* and the cause of a

behavior is in a person, a situation, or both. According to Heider (1958), as long as individuals are able to find out the reasons of an event, they may specify what or who is in charge of it. Therefore, understanding the causal structure of human behavior is thought to have remarkable influence on expectancy for the prospective behaviors and future success of individuals. AT includes a three-step course where an individual initially observes an event, appoints the intention, and lastly makes an attribution about the event. Thus, these attributions might be internal, external or both. Within the framework of his attribution theory, Heider (1958) designated three determinants of performance as follows: *ability*, *task difficulty*, and *effort*. He considered that ability and effort are internal to the individual; on the other hand, task difficulty is external. However, according to Weiner (2010), Heider's is not a theory of motivation since it lacks needs and emotions of individuals.

AT was later developed by Weiner (1985), which has become one of the major research paradigms of social psychology. Weiner's AT describes that individuals' perceptions of event outcomes form their thought and future behaviors (Sweeton & Deerrose, 2010). Weiner (2010), whose concern is the causes that individuals (learners) attribute to their failure and success in the contexts where achievement is in question, focuses his attribution theory on the achievement of learners and tries to show the link between individuals' attributions and future behaviors. He defines attributions as subjective reasons stated by individuals (learners) to be able to explain the reasons why they succeed or fail in a specific task or activity. Since attributions are the subjective consideration of individuals regarding their previous activities, they are likely to be useful to comprehend future motivation or motivated behavior (Erten, 2015). Weiner's achievement attributions are based on four fundamental causes as *ability*, *effort*, *task difficulty*, and *luck* (2010, p. 30).

Ability is regarded as a very significant characteristic of learners on the way to learn and become competent in a new language (Harmer, 2007). Ability is internal and stable, which means learners do not have the chance to control or change it. Effort, defined as conscious exertion of power to achieve a task, is also internal but not stable. Thus, learners are able to practice a great deal of control over it. Both ability and effort are considered as the mostly referred attributions by learners to be able to express the reasons behind their success or failure in educational context. For example, success is related with high ability and hard work (effort) whereas failure is due to low ability and insufficient work (Weiner, 1992). Task difficulty, being an external and stable factor, is

not under learners' control. From learners' point of view, the difficulty of a task may specify their success or failure, for instance in an exam context. The more difficult the exam questions are, the less likely for them to be successful. Luck, the last attribution frequently used by learners to mention the reasons behind their success and failure in achievement related contexts, is external and unstable. Learners may attribute their success to good luck and their failure to bad luck in some situations. For instance, if they attribute their success or failure to bad luck, they may possibly be in expectance of a better future outcome. Yet, if learners constantly ascribe their performances to luck, this means that they do not have any faith or ability to be more successful (Weiner, 1974). Even though they are accepted as the most common attributions, there are some researchers who make additions to Weiner's list. For example, Graham (1994) mentions mood, background of family, help or obstacle from others in addition to ability, effort, task difficulty, and luck (In Dörnyei & Ushioda, 2011). Moreover, Vispoel & Austin (1995) also add other attributions like family and teacher influence, interest, and strategy.

2.6. Causal Dimensions in Attribution Theory

Besides the four major determinants of achievement outcomes, Weiner (1979) developed a three-dimensional typology of attributions as *locus of causality*, *stability*, and *controllability* to describe the nature of attributions relevant to educational settings (Forsyth & McMillan, 1981, p. 393). These four determinants of achievement outcomes belong to one specific causal dimension in each category. According to Weiner (2010), both ability and effort are internal in respect of locus of causality, but they show differences considering stability and controllability. Therefore, while ability is stable and uncontrollable, effort is unstable and controllable. Task difficulty and luck are external and uncontrollable for learners. Whereas task difficulty is considered as stable, luck is unstable.

Locus of causality, the first dimension, is about whether the cause of an event is internal or external for the individual. That is to say, individuals regard and relate their performances to either external or internal reasons. While internal reasons are related with ability and effort, external ones include the difficulty of the activity or task given or luck perception of the individuals (Weiner, 2010). Through their studies, Weiner, Russell, and Lerman (1978, 1979) found out there is a close relation between the

dimension of *locus of causality* and affective reasons as in the following (In Weiner, 2010, p. 33):

1. Internal causes of success (e.g., high aptitude) - pride
2. Internal controllable causes of failure (e.g., lack of effort) - guilt and regret
3. Internal uncontrollable causes of failure (e.g., low aptitude) - shame and humiliation
4. Stable causes of failure (e.g., unfair teacher) – hopelessness
5. Unstable causes of failure (e.g., bad luck)—hope

For instance, learners attributing their success to environmental reasons such as task difficulty and luck show surprise and thankfulness; however, those who attribute their success to internal reasons (ability and effort) express pride, confidence, and satisfaction. Unsuccessful learners who attribute their failure to internal reasons show regret and guilt; on the other hand, they feel surprise and anger if external factors are existing (Forsyth & McMillan, 1981).

The second dimension, *causal stability* is described as whether or not the reasons perceived by the individual will stay the same or be different; that is to say, these reasons might change or remain as they are. Attributions of ability and task difficulty are classified as stable to individuals, yet others (effort and luck) are unstable (Sweeton & Deerrose, 2010). Weiner (2010) evaluates causal stability in terms of expectancy shifts. Expectancy shifts are depended upon the causal stability; nevertheless, the locus of causality does not show any relation to expectancy. According to Weiner (1985, 2010), the inferences regarding causal stability may influence the expectancy of individuals in the future. For example, on condition that an event always happens because of the same reason (stable), individuals may foresee what will happen easily in spite of the causal locus. However, if the reason does not remain the same, the outcome may also change in the future.

Controllability, the last dimension, means whether the causes may be controlled by the individual or not. Namely, there are causes some of which are controllable, while others are not under individuals' control. As Weiner clearly (2010) says "an external cause by definition is not controllable by the actor, whereas some internal causes are controllable (the most important being effort), whereas others are not (e.g., height as the cause of success or failure at basketball)" (p. 32). Thus, the causal attribution, effort is

considered to be related to the controllability; however, ability, task difficulty, and luck are not under leaners' control. Weiner also mentions that the difference between causes (being controllable or uncontrollable) is outstanding because when learners think the cause is not under their control, they do not persist in their future efforts (Forsyth & McMillan, 1981).

According to Weiner (1985), all these causal dimensions are very important in the learning process inasmuch as there is a strong connection between a learner's attributional style and self-perception, motivation, persistence, goal expectancy, learning behaviors, and academic achievement. Furthermore, these dimensions are stable. Yet where an individual/a learner places an attributional cause might change. Since causal attributions are based upon individuals' perceptions and beliefs and every individual is different, perceived causality will inevitably change from person to person on account of the variables like gender, social group or culture. The change may even be recognized within an individual over different contexts (Weiner, 1985 & Graham, 1991).

2.7. Attribution in Second Language Learning

Doing research on L2 learning may include some obstacles for researchers; for instance, it is not likely to be able to understand what is happening in learners' minds while studying a second language. Moreover, learning a second language is not a problem-free process from the viewpoint of learners. Regardless of the effort and time they spend, they might not reach the proficiency level they want in the target language; as a result, face failure. If language learners are aware of their attributions, they may make sense of the cognitive causes behind their achievement (Williams & Burden, 1997). At this point, AT, which has been applied in educational research for years, is regarded as a means of understanding the interpretations of learners' considering their success and failure when they learn a second language (Gray, 2005). According to Dörnyei (2005), the frequency of failure in terms of learning a second language is really high all around the world, and attributions have a significant role in language studies. In other words, attributions are considered as internal factors linked to human motivation, and the sort of attributions that learners relate with their failure will have significant implications for their future motivation (Williams & Burden, 1997; Dörnyei & Ushioda, 2011). Not only is it significant for learners to be able to figure out the reasons behind

their success and failure in terms of their future achievement and motivation, but also it is for language teachers who have an important role within the process of L2 learning. As Şahinkarakaş (2011) clearly states,

> Understanding the causal attributions of students is an important educational phenomenon that may require further investigation. This importance gains greater weight if the focus is on the students at the initial stage of learning a foreign language. Therefore, if the teacher begins to do so at an early stage in the students' language learning it is possible to identify students' expectations of success and motivational styles that are to be encouraged in the classroom (p. 883).

Many researchers have worked on learners' attributions for achievement in SLL both abroad and in Turkey. While some of them conducted studies merely based on the attributions for success and failure in foreign language context, others have preferred to work on the relationship between achievement attributions and individual differences such as gender, age, and culture (Ushioda, 1998; Williams et al., 2001; Graham, 2004; Gray, 2005; Hsieh & Schallert, 2008; Pishghadam & Zahibi, 2011; Satıcılar, 2006; Şahinkarakaş, 2011; Semiz, 2011; Erten & Burden, 2014; Erten, 2015; Paker & Özkardeş-Döğüş, 2017; Çağatay, 2018).

Williams, Burden, & Al-Baharna (2001) conducted a study with 25 EFL students in Bahrain, and they aimed at finding out students' achievement attributions in English. They wanted students to explain the reasons why they were successful or unsuccessful in English. The results revealed that students referred to their success with 11 positive attributions such as exposure to language, practice, positive attitude, and family and teachers' support. On the other hand, they used 18 negative attributions including absence of support from family and teachers, negative attitude, and poor teaching methods while they mention their failure in English. Another study on achievement attributions was conducted by Graham (2004), the participants of which were English students learning French aged 16 to 19. The researcher investigated the attitude of students towards French, the target language, and the attributions behind their level of achievement. It was found in the study that students who were successful in French made more internal attributions. However, the ones that were unsuccessful reported low ability and task difficulty as being the main reasons behind their failure,

and they did not notice the role of learning strategies. Brown, Gray & Ferrara (2005), in their study, worked with 61 Turkish, 71 Chinese, and 94 Japanese university students, and they analyzed the attributions for personal achievement outcomes among them. The participants in all groups attributed both success and failure to internal reasons. Yet, some cultural differences were realized in terms of attributions. Whereas Turkish and Chinese students suggested more internal factors, for Japanese external reasons were more possible for success than failure. Also, Turkish and Chinese students reported that external factors were more likely for failure than success. The study by Pishghadam and Zabihi (2011) focused on 209 Iranian EFL learners' achievement attributions in foreign language lessons. The study revealed that attributing achievement to personal and stable reasons remarkably influence the learners' achievement scores. Additionally, it was pointed that effort attributions were very significant in their EFL achievement.

In Turkish context, for instance, Satıcılar (2006) conducted a study on achievement attributions of 6th and 9th grade EFL students by taking gender, grade (age), and outside help into consideration. It was found that internal factors influence the achievement in L2. Considering the variables of gender and grade, male students mostly linked their success to ability when compared to female students who attributed their success to effort more frequently. In her qualitative study, Şahinkarakaş (2011) worked with 52 young learners studying English between the ages of 9 and 10 in order to investigate their success and failure attributions. The results suggested that achievement attributions were mostly related with internal and unstable reasons, and effort was the most remarkable one. The study also underlined the role of the teacher in students' achievement. Semiz (2011) carried out a study on university level of learners. Considering the findings of the study, outstanding differences between successful and unsuccessful students were observed regarding causal attributions. Successful students had more personal (strategy and effort) and internal attributions in comparison with unsuccessful students. Additionally, there were strong correlations between attributions, language learning beliefs, and self- efficacy. Erten (2015) conducted a study consisting of 578 participants, 262 of whom were studying English at the 6th grade whereas 313 learners were from the 10th grade. The results showed that learners in both groups specified the teacher as being the most significant attribution for their achievement besides their ability and interest to the lesson. Also, age and gender effects on attributions were clearly found out. In a both qualitative and quantitative study by Paker & Özkardeş-Döğüş (2017), the relationship between achievement attributions, gender,

and proficiency levels of university English preparatory students were investigated. The results revealed that successful students attributed their success to mostly having a good teacher and also to internal and controllable causes. Yet, unsuccessful ones attributed their failure to external, stable, and uncontrollable reasons. Moreover, the study showed that female students make more internal attributions when compared to male students in terms of gender difference.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This thesis aims to explore the L2MSS of students in the preparatory school of Mersin University and find out their achievement attributions in learning English. In this chapter, the researcher addresses the research procedure and the methodology used in the study. Accordingly, this chapter consists of four sections presenting the research design, context and the participants, data collection instruments, and data analysis.

3.2. Research Design

Research design refers to the plans and procedures for research beginning from assumptions to data collection methods and analysis. Among the types of research designs, this study is based upon quantitative research. Quantitative research enables the researcher to test objective theories through analyzing the relationship among variables. The variables are likely to be measured by means of instruments, and the numbered data may be examined via statistical procedures (Creswell, 2009). Also, quantitative research has four main types as descriptive, correlational, causal-comparative, and experimental research. This study is descriptive considering the research questions that comprise a basis of this Master of Arts (MA) thesis.

Descriptive research refers to describing a situation or a problem through gathering the relevant data and analyzing it. More specifically, it aims at describing or telling just the present status of an identified variable in question. The information or the data needed is collected systematically, analyzed statistically, and tabularized precisely (Glass & Hopkins, 1984 & Kumar, 2005).

Within the framework of the research design of this study, survey research is chosen among the quantitative research methods or strategies in order to gather the data. The main purpose of survey research is getting information to be able to describe the characteristics of a large sample of participants of interest as much as possible. Survey research can use a variety of data collection methods, and the most common ones are interviews and questionnaires as will be mentioned in 3.4. Data Collection Instruments in detail (Creswell, 2009).

3.3. Context and Participants

The study was carried out in the School of Foreign Languages at Mersin University. The school has approximately 1300 students from different departments. Students' level of English ranges from beginner to pre-intermediate. Their level of English is specified by means of the placement exam applied by the School of Foreign Languages at the beginning of each academic year. The preparatory class students have 25 hours of English classes each week.

Selection of the participants (the sample) who are going to take part in the study is a very critical part of the research. One of the most common sampling type in L2 research, *convenience* or *opportunity sampling* was chosen for this study because all the participants possessed the key characteristics which were related to the investigation aim of the study. Also, they were available at a certain time and easily accessible for the researcher (Dörnyei & Taguchi, 2010).

The population in this study was composed of preparatory class EFL students in the School of Foreign Languages, and the actual sample (participants) were 274 of them. More specifically, the following criteria were based upon to select the participants of this study: (1) The participants must provide the provision of attendance to English classes. (2) The participants must participate in the study voluntarily. (3) The participants whose grade is 60 and above are considered as successful. The participants whose grade is below 60 are considered as unsuccessful. The variables like gender and age of the participants and their levels of English were not taken into account. It should also be noted that the results of the study display information merely considering the sample group in the study, so the findings of this study cannot be generalized to other language learners.

3.4. Data Collection Instruments

As of data collection instruments, applying questionnaires were determined to be conducted in this study. According to Lavrakas (2008), a questionnaire is an essential instrument to gather data in survey research, and it consists of a set of predefined and standardized items following an established scheme. Using a questionnaire in a study - if well-constructed - is very advantageous because it is quite easy to reach a large sample of individuals. Also, it might be replicable and used in subsequent studies according to the purpose of the researcher.

Two different questionnaires as *Motivation Questionnaire* (see Appendix 1) and *Achievement Attributions Questionnaire* (see Appendix 2) were given to the participants in order to collect the necessary data regarding the research questions in the study, both of which are five-point Likert scales. There were "I strongly agree", "I agree", "I have no idea", "I do not agree", and "I strongly disagree" choices that show the level of agreement of the students. They were handled in Turkish as the level of the students might not be sufficient enough to understand the statements. So as to show the overall reliability of each questionnaire, Cronbach's Alpha values were analyzed. According to Field (2009), the critical value for a reliability analysis .70; therefore, .70 and its above are considered as acceptable. In this study, Cronbach's Alpha value for Motivation Questionnaire was .87, and it was .72 for Achievement Attributions Questionnaire, which show that the questionnaires were reliable.

Before the implementation of the questionnaires, the required permission from the ethics committee of Çağ University was obtained (see Appendix 3). In addition to the permission from the ethics committee of Çağ University, authorisation was also required from the School of Foreign Languages of Mersin University, where the questionnaires were to be conducted. The permission was officially obtained from the school management (see Appendix 4). After these procedures were completed, the students were told that their participation would be voluntary, their personal information (names and surnames) would not be shared with anyone, and their responses to the questionnaires would be confidential and not be used in a different study. Additionally, the researcher mentioned the purposes and directions of the questionnaires so that the students could complete the questionnaires more accurately. Both questionnaires were distributed and collected during classes.

The first questionnaire, which was adapted from Dörnyei & Taguchi (2010), is *Motivation Questionnaire* consisting of 30 items. With the contribution of the supervisor of this thesis, the subtitles and the items were specified, and they were back translated. The items are related to *Ideal L2 Self* (from 1 to 10), *Ought-to L2 Self* (from 11 to 20), *Linguistic Self-Confidence* (from 21 to 24), *L2 Learning Experience/Attitudes towards Learning English* (from 25 to 30) (Dörnyei & Taguchi, 2010, pp. 139-144). The last two items (29 and 30) were written as interrogatives in the original questionnaire, yet they were converted into declaratives in this version of the questionnaire. Due to the fact that rest of the items were all statements, the researcher

needed to change the sentence types of these items (29 and 30) to be able to enable the consistency as shown in Table 1.

Table 1.

Two Revised Items in Motivation Questionnaire Regarding the Sentence Types

Original Items	Revised Items
29. Do you think time passes faster while studying English?	**29.** I think time passes faster while studying English.
30. Would you like to have more English lessons at school?	**30.** I would like to have more English lessons at school.

The second questionnaire was *Achievement Attributions Questionnaire* by Satıcılar (2006). With a total of 23 items, this questionnaire is composed of two parts. The initial part consists of 11 items representing learners' achievement attributions to success in English, and the second part has 12 items related to learners' achievement attributions to failure in English. In this questionnaire, some items were required to be edited regarding the subject pronouns of the sentences. For example, the explanation related to the first part of the questionnaire "A student is successful in English because…" was rewritten as "I am successful in English because…". Also, the explanation related to the second part of the questionnaire. "A student is not successful in English because…" was similarly rewritten as "I am not successful in English because…" Moreover, the items beginning with *S/he* (1, 2, 4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 19, 21, 22, 23) in the original questionnaire were replaced with *I* as some of them were demonstrated in the table below. That change was regarded necessary to make students interiorize the items more.

Table 2.

Some of the Revised Items in Achievement Attributions Questionnaire Regarding Subject Pronouns

Original Items	Revised Items
1. S/he has the ability for English.	**1.** I have the ability for English.
8. S/he is very lucky in English exams.	**8.** I am very lucky in English exams.
15. S/he is afraid of being kidded when she makes mistakes.	**15.** I am afraid of being kidded when I make mistakes.

Additionally, some items including possessive adjectives *her/his* and object pronouns *him/her* in the original questionnaire (3, 5, 7, 9, 13, 18, 20, 23) were rewritten with *my* and *me*. There was also a need for change in some items considering the context of this study. The original questionnaire was applied both in a primary and a high school; therefore, the researcher used the word "English teacher" for the items *3*, *5*, *7*, *10*, *18*, *20*, *23*. However, this study was conducted at university context, and the participants were preparatory class students who were taught English by more than one English instructor. Therefore, "instructors" were replaced with "teacher" in this version of the questionnaire. The following table shows some of the edited parts related to the changes mentioned in this paragraph.

Table 3.

Some of the Revised Items in Achievement Attributions Questionnaire Regarding the Context of the Study and Possessive Adjectives and Object Pronouns

Original Items	Revised Items
5. Her/his English teacher loves her.	**5.** My instructors love me.
13. Her/his class is very noisy.	**13.** My class is very noisy.
23. S/he does not love her English teacher at all.	**23.** I do not love my instructors at all.

3.5. Data Analysis

The data collected quantitatively through Motivation Questionnaire and Achievement Attributions Questionnaire was analyzed by means of descriptive statistics and paired samples *t*-test on Statistical Package for Social Sciences (SPSS) program. In the process of data analysis, for the first research question descriptive statistics was used. For the second and the third research questions both descriptive statistics and paired samples *t*-test were utilized from. Descriptive statistics enabled the researcher to explore and present the general group features; furthermore, paired sample *t*-test was used to investigate the group differences.

CHAPTER IV

4. DATA ANALYSIS AND FINDINGS

4.1. Introduction

This chapter aims at demonstrating the analysis of the data gained through Motivation Questionnaire and Achievement Attributions Questionnaire. Research questions of this study required a quantitative approach and research procedure in the analysis of the data; thus, the data was examined by means of descriptive statistics and paired samples *t*-test on SPSS. In this section, the findings of each research question will be presented one by one.

4.2. Research Question 1: What is the L2MSS of students in the preparatory school of Mersin University?

In order to gather data for the first research question, Motivation Questionnaire consisting of 30 items under the sub-scales *Ideal L2 Self* (IL2S), *Ought-to L2 Self* (OL2S), *Linguistic Self-Confidence* (LSC), and *Attitudes towards Learning English/L2 Learning Experience* (L2LE) was conducted as mentioned in Chapter 3 in detail. Descriptive statistics of each subscale is presented separately, and their analysis is given in detail. Table 4 presents the number of the participants, minimum and maximum scores, mean values and standard deviations of the subscales.

Table 4.

Descriptive Statistics of Total Mean Scores of Subscales in Motivation Questionnaire

	N	Min.	Max.	Mean	*SD*
IL2S	274	1.00	5.00	2.25	.78
OL2S	274	1.00	5.00	2.83	.82
LSC	274	1.00	3.75	1.78	.60
L2LE	274	1.00	5.00	2.71	.87

According to Motivation Questionnaire, which is a five-point Likert scale, being close to Strongly Agree (1) represents a positive result whereas being close to Strongly Disagree (5) presents a negative result. As Table 4 shows, the closest subscale to Strongly Agree is *Linguistic Self Confidence* (*M* = 1.78; *SD* = .60). The second closest subscale is *Ideal L2 Self* (*M* = 2.25; *SD* = .78). With 2.71 mean score, *L2 Learning Experience (Attitudes towards Learning English)* is in the third place. Finally, *Ought-to L2 Self* (*M* = 2.83; *SD* = .82) is the farthest to Strongly Agree (1), and therefore the closest subscale to Strongly Disagree (5). These descriptive statistics indicate that the motivational self-system of the participants responding Motivation Questionnaire is mostly depended on *Linguistic Self Confidence* and at the very least *Ought-to L2 Self*. The subscales consisting of Motivation Questionnaire will be handled in detail under the following subtitles.

4.2.1. LSC

The analysis of the subscale Linguistic Self Confidence, as observed the highest component of L2 Motivational Self System, is presented in Table 5.

Table 5.

Descriptive Statistics of Linguistic Self Confidence

Item	Mean	SD
21. If I make more effort, I am sure I will be able to master English.	1.58	0.68
22. I believe that I will be capable of reading and understanding most texts in English if I keep studying it.	1.55	0.72
23. I am sure I will be able to write in English comfortably if I continue studying.	1.76	0.76
24. I am sure I have ability to learn English.	2.25	0.98

N = 274

This subscale shows in general that the participants of the study tend to put their linguistic self-confidence in the first place of their motivational self-system in English;

in other words, they have strong linguistic self-confidence. As it is clearly seen in Table 5, participants strongly believe that they will be good at some English skills (Item 22; *M* = 1.55 and Item 23; *M* = 1.76) and proficient in this target language (Item 21; *M* = 1.58) as long as they go on studying. Participants also believe their ability in English (Item 24; *M* = 2.25) but with a lower percentage when compared with Items 21, 22, and 23.

4.2.2. IL2S

Table 6 presents the descriptive statistics of this subscale with mean scores and standard deviation.

Table 6.

Descriptive Statistics of Ideal L2 Self

Item	Mean	*SD*
1. I can imagine myself living abroad and having a discussion in English.	2.06	1.02
2. I can imagine myself studying in a university where all my courses are taught in English.	2.73	1.16
3. Whenever I think of my future career, I imagine myself using English.	2.36	1.08
4. I can imagine a situation where I am speaking English with foreigners.	1.91	0.87
5. I can imagine myself speaking English with international friends or colleagues.	2.09	0.96
6. I can imagine myself living abroad and using English effectively for communicating with the locals.	2.15	1.02
7. I can imagine myself speaking English as if I were a native speaker of English.	2.74	1.16
8. I can imagine myself as someone who is able to speak English.	2.23	1.00
9. I can imagine myself writing English e-mails/letters fluently.	2.49	1.02
10. The things I want to do in the future require me to use English.	1.74	1.04

N = **274**

According to this subscale, a great majority of the participants are aware of the necessity of using English for their future practices as they either strongly agreed or agreed with Item 10 ($M = 1.74$). Additionally, participants can mostly visualize themselves as fluent speakers (Items 1, 3, 4, 5, 6, and 8) and writers of this target language (Item 9). However, they find it hard to have all the courses in English (Item 2; $M = 2.73$) and communicate like a native speaker in this language (Item 7; $M = 2.74$), which are the least agreed items in this subscale.

4.2.3. L2LE

Table 7 presents the descriptive statistics of this subscale with mean scores and standard deviation.

Table 7.

Descriptive Statistics of L2 Learning Experience/Attitudes towards Learning English

Item	Mean	SD
25. I like the atmosphere of my English class.	2.67	1.20
26. I always look forward to English classes.	3.01	1.16
27. I find learning English really interesting.	2.24	1.14
28. I really enjoy learning English.	2.32	1.13
29. I think time passes faster while studying English.	2.79	1.23
30. I would like to have more English lessons at school.	3.25	1.30

N = 274

According to this subscale, most of the participants find learning English very interesting (Item 27; $M = 2.24$) and enjoy learning it (Item 28; $M = 2.32$). Also, participants like the ambience of their English classrooms (Item 25; $M = 2.67$) and do not realize how time passes when they study English (Item 29; $M = 2.79$). Yet, they do not always wait very eagerly for English lessons (Item 26; $M = 3.01$) and want to have more English lessons at school (Item 30; $M = 3.25$).

4.2.4. OL2S

Table 8 presents the descriptive statistics of this subscale with mean scores and standard deviation.

Table 8.

Descriptive Statistics of Ought-to L2 Self

Item	Mean	SD
11. I study English because close friends of mine think it is important.	2.88	1.30
12. Learning English is necessary because people surrounding me expect me to do so.	3.34	1.32
13. I consider learning English important because the people I respect think that I should do it.	2.86	1.37
14. If I fail to learn English, I will be letting other people down.	3.51	1.30
15. Studying English is important to me in order to gain the approval of my peers/teachers/family/boss.	2.56	1.38
16. I have to study English because if I do not study it, I think my parents will be disappointed with me.	3.26	1.36
17. My parents believe that I must study English to be an educated person.	2.26	1.28
18. Studying English is important to me because an educated person is supposed to be able to speak English.	2.20	1.23
19. Studying English is important to me because other people will respect me more if I have a knowledge of English.	3.05	1.40
20. It will have a negative impact on my life if I do not learn English.	2.37	1.26

N = **274**

Ought-to L2 Self is the closest subscale to Strongly Disagree in Motivation Questionnaire. This descriptive result shows that participants responding Motivation Questionnaire tend to depend their motivation in English least on their ought-to L2

selves. In other words, their ought-to L2 selves are not considerably as important as their linguistic self-confidence, ideal L2 selves, and attitudes towards learning English in their motivational self-system.

As Table 8 displays, the participants consider knowing English as an indicator of being an educated person not only from their point of view but also their parents' (Item 18; $M = 2.20$ and Item 17; $M = 2.26$). They also assume the negative impact of not learning English in some way in their life (Item 20; $M = 2.37$). These are the top three items in terms of participants' ought-to L2 selves. The participants slightly agree with the importance of the approval and respect from significant others (Items 11, 13, 15, and 19); nevertheless, they do not care about their parents' disappointment (Item 16) and other people's expectations and disappointment much (Items 12 and 14).

4.3. Research Question 2: What are students' attributions to success and failure in learning English as a foreign language?

To be able to collect data for the second research question, Achievement Attributions Questionnaire, composed of two parts for success and failure attributions, was conducted as mentioned in Chapter 3 in detail. Like Motivation Questionnaire, Achievement Attributions Questionnaire is also a five-point Likert scale. Being close to 1 (Strongly Agree) represents a positive result while being close to 5 (Strongly Disagree) shows a negative result by the participants.

To find out the achievement attributions of English language learners participated in the study, descriptive statistics of the achievement attributions were carried out and means were calculated. Table 9 reveals the mean values for the participants' attributions to success.

4.3.1. Success Attributions

Table 9.

Descriptive Statistics of Success Attributions

Item	N	Mean	SD
1. I have the ability for English.	274	2.50	0.96
2. I get help from outside (private lessons, tutors, etc.).	274	4.37	1.02
3. My instructors ask easy questions in the exams.	274	3.12	1.04
4. I study English very hard.	274	3.09	1.11
5. My instructors love me.	274	2.31	0.94
6. I have a special interest for English lessons.	274	2.68	1.22
7. I love my instructors.	274	1.82	0.83
8. I am very lucky in English exams.	274	3.63	1.09
9. I do my homework regularly.	274	2.83	1.18
10. I listen to my instructors carefully during the lessons.	274	2.02	0.91
11. I make preparations for English lessons before classes.	274	2.89	1.14
TOTAL		2.84	0.55

The mean values of the statements in Achievement Attributions Questionnaire show that participants mostly attribute their success to their love for their English instructors (Item 7; $M = 1.82$). According to the participants, listening to the instructors carefully during the class (Item 10; $M = 2.02$) is also necessary to be successful. In addition to these, being loved by the instructors (Item 5; $M = 2.31$) and having the ability for English (Item 1; $M = 2.50$) are considered to be very important to be successful in English. As it can be understood from these descriptive results participants generally tend to attribute their success to internal, stable, and uncontrollable causes (i.e. love, ability, and interest). This means that participants responding this questionnaire feel themselves responsible for their success; however, they do not think that it is under their control to direct it. It is also possible to see in Table 9 that participants tend to attribute their success in English to easy questions and being lucky in the exams (Item 3; $M = 3.12$ and Item 8; $M = 3.63$) and getting help from outside (Item 2; $M = 4.37$) less than other causes. These descriptive results show that participants seldom attribute their success to such external factors.

Table 10 shows the mean values for the participants' attributions to failure.

4.3.2. Failure Attributions

Table 10.

Descriptive Statistics of Failure Attributions

Item	*N*	Mean	*SD*
12. I am not careful in English exams.	274	2.78	1.19
13. My class is very noisy.	274	3.80	1.01
14. I cannot follow the lesson carefully because I sit at the backrows.	274	4.22	0.89
15. I am afraid of being kidded when I make mistakes.	274	3.83	1.23
16. I have no ability for English.	274	3.72	1.13
17. My study environment (home, dormitory, etc.) is not OK for me.	274	3.93	1.09
18. My instructors do not teach English well.	274	4.35	0.79
19. I have health problems because I am very excited in exams.	274	4.28	0.93
20. My instructors do not care about for me. (My instructors do not give me enough chance to speak, help enough for the lessons, and guide me enough.)	274	4.44	0.82
21. I do not study enough for English.	274	2.99	1.26
22. I am not intelligent.	274	4.46	0.83
23. I do not love my instructors at all.	274	4.54	0.74
TOTAL		3.95	0.48

According to Table 10, participants responding Achievement Attributions Questionnaire only attribute their failure to internal factors such as not being careful in English exams (Item 12; $M = 2.78$) and not studying enough for English (Item 21; $M = 2.99$). These statistical results indicate that the failure is due to the participants' themselves. However, while Item 12 is stable and uncontrollable, Item 21 is unstable and controllable for the participants. That is why, a generalization based on causal

dimensions can be possible through considering the *t*-test results in the following tables. Apart from these items, the rest of the items are not considered to have much effect on the failure of the participants as the mean values in Table 10 show. For instance, participants do not much believe that they are unsuccessful in English since their instructors teach English badly (Item 18; *M* = 4.35) and they are uninterested in their students (Item 20; *M* = 4.44). Also, the participants do not tend to attribute their failure to not being clever (Item 22; *M* = 4.46) and not loving their instructors (Item 23; *M* = 4.54).

To find out if there is a statistically significant difference between participants' attributions to success and failure, Paired Samples T-Test was carried out. Table 11 shows Paired Samples T-Test results of participants' internal and external achievement attributions in English.

Table 11.

Paired Samples T-Test Results of Internal and External Achievement Attributions

		Mean	S.D	t	p (Sig.)
Success	Internal	2.55	.67		
	External	3.36	.56	-20.04	.001*
Failure	Internal	3.72	.58		
	External	4.17	.56	-11.97	.001*

As Table 11 shows, there is a significant difference between participants' internal and external attributions to success (*t* = -20.04, *p* = .001). This statistical result reveals that participants mostly attribute their success in English to internal achievement attributions (*M* = 2.55) when compared to external achievement attributions (*M* = 3.36). Table 11 also indicates a significant difference between participants' internal and external attributions to failure in English (*t* = -11.97, *p* = .001). This statistical result shows that participants also attribute their failure to internal achievement attributions (*M* = 3.72), which means that they take the responsibility of their failure in English. Table 12 displays Paired Samples T-Test results of participants' stable and unstable attributions to success and failure in English.

Table 12.

Paired Samples T-Test Results of Stable and Unstable Achievement Attributions

		Mean	S.D	t	p (Sig.)
Success	Stable	2.48	.63		
	Unstable	3.14	.65	-15.94	.001*
Failure	Stable	4.01	.50		
	Unstable	3.64	.80	7.91	.001*

As Table 12 displays, there is a significant difference between participants' stable and unstable attributions to success (t = -15.94, p = .001). This statistical result shows that participants attribute their success in English to stable achievement attributions (M = 2.48) when compared with unstable attributions (M = 3.14). Also, a significant difference is seen between participants' stable and unstable attributions to failure (t = 7.91, p = .001). The participants mostly attribute their failure in English to unstable achievement attributions (M = 3.64).

Table 13 shows Paired Samples T-Test results of participants' controllable and uncontrollable achievement attributions in English.

Table 13.

Paired Samples T-Test Results of Controllable and Uncontrollable Achievement Attributions

		Mean	S.D	t	p (Sig.)
Success	Controllable	3.04	.72		
	Uncontrollable	2.68	.61	8.09	.001*
Failure	Controllable	4.01	.50		
	Uncontrollable	3.64	.80	7.91	.001*

As Table 13 shows, there is a significant difference between participants' controllable and uncontrollable attributions to success (t = 8.09, p = .001) and failure (t

= 7.91, *p* = .001). According to the statistical data in the table, it is indicated that participants responding the questionnaire mostly attribute both their success and failure to uncontrollable achievement attributions.

4.4. Research Question 3: Is students' achievement a factor in their L2MSS and achievement attributions?

This research question aims at investigating whether or not achievement is a factor in students' L2 motivational self-systems and their achievement attributions. Paired Samples T-Test was carried out in order to answer the third research question. Table 14 presents Paired Samples T-Test results of successful and unsuccessful students in terms of their L2MSS.

Table 14.

Paired Samples T-Test Results of Successful and Unsuccessful Students in Terms of Their Motivational Self System

		N	Mean	S.D	t	p (Sig.)
IL2S	successful	177	2.16	.72		
	not successful	97	2.41	.86	-2.37	.019*
OL2S	successful	177	2.89	.81		
	not successful	97	2.72	.83	1.67	.096
LSC	successful	177	1.70	.57		
	not successful	97	1.94	.63	3.06	.003*
L2LE	successful	177	2.65	.87		
	not successful	97	2.83	.87	1.68	.094

*significant at .05 level

According to Table 14, out of 274 participants, 177 of them were successful, and 97 participants were unsuccessful at the end of 2018-2019 academic year. When mean scores for ideal L2 self are analyzed, it is seen that there is a significant difference (*p* =

.019) between successful (*M* = 2.16) and unsuccessful participants (*M* = 2.41). This significant result reveals that ideal L2 self is an important component of successful participants' L2MSS when compared with unsuccessful participants'. That is to say, successful participants tend to develop stronger images of their future selves than unsuccessful ones. Additionally, there is a significant difference between successful (*M* = 1.70) and unsuccessful (*M* = 1.94) participants in terms of their linguistic self-confidence (*p* = .003). According to this result, linguistic self-confidence is also a very important component of successful participants' L2 motivational self-system when compared with unsuccessful participants'. It can be indicated that successful participants tend to believe their ability and proficiency in English more than unsuccessful participants do. However, considering the mean scores for ought-to L2 self, it is found that the difference between successful and unsuccessful participants is not statistically significant (*t* = 1.67, *p* = .096). Similarly, there is no significant difference between successful and unsuccessful participants in terms of their L2 learning experience (attitudes towards learning English) (*t* = 1.68, *p* = .094). All in all, the statistical results in Table 14 reveal

that achievement is an important factor in students' motivational self-system, especially considering their ideal L2 selves and linguistic self-confidence.

Table 15 displays Paired Samples T-Test results of successful and unsuccessful students in terms of their achievement attributions.

Table 15.

Paired Samples T-Test Results of Successful and Unsuccessful Students in Terms of Their Achievement Attributions

		N	Mean	S.D	t	p (Sig.)
Success Attr.	successful	177	2.75	.50		
	not successful	97	3.00	.59	3.56	.001*
Failure Attr.	successful	177	4.04	.47		
	not successful	97	3.77	.45	4.58	.001*

*significant at .05 level

According to Table 15, when success attributions are analyzed, it is seen that there is a significant difference between successful and unsuccessful participants (t = 3.56, p = .001). In Achievement Attributions Questionnaire, successful participants tend to agree with success attributions more (M = 2.75) in comparison with unsuccessful participants who tend to agree less (M = 3.00). Furthermore, in terms of failure attributions, there is also a significant difference between successful and unsuccessful participants (t = 4.58, p = .001). While unsuccessful participants tend to agree with failure attributions more (M = 3.77), successful ones tend to agree with failure attributions less (M = 4.04). Consequently, considering the statistical results above, it can be indicated that achievement of the participants is considered as a factor in their achievement attributions in English.

CHAPTER V

5. CONCLUSION

5.1. Introduction

This chapter begins with a summary focusing on the general framework of the current study. Then, it continues with discussion of the findings in reference to research questions. Later, it mentions the implications drawn out of the study. Finally, this chapter outlines the limitations of the study and presents some suggestions for further studies to improve EFL research.

5.2. Summary

The ultimate aim of the current study was to find out the preparatory school EFL students' L2MSS and their achievement attributions (success and failure) in English. Considering students' L2MSS, four major factors were investigated as following: linguistic self-confidence, ideal L2 self, ought-to L2 self, and L2 learning experience (attitudes towards learning English). Also, achievement attributions of learners were attempted to be analyzed in terms of the dimensions of causality as follows: locus, stability, and controllability. This study was carried out in the School of Foreign Languages at Mersin University with the contribution of 274 EFL students in 2018. This study adopted a quantitative research design in which the data was gathered through Motivation Questionnaire and Achievement Attributions Questionnaire, both of which are 5-point Likert scales rating from 1 (I strongly agree) to 5 (I strongly disagree). The data was analyzed by means of descriptive statistics and paired samples t-test on SPSS. The results of the current study showed that linguistic self-confidence was the most significant motivational factor in students' L2MSS followed by ideal L2 self and L2 learning experience (attitudes towards learning English), and the least important motivational factor for students was ought-to L2 self. The results of the study also revealed that preparatory school EFL students generally attribute both their success and failure to internal and uncontrollable causes. However, while they consider that their success is stable, their failure in English is unstable. In the following section, the discussion of the findings is presented in reference to the research questions of the current study.

5.3. Discussion of the Findings in Reference to Research Questions

In this section, the findings related to each research question of this study is discussed under the following subtitles.

5.3.1. Research Question 1: What is the L2MSS of students in the preparatory school of Mersin University?

5.3.1.1. LSC

Under one of the components of L2 learning motivation, learner level, linguistic self-confidence is related to learners' beliefs in their ability to become a capable English user, and it is considered as one of the basic determinants of L2 motivation (Clément et al., 1994 & Dörnyei & Csizer, 1998). In respect of the mean scores that belong to the subtitles under Motivation Questionnaire in this study, it is obvious that linguistic self-confidence had the highest contribution to L2MSS of preparatory school EFL students. The results show that students are highly motivated to learn English since they have confidence in their own beliefs. They are positive about their ability in English (Item 24). Moreover, they believe as long as they study, they will be better at L2 skills (Items 22 and 23) and master this target language (Item 21). This result is considered to arise from both students' personalities and encouragement of their instructors as the researcher of this study is also an English instructor in the School of Foreign Languages. That is to say, instructors teaching English in this academic institution not only do their best to make students orientated in their first year at university but also integrate them with English through developing their "self-confidence by trusting them and projecting the belief that they will achieve their goal; regularly providing praise, encouragement, and reinforcement; making sure that students regularly experience success and a sense of achievement" (Dörnyei, 1994, p. 281). A similar result in terms of the contribution of instructors to students' L2 learning process can also be seen in the success attributions of the students in this study (see Section 5.3.2).

5.3.1.2. IL2S

Ideal L2 self, one of the dimensions consisting of Dörnyei's L2MSS, presents an ideal image that a learner would love to have in the future, and it has the power to decrease the distinctness between the actual and the ideal self (Papi, 2010). From the responses given to the related items (1, 3, 4, 5, 6, 8, 9, and 10) in Motivation

Questionnaire, it is evident that preparatory school EFL students in general have strong ideal L2 selves besides their linguistic self-confidence. They are aware of the significance of using English for their future careers. Furthermore, they can visualize themselves as successful users (speakers and writers) of this target language when communicating with locals, foreigners, international friends, or colleagues. The findings of this study show parallelism with other studies conducted in different contexts (Csizer & Kormos, 2009; Taguchi et al., 2009; Rajab et al., 2012; and Islam, 2013). For instance, Csizer & Kormos (2009), who implemented a motivation questionnaire to the secondary school and university EFL students in Hungary, found that ideal L2 self has an important role in learners' L2 motivation. Similarly, Taguchi et al. (2009) displayed in Asian contexts that ideal L2 self represents L2 learning motivation better when compared to the other variables in L2MSS. Parallel to the findings of the present study, some studies in Turkish context also show that university students have strong ideal L2 selves (Göktepe, 2014; Partal, 2017; Altınayar, 2018; Bilhan, 2019; Sıvacı, 2019). Apart from the most agreed items under the subscale Ideal L2 Self, there are also two items worth speaking in this study; Item 2 and Item 7, which are the least agreed ones by the students. Considering Item 2, a salient similarity was found in the study conducted by Sıvacı (2019). In both studies, students find it very hard to have all the courses in English; in other words, they are not so certain that they can succeed in an English medium context. Moreover, when Item 7 is reviewed, it is clearly seen that most of the participants in both Göktepe's (2014) and Partal's (2017) studies believe that they will be able to speak English like a native speaker in the future. Conversely, despite having strong ideal L2 selves, more than half of the participants in this study do not believe they can communicate as if they were a native speaker of this target language.

5.3.1.3. L2LE

L2 learning experience is related to students' attitudes towards learning English and defined as "situation specific motives related to the immediate learning environment and experience" (Dörnyei, 2005, p. 106). According to Csizer & Kormos (2009), L2 learning experience is as significant as ideal L2 self in students' language learning motivation. The general descriptive results of this study show that students' L2 learning experience (attitudes towards learning English) are not as important in their L2MSS as their linguistic self-confidence and ideal L2 selves. Yet, from the mean

scores of the statements under the subscale Attitudes towards Learning English, it is obvious that students love their classroom environment and studying English (Items 25 and 29). Moreover, learning English is interesting and enjoyable for them (Items 27 and 28). Similarly, in a Turkish university context, Sıvacı (2019) found that besides students' ideal L2 selves, their L2 learning experience is another contributory variable to their L2 learning motivation. The results of both studies show parallelism with the argument by Gardner (1985), who proposes that there is a close relationship between learners' attitudes towards English and their willingness to learn it. Also, Dörnyei (2009) asserts that a positive language learning environment leads learners to present increasing motivated behaviors. As long as students are educated in a classroom where their interaction with the teacher and peers are positive, their affective filter is lowered; therefore, they feel more relaxed, motivated, and eager to learn (Krashen, 1982). Interestingly, though having positive attitudes towards learning English, students in this study do not want to take extra English lessons at school according to the least agreed item in the questionnaire (Item 30). This result might arise from students' boredom. Since students in this study are taught English at preparatory school, they have 25 hours of English classes in a week, and their weekly syllabus is generally much overloaded. The same result considering this item is also detected in two other studies by Cabiroğlu (2016) and Bilhan (2019) in Turkish university contexts. Students in both studies also showed positive attitudes towards learning English, yet they do not want to have more English classes.

5.3.1.4. OL2S

Ought-to L2 self represents a situation in which learners feel themselves pressured for learning and using a second language so as to prevent possible negative consequences of not learning it (Dörnyei, 2009). This dimension of L2MSS gives learners extrinsic reasons. As Csizer & Dörnyei (2005) mentions, learners are acknowledged as motivated as long as they develop a remarkable ideal L2 self, ought-to L2 self, and positive inclination towards L2. Unless they have any of these variables sufficiently, they cannot be considered as motivated learners in L2MSS. However, for the participants of the present study, ought-to L2 self is the least important component, and thus it does not have much significant contribution to their L2MSS. Considering the most agreed items (17, 18, and 20), it is clear that students are aware of the importance

and necessity of learning English, and they also care about their parents' opinions about it. Yet, gaining approval and respect from significant others is not so consequential for them; therefore, they do not mind the disappointment and expectations of others much (Items 12 and 14). Interestingly, although most of the students care about their parents' opinions about learning English, they do not take their parents' disappointment into consideration (Item 16). That is to say, their parents' disappointment is not a driving force for them to be motivated to study this target language. Parallel to the findings of the present study, ought-to L2 self was also found to be the least important dimension of L2MSS in the studies conducted by Papi (2010), Rajab et al. (2012), Lai (2013), Islam (2013), and Sıvacı (2019). For example, Lai (2013) carried out a study with Taiwanese university students. He found that students participating in the study are motivated to L2 learning by internal reasons, and their ought-to L2 selves are not very important. In a Turkish university context, Sıvacı (2019) showed that ought-to L2 self is the least linked variable to the students' L2MSS. The findings of all the studies referred to in this paragraph reveal that even if learning English is regarded as very significant by students, the pressure due to the external factors or forces do not motivate them much to learn this target language.

5.3.2. Research Question 2: What are students' attributions to success and failure in learning English as a foreign language?

As mentioned in Chapter 2, achievement attributions of learners are categorized in terms of three broad defining dimensions, which are locus of causality, stability, and controllability (Weiner, 1992, 2010). Considering the results of the present study, it is evident that preparatory school EFL students responding Achievement Attributions Questionnaire mostly attribute their success to affective causes such as their love for their instructors (Item 7) and their instructors' love for them (Item 5). Additionally, internal causes such as listening to the instructors during lessons, having ability for English, and having special interest for English lessons seem to outscore the external ones like being lucky, seeing easy questions in the exams, and getting help from outside to learn English. In terms of failure attributions, it is obvious that students also attribute their failure on internal causes like not studying enough for English (Item 21) and not being careful in English exams (Item 12). These results reveal that preparatory school EFL students feel themselves not only responsible for their success but also their failure

in English. Therefore, in terms of locus of causality, the results of this particular study are in line with the ones conducted by Brown, Gray & Ferrara (2005), Satıcılar (2006), and Yavuz & Höl (2017), whose participants attributed both their success and failure to internal factors. Moreover, when the mean scores of failure attributions are reviewed, it is also seen that students do not relate their failure in English with their instructors (Items 18, 20, and 23). Considering the instructor factor, there is a consistency in both students' success and failure attributions in English. Thus, English teachers are considered to have an important role on achievement attributions in EFL settings (Şahinkarakaş, 2011 & Erten, 2015). In terms of stability dimension, the descriptive results of this study display that while students' success attributions are stable, their attributions to failure are unstable. Actually, this is a positive result indicating that students are motivated to learn English. As mentioned in Chapter 2, the dimension of stability is associated with future expectations, and the stability of a cause is considered to have an effect on the expectancy of success (Weiner, 1985). As long as students tend to attribute their success to stable causes, they are anticipated to show a similar performance in the future (Woolfolk, 1998). That is to say, students in this study expect they are able to maintain their success in English. Also, by attributing their failure to unstable causes, they believe their failure in English will not stay constant, and they can be more successful in the future. Similar findings can be seen in the studies conducted by Hsieh & Schallert (2008) and Erten & Burden (2014). Finally, considering the last dimension, controllability, it is seen that students do not think they will have any control on L2 learning process by attributing both their success and failure to uncontrollable achievement attributions such as ability and interest. Such a finding might show that uncontrollable achievement attributions may be due to their former performances in English during their high school years or even before as it is well-known that theory of attribution forms a connection between the past experiences of the learners and their effort on future accomplishments (Weiner, 1986 & Dörnyei, 2005). This result does not seem to be promising to the researcher of the study since if students believe the causes of their failure are beyond their control, they might not be willing to show the necessary effort to change the outcome in the future. To summarize, preparatory school EFL students in this study relate their achievement in L2 with internal reasons (internal success and failure) and expect to be successful in this target language (stable success and unstable failure); nevertheless, they feel lack of control over L2 learning process (uncontrollable success and uncontrollable failure).

5.3.3. Research Question 3: Is students' achievement a factor in their L2MSS and achievement attributions?

Considering the paired samples *t*-test results of the third research question, it is obvious that students' achievement is a factor in their L2MSS. Especially, linguistic self-confidence and ideal L2 self are the most important components of successful students' motivation in English when compared to unsuccessful ones. That is to say, successful students in this study believe their ability and proficiency in English (linguistic self-confidence) and develop stronger images of their future selves (ideal L2 self). However, unsuccessful students feel less confident and visualize themselves less proficient in English. In his study, Jakobsson (2006) showed how academic results and students' L2 self-confidence influence one another. Furthermore, Kim & Kim (2018) found out that students whose achievement scores are better than others tend to picture themselves as future English users to reach their ideal L2 selves. In terms of L2 learning experience (attitudes towards learning English), although successful students have more positive attitudes than unsuccessful ones, the difference is not significant. This indicates that students' L2 learning environment (e.g., classroom, peers, and materials) do not seem as important on their achievement as their linguistic self-confidence and ideal L2 selves. Finally, there is not any statistically significant difference between successful and unsuccessful students' ought-to L2 selves, and this dimension does not have a significant place either in their motivation or achievement. Yet, the mean scores reveal that unsuccessful students have stronger ought-to L2 selves than successful ones. According to Papi (2010), ought-to L2 self is a dimension making students anxious about their L2 learning and affecting their motivation and success negatively. Therefore, those students who care about others' expectations and disappointment tend to show less motivated behavior and face failure consequently.

The paired samples *t*-test results of the third research question also show that students' achievement is a factor in their attributions in English. Whereas successful students (whose end-of-term scores are above 60) tend to agree with statements related to success attributions more, unsuccessful students (whose end-of-term scores are below 60) tend to agree less, and the difference is significant. Moreover, considering the statements related to failure attributions, there is also a significant difference between successful and unsuccessful students. It is evident that unsuccessful students tend to agree with failure attributions more when compared to successful students. These

results seem positive and promising to the researcher. First of all, it should be indicated that the Achievement Attributions Questionnaire was conducted at a time during the academic year, and to answer the third research question, students' end-of term achievement information was utilized from. Therefore, the results indicate that during their L2 learning process at school, both successful and unsuccessful students were aware of their strengths and weaknesses in English; that is to say, they were aware of their ongoing success and failure so that the statistical results of their achievement attributions seem coherent. Also, it should be noted again that EFL students in this study attribute both their success and failure to internal factors that shows they feel themselves in charge of their achievement. All in all, students may be considered to be on the way of becoming autonomous learners who have self-awareness, curiosity, motivation, and responsibility and can make reflections, which is a pre-requisite for life-long learning (Candy, 1991).

5.4. Implications

The findings of this study show that preparatory school EFL students' linguistic self-confidence is the most influential factor on their L2MSS. Also, their ideal L2 selves highly affect their motivation to learn English. Considering second language motivation, the present study has some important implications for L2 teachers. Teachers may help students improve their self-confidence and second language vision in order to achieve their future selves (Al-Hebaish, 2012 & Dörnyei & Kubanyiova, 2014). In this regard, language teachers are expected to a) *be empathic, congruent, and accepting*, b) *adopt the role of a facilitator*, c) *promote learner autonomy*, d) *model student interest in L2 learning*, e) *introduce tasks in such a way as to stimulate intrinsic motivation and help internalise extrinsic motivation*, and f) *use motivating feedback* in L2 environment (Dörnyei, 1994, p. 282). Furthermore, teachers may also choose teaching materials which may enhance students' motivation and L2 learning as much as they do. The findings of the present study also give information about preparatory school EFL students' achievement attributions in English. Students generally attribute their success to internal, stable, and uncontrollable reasons. They attribute their failure to internal, unstable, and uncontrollable causes. Therefore, the present study also has some important implications for L2 students and teachers in terms of achievement attributions. The reasons which students attribute to their performance are considered to

be the indicators of their perception of achievement in L2, and students' expectations and former experiences are likely to affect their future visualization and success (Dörnyei, 2001). That is why, students need to figure out the psychological reasons underlying their achievement and be aware of their achievement attributions in this target language. According to McDonough (1989), self-control is also a very important factor influencing achievement attributions in L2 process, so students should take control of their L2 learning. They may not actualize it by themselves; thus, they need their teachers' assistance to be aware of their attributions and control their achievement. Without a doubt, as long as teachers have knowledge about their students' attributions for success and failure, they would like to use their best endeavors to adjust or create a favorable L2 environment.

5.5. Limitations and Suggestions for Further Studies

Similar to most of the studies, the current study has also some limitations. To begin with, it was carried out at a state university in Mersin, Turkey. Prospective studies on Turkish EFL students' L2MSS and their achievement attributions can be conducted at other state and private universities in Turkey. In this way, it may present a more general view on Turkish EFL students. In the second place, together with the research questions addressed in this study, the researcher would also like to focus on a correlational analysis on the relationship among EFL students' L2MSS, their achievement attributions, and achievement scores. However, the preparatory school management did not find it eligible and ethical to share the achievement scores; therefore, the researcher could merely utilize from the achievement information of the students participating of this study (either successful or unsuccessful). Additionally, the present study utilized from quantitative research tools. Nevertheless, as Erten & Burden (2014) suggests "language learning is qualitative in nature and cannot be accounted for by purely numerical values". Thus, more qualitative studies can be conducted on students' L2MSS and achievement attributions in the future. As the final limitation, this study did not take individual factors like gender and age into account.

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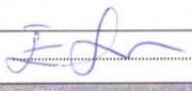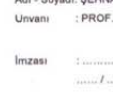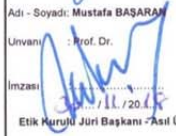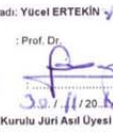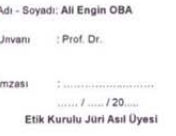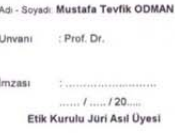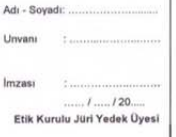
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7. APPENDICES

Appendix 1. Ethics Committee Approval Document

T.C
ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU

ÖĞRENCİ BİLGİLERİ		
		29719863072
T.C. NOSU		
ADI VE SOYADI	NAZMİYE EZEL ŞAHİN	
ÖĞRENCİ NO	20178007	
TEL. NO.' LARI	5071565414	
E - MAİL ADRESLERİ	ezelsari88@gmail.com	
ANA BİLİM DALI	İNGİLİZ DİLİ EĞİTİMİ	
PROGRAM ADI	İNGİLİZ DİLİ EĞİTİMİ	
BİLİM DALININ ADI	İNGİLİZ DİLİ EĞİTİMİ	
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ	
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2018/ 2019 - GÜZ DÖNEMİ (KAYIT YENİLENDİ)	

ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN HAZIRLIK ÖĞRENCİLERİNİN BU DİLE OLAN MOTİVASYONLARI, AKADEMİK BAŞARILARINA/BAŞARISIZLIKLARINA ATFETTİKLERİ NEDENLER VE BUNLARIN BİRBİRLERİYLE OLAN İLİŞKİLERİ
TEZİN AMACI	İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN HAZIRLIK ÖĞRENCİLERİNİN BU DİLE OLAN MOTİVASYONLARININ NELER OLDUĞUNU SAPTAMAK, BAŞARILARINA/BAŞARISIZLIKLARINA ATFETTİKLERİ NEDENLERİN NELER OLDUĞUNU SAPTAMAK VE BUNLARIN BİRBİRLERİYLE OLAN İLİŞKİLERİNİ TESPİT ETMEK
TEZİN TÜRKÇE ÖZETİ	İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN HAZIRLIK ÖĞRENCİLERİ BU DİLE KARŞI BAZI MOTİVASYON UNSURLARINA SAHİPTİRLER. BUNUNLA BİRLİKTE EĞİTİM SÜREÇLERİ BOYUNCA AKADEMİK BAŞARI YA DA BAŞARISIZLIKLARINI İÇSEL YA DA DIŞSAL BAZI SEBEPLERE BAĞLARLAR. ATIFLARDA BULUNURLAR. BU ÇALIŞMA MOTİVASYON UNSURLARININ NELER OLDUĞUNU SAPTAMAK, AKADEMİK BAŞARI VE BAŞARISIZLIKLARINA ATFETTİKLERİ NEDENLERİ TESPİT ETMEK İÇİN YAPILACAKTIR. AYRICA BU ÇALIŞMADA MOTİVASYON, ATIF VE BAŞARI PUANLARININ ARASINDAKİ İLİŞKİLER İNCELENECEKTİR.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER / KURUMLARIN ADLARI	MERSİN ÜNİVERSİTESİ / YABANCI DİLLER YÜKSEKOKULU
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI - ŞUBESİ / MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	MERSİN ÜNİVERSİTESİ / YABANCI DİLLER YÜKSEKOKULU / ÇİFTLİKKÖY KAMPÜSÜ / YENİŞEHİR/ MERSİN
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	MERSİN ÜNİVERSİTESİ - YABANCI DİLLER YÜKSEKOKULU - 2018-2019 EĞİTİM YILI HAZIRLIK SINIFI ÖĞRENCİLERİ - MERSİN
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	1. MOTİVASYON ANKETİ/ÖLÇEĞİ 2. BAŞARI ATIFLARI ANKETİ/ÖLÇEĞİ 3. ÖĞRENCİLERİN SINAV NOTLARI
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR .... GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1. MOTİVASYON ANKETİ/ÖLÇEĞİ (4 SAYFA) 2. BAŞARI ATIFLARI ANKETİ/ÖLÇEĞİ (4 SAYFA)

ÖĞRENCİNİN ADI - SOYADI: NAZMİYE EZEL ŞAHİN	ÖĞRENCİNİN İMZASI:	TARİH: 30 / 11 / 2018

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU

1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.

2. Anılan konu .... faaliyet alanı içerisine girmektedir.

1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	A.B.D.BAŞKANININ ONAYI
Adı - Soyadı: ŞEHNAZ ŞAHİNKARAKAŞ	Adı - Soyadı: ŞEHNAZ ŞAHİNKARAKAŞ	Adı - Soyadı: MURAT KOÇ	Adı - Soyadı: ŞEHNAZ ŞAHİNKARAKAŞ
Unvanı : PROF.	Unvanı : PROF.	Unvanı : DOÇENT	Unvanı : PROF.
İmzası	İmzası	İmzası	İmzası
...../...../20.18	....../ ...../ 20.....	....../ ...../ 20.....	30.11./20..18

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER

Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Ali Engin OBA	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: ....
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : ....
İmzası	İmzası	İmzası	İmzası	İmzası	İmzası
...../ 11./20.1	30./ 11/20.1	30./ 11/20.18	...../ ...../ 20.....	...../ ...../ 20.....	...../ ...../ 20.....
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Yedek Üyesi

Adı - Soyadı:		
Unvanı :	OY BİRLİĞİ İLE ◯	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/ Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 03.12.2018 - 15.01.2019 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.
İmzası :	OY ÇOKLUĞU İLE ✓	
...../ ...../ 20.....		
Etik Kurulu Jüri Yedek Üyesi		

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR.

EKLERİ: .... (4) Sayfa BAŞARI ATIFLARI ANKETİ.
.... (4) Sayfa MOTİVASYON ANKETİ.
.... Formları.   .... (............) Sayfa

SoBE-1856

Appendix 2. Motivation Questionnaire (English and Turkish Versions)

Dear students,

This questionnaire is designed to find out your motivation reasons towards English. There are 30 statements in the questionnaire. There are "I strongly agree", "I agree", "I have no idea", "I do not agree", and "I strongly disagree" choices that show the level of agreement of you. After reading statements carefully, please mark the most suitable choice for you with (X). Mark all the statements and do not leave any signs showing your identity on the questionnaire. Your answers are going to be confidential and they are not going to be used in a different study.

Thank you for your participation.

N. Ezel ŞAHİN

E-posta: ezelsari@mersin.edu.tr

No.		Strongly agree	Agree	No idea	Not agree	Strongly disagree
1	I can imagine myself living abroad and having a discussion in English.					
2	I can imagine myself studying in a university where all my courses are taught in English.					
3	Whenever I think of my future career, I imagine myself using English.					
4	I can imagine a situation where I am speaking English with foreigners.					
5	I can imagine myself speaking English with international friends or colleagues.					
6	I can imagine myself living abroad and using English effectively for communicating with the locals.					
7	I can imagine myself speaking English as if I were a native speaker of English.					
8	I can imagine myself as someone who is able to speak English.					
9	I can imagine myself writing English e-mails/letters fluently.					
10	The things I want to do in the future require me to use English.					
11	I study English because close friends of mine think it is important.					
12	Learning English is necessary because people surrounding me expect me					

	to do so.					
13	I consider learning English important because the people I respect think that I should do it.					
14	If I fail to learn English, I will be letting other people down.					
15	Studying English is important to me in order to gain the approval of my peers/teachers/family/boss.					
16	I have to study English because if I do not study it, I think my parents will be disappointed with me.					
17	My parents believe that I must study English to be an educated person.					
18	Studying English is important to me because an educated person is supposed to be able to speak English.					
19	Studying English is important to me because other people will respect me more if I have a knowledge of English.					
20	It will have a negative impact on my life if I do not learn English.					
21	If I make more effort, I am sure I will be able to master English.					
22	I believe that I will be capable of reading and understanding most texts in English if I keep studying it.					
23	I am sure I will be able to write in English comfortably if I continue studying.					
24	I am sure I have a ability to learn English.					
25	I like the atmosphere of my English class.					
26	I always look forward to English classes.					
27	I find learning English really interesting.					
28	I really enjoy learning English.					
29	I think time passes faster while studying English.					
30	I would like to have more English lessons at school.					

The questionnaire is over.

Thanks for your participation.

Değerli Öğrenciler,

Bu anket, sizlerin İngilizce diline karşı olan motivasyon sebeplerinizin neler olduğunu saptayabilmek amacıyla hazırlanmıştır. Bu ankette toplam 30 ifadeye yer verilmiştir. Her bir ifadede katılım düzeyini gösteren "kesinlikle katılıyorum", "katılıyorum", "bir fikrim yok", "katılmıyorum" ve "kesinlikle katılmıyorum" seçenekleri yer almaktadır. İfadeleri dikkatlice okuduktan sonra sizin için en uygun seçeneği (X) ile işaretleyiniz. Anketin üzerine kimliğinizi belirtecek herhangi bir işaret koymayınız. Vereceğiniz yanıtlar kesinlikle gizli tutulacak ve bu çalışmanın dışında başka hiçbir çalışmada kullanılmayacaktır.

Katılımınızdan dolayı teşekkür ederiz.

N. Ezel ŞAHİN

E-posta: ezelsari@mersin.edu.tr

No.		Kesinlikle katılıyorum	Katılıyorum	Bir fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
1	Kendimi yurtdışında yaşarken ve İngilizce dilinde bir konuyu tartışırken/konuşurken hayal edebiliyorum.					
2	Kendimi tüm derslerin İngilizce dilinde anlatıldığı bir üniversitede eğitim alırken hayal edebiliyorum.					
3	Her ne zaman gelecek kariyerimi düşünsem, kendimi İngilizce kullanırken hayal edebiliyorum.					
4	Yabancılarla İngilizce konuştuğum bir durum hayal edebiliyorum.					
5	Kendimi uluslararası arkadaşlar ya da meslektaşlarla İngilizce konuşurken hayal edebiliyorum.					
6	Kendimi yurtdışında yaşarken ve oradaki yerel halkla etkili bir şekilde İngilizce konuşup iletişim kurarken hayal edebiliyorum.					
7	Kendimi bir anadil konuşanı gibi İngilizce konuşurken hayal edebiliyorum.					
8	Kendimi İngilizce konuşma becerisi olan bir kişi olarak hayal ediyorum.					
9	Kendimi akıcı olarak İngilizce elektronik postalar/mektuplar yazabilen bir kişi olarak hayal edebiliyorum.					
10	Gelecekte yapmak istediğim şeyler İngilizce kullanmamı gerektiriyor.					
11	İngilizce öğreniyorum/çalışıyorum çünkü yakın arkadaşlarım					

	İngilizcenin önemli olduğunu düşünür.					
12	Çevremdeki insanlar benden İngilizceyi öğrenmemi umdukları için İngilizceyi öğrenmek önemlidir.					
13	İngilizceyi öğrenmenin önemli olduğunu düşünüyorum çünkü saygı duyduğum insanlar benim İngilizceyi öğrenmem gerektiğini düşünür.					
14	Eğer İngilizceyi öğrenemezsem, diğer insanları hayal kırıklığına uğratacağım.					
15	İngilizceyi öğrenmek arkadaşlarım/öğretmenlerim/ailem/işverenim tarafından kabul görmek adına önemlidir.					
16	İngilizceyi öğrenmek zorundayım çünkü eğer yapamazsam, ailemi hayal kırıklığına uğratacağımı düşünüyorum.					
17	Ailem, eğitimli bir insan olmam için İngilizceyi öğrenmem gerektiğine inanır.					
18	İngilizceyi öğrenmek benim için önemlidir çünkü eğitimli bir insandan İngilizce konuşabilmesi beklenir.					
19	İngilizceyi öğrenmek benim için önemlidir çünkü eğer İngilizce bilgim olursa diğer insanlar bana daha çok saygı duyacaklar.					
20	Eğer İngilizceyi öğrenmezsem bunun yaşamımda olumsuz bir etkisi olacak.					
21	Eğer daha çok çaba gösterirsem, İngilizcede yetkin olabileceğime eminim.					
22	Eğer çalışmaya devam edersem, inanıyorum ki İngilizce yazılmış olan çoğu metni okuyup anlayabileceğim.					
23	Eğer çalışmaya devam edersem, İngilizce dilinde rahatlıkla yazılı anlatım yapabileceğime inanıyorum.					
24	İngilizceyi öğrenme konusunda yeteneğim olduğuna eminim.					
25	İngilizce sınıfımın atmosferini beğeniyorum.					
26	İngilizce derslerini dört gözle bekliyorum.					
27	İngilizce öğrenmeyi ilgi çekici buluyorum.					
28	İngilizce öğrenmekten gerçekten keyif alıyorum.					
29	İngilizce öğrenirken/çalışırken zamanın daha hızlı geçtiğini düşünüyorum.					
30	Okulda daha fazla İngilizce dersimin olmasını istiyorum.					

Anket bitmiştir.

Katılımınız için teşekkür ederiz.

Appendix 3. Achievement Attributions Questionnaire (English and Turkish Versions)

Dear students,

This questionnaire is designed to find out the attributions of students related to the success in English lessons. There are 23 statements in the questionnaire. There are "I strongly agree", "I agree", "I have no idea", "I do not agree", and "I strongly disagree" choices that show the level of agreement of the students. After reading statements carefully, please mark the most suitable choice for you with (X). Mark all the statements and do not leave any signs showing your identity on the questionnaire. Your answers are going to be confidential and they are not going to be used in a different study.

Thank you for your participation.

N. Ezel ŞAHİN

E-posta: ezelsari@mersin.edu.tr

No.	I am successful in English because…	Strongly agree	Agree	No idea	Not agree	Strongly disagree
1	I have the ability for English.					
2	I get help from outside (private lessons, tutors, etc.).					
3	My instructors ask easy questions in the exams.					
4	I study English very hard.					
5	My instructors love me.					
6	I have a special interest for English lessons.					
7	I love my instructors.					
8	I am very lucky in English exams.					
9	I do my homework regularly.					
10	I listen to my instructors carefully during the lessons.					
11	I make preparations for English lessons before classes.					

	I am not successful in English because…	Strongly agree	Agree	No idea	Not agree	Strongly disagree
12	I am not careful in English exams.					
13	My class is very noisy.					
14	I cannot follow the lesson carefully because I sit at the backrows.					
15	I am afraid of being kidded when I make mistakes.					
16	I have no ability for English.					
17	My study environment (home, dormitory, etc.) is not OK for me.					
18	My instructors do not teach English well.					
19	I have health problems because I am very excited in exams.					
20	My instructors do not care about for me. (My instructors do not give me enough chance to speak, help enough for the lessons, and guide me enough.)					
21	I do not study enough for English.					
22	I am not intelligent.					
23	I do not love my instructors at all.					

The questionnaire is over.

Thanks for your participation.

Değerli Öğrenciler,

Bu anket sizlerin İngilizce dersindeki başarı durumunuzu hangi nedenlere bağladığınızı tespit edebilmek amacıyla hazırlanmıştır. Ankette toplam 23 ifadeye yer verilmiştir. Her bir ifadede katılım düzeyini gösteren "kesinlikle katılıyorum", "katılıyorum", "bir fikrim yok", "katılmıyorum" ve "kesinlikle katılmıyorum" seçenekleri yer almaktadır. İfadeleri dikkatlice okuduktan sonra sizin için en uygun seçeneği (X) ile işaretleyiniz. Anketin üzerine kimliğinizi belirtecek herhangi bir işaret koymayınız. Vereceğiniz yanıtlar kesinlikle gizli tutulacak ve bu çalışmanın dışında başka hiçbir çalışmada kullanılmayacaktır.

Katılımınızdan dolayı teşekkür ederiz.

N. Ezel ŞAHİN

E-posta: ezelsari@mersin.edu.tr

No.	İngilizce dersinde başarılıyım çünkü…	Kesinlikle katılıyorum	Katılıyorum	Bir fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
1	İngilizceye yeteneğim var.					
2	Bu ders için dışarıdan yardım alıyorum (özel ders, kurs, v.b.).					
3	Dersime giren öğretim elemanları kolay sorular sorar.					
4	İngilizce dersine çok çalışırım.					
5	Dersime giren öğretim elemanları beni sever.					
6	İngilizce dersine özel bir ilgi duyarım.					
7	Dersime giren öğretim elemanlarını çok seviyorum.					
8	İngilizce sınavlarında çok şanslıyım.					
9	Ödevlerimi zamanında yaparım.					
10	Dersime giren öğretim elemanlarını dikkatle dinlerim.					
11	İngilizce dersine hazırlıklı gelirim.					

	İngilizce dersinde başarısızım çünkü…	Kesinlikle katılıyorum	Katılıyorum	Bir fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
12	İngilizce sınavlarında çok dikkatsizim.					
13	Sınıfta çok gürültü oluyor.					
14	Arka sıralarda oturduğum için dersi dinleyemiyorum.					
15	Hata yaptığımda arkadaşlarımın dalga geçmesinden korkuyorum.					
16	İngilizceye yeteneğim yoktur.					
17	Yaşadığım yerde (ev, öğrenci yurdu, v.b.) çalışma şartlarım uygun değil.					
18	Dersime giren öğretim elemanları dersi iyi anlatmıyor.					
19	İngilizce sınavlarında heyecanlandığım için sağlık problemleri yaşıyorum.					
20	Dersime giren öğretim elemanları benimle yeteri kadar ilgilenmiyor (söz hakkı tanımıyor, derslerde yardım etmiyor, yol gösterici olmuyor).					
21	İngilizce dersine yeterince çalışmıyorum.					
22	Zeki değilim.					
23	Dersime giren öğretim elemanlarını hiç sevmiyorum.					

Anket bitmiştir.

Katılımınız için teşekkür ederiz.

Appendix 4. Permission for the Application of Questionnaires from the Administration of the School of Foreign Languages

ÇAĞ ÜNİVERSİTESİ

SAYI : 23867972/ 1848

KONU: Tez Anket İzini Hakkında

30.11.2018

T.C
MERSİN ÜNİVERSİTESİ REKTÖRLÜK MAKAMINA
YABANCI DİLLER YÜKSEK OKULU MÜDÜRLÜĞÜNE

MERSİN

1. İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı olup, programdaki kaydı halen devam etmekte olan ve tez aşamasına geçmiş olan 20178007 numaralı **Nazmiye Ezel ŞAHİN**, **"İngilizceyi yabancı dil olarak öğrenen hazırlık öğrencilerinin bu dile olan motivasyonları, akademik başarılarına, başarısızlıklarına atfettikleri nedenler ve bunların birbirleriyle olan ilişkileri"** konulu tez çalışmasını Üniversitemiz öğretim üyesi olan **Prof. Dr. Şehnaz ŞAHİNKARAKAŞ** danışmanlığında halen yürütülmektedir.

2. Adı geçen öğrencinin bu tez çalışması kapsamında Üniversiteniz Yabancı Diller Yüksek Okulu Müdürlüğü bünyesinde halen ders almakta olan 2018/2019 Eğitim yılı hazırlık sınıfı öğrencilerini kapsamak üzere kopyası Ek'te sunulan bir anket uygulaması yapması planlanmıştır.

3. Bu kapsamda, adı geçen öğrencinin bu tez çalışması ile ilgili Ek'lerde sunulan anketi uygulayabilmesi için gerekli iznin verilmesi makamlarının tensiplerine maruzdur.

Arz ederim.

Doç. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

EKLERİ: 4 (Dört) Sayfa Anket Formu Listesi.

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MERSİN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Yabancı Diller Yüksekokulu Müdürlüğü
Personel İşleri Birimi

Sayı   :   45145073-302.14.04
Konu   :   izin

Sayın Öğr.Gör. Nazmiye Ezel ŞAHİN

İlgi   : Nazmiye Ezel ŞAHİN'İN 07.12.2018 tarihli başvurusu.

İlgi tarihli dilekçenizde belirtmiş olduğunuz konuyla ilgili olarak, Yüksekokulumuzda yapmayı düşündüğünüz anket uygulama talebiniz, Müdürlüğümüzce uygun görülmüştür.

Bilgilerinizi rica ederim.

e-imzalıdır
Dr.Öğr.Üyesi Yücel UYSAL
Müdür

Adres:Çiftlikköy Kamp.   Ayrıntılı bilgi için:Yabanacı Diller Y.O.
E-posta: fundakizildag@mersin.edu.tr   Fax: +90 03243610243
Telefon: +90 16623   Elektronik ağ:www.mersin.edu.tr   1 / 1

8. CURRICULUM VITAE

PERSONAL INFORMATION

Name & Surname	: Nazmiye Ezel ŞAHİN
Telephone	: +90 324 361 00 01
Email	: ezelsari@mersin.edu.tr
Address	: Mersin University, School of Foreign Languages

EDUCATIONAL BACKGROUND

2002 – 2006	Mersin 19 Mayıs Anatolian High School
2006 – 2011	Mersin University, Faculty of Science and Letters, Department of English Linguistics

WORK EXPERIENCE

2012 –	Mersin University, School of Foreign Languages