

The Language Learning Motivation of University-Level Students Regarding the
L2 Motivational Self System at a Turkish University Context

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of

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ABSTRACT

The aim of this study is to understand whether Dörnyei's (2005, 2009) motivational self system fits well with the language learning motivation of the participants in this Turkish university context

The study has been carried out in a university in Western Turkey. In order to answer the research questions, the study has adopted a quantitative research design. The study has been conducted using a 109 item Likert scale questionnaire. The total number of participants in the study is 250. The study includes English prep class participants from the Department of Molecular Biology and Genetics, the Department of Environmental Engineering, the Department of English Language Teaching, the Department of English Language and Literature and the Department of Biology.

The results of the study show that the motivational self system partially fits well with the language learning motivation of the participants in this Turkish university context. As the results suggest, the model needs some modifications in order to fit within this context. The three main components of the motivational self system (ideal L2 self, ought to L2 self, and attitudes toward learning English) are seen to be related to the intended learning efforts of the participants, and are confirmed as distinct independent constructs that measure the different dimensions of L2 motivation. However, the two standpoints, own and other, overlap in terms of instrumentality promotion, instrumentality prevention and family influence.

The contribution of attitudes toward learning English to the intended learning efforts of the participants is higher than the ideal L2 self, and the effect of the ought to L2 self is questionable. In addition to this, the study shows that family influence is related to the ought to L2 self, rather than the ideal L2 self, but,

contrary to Dörnyei's (2005, 2009) model, milieu does not have any significant relationship with the ought to L2 self. The results also show that instrumentality has two foci: instrumentality promotion is related to the ideal L2 self, and instrumentality prevention is related to the ought to L2 self. Furthermore, imagination is found to be related to the ideal L2 self, as shown in the motivational self system. The results also suggest that the international community is important instrumentally for the imagined selves of the participants. This result supports the discussion that the international position of English attracts the participants' future selves as suggested in the L2MSS.

Key words: motivational self system; ideal L2 self; ought to L2 self; attitudes toward learning English; instrumentality promotion; instrumentality prevention.

DEDICATION

To my dear parents, Burhanettin and Hidayet Taylan

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LIST OF ABBREVIATIONS

L2MSS= Motivational Self System

L2= Second Language

SL= Second Language Learning

FL= Foreign Language Learning

SLA= Second Language Acquisition

AMTB= Attitude Motivation Test Battery

ESL= English as a Second Language

EMI= English Medium Instruction

EU= European Union

YÖK= Higher Education Council

Chapter 1 - Introduction

1.1 Introduction

In this chapter, the aim is to provide the background to the study. In order to do this, first some brief information about the motivational self system will be presented, followed by a discussion on the attitudes and motivation of Turkish learners, and the rationale for the study. After that, the significance of the study, its original contribution and the aim of the study will be presented. The chapter finishes with the study's research questions.

1.2 Brief information about the motivational self system (L2MSS)

This section contains information about the L2MSS and its components.

Dörnyei et al.'s (2006) Hungarian study constitutes the basis for the L2MSS. As Dörnyei et al. (2006:xi) suggest, the prominent focus in the Hungarian study (see section 3.7) is on Gardner and Lambert's (1972) integrativeness concept. As Gardner (1985) explains, integrativeness means that a person who is learning a second language does so in order to learn about, interact with or become closer to the second language community.

Dörnyei et al. (2006) also advise that the study includes some attitudinal-motivational dimensions such as instrumentality, direct contact with L2 speakers, attitudes towards meeting target culture speakers, travelling to target culture countries, cultural interests, milieu, and linguistic self confidence.

As Dörnyei (2009) explains, the results show that "integrativeness was found to play a key role in L2 motivation, mediating the effects of all the other attitudinal/motivational variables on the two criterion measures language choice and intended efforts to study the L2" (Dörnyei, 2009, p.26). The results also show that the immediate antecedents of integrativeness are attitudes toward the L2 community and instrumentality. Gardner (1985) defines instrumentality as the

utilitarian aspect of language learning. He states that learners who have positive attitudes to the L2 community will be more successful than learners who have instrumental motivation, and these two orientations refer to different domains. However, as the Hungarian data suggests, instrumentality cannot be separated from integrativeness. Therefore, Dörnyei et al. (2006) state that integrativeness also includes instrumentality.

In a globalised world, English has become the most significant international language, and it serves as a lingua franca (Widdowson, 2002; Jenkins, 2000; Siedlhofer, 2011; Holliday, 2009) (see section 1.3 for details). Regarding this, Dörnyei (2009) states that in today's world, where English serves as the lingua franca, it is hard to define a single target community for integrativeness. Dörnyei (2010) describes this shift as a move from the traditional conceptualisation of motivation in terms of an integrative/instrumental dichotomy, to the recent conceptualisation of motivation being part of the learner's self system, in which motivation to learn an L2 is closely associated with the learner's ideal L2 self. According to Dörnyei (2009), international contact and posture gain importance due to the global position of English. Yashima (2009:145) defines international posture as a tendency to relate oneself to the international community rather than to any specific L2 group; therefore, identification of English solely with Americans or the British is no longer applicable. Thus, Yashima (2009:145) states that international contact and posture are the imagined community for the ideal L2 self of learners, as English has indeed become the world's language. Learners would like to become members of the international community. As a result of this, Dörnyei (2010) writes that he has been trying to find an expansive interpretation for the concept that goes beyond the literal meaning of the verb "integrate", but

at the same time does not disregard the relevant knowledge and research that has been conducted in the past.

According to Dörnyei (2009), Markus and Nurius's (1986) possible selves theory fits in with the Hungarian data and in explaining integrativeness from the self perspective. Markus and Nurius (1986:954) define possible selves as the type of self knowledge which is related to how individuals consider their potential and their future. Furthermore, they explain possible selves as the ideal selves that we would like to become, as well as the selves that we are afraid of becoming. Dörnyei (2009:25) explains that imagination makes the concept of future self guide the ideal self and the ought to self, and this is suitable for and applicable to the broad theory of L2 motivation. Dörnyei (2009:25) explains the secret of successful learners as having a superordinate vision (imagination) which helps them remain on track. Therefore, imagination is closely associated with the ideal L2 self of learners in the L2MSS.

In relation to this, Dörnyei (2009) states that Higgins's (1987) self discrepancy theory fits well into the new theory. There are three basic domains of the self: the actual self, the ideal self and the ought to self. As Higgins (1987:320) explains, the actual self refers to the attributes that someone (yourself or another) believes you actually possess. The ideal self refers to the attributes that you or another person (yourself or another) would ideally like you to possess, and the ought to self refers to the attributes that someone (yourself or another) believes you should or ought to possess. Higgins (1987) points out that "It is not enough to distinguish among different domains of self if one wishes systematically to relate self and affect, one must also discriminate among self state representations by considering whose perspective on the self is involved" (Higgins, 1987, p.321).

Higgins (1987:321) also proposes two basic standpoints on the self: (1) a standpoint on the self from which you can be judged and that reflects a set of attitudes or values (one's own personal standpoint); and (2) a standpoint of a significant other is as Higgins (1987:321) explain (e.g., mother, father, sibling, spouse, closest friend). Dörnyei (2005:100) states that motivation in this sense involves and refers to the desire to reduce the discrepancy between one's actual and ideal or ought to selves.

Based on the reconceptualisation of integrativeness and the fit of the Hungarian data to Markus and Nurius's (1986) possible selves theory and Higgins's (1987) self discrepancy theory, Dörnyei (2009) proposes the L2MSS. As Dörnyei (2009:29) suggests, the L2MSS consists of three components: the ideal L2 self, the ought to L2 self and the L2 learning experience. As Dörnyei (2009:29) explains, the ideal L2 self is the L2 specific facet of one's ideal self; if the person we would like to be is a proficient L2 speaker, then the ideal L2 self is a powerful motivator, because the learner wants to reduce the discrepancy between the actual and ideal selves. This dimension includes traditional integrative and internalised instrumental motives. Therefore, the ideal L2 self has a promotional focus.

Furthermore, Dörnyei (2009:29) states that the ought to L2 self refers to the attributes one ought to possess in order to be able to meet the expectations of others. It includes more extrinsic, less internalised, instrumental motives. Therefore, the ought to L2 self has a preventional focus. Societal expectations and a sense of duty are associated with this dimension, so the ought to L2 self is closely associated with family and milieu expectations. As Dörnyei et al. (2006:93) explain, family influence is explained as an external factor, and it

includes the encouragement of the family in the language learning process, including pressure from the family and their belief that their children must learn a language. Dörnyei (2009:26) explains milieu also as an external factor which is related to the effect of the people around the learner, such as friends or respected people. It can affect language learners either positively or negatively, because the learner gives importance to the ideas or pressure of others.

Dörnyei states that “ in our idealised image of our selves we naturally want to be professionally successful and therefore instrumental motives that are related to career enhancement are logically linked to the ideal L2 self” (Dörnyei, 2009, p.28). As Dörnyei (2009:28) further states considering the self perspective, instrumentality can have two foci. According to Higgins’ (1987, 1998) ideas (see section 3.10), Dörnyei (2009:28) explains two types of instrumentality: instrumentality promotion (own standpoint), which is related to the ideal L2 self, and instrumentality prevention (other standpoint), which is related to the ought to L2 self. As Dörnyei et al. (2006:93) explain, instrumentality promotion concerns the professional career advances that the individual wants, therefore these motives naturally feed into the ideal L2 self identity. Furthermore, Dörnyei et al. (2006:93) explain that instrumentality prevention concerns the sense of obligation, duty or fear of punishment, such as the fear of failure on a test. Therefore, these non-internalised motives are associated with the ought to L2 self.

As Dörnyei (2009:29) explains, the third dimension of the L2MSS is the L2 learning experience. This refers to the immediate learning environment and experience such as the curriculum, the teacher and the experience of success.

Dörnyei (2009:27) states that one of the most important emerging theme in the new theory is the interpretation of integrativeness with the ideal L2 self. As Dörnyei (2009) indicates, “If our ideal self is associated with the mastery of an L2, that is, if the person that we would like to become is proficient in the L2, we can be described as having an integrative disposition in Gardner’s (1985) term.” (Dörnyei, 2009, p.27).

1.3 The traditional focus of Turkish L2 motivation studies, the changing role of English as an international language, and the rationale for the study

In this section, different studies into English language learning motivation within a Turkish context will be presented. The discussion in this section will help to identify the traditional focus of L2 motivation studies in a Turkish context, and the rationale for the study will be presented.

In Turkey, the traditional dichotomy, integrative vs. instrumental motivation, dominates motivation studies. The social-psychological perspective of motivation studies, which focus on the attitudes of language learners in a Turkish context, can help to understand why Turkish motivation studies may seem old fashioned. From that perspective, the studies presented in this section may help to provide a viewpoint on why a Turkish context needs a different perspective for L2 motivation studies. Therefore, the traditional focus of Turkish L2 motivation studies can be seen as a rationale for the desire to work on the L2MSS.

Çetinkaya and Oruç (2010) conducted a study with 228 Turkish university preparatory class students in a public and a private university. The descriptive statistics show that the aim to find a well paid job, both in a public and private university context, appear to be the primary motivation of the participants. Furthermore, it was found that the participants wanted to learn English because

they wanted to connect to the international community and to have interpersonal exchanges.

A similar study was conducted by Genç and Aydın (2017), with 462 English learners in a Turkish state university context. The results show that 87% of the participants thought that English was important, and 37.6% of the participants thought that English would help them to find a better job. This appears to be the most important reason for them learning English, while the second most important reason appears to be having the opportunity to study abroad and find a job abroad. In addition to this, gaining respected social status by speaking English is the third most important reason. It seems that the most important reason given by the participants for learning English was their instrumental motivation.

Öztürk and Gürbüz (2013) conducted a similar study. The study comprised 383 participants, 228 female and 158 male, studying in an English preparatory programme at a Turkish state university. The researchers used mixed methods in their study. For the quantitative part they used a 30 item questionnaire, and for the qualitative part they used interviews. The results of the quantitative data, with descriptive and inferential statistics, show that the participants had a moderate level of English language learning motivation and a moderate level of integrative orientation with a high level of instrumental orientation. The results of the qualitative data show that the participants were learning English generally for instrumental rather than integrative reasons, and the motivational level of the participants showed changes such as a rise and fall during the learning process. The results of the qualitative data also show that the instrumental and integrative orientation were interrelated to one another.

Atay and Kurt (2010) conducted a similar study in Turkey with 132 secondary school students. Atay and Kurt (2010) state that there is an ongoing debate about whether integrativeness is more related to English within a second language context or English within a foreign language context. Therefore, in the Turkish context, where English serves as a foreign language, they sought to understand whether the concept of integrativeness contributes to this discussion. The results suggest that, in a Turkish context, integrative orientation, attitudes to English people and interest in foreign languages appear to be meaningful factors, according to the factor analysis.

Another study was carried out by Göktepe (2014) in a university context, with 90 English preparatory class students. She uses descriptive statistics in the data analysis. The results indicate that 49% of the participants had a high ambition to meet the people of the target community, and 85% of the participants wanted to travel to English speaking countries.

Kurum (2011) conducted a study with students at the Turkish Military Academy who had been studying English for seven years. The study includes 50 third grade military cadets. The results indicate that there was a positive correlation between the participants' instrumental motivation and their achievement. However, there was no positive correlation between integrativeness and their achievement.

All of these abovementioned studies suggest that Turkish context L2 motivation studies have a traditional focus, as they concentrate on Gardner's (1985) traditional dichotomy of integrativeness and instrumentality. These studies are perhaps less relevant today, as English has become the language of the world (Dörnyei, 2009; Widdowson, 2002; Jenkins, 2000; Seidlhofer, 2011; Brumfit, 2001; Holliday, 2009). As English has become the language of the world, Dörnyei

et al. (2006) suggest the ideal L2 self for the reconceptualisation of integrativeness. As Dörnyei et al. (2006:94) explain, the ideal L2 self can be used to explain the motivational set-up in diverse learning contexts where there is little or no contact with L2 speakers, as in typical foreign language learning situations. As Dörnyei et al. (2006) suggest, “The ideal L2 self is also suitable for the study of the motivational basis of language globalisation, whereby international languages and global English, in particular, are rapidly losing their national cultural base and are becoming associated with a global culture.” (Dörnyei et al., 2006, p.94). Therefore, it would be useful to present the global position of English, as the purpose of this study is to understand the relationship between the international position of English, instrumentality promotion and the ideal L2 self, as this can be used for the reconceptualisation of integrativeness as suggested by Dörnyei (2009:27).

Jenkins (2000:6) states that in the past half century the English language has rapidly metamorphosed from a foreign language into an international one. As Jenkins (2006:6) further mentions, English serves as a lingua franca between nations and, for instance, English is used to facilitate trade between many countries, such as in Pakistan and Japan.

Holliday (2009:21) refers to English as a lingua franca within the far broader notion of English as an international language. According to Holliday (2009:22), English as a lingua franca helps to accomplish communication between non-native speakers in international settings. Seidlhofer (2011:86) also states that English has spread all over the world and has become the world’s lingua franca. As Seidlhofer (2011:86) suggests, this means that English is a means of wider communication to manage transactions outside one’s primary social space and speech community.

Widdowson (2002) states the international position of the English language as follows:

“The very fact that English is an international language means that no nation can have custody over it. To grant such custody of the language is necessarily to arrest its development and so undermine its international status. It is a matter of considerable pride and satisfaction for native speakers of English that their language is an international means of communication. But the point is that it is only international to the extent that it is not their language. It is not a possession which they lease out to others, while still retaining the freehold. Other people actually own it.”

(Widdowson, 2002, p.389)

For Brumfit (2001:116), also the English language no longer belongs to the native speakers of English, but rather to all the people who use it in the world. As Brumfit (2001:117) suggests, English is becoming the lingua franca within Europe as well as in other traditional foreign language learning settings.

In summary, the abovementioned discussion on the international position of English suggests that English in today's world is more associated with global than national culture, as suggested by Dörnyei et al. (2006:94). Dörnyei et al. (2006), based on the Hungarian study (see section 3.7), suggest that instrumentality cannot be separated from integrativeness, and that the ideal L2 can be used for the reconceptualisation of integrativeness. Therefore, as Dörnyei et al. (2006:94) suggest, the ideal L2 self presents a broader frame of reference with increased capacity for explanatory power, as the ideal L2 self can be applicable where there is no or little contact with native speakers. Therefore, as Dörnyei et al. (2006) explain, the international community stands as the imagined community for the ideal L2 self of learners. Various studies in different contexts, such as the ones

by Yashima (2009), Ryan (2009), Lamb (2012), Shahbaz and Liu (2012) and Csizer and Kormos (2009) (see section 3.13.6), find that international contact and posture are the imagined community for the ideal L2 self of learners. Regarding the abovementioned discussion, the aim of this study is to understand the relationship between the ideal L2 self and integrativeness, and the ideal L2 self, instrumentality promotion, international contact and posture, attitudes toward English speaking countries and study and work in different parts of the world.

In addition to this, I would like to investigate the L2 motivation of the participants, and how this could be explained using the L2MSS paradigm. As Dörnyei (2009) suggests, “A major source of any absence of L2 motivation is likely to be the lack of a developed ideal L2 self in general or an ideal L2 self component of it in general.” (Dörnyei, 2009, p. 33). Based on the self discrepancy theory (see section 3.10), Dörnyei (2009) suggests that “motivation involves the desire to reduce the discrepancy between one’s actual selves and the projected behavioural standards of the ideal and the ought to L2 selves” (Dörnyei, 2009, p.18). Therefore, as Dörnyei (2009) suggests, learners would like both to be agreeable personally and successful professionally. For this reason, as Dörnyei (2009:29) explains, the ideal L2 self has a promotional focus and is related to instrumentality promotion, and the ought to L2 self has a preventional focus and is related to instrumentality prevention.

1.4 Significance of the study

The need to conduct research in the L2 motivation area lies in the need to understand it better and provide a broader perspective which does not disregard previous studies, such as Gardner and Lambert’s (1972) integrative vs. instrumental dichotomy, and the currently dominant research, the L2MSS.

Globalisation and its effects in different parts of the world impose upon English many different roles, so that learners all around the world are keen to learn English for different reasons. Understanding and explaining the motivation for learners of English stands as an important topic for researchers. At the same time, putting forward country-specific English results for a motivational theory cannot provide the whole picture. That is to say, a research study carried out in just one country which arrives at ideas about L2 motivation may not apply to other contexts; therefore, the idea that different contexts can provide different results urges L2 motivation researchers to undertake research in different countries, testing recent motivation theories in order to be able to explain and provide better insights into the L2 motivation of learners.

1.5 The original contribution of the study to the L2 motivation area

There has been an open-ended, continuous debate about understanding and explaining the L2 motivation of learners. In today's globalised world, where English is the international language, a social-psychological perspective, which defines successful language learners as the ones who have positive attitudes to the target community of the language in the learning process (Gardner and Lambert, 1972; Gardner, 1985), seems insufficient to explain L2 motivation. With that in mind, this study will contribute to the debate related to understanding and explaining the L2 motivation of learners, by taking the motivational self system as the main theoretical framework. It will provide some ideas about the three main components of Dörnyei's (2005, 2009) L2MSS (the ideal L2 self, the ought to L2 self and attitudes toward learning English), and also their sub-components: instrumentality promotion, imagination (related to the ideal L2 self), instrumentality prevention, family influence and milieu (related to the ought to L2 self).

The study will help to explain, understand and also enlarge the L2MSS by adding some components to it. In other words, studying the L2 motivation of Turkish university level learners with the L2MSS may fit well into today's globalised world, and will provide a new and broader perspective to explain and understand the L2 motivation of these learners.

The study will also contribute to the understanding of whether international community is important for the self of learners or not. This will contribute to understanding the effectiveness of the international community in the L2MSS, as suggested by Dörnyei (2005, 2009).

1.6 The aim of the study and the research questions

The aim of the study is to understand the effectiveness of the L2MSS in the context of a Turkish university; in other words, to explain the L2 motivation of Turkish university level students using Dörnyei's (2005, 2009) L2MSS. As Dörnyei and Ushioda (2011) mention, over the past few years several quantitative studies have been conducted specifically to understand the effectiveness of the the L2MSS in a variety of learning environments.

The concept of integrativeness (Gardner and Lambert, 1972; Gardner, 1985) seems insufficient in today's globalised world to explain the L2 motivation of language learners, as shown by Dörnyei (2005, 2009). Therefore, Dörnyei (2009) claims that integrativeness needs to be reconceptualised in today's world, where English acts as the lingua-franca, and the ideal L2 self can be used for the reconceptualisation of integrativeness. As Dörnyei (2009) shows, English is such a global language that it is hard to define a target community, and international contact and international posture gain importance for the self of learners. For this reason, another aim of the study is to see whether the ideal L2 self of learners is

related to international contact and posture, and study and work in different parts of the world. Therefore, the main research question of the study is:

- 1- Does Dörnyei's (2005, 2009) motivational self system fit well with the language learning motivation of the participants in a Turkish university context?

The study also asks these research sub-questions in order to answer effectively the above main research question:

- a) What is the relationship between learners' intended learning efforts and the components (the ideal L2 self, the ought to L2 self and attitudes toward learning English) of the motivational self system?
- b) What is the relationship between the ideal L2 self, the ought to L2 self and attitudes toward learning English?
- c) Are the promotional and preventional aspects of instrumentality related to the ideal L2 self and the ought to L2 self of the participants separately?
- d) Are family influence and milieu related to the ideal L2 self or the ought to L2 self separately?
- e) Are the ideal L2 self and instrumentality promotion related to study and work in different parts of the world?
- f) Is there a relationship between the ideal L2 self and imagination?
- g) Do the participants have a salient ideal L2 self, an ought to L2 self and attitudes toward learning English? Is instrumentality promotion or instrumentality prevention more important to the participants?

1.7 Summary of the section

The aim of this study is to understand the effectiveness of the L2MSS in a Turkish context. The need to conduct studies related to the L2MSS in order for it to be

accepted as a recent motivation theory urges researchers to conduct research in different contexts. As Dörnyei (2009) explains, Gardner and Lambert's integrativeness concept, which focuses on learners attitudes to the target culture, can no longer apply in today's globalised world, where English serves as the lingua franca. It is difficult to define a single target community such as the UK or the USA, but rather it must be an international community. Therefore, it needs reconceptualisation. The Hungarian study by Dörnyei et al. (2006) indicates that the antecedents of integrativeness are attitudes and instrumentality, and these are the only variables that mediate the other variables in the study. Based on Markus and Nurius's (1986) possible selves theory, which addresses the self knowledge of learners about how they consider their potential for the future, and Higgins's self discrepancy theory, which includes the ideal self, the ought to self and the two standpoints own and other, Dörnyei proposes the L2MSS. As Dörnyei et al. (2006:91) explain, the ideal L2 self can be used for the reconceptualisation of integrativeness, for it provides a broader perspective in a globalised world, where the target community is the international posture and the ideal L2 self is the primary constituent of L2MSS. However, the components of the L2MSS (the ideal L2 self, the ought to L2 self and attitudes toward learning English) and its subcomponents (instrumentality promotion, instrumentality prevention, family influence and milieu) still need to be researched in different contexts, in order to provide a better insight into Dörnyei's claims for the L2MSS. For this reason, the aim of this study is to understand the effectiveness of the L2MSS in a Turkish context, and to provide a perspective on it and the English language learning motivation of the participants in L2MSS terms.

Chapter 2 - Context

2.1 Introduction

In this chapter, the aim is to provide information about the context of the study and the dominance and importance of the English language in a Turkish context. In order to do this, the official language learning policies of Turkey, its Westernisation process and the place of English in this process will be discussed. This will be followed by some information about the importance of English in the Turkish education system.

2.2 The language policies of Turkey, the Westernisation process and the English language

In this section, the aim is to show how Turkey moved away from its Arabic language dominance and changed direction towards the West and Western languages. The reason why Turkey wants to have strong relations with the West, and the importance, function and dominance of the English language in this process, will also be presented.

Küçükoğlu (2012) states that, under the Ottoman Empire, medrese education (1330-1914) constituted the basis of the education system, and as the traditional language policy of the Ottoman Empire was under the influence of Islamic culture, the policies were in favour of Arabic, which is the language of the Quran. As he explains, the government language was Turkish and the foreign languages were Arabic and Persian, the former being the language of science, and the latter the language of literature. Similarly, Nergis (2011) states that in the history of Turkish national education, foreign language teaching emerged as a part of religious education; therefore, the most commonly taught foreign language was Arabic, which was used for religious education purposes and political interactions.

However, this situation changed with the foundation of the Turkish Republic in 1923. Sariçoban (2012) states that Mustafa Kemal Atatürk, the founder of the Turkish Republic, started a series of reforms with the establishment of the republic. As Sariçoban (2012) shows, the reforms of Atatürk were related to national, social, cultural and educational levels, with the aim of creating a nation which is modern and whose direction is in line with the West. The aim of these reforms was actually related to creating a society which is Westernised politically and culturally in order to be accepted as modernised. As Sariçoban (2012) shows, Atatürk's most important reform, as far as Westernisation goes, was his alphabet reform, whereby the new nation abandoned the Arabic alphabet and adopted the Latin alphabet.

At that point, Arabic started to lose its dominance in Turkish society, and after some time Western languages such as French, German and English gained importance. Although French and German had had an important role in Turkish society for some time, as Doğançay-Aktuna and Kızıltepe (1998) state, starting in the 1950's English began to rise significantly, and started to dominate language teaching and language policies in Turkey. Similarly, Yal (2011) states that prior to World War II European culture had a great impact on Turkish society, thus the elite at that time learned French as the language of diplomacy and German as a foreign language. Yal (2011) shows that this situation changed after World War II, but this time the great influence was from the USA, and English started to be seen as the most important language.

Clachar (2000:66) shows that Turkey is a secular state. It has been governed by a republican system for more than 70 years and has a secular constitution, which shows that Turkey's official policy is more in favour of Western European

connections. Kirkgöz (2009) further shows that Turkey has a vital and special strategic position, connecting Asia and Europe and serving as a bridge between the two continents. In addition to this, as Kirkgöz (2009) explains, Turkey is of great importance for the European Union (EU) and the North Atlantic Treaty Organization (NATO), as an associate member of the EU and as a member of NATO. According to Brodin (2014), Turkey's strategic and geopolitical position and the global influence of English from the Western world has made Turkey develop language policies in favour of English, in order to improve international communications and as part of the country's wish to modernise.

Doğançay-Aktuna and Kızıltepe (2005) remark that Turkey is in an expanding circle of countries which teach English as a foreign language. Doğançay-Aktuna and Kızıltepe (2005) explain that in this expanding circle, although English does not have any official status, it is the language which enables essential communication with Europeans and the rest of the world. Doğançay-Aktuna (1998) states that English has power and status in Turkish life. She explains the function of English in Turkey as being the most studied foreign language, the most popular medium of education, and a must for entry and advancement in competitive jobs.

As Doğançay-Aktuna (1998) points out, after the 1980's, international ties had been firmly established, and in the globalised world which brought liberalism and free enterprise into the arena, Turkey felt a strong need for language proficiency; therefore, language planning and policies were in favour of English.

Turkey has very strong relations with the UK, Germany, France and Italy, and they are allies in the global political arena. In addition to this, Turkey, the UK, France, Germany and Italy have very strong economic ties. According to a report

published by the Turkish Exporters Assembly (2016), Turkey has its highest export rate with Germany, followed by England, Iraq, Italy, the USA and France. Furthermore, according to this report, Turkey's highest import rate is with the EU, constituting 38% of its imports.

Doğançay-Aktuna and Kızıltepe (2005) suggest that “the great emphasis put on English is not given to German or French, the two most used languages of the European Union, which Turkey has been trying to join” (Doğançay-Aktuna and Kızıltepe, 2005, p.258). As Doğançay and Aktuna (2005:258) state, Turkey prefers English to accomplish its political and economic relations.

In its foreign language education and teaching regulations (2009), the Ministry of National Education (MONE) states that, in addition to the compulsory foreign language course, which is English, the authorities of schools can add a second compulsory foreign language. In addition to this, the authorities of schools can decide on which elective foreign languages to offer. According to the regulations of MONE, published in the Official Gazette of the Republic of Turkey in 2013, at state schools learners can choose German, French, Spanish, Chinese, Japanese, Russian, Arabic, Kurdish, Zazaki, Ottoman Turkish, Adyghea or Abhaksian as elective foreign languages. However, at least ten students must choose these languages for the class to run. Table 1 shows the chronological change in priorities given to foreign languages in Turkey.

Table 1: Chronological change in priorities given to foreign languages in Turkey

Order	Pre 1773	1773-1923	1923-1950	1950-1980	1980s onwards
1	Arabic	Arabic	French	English	English
2	Persian	Persian	English	French	German
3	Turkish	French	German	German	French
4		English	Arabic	Arabic	Arabic
5		German		Persian	Persian

(cited in Doğançay-Aktuna, 1998, 28)

2.3.1 English in primary schools in Turkey

In order to state the importance of English in the Turkish education system, I would also like to present the prominence of the English language in primary education. As Solak (2013) explains, MONE raised the duration of compulsory education to 12 years, which is characterised as 4+4+4 education, with the school age starting at age 6. In its foreign language education and teaching regulations, which were published in 2006 and updated in 2009, MONE states that compulsory English language courses start at the fourth grade of primary education.

Doğançay-Aktuna and Kızıltepe (2005) remark that the education policy of MONE had not allowed the teaching of any language other than Turkish until the fourth grade in primary school, with the exception of minority groups who could learn Armenian, Greek and Hebrew. However, a new regulation of MONE's Board of Education and Discipline, number 9596, dating from 12th June 2012, means that compulsory English education now starts at the second grade of primary school.

Solak (2013) states that, in primary schools, English is the most commonly taught foreign language; however, German and French can also be taught as second and third foreign languages, especially in private schools, but English is compulsory. This information is important in terms of demonstrating the dominance of the English language in the Turkish primary education system.

2.3.2 English in high schools in Turkey

As Kırkgöz (2009:66) remarks, English is a compulsory subject in primary schools, high schools and universities, in line with the official policies of the government. This proves the dominance of English over the other foreign languages available in Turkey.

Doğançay-Aktuna and Kızıltepe (2005) indicate that there are two types of high school in Turkey: public/state and private. As they suggest, the classification of public/state schools is as follows: standard, vocational (technical, commerce and fine arts) and Anatolian. As Sönmez (2008) mentions, vocational schools are schools which educate well qualified graduates and technicians for the labour market. However, he also states that successful students do not prefer these schools, as they think they do not give the quality education needed to enable students to upgrade to university education. Therefore, as Sönmez (2008:72) mentions, the level of students when it comes to mathematics, science and even professional courses is very low at these schools. As Sönmez (2008:72) explains, the low profile of students might be the main reason for such students being unsuccessful in their school subjects.

Doğançay-Aktuna and Kızıltepe (2005) state that the idea behind the establishment of Anatolian schools was that parents who cannot afford private schools and who want their children to have good language education and good

general education can send their children to study in these schools, as long as their children are successful in national primary school placement tests for secondary education.

According to Doğançay-Aktuna and Kızıltepe (2005), Turkish parents believe that studying or graduating from a high school which stresses learning a foreign language, especially an English medium instruction (EMI) one, will provide many opportunities for their children, perhaps opening the door to a prestigious university, followed by a well paid job and respect in society. As Kırkgöz (2009) explains, English has been used as the medium of instruction in Anatolian high schools since the 1990s, but later these schools offered one year of English language preparatory classes, and in the other three years English was one of the basic modules in the curriculum. However, as Kırkgöz (2009) further shows, in 2002 the government eliminated English preparatory classes in all high schools, and increased the study of English in high school education by one more year.

As Kırkgöz (2009) explains, the rationale behind the closure of preparatory classes was due to the lack of the necessary number of English language teachers. Therefore, Kırkgöz (2009) states, the idea of the government was to teach English language within these four years. In today's Turkish education system, all standard high schools are regarded as Anatolian high schools, which are generally thought to have lost their attraction in the eyes of parents, for they cannot provide as good an English language education or as successful an education in other areas as they used to provide. However, in today's high school context, the English language maintains its great importance, especially in private

schools, where the focus on English language stands as the main attraction for parents and students.

2.3.3 English in higher education in Turkey

As Küçükoğlu (2013) indicates, higher education institutions should be considered as fundamental institutions for the success of a country, for they educate its future generations. He also shows that these institutions are responsible for the economic and social development of a country, as well as contributing to the enrichment and enlightenment of society. According to Küçükoğlu (2013), keeping abreast of current developments is also the responsibility of higher education institutions. From this perspective, he explains the importance of globalisation, mentioning that English is very important for the success of Turkey in keeping up to date with current developments around the world. He further states that governments should take action related to this issue, and in Turkey the Higher Education Council (YÖK) plays a significant role in developing policies related to language education and other issues.

As Doğançay-Aktuna and Kızıltepe (2005) point out, there were 53 state and 21 private universities in Turkey in 2005; all of the private institutions were EMI. They also show that out of the 53 state universities, 23 were EMI. These universities require English proficiency for their students, and if they were unable to prove their English proficiency, they had to take a one year English preparatory class. According to a recent report published in the Milliyet newspaper (2015), the total number of universities in Turkey had increased to 193, 109 of which were state universities, 76 private universities, and 8 private vocational colleges.

As Dearden (2014:14) explains, in Turkey, at university level, universities are free to determine the extent of EMI. Dearden (2014:14) states that, out of 178

institutions, nearly 110 institutions use some kind of EMI. For instance, Boğaziçi University and the Middle East Technical University use English as EMI in all subjects, and most private universities ask for English knowledge as a requirement to be able to start studying in the intended subject area. Even though some state universities are not EMI, they still provide compulsory English courses according to the Turkish Higher Education Council Foreign Language Education and Teaching Regulations, as published in the official Gazette of the Republic of Turkey in 2008. The very top private universities, such as Bilkent University, Koç University and Sabancı University, use EMI in their education. As the 2008 Higher Education Council's language instruction regulations state, if students have the minimum scores of TOEFL, IELTS or PTE, they can upgrade to their intended subject area without studying a one year English preparatory class.

In order to gain a doctorate degree, Turkish students need to meet the English language requirements. In its 2016 postgraduate study regulations, published in the Official Gazette of the Republic of Turkey, the Higher Education Council state that students who want to gain a doctorate degree have to attain a minimum of 55 points in the examination on foreign language proficiency, which is held by the Assessment, Selection and Placement Centre. Students may prove their language proficiency either in English, French or German, and the equivalent scores of TOEFL, IELTS and PTE or certain other international exams are also accepted. However, most of the universities in Turkey generally ask for proficiency in English rather than in French or German.

According to Doğançay-Aktuna and Kızıltepe (2005), in the top universities academics feel pressure to publish in English in order to gain promotion. Actually, this situation is not only true for elite university academics, but also for academics

in other universities. The reason behind this pressure is explained by Doğançay-Aktuna and Kızıltepe (2005:258) as follows: promotion policies that emphasise publication in journals listed in the SSCI or other prestigious indexes force faculty members to write in English, and this adjusts and determines the strength of the role of English versus Turkish in academia. It is clear that English has a very important role in the Turkish higher education system; as well as being seen as the language of science, it is needed to keep up with current developments around the world. Therefore, universities teach English, and not only students but also academics need to prove their proficiency in English in order to gain promotion.

2.3.3.1 English preparatory education at universities

Tunç (2010) points out that as foreign language education has been introduced into the Turkish education system, there has been an increasing need for intensive English language education at university level. The reason for this could be Turkey's desire to modernise, to keep up in the international arena and to be able to improve its economic relations with other countries (see section 2.2 for detailed information). As Tunç (2010) suggests, this need has been achieved through the introduction of one year preparatory education. Tunç (2010) states that this preparatory education enables students to gain proficiency in English in order to follow their courses in their departments effectively.

In its foreign language instruction regulations, published in the Official Gazette of the Republic of Turkey in 2008, the Higher Education Council states that students who enrol in their departments need to take a language assessment test, which is designed by each university individually. Universities can individually define the required minimum scores for this exam. According to the results of this exam,

universities should identify students exempted from the compulsory language course which they have to take in their first year. In addition to this, with this exam they should identify students exempted from the one year preparatory education programme, if their department asks for language proficiency as a requirement.

As the 2008 Higher Education Council's language instruction regulations provide, students can also prove their proficiency in a language with certain international exams, such as the Test of English as a Foreign Language (TOEFL), Diplome Approfondi de Langue Française (DALF) and the Prüfung für die Nachweis Deutscher Sprache (PNDS). However, most of the universities in Turkey ask for proficiency in English. Universities can also individually decide on the required minimum international exam scores. For instance, Boğaziçi University asks for a minimum TOEFL score of 79, and the Middle East Technical University asks for a minimum TOEFL score of 86, for exemption from preparatory education.

The education in preparatory classes is given by instructors who are graduates of language education departments, or who have received their postgraduate education in a language education area either in Turkey or abroad. Some native speakers can also be appointed as instructors, depending on the university. Students are evaluated through quizzes, a mid-term exam and a final exam, across two academic terms. The exams are designed to test reading, writing, speaking and listening skills. The minimum scores for these exams are defined by the universities individually.

2.4 Summary of the Chapter

In the first section, Turkey's official foreign language policies, its Westernisation process and English have been discussed. With the foundation of the Turkish Republic in 1923, Turkey wanted to have limitless relations with the West, and it

was believed that the modernisation of Turkey depended upon having strong ties with the West. Therefore, French, German and English languages gained importance in Turkey, and, starting in the 1950's, English showed a sharp rise in popularity and gained dominance over other languages. Turkey started to develop language policies which totally favoured English, and, as a result of these policies, English has gained great prominence and status in Turkish society. In the second section, the importance of English in the Turkish education system has been described, showing that it has a vital role in primary, secondary and higher education.

Chapter 3 - Literature review

3.1 Introduction

In this chapter, the aim is to present the related literature. A discussion of the question of what L2 motivation is will be followed by a presentation of Gardner's study, which constitutes the basis of motivation studies. Then, criticisms of Gardner's study and some periods other than the social psychological period will be explored. After this, certain important theories which aim to broaden the perspective of motivation studies will be described. The literature will provide information on the historical development of L2 motivation studies. As a next step, Dörnyei's Hungarian L2 motivation study, which stands as the basis for current L2 motivation theory, the L2MSS, will be presented. Then, globalisation and its effect on English and its culture in the world, and possible selves theory and self discrepancy theory, which fit into the L2MSS well, will be aired. After that, I will explain the L2MSS, and I will present some important studies related to the L2MSS.

3.2 What is L2 motivation?

Oxford and Shearin (1994) question why a person studies English, or why another person wants to learn French; what is the reason for another person learning English in China?; why does an English person put effort into learning Japanese?; and what does an Arabic student think he or she will achieve by studying English in the USA? According to Oxford and Shearin (1994), the answers to these questions are very important, because many scholars consider the key determining factor for the success of these learners to be their L2 motivation for L2 learning. They explain that L2 motivation is the key determinant of active personal involvement in L2 learning. In contrast to this, they find that unmotivated learners are insufficiently involved in the L2 learning process, and

so they will be unable to develop their potential L2 skills. Similarly, Noels et al. (1999) suggest that, in view of the difficulties of learning a second or foreign language, the continuation of student L2 motivation stands as a key determinant of being able to teach an L2 successfully, and L2 motivation is a variable that teachers can influence.

Furthermore, Oxford and Shearin (1994) point out that L2 motivation has a direct effect on how often learners use L2 learning strategies, how much learners communicate with native speakers, how much input learners seek out or acquire about the language they are learning, how well learners do in their curriculum related tests, and how proficient learners become in the language they are learning. For this reason, according to Oxford and Shearin (1994), L2 motivation is crucial for foreign or second language learning, and it is important to understand the direction of learners' L2 motivation. According to Gardner (1985), L2 motivation acts as an engine, and by having a desire to learn the target language, learners experience enjoyment and put effort into the task of learning.

Dörnyei (2001a) starts with an interesting introduction, asserting that there is no such thing as L2 motivation, and going on to explain exactly what he means by this. As Dörnyei (2001a) explains, L2 motivation is an abstract, hypothetical, multifaceted, latent concept that we cannot observe, and it is used to explain why people feel and react as they do. In this sense, Dörnyei (2001a) claims that, as a term, it includes a large variety of motives, from financial stimuli such as a raise in salary to a desire for freedom, which have very little in common apart from the fact that they both direct behaviour. In that sense, Dörnyei (2001a) states that it can best be regarded as a broad umbrella term which includes a variety of different meanings.

Dörnyei (2001a) then asks a very simple question: why do we use the term L2 motivation, if its meaning is so unclear? The answer is again very simple: the term L2 motivation is a convenient way of referring to what is a complex issue. As an example, Dörnyei (2001a) suggests that when we accept a student as motivated, teachers and parents can imagine what we really mean – eager, devoted and passionate learners who show a strong desire to learn, and who challenge themselves to meet difficult targets. Similarly, Dweck (2000) suggests that successful people love learning, always search for challenges, expend effort, and when they face obstacles they do not give up easily.

Correspondingly, Dörnyei (2001a) explains that there is no problem in describing an unmotivated student for teachers and parents. He claims that L2 motivation is related to one of the most basic dimensions of the human mind, and this dimension is related to what a learner wants, desires, thinks and feels, and most teachers and researchers may agree that L2 motivation has a direct impact on the achievement (or not) in any learning situation.

Gardner (1985) claims that the term L2 motivation is often used in relation to second language or foreign language learning as a term which stands as a simple explanation of achievement. He explains that this means that if students have the motivation to learn a language, they will learn it. He points out that L2 motivation has very specific characteristics, and a clear relation to the language learning process. For Gardner (1985), L2 motivation refers to the efforts and the desire to achieve the learning goal with favourable attitudes. As he further states, motivation to learn a second or foreign language refers to the scope in which the learner challenges him or herself to learn the target language as a consequence of the desire to learn, and the satisfaction gained from this activity. Gardner

(1985) goes on to explain that the motivated learner puts effort into the determined goal; however, the learner who puts forward effort is not necessarily motivated. Gardner (1985) claims that many attributes, such as the desire to please a teacher or a parent, the need to achieve, and social pressure, may drive a learner to make an effort, but none of these things necessarily signify the motivation to learn a language. In relation to this, Gardner (1985) asserts that the learner may have a desire to learn the language or may experience satisfaction from the activity; however, if this desire is not linked to self challenge, then we cannot talk about true motivation.

In relation to the definition of L2 motivation, Csizer and Dörnyei (2005b) claim that, as motivation is a predecessor of behaviour rather than of achievement, it is indirectly related to learning outcomes or achievement. In other words, they suggest that motivation as a concept does not explain how learners will accomplish their goals and be successful due to their behaviour, but rather it explains why learners behave as they do.

Thus, as Guilloteaux and Dörnyei (2008) explain, L2 motivation provides the primary impetus to initiate second or foreign language learning, and it stands as a driving force in terms of learners being able to sustain the language learning process. As Guilloteaux and Dörnyei (2008) suggest, even though learners have excellent abilities, without sufficient motivation learners will not be able to accomplish their long term goals. It follows, then, that continuing on an appropriate curriculum and good teaching will not be enough on their own to provide student achievement, and what is needed is again a certain amount of motivation. Dörnyei (2001a) also stresses that without sufficient motivation even

the best learners will not be able to manage to complete the journey of being a proficient L2 speaker.

Dörnyei and Ushioda (2011) point out that the word motivation derives from the Latin verb *movere*, which means to move, so such basic questions as what moves a person to have certain preferences, to take action and to put effort into and persist in action? stand as the key issue for L2 motivation theory and research. As Dörnyei and Ushioda (2011) indicate, remarkably, these simple questions have produced a number of theories and research projects over the decades, causing considerable debate and disagreement among scholars.

As Dörnyei (1994a) states, L2 motivation is one of the main determinants of second or foreign language learning achievement. Dörnyei (2001b) also suggests that the term motivation creates a real mystery, as people use it in a wide range of everyday and professional contexts, and for most of us, although we may agree that it is an important issue, when it comes to defining this mysterious concept precisely there are a wide range of explanations, rather than a single clear cut one among researchers. In the next section, Gardner and Lambert's (1972) motivation study, which can be accepted as the foundation for motivation studies, will be presented.

3.3 Gardner and Lambert's motivation study

As Dörnyei (2001b:47) states, it is no accident that the theory of L2 motivation was triggered in a Canadian context. According to Dörnyei (2001b:47), the understanding of the unique Canadian situation, with its Anglophone and Francophone communities speaking two of the world's important languages, English and French, has often been a focus of research and a challenge for researchers in the social sciences.

As pioneers in language learning motivation, Gardner and Lambert (1972) state that a very simple question stimulated their interest in motivation: how it is that some people can learn a foreign language quickly while others cannot learn it, even if the same opportunities exist? Gardner and Lambert (1972) show that responding to this question with facile answers is not enough, saying that, for example, the methodologies used in the classroom may not give the whole picture, and that the teacher factor is vital. Gardner and Lambert (1972) give an example which explains this question in a simple way. They state that some learners may be good language learners, whilst others may not be good language learners, and that as well as intelligence, language aptitude plays an important role in learning. In addition to this, as Gardner and Lambert (1972:5) suggest, intelligence, attitudes, and sympathetic orientation toward the other group play an important role. At this stage another question appears: if there are some good language learners and some weak learners, how does one explain the case of learning our first language?

Gardner and Lambert (1972) ask a very important question: what then is it to have a propensity for learning a foreign language? They stress that they approach this essential question not as linguists or language teachers, but rather as behavioural scientists and, in particular, social psychologists, interested in the issue of learning. Here, Gardner and Lambert (1972) propose a social-psychological perspective or tradition, which has dominated L2 motivation studies ever since.

3.3.1 Social-psychological perspective

According to Gardner and Lambert (1972), when the process of learning a second or foreign language is looked at from a social-psychological perspective, the

process takes on a special significance. They suggest that, more than aptitude, a successful and committed second or foreign language student is one who is open minded and has an unprejudiced orientation towards the target language. As Gardner and Lambert (1972) claim, the committed language learner is one who may likely find himself or herself becoming a member of a new linguistic and cultural community. They suggest that learners' attitudes, their views on foreign people and cultures, and the orientation they have toward the learning process, may determine the success or progress of a learner in second or foreign language learning.

This means that every language learner has the capacity to learn another language, but what is clear is that the goals, the feelings, and the desire to learn may change from one person to another, because learning a new language not only means learning the related concepts or the rules of the target language, but it also means learning a new culture and setting new goals in that culture.

Gardner and Lambert (1972) explain the two types of orientation for motivation which can be found in their study: integrative orientation and instrumental orientation. They show that the first includes being more open minded toward being a member of the target group, whereas the latter includes a more utilitarian value in achieving language learning.

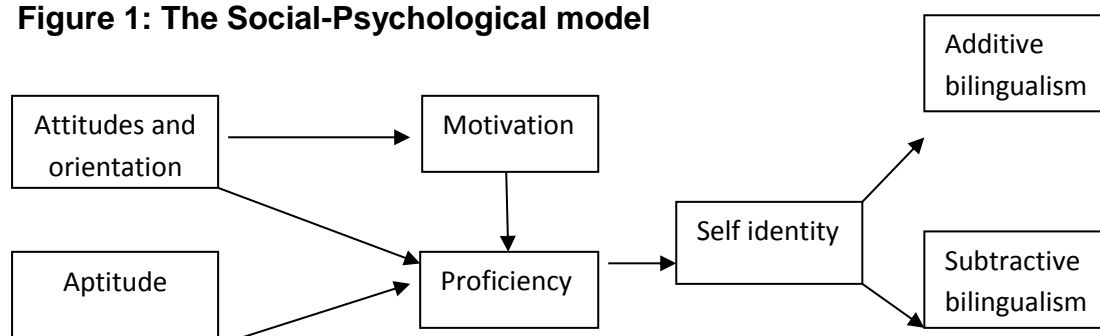
Integrative orientation: Gardner (1985) defines integrative orientation as positive feelings towards a target community and having a desire to be a part of that community.

Instrumental orientation: Gardner (1985) defines instrumental orientation as the utilitarian aspect of individuals' motivation in language learning, such as getting a better job or a better salary.

Gardner and Lambert's (1972) most remarkable study was conducted in Montreal at an English speaking high school, where students were learning French. The participants were examined in terms of language-learning aptitude, verbal intelligence, attitudes toward the French community and the intensity of their motivation to learn French. Gardner and Lambert (1972) find that the learners who had integrative orientation were more successful than those who had instrumental orientation. In a follow up study, they tried to find out the attitudes of parents towards the French community, finding that the orientation of learners towards the target culture comes from the family. This means that their families' attitudes affected the motivational orientation of the students.

As Gardner (1985) claims, the pressures of the community seem to be important to a language learner. As he suggests, if second language learning includes proficiency in the target language with no pressure to reduce or replace the value and importance of the first language, the result will be an example of additive bilingualism. In this condition, the learner can experience changes in self identity; however, these changes would probably reflect positive growth. On the contrary, if the second language that will be learned promotes cultural assimilation, such as where minority groups are encouraged to learn the national language, this can be an example of subtractive bilingualism. In the process of second language acquisition there is a threat to the first language, and these kind of pressures may result in feelings of loss of cultural identity and alienation.

Figure 1: The Social-Psychological model



(Gardner, 1985, p. 133)

3.3.2 Socio-educational Model

Utilising the Canadian study, which proposes positive attitudes toward the target culture as the main determinant in L2 learning, Gardner (1985) develops his socio-educational model of learning. The importance and the difference of this model from the Canadian study is its inclusion of not only the favourable attitudes toward the activity in process but also a goal, effortful behaviour, a desire to attain the goal and attitudes to the learning situation, all together in one model. As it is accepted as the foundation of L2 motivation models, it will be useful to provide more information about this model.

According to Gardner (1985), when we think that a learner is motivated, we make this inference according to two classes of observation. Firstly, the individual performs a goal-directed activity (this can be associated to instrumentality); and secondly, the learner makes an effort. In addition to this, Gardner (1985) shows that a favourable attitude of the learner toward the activity can contribute to our acceptance of a learner as motivated, and also his or her desire. That is to say, motivation involves four aspects according to the model: a goal, effortful behaviour, a desire to attain the goal, and favourable attitudes toward the activity in process. Dörnyei (2001b) explains that the key dimension of Gardner's (1985) theory is the relationship between motivation and orientation, which is Gardner's

(1985) term for a goal. As Gardner explains, orientation in the model refers to a class of reasons to learn a second language, and integrative orientation, an interest in foreign languages and attitudes to the L2 community, constitute the concept of integrativeness. On the other hand, motivation refers to a desire to learn the L2, and motivational intensity and attitudes towards the L2, which may not be related to any particular orientation.

3.3.3 Tremblay and Gardner's effort to expand and revise the socio-educational model

Giving information about Tremblay and Gardner's (1995) revised model can contribute to showing that, in addition to the socio-educational model's social psychological focus, the extended model can also fit with and include the cognitive motivational theories (see section 3.5.2), which appear to be a response to the social-psychological perspective, and the affective dimension of individuals.

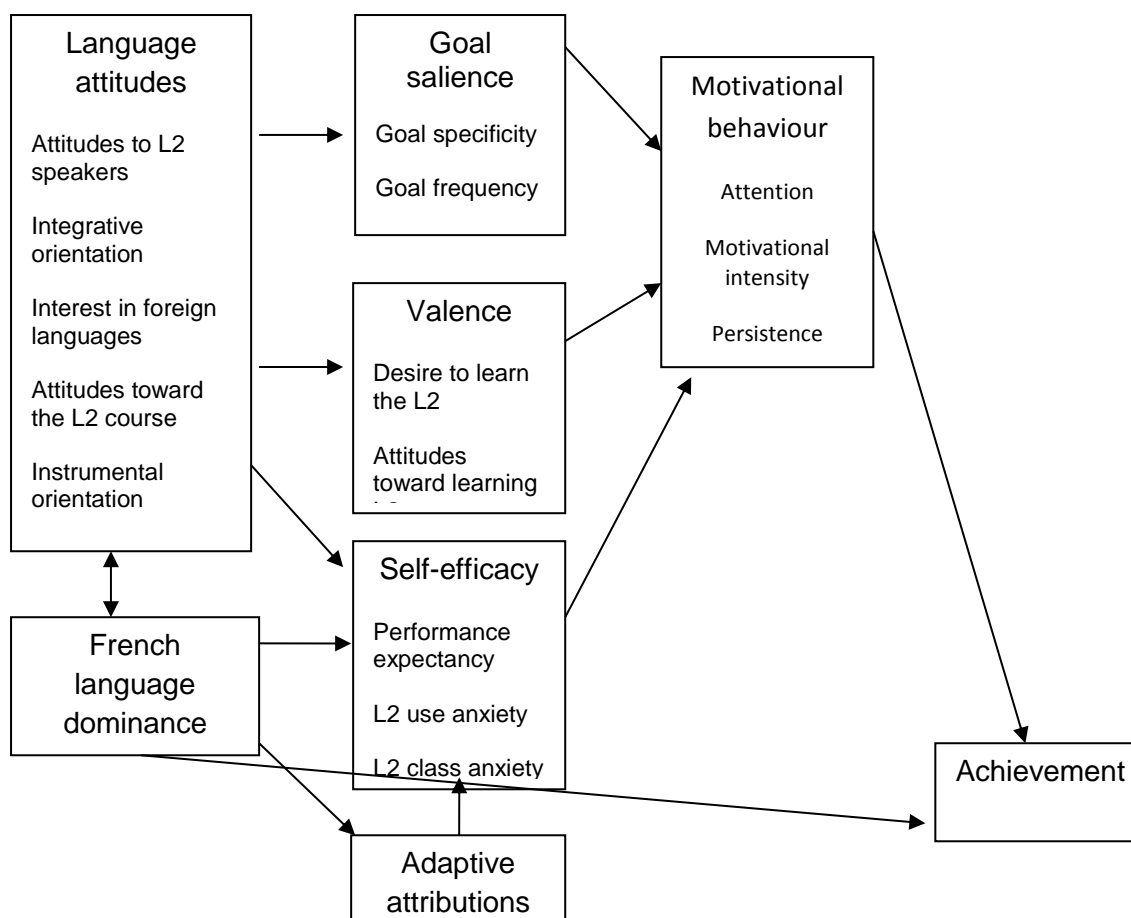
Tremblay and Gardner (1995) differentiate between motivational behaviour and motivational antecedents to show that, in addition to an outside observer, the cognitive aspect of the individual can affect motivation. As Tremblay and Gardner (1995) claim, motivational behaviour includes effort, persistence and attention, and these descriptors of motivational behaviour can be observed by an outside person, such as a teacher or parent. Effort is associated with the amount of energy that the individual spends on their learning. The proportion of total attentional effort directed to the task refers to the intensity, and persistence refers to the extent that attentional effort to the task is maintained over time. In this respect, as Tremblay and Gardner (1995) explain, if the individual attends to the

task for an extended period of time, then the outside observer can decide that the individual is motivated.

Tremblay and Gardner (1995) define motivational antecedents as the factors that cannot be identified by an outside observer. These factors affect the individual through their cognitive and affective influence. As Tremblay and Gardner (1995) mention, expectancies and values, goals and the self-efficacy of the individual are important for the motivational behaviour of the individual, because they allow the individual to forecast the possible rewards or penalties for the given behaviour. For this reason, Tremblay and Gardner (1995) relate the extended model to expectancy value theory, goal setting theory and self efficacy theory (see section 3.5.2 for detailed information on these theories).

Correspondingly, Tremblay and Gardner (1995), in the extended model, offer language attitudes, motivational behaviour and achievement. As they indicate, there are three variables that mediate the relationship between language attitudes and motivational behaviour: goal salience, valence and self-efficacy. Goal salience is effected by language attitudes, and refers to the idea that if the individual has positive language attitudes, then this will direct the individual to develop specific language learning goals. Valence refers to the value attained from the learning; if the learner values the learning, then higher levels of motivational behaviour will result. In the model, self efficacy is influenced by language attitudes, and in turn by motivational behaviour. This refers to the self-confidence, self-belief and expectancy of the individual to perform different activities to accomplish the desired achievement. Therefore, high self-efficacy can lead to high motivational levels.

Figure 2: Tremblay and Gardner's model of L2 motivation



(Dörnyei, 2001b, p. 54)

As Dörnyei (2001b:50) explains, Gardner (1985) associates L2 motivation with the positive outlook of the L2 group. As Dörnyei (2001b:50) also explains, the positive outlook of the L2 group has often been studied, regardless of the nature of the actual learning context. Therefore, Dörnyei et al. (2006:94) explain that the concept of integrativeness may not be applicable to diverse contexts where there is little or no direct contact with native speakers in a foreign language learning environment. For this reason, Dörnyei et al. (2006:94) suggest that, other than the unique Canadian context where French and English are the native languages, the concept of integrativeness may not be applicable, and it therefore needs to be reconceptualised due to the global position of English.

3.4 Summary of the section

In short, in this section the leading motivational study of Gardner and Lambert (1972) and Gardner's (1985) socio-educational model, which can be accepted as the foundation of L2 motivation studies, have been introduced. They are presented here because of their great contribution to the development and discussion of L2 motivation studies. The concept of integrativeness has been studied by a large number of researchers and has dominated L2 motivation studies for years. As Tennant and Gardner (2004) show, in the historical development of L2 motivation studies, Gardner and Lambert's (1972) and Gardner's (1985) studies and publications, which are concerned with attitudes and motivation in learning another language, show a move towards arguing for an expansion of a motivational construct of what happens in the classroom. Crookes and Schmidt (1991), Oxford and Shearin (1994), Oxford (1994) and Dörnyei (1994a) point out the limitations of Gardner's (1985) model. Tennant and Gardner (2004) point out that Gardner and his colleagues claim that there is no problem in expanding the other dimensions of motivation within the socio-educational model, but other researchers are not in agreement. For this reason, in the next section the criticisms of Gardner's (1985) model, which have had a great effect on recent L2 motivation theory, and the new theories and periods other than the social-psychological period, will be discussed.

3.5 Criticisms of the social-psychological period and the cognitive-situated period

Crookes and Schmidt (1991:501) remark that the research emphasis in the social-psychological period has limitations in terms of two aspects: (1) it is almost fully social-psychological in approach; and (2) this approach cannot distinguish

between the concepts of attitude, especially attitudes toward target language culture and motivation.

Oxford and Shearin (1994) state that Gardner's theory of L2 learning motivation gives importance to the concept of integrativeness, and this theory has contributed significantly to the understanding of why and how learners learn. However, Oxford and Shearin (1994) produce evidence which shows that the theory cannot include and explain all possible types of L2 learning motivation. They give an example from an American second or foreign language learning setting (SL/FL), in which students were asked to write an essay explaining why they were learning Japanese. The results show that many of the students wanted to learn Japanese to improve their future business aims (an instrumental orientation), while others wanted to learn Japanese due to a desire to make friends in Japan (an integrative orientation). However, more than two thirds of the participants had other reasons to learn Japanese, which had no relation either to instrumental orientation or integrative orientation. These reasons include receiving intellectual stimulation, seeking a personal challenge, enjoying the elitism of learning a difficult language, and showing off to friends. In this sense, as Oxford and Shearin (1994:14) suggest, Gardner and Lambert's (1972) theory of L2 motivation limits motivation to the integrative and instrumental dichotomy. As Oxford and Shearin (1994:14) further suggest, students' reasons for learning a language need to be broadened, as L2 motivation studies cannot be confined to this dichotomy.

As Dörnyei (1994a) explains, the social-psychological perspective, which focuses on attitudes towards the target culture for achievement, does not apply in some educational contexts. For instance, it might be applicable to a Canadian context

where people speak both English and French and live together, but this situation cannot be applicable to other foreign language learning contexts. According to Oxford and Shearin (1994), attitudes do not give the whole picture of L2 motivation, as they claim that motivation has various aspects such as the nature of the task, the attribution of success and the kinds of rewards involved. Therefore, some cognitive theories, such as the self-efficacy theory, the expectancy-value theory, the goal setting theory and the attribution theory (see section 3.5.2 for detailed information on these theories), appear to expand the understanding of L2 motivation. In addition to this, Crookes and Schmidt (1991) suggest that motivation covers various aspects of personality and emotions and, therefore, affective factors may have a role in learning a second language. However, they claim that what is missing is the actual classroom setting and its effect.

Crookes and Schmidt (1991:501) claim that they are not trying to prove that there are no interesting relationships between social contexts, individual attitudes and L2 motivation. They claim that the social psychological perspective has been so dominant that alternative concepts, such as the syllabus, the teacher and the teaching methods, have not been seriously considered.

In relation to this, Crookes and Schmidt (1991) review the connection between motivation and SL/FL learning in terms of four levels: (1) *the micro level*; (2) *the classroom level*; (3) *the syllabus level*; and (4) *out of class and long term factors*.

According to Crookes and Schmidt (1991:483), micro levels concern motivational influences on the cognitive processing of SL stimuli. As they claim, engaging in a language learning activity provides input. Attention stands as a key determinant at this level.

As Crookes and Schmidt (1991) explain, the classroom level is concerned with techniques and activities which take place in a learning environment. According to Crookes and Schmidt (1991:487), it is the teacher who activates the interest of learners, and who can create an enjoyable and engaging environment. As Crookes and Schmidt (1991) point out, there are not only instrumental needs but also personal motives, such as our need for power, affiliation and achievement. They state that the need for achievement takes learners to intrinsic motivation at the classroom level, while rewards take learners to extrinsic motivation. As Crookes and Schmidt (1991) explain, intrinsic motivation is the kind of motivation that arises when the individual decides that the personal skill level is equal to the challenge level. If the individual realises that the challenge level is higher than the skill level, then this will result in anxiety, and if the individual realises that the challenge level is lower than the skill level, this will result in boredom.

On the other hand, extrinsic motivation is acting in order to receive an external reward. As Crookes and Schmidt (1991:489) claim, external evaluation can temporarily strengthen motivation, and it may negatively affect ongoing motivation. According to Crookes and Schmidt (1991:489), external evaluation can prevent the formation of more intrinsic task related goals. Therefore, whereas external rewards may affect learners' success at the moment of reward, ongoing motivation is affected by more intrinsic, task related goals.

Crookes and Schmidt (1991:492) define the syllabus level as the level where content decisions take place, and suggest that a programme that considers learners' own needs is likely to be more motivating, more efficient and, as a result, more successful.

According to Crookes and Schmidt (1991), perhaps the last level, out of class and long term factors, applies most suitably to English as a second language (ESL) countries, as English is ubiquitous in most countries. However, it can also apply to FL countries where the target language is also available to learners outside the classroom. As Crookes and Schmidt (1991) claim, the important thing at this level is whether the learner takes advantage of sustaining his or her learning in formal or informal learning contexts, and what factors facilitate this process.

By offering four levels (the micro level, the classroom level, the syllabus level, and out of class and long term factors) to explain L2 motivation, Crookes and Schmidt (1991) suggest that they have tried to provide a definition of motivation in terms of choice, engagement and persistence, which are determined by interest, relevance, expectancy and outcomes. As Dörnyei (1994a) says, Crookes and Schmidt's (1991) interest is related to intrinsic motivation, relevance is related to personal needs, values and goals, expectancy is related to learners' self confidence and self efficacy, and satisfaction is related to the outcome of an activity which integrates intrinsic and extrinsic rewards.

Although Crookes and Schmidt (1991) propose these components, Dörnyei (1994a) states that to be able to integrate the different components with the multifaceted, eclectic concept of motivation, it seems necessary to introduce different levels of motivation. According to Dörnyei (1994a), this can be done similarly, but not in exactly the same way as Crookes and Schmidt (1991). Therefore, Dörnyei (1994a) proposes three levels: the language level, the learner level, and the learning situation level.

3.5.1 Dörnyei's three levels of framework of L2 Motivation

Dörnyei and Ushioda (2011) state that Crookes and Schmidt's (1991) approach to examining motivation at various conceptual levels has been re-conceptualised by Dörnyei (1994a) in a different way, by establishing a framework which includes three relatively distinct levels. As Dörnyei (1994a:279-280) explains, these levels are:

The language level: There are two motivational subsystems that can be used to define this motivational dimension; an instrumental subsystem and an integrative subsystem.

The learner level: One's self-confidence and the need for achievement are the two key elements that have been identified as the core factors involved in the motivational processes occurring at this level.

The learning situation level: three broad motivational components have been identified in relation to this level, and these include both intrinsic and extrinsic sources of motivation. Firstly, there are course-specific motivational components (which concern relevance, expectancy, interest and satisfaction). The second component relates to teacher-specific motivational components, such as authority type, direct motivation socialisation, and affiliative drive. Finally, there are group-specific motivational components, such as reward systems, group cohesion, goal orientation, norms, and classroom goal structures.

3.5.2 Cognitive theories and additional relevant theories of motivation

As Dörnyei (1994b) suggests, past research in L2 motivation has mostly focused on the social (attitudes to target culture) and pragmatic (instrumentality) dimensions of L2 motivation. However, researchers have criticised the social-psychological perspective. Therefore, Crookes and Schmidt (1991) offer situation-specific learning variables, such as classroom events and tasks,

classroom climate, course content, teaching materials, teacher feedback and rewards.

Similarly, Oxford and Shearin (1994) claim that attitudes cannot give the whole picture of L2 motivation, claiming that motivation has various aspects, such as the nature of the task, the attribution of success and the kinds of rewards involved. Therefore, cognitive theories such as expectancy-value theory, goal setting theory and self efficacy theory will be presented, for they extend understanding in motivation studies by focusing on the individual's cognitive processes and affective dimension, rather than the attitudes of the learners. Each theory will be explained in a separate section, and their implications for L2 motivation will be stated.

3.5.2.1 Need for achievement

McClelland et al. (1976) claim that humans have primary and secondary needs. Primary needs refers to the basic biological needs such as food and sleep. On the other hand, secondary needs refer to psychological needs such as self esteem, achievement and self actualisation, which are essential needs for an individual. Rewards are of great importance for the achievements of a person. Primary rewards, which include basic biological needs, and secondary rewards, which include psychological needs, have different effects on the achievement motive. Primary rewards cause an end to the motivated behaviour by reducing the need or drive, while secondary rewards control the motivated behaviour.

McClelland et al. (1976) also state that emotions have an effect on motivation, as, for example, fear or anxiety are part of the affective state and change, and they can both have positive and negative effects on achievement. McClelland et al. (1976:89) further explains this with an example: a student may have strong

motives which contribute to and facilitate his or her performance, but, at the same time, having strong motives to be successful in an exam may also cause anxiety, making the learner upset. Therefore, McClelland et al. (1976) indicate that the learner may give up the process. As Oxford and Shearin (1994) remark, past successes make people engage in achievement behaviour, while the fear of success will result in people not engaging in achievement behaviour.

According to Oxford and Shearin (1994), need achievement theory implies that L2 teachers should offer and provide work that will lead students to success. As they point out, SL/FL learners may have different needs related to their motivation, so these needs must be met by the teacher. The teacher should make the students believe that doing a specific task will lead to positive results, and that these results are personally valuable. Therefore, as Oxford and Shearin (1994) suggest, past success inspires future effort by strengthening the need for achievement.

3.5.2.2 Expectancy-value theories (instrumentality)

As Wigfield and Eccles (2000) explain, expectancies (probability of success) and values (value of the outcome) have a direct effect on the achievement choices of learners, as well as on their performance, effort and continuation of the learning process. Task-specific beliefs also have an effect on expectancies and values, and these beliefs can relate to the learner's ability beliefs, the possible difficulty of various tasks, personal goals, self-schema and affective memories. These beliefs are affected by people's own perceptions of their past experiences and a number of different socialisation influences, as well as the perceptions of individuals with regard to their present competence for the given activity.

Wigfield and Eccles (2000) stress the central importance of achievement value, attainment value, intrinsic value and utility value (usefulness of the task) to expectancy value theory. They define attainment value as the centrality of doing well at a given task, while intrinsic value refers to the enjoyment of the task. Utility value or usefulness is associated with the suitability of the task for the future plans of the individual. In their study, Wigfield and Eccles (2000) find that ability beliefs and values are distinct constructs, and this finding is important for expectancy value theory in the sense that learners have separate beliefs about what they are good at and what they value in different achievement constructs.

As Oxford and Shearin (1994) suggest, expectancy value theory highlights that L2 learners' expectancies of success or failure have a great role in determining L2 motivation. If language learners believe that their performance will lead to nothing, or that the learning outcome is not valuable, then their motivation will be lowered.

3.5.2.3 Goal setting theory

Locke and Latham (1990) attempt to answer the question of why certain people perform better than others with the following notion: people differ in terms of the ability, knowledge and strategies that they use to perform different tasks. They suggest that what is often disregarded is the fact that everybody has different goals. Locke and Latham (1990) show that, as a generic concept, the term 'goal' can be defined as an intention, purpose, aim or objective. The common aspect of this definition is the desire of the person to achieve a given goal, relating the goal directed action to human nature, because it is the organism's desire to sustain its life by taking action as its nature requires. Locke and Latham (1990) state that

goal setting theory presumes that the goal of a person affects what the person will do and how well he or she will perform on a certain task.

Locke and Latham (1990) explain that goals such as ideas of the future and desired end states perform a causal role in action, and it is assumed in goal setting theory that human actions are controlled by conscious goals and desires. Therefore, the term goal can refer to the aim or end of an action that we consciously accomplish.

The implication of this theory for L2 learning is, as Oxford and Shearin (1994) claim, that goals should be specific and hard, but at the same time achievable, accepted by students, and should always be supported with the feedback of the L2 teacher to ensure progress. This will help to determine the energy and the effort that the learner would like to put into L2 motivated behaviour.

3.5.2.4 Self efficacy theory

Bandura (1977) theorises that, with the cognitive image of future outcomes, learners can set up current motivators of behaviour. According to Bandura (1977:193), reinforcement operations influence behaviour and can generate expectations that behaving in certain ways can produce anticipated gains or can cause future difficulties, thus self evaluative reactions affect the performance of learners.

Bandura (1977) differentiates between outcome expectancy and efficacy expectancy. Outcome expectancy refers to an individual's expectation that certain behaviours will result in certain outcomes, while efficacy expectation refers to the conviction that one can successfully generate the behaviours which are required to produce the outcomes. As Bandura (1977:194) explains, in self efficacy theory the expectation of personal ability affects both the initiation and

persistence of coping behaviour. Bandura (1977) further explains that “the strength of people’s convictions in their own effectiveness is likely to affect whether they will even try to cope with the given situation” (Bandura, 1977, p.194). Therefore, at the initial level, perceived self efficacy affects the choice of behavioural setting. The strength of an individual’s beliefs about the effectiveness of his or her own abilities affects the learner’s ability to deal with a given situation. At the beginning of the learning process, the learner’s perceived self efficacy affects the choice of behavioural setting. Due to fear, a learner has a tendency to avoid threatening situations, believing that his or her coping skills are not enough for that particular situation.

However, Bandura (1977) also shows that the reverse of the situation can happen, and a learner can take part in activities self confidently, as he or she believes that his or her abilities are strong enough to cope with any possible difficulties that he or she may encounter. Bandura (1977) further indicates that efficacy expectations stand as the determinant of how much effort the learner wants to invest, and how long the learner will persist in tackling obstacles. According to Bandura (1977), if the perceived self efficacy is stronger than the effort required, the learner will be more active.

As Oxford and Shearin (1994) suggest, the implication of this theory for L2 learning is that L2 learners who have well established goals and a sense of self efficacy will focus on learning tasks, persisting with them and developing strategies to complete the tasks. In addition to this, L2 learners should have the belief that they have some control over the outcomes, such as failure or success, because of their own performance. Therefore, they should feel a sense of

effectiveness in themselves, and this will contribute to their willingness in learning the L2.

3.5.2.5 Self determination theory

Ryan and Deci (2000) posit that the evolved inner resources of humans are important for their personality development and behavioural self-regulation as an individual. Their self determination theory questions individuals' inherent growth tendencies and inborn psychological needs, which stand as a basis for individuals' self motivation and personality integration. They define three kinds of needs: competence, relatedness and autonomy. Competence refers to social-contextual events such as feedback and communication. Autonomy refers to experiencing behaviour as self determined or a personal choice, and offers opportunities for self direction. On the other hand, relatedness refers to feelings of security and belonging.

In this theory, intrinsic motivation, extrinsic motivation and amotivation are important terms. Ryan and Deci (2000:71) explain intrinsic motivation as undertaking an activity for the inner satisfaction of the activity itself. For intrinsic motivation, competence is not enough by itself; autonomy and relatedness are also needed, because for inner satisfaction learners need to feel supportive rather than controlling, and they should also feel secure. An example given for this is that lower intrinsic motivation appears in classrooms where students feel that their teachers are cold and non-caring. Whereas a self determined form of intrinsic motivation appears when an individual values a behavioural goal or regulation, which means that the action is recognised as individually important. On the other hand, extrinsic motivation refers to doing an activity for extrinsic

reward. Extrinsic motivation is related to controlling. Amotivation refers to not valuing an activity, with a consequent lack of any intention of acting.

As Ryan and Deci (2000) propose, self determination theory addresses how nonintrinsically motivated behaviours can become self determined, and how the social environment affects this process. In order to transform these nonintrinsically motivated behaviours to a self determined form, Ryan and Deci (2000:71) explain two terms: internalisation and integration. Internalisation refers to accepting a value or regulation, and integration refers to the transformation of this regulation into one's own, and it becoming part of one's sense of self. Ryan and Deci (2000) also state that internalisation and integration are not only the central issues of childhood socialisation, but are also important for the regulation of behaviour throughout life.

This theory claims that extrinsic motivation can vary in terms of its autonomy. Ryan and Deci (2000) explain it by using an example, suggesting that a student might do his or her homework because he or she understands its value for a future career, and thus the motivation is extrinsic. Another student might do his or her homework for their parents' praise, and so the motivation is again extrinsic. However, the first example differs from the second, for it includes personal endorsement and a feeling of choice. Therefore, Ryan and Deci (2000) offer introjected and integrated motivation, which are relatively controlled. Introjected motivation is a partially controlled form of regulation, in which the individual performs activities to bypass guilt or anxiety, while integrated regulation refers to the most autonomous form of extrinsic motivation. This form of motivation is also considered to be extrinsic, because the behaviour is done to gain separable outcomes on behalf of inherent enjoyment.

As Ryan and Deci (2000:73) state, given the importance of internalisation for personal experience and behavioural outcomes, the critical problem becomes how to promote autonomous regulation for extrinsically motivated behaviours. Regarding this, they ask a question: what are the social conditions that inhibit internalisation and integration? Ryan and Deci (2000:73) explain, the reason why people perform extrinsically motivated behaviours is because extrinsically motivated behaviours are modeled or valued by significant others to whom they would like to feel attached or related. According to Ryan and Deci (2000:73), this suggests that the need to feel belongingness and connectedness with others is central to the internalisation of extrinsically motivated behaviour. In addition to this, Ryan and Deci (2000:73) explain that, for the internalisation of extrinsically motivated behaviour, a function of perceived competence is needed. As Ryan and Deci (2000:73) further explain, people are perhaps likely to adopt activities that relevant social groups value when they feel efficacious with respect to those activities. Furthermore, Deci and Ryan (2000) state that “contexts can yield external regulation if there are salient rewards or threats and the person feels competent enough to comply; contexts can yield introjected regulation if a relevant reference group endorses the activity and the person feels competent and related; but contexts can yield autonomous regulation only if they are autonomy supportive, thus allowing the person to feel competent, related and autonomous” (Ryan and Deci, 2000, p.73).

As Crookes and Schmidt (1991:489) claim, the implication of this theory for L2 motivation can be that the teacher is the one who raises the interest of the L2 learner and engages learners in the learning process. Thus, at the classroom level, learners need internal and instrumental motives. Therefore, Crookes and Schmidt (1991) offer the importance of intrinsic and extrinsic motivation.

However, they also state that the extrinsic evaluation of a teacher can temporarily strengthen motivation, though it may negatively affect ongoing motivation, because it can prevent the formation of more intrinsic task related goals. Therefore, whereas external rewards may affect learners' success for that moment, ongoing motivation is affected by more intrinsic, task related goals.

Correspondingly, Oxford and Shearin (1994) suggest that language teachers can sometimes praise their students with extrinsic rewards, but intrinsic rewards which come from students or from the language task itself are more powerful in L2 learning than teacher-provided extrinsic rewards.

3.5.2.6 Attribution theory

Weiner (1985) theorises that attributions play a central role in affective life. He suggests that seven emotions are related to causal structure: pride (self esteem), anger, pity, guilt, shame, gratitude and hopelessness. According to Weiner, anger, pity, guilt and gratitude are related to controllability. He explains that the way in which attribution theory differs from the previous expectancy value concept is in its linking value to effect, which comes from goal directed activity. In order to exemplify this, Weiner (1985) gives an example of a boy playing baseball. The boy performs badly in the game, which results in negative reactions such as preferring not to play in the next game, as the boy thinks that he has performed poorly.

Weiner shows (1985:564) that the causal decision depends on a few causes, such as ability and effort in the achievement dimension. If we relate this to the baseball example, the boy thinks that he is unsuccessful because he does not have the ability to play baseball. Weiner (1985) proposes that the three central elements of a cause are locus, stability and controllability, and to this can be

added globality and intentionality. The locus of cause has an effect on self confidence and expectancy. Thus, a lack of ability can be associated as internal, stable and uncontrollable, and also unintentional and global. The stability of a cause influences the related expectancy of future success. In the baseball example, the lack of ability is accepted as a stable cause by the boy, and the expectancy of failure in other sports may occur if the boy accepts the cause as global.

According to Weiner (1985:566), the boy in the example has low self esteem, and the stability of the cause has an effect on expectancy, so he has a small expectancy of future success and, therefore, feels sad, ashamed and with hopeless self confidence. Expectancy of success effects attributions, and when we relate this to the baseball example, if the boy manages a good performance but has a low expectancy of success, he attributes his good performance to good luck, which is an unstable cause. Attributions can change from stable to unstable, according to the maintenance of goal expectancy.

The implication of this theory for L2 motivation is, as Oxford and Shearin (1994) claim, that self attributed success provides higher satisfaction for an L2 learner compared to success attributed to external factors. As Oxford and Shearin (1994) claim, this means that when a learner manages a successful performance with his or her own skills rather than luck, fate or an easy test, they are happier with themselves.

3.5.3 Process oriented period

Dörnyei (2001b) explains that the leading aim of the proposal of a process oriented model is to incorporate a number of different perspectives of research studies within a framework, to create a non-reductionist and comprehensive L2

motivation model. As Dörnyei and Ushioda (2011) explain, this model includes two main dimensions: (1) an action sequence (this dimension represents the behavioural process and includes wishes, hopes and desires, which are first transformed into goals, then into intentions and action, and finally into the accomplishment of goals); and (2) energy sources and motivational forces (this dimension stimulates and energises the behavioural process).

Heckhausen's (1991) theory of volition, which claims that plans of action and behavioural intentions characterise the volitional mindset, is of importance in the formation of Dörnyei and Otto's (1998) model. As Heckhausen (1991) explains, when a goal intention is formed, the person's thoughts focus on its implementation; however, goal intentions cannot be implemented as soon as the person forms them, and therefore planning is needed. Based on this theory, Dörnyei and Otto (1998) offer three phases in their model. Dörnyei and Otto (1998:47) define the three phases in their process oriented model as the pre-actional phase (which includes three sub-phases: goal setting, intention formation, and the initiation of intention enactment); the actional phase (where the learner acts and the emphasis is on factors regarding the implementation of action); and the post actional phase (including the evaluation of the accomplished action outcome and the presumptions drawn from the process for future actions).

3.6 Summary of the section

In short, in this section, criticisms of the social-psychological period from the work of Crookes and Schmidt (1991), Oxford and Shearin (1994) and Dörnyei (1994a), and new concepts which broaden the understanding of L2 motivation, have been presented. In the first place, Crookes and Schmidt (1991) suggest that motivation cannot be confined to the concept of integrativeness, and the connection between motivation and SL/FL learning in terms of four levels has been reviewed: (1) *the*

micro level; (2) the classroom level; (3) the syllabus level; and (4) the out of class and long term factors. This period can be called the cognitive-situated period. Dörnyei's (1994a) three level framework, which comprises the language level, the learner level, and the learning situation level, has been discussed, followed by several important theories of L2 motivation which have contributed to and expanded the understanding of this subject. Dörnyei and Otto's (1998) process oriented period, which aims to provide a non-reductionist, unified framework for L2 motivation, has also been presented. All of these key points provide a historical evaluation of L2 motivation studies; however, they are not the most recent ideas in the field. The L2 motivational self system is language specific, and allows for some account of contextual factors. Therefore, after explaining the process oriented period, the next section will start with a discussion of Dörnyei et al.'s (2006) Hungarian perspective motivation study, which has had a great effect on the most recent theory of motivation. This will be followed by an evaluation of Dörnyei's (2005, 2009) motivational self system theory, which is the most recent contribution to the subject.

3.7 Dörnyei's Hungarian perspective motivation study

Dörnyei et al.'s (2006:89) Hungarian study constitutes the basis for the proposal of the current L2 motivation theory: the motivational self system. Dörnyei (2009:29) states, "The empirical findings and theoretical considerations of the Hungarian study led me to a reconceptualisation of L2 motivation as a part of the learner's self system." (Dörnyei, 2009, p.29). As Dörnyei (2009) further explains, "The Hungarian data convinced me that future self guides - more specifically the ideal and ought to selves - are central components of this system." (Dörnyei, 2009, p.29). Therefore, in this section, the Hungarian perspective study and its importance in the establishment of the L2MSS will be presented.

Dörnyei works as a professor in the UK, and as he (2009) explains, “I have been heading a research team in Hungary with the objective of carrying out a longitudinal survey amongst teenage language learners by administering an attitude motivation questionnaire at regular intervals so that we can gauge the changes in the population’s international orientation.” (Dörnyei, 2009, p.26). The data collection in 1993, 1999 and 2004, covering 13,000 participants, has been successfully completed. The survey questionnaire includes five target languages: English, German, French, Italian and Russian. These five languages were chosen due to the socio-political changes in Hungary. Since Hungary is a former Soviet country, Russian was compulsory in schools. This is no longer the case, but Russian is still of historic importance. Germany is close to Hungary, and every year thousands of German tourists come to Hungary, where German is widely spoken. In addition to this, Dörnyei et al. (2006) mention that English was included as the global language of our time, while French and Italian are two of the most important languages in Europe.

Dörnyei et al. (2006) explain that the main focus of the study is on language attitudes and language learning motivation. These two factors have traditionally been studied, for it has long been realised that attitudes have an important role in L2 learning. The questionnaire was developed with Richard Clement, who is one of the closest associates of Robert Gardner, so integrativeness has a prominent focus, but the study also includes some attitudinal-motivational dimensions such as instrumentality, direct contact with L2 speakers, attitudes towards meeting target culture speakers, travelling to target culture countries, cultural interest, milieu, and linguistic self confidence.

As Dörnyei et al. (2006) propose, the results indicate that integrativeness appears as the single most important aspect of motivation, with it playing a key role in L2 motivation and mediating the effects of all of the other attitudinal-motivational variables on the two defined criterion measures: language choice and intended effort. The immediate antecedents of integrativeness are attitudes toward the L2 community and instrumentality. In contrast to Gardner and Lambert's (1972) study, which accepts integrativeness and instrumentality as different dimensions, and integrativeness as the primary variable for the success of a language learner, the results of this study suggest that integrativeness is associated with instrumentality.

Dörnyei et al. (2006) suggest that we are in the era of globalisation. They define globalisation as the recomposition of social relationships, in which relations of power and communication are stretched across the globe. As Dörnyei et al. (2006) mention, even though globalisation is strongly associated with economic factors such as the global inter-relatedness of local economies and the global reach of multinational corporations, it also has a significant linguistic dimension. As a consequence of globalisation, and particularly language globalisation, English is increasingly being used for international purposes, and this has resulted in the role of English as today's lingua franca. Because of this, a growing number of English learners and speakers represent the language of the world, rather than any specific English speaking country. As Dörnyei et al. (2006:91) suggest, this makes it difficult to define a well specified target community for English language learners, and in turn has a remarkable impact on L2 motivation theory, because this makes Gardner's traditional concept of integrative motivation ineffective. Therefore, Dörnyei et al. (2006:91) saw the need to

reconceptualise integrativeness, as Gardner's (1985) explanation is no longer enough to understand the concept.

Dörnyei (2009) suggests that Markus and Nurius's (1986) possible selves theory (see section 3.9) fits the data results. Dörnyei (2009) explains this as follows: "The main personal attraction of the possible selves theory for me lay in its imagery component, I felt that the secret of successful learners was their possession of a superordinate vision that kept them on track." (Dörnyei, 2009, 25). The most important emerging theme in the new theory is the reconceptualisation of integrativeness with the ideal L2 self, and its suggestion that the international community is the target community for the ideal L2 self of learners. Instrumentality and attitudes have a close relationship to the ideal L2 self, but regarding Higgins's (1987, 1998) study, instrumentality has two foci: promotional (associated with the ideal self) and preventional (the ought to self) (see section 3.10 for more detailed information).

As Dörnyei et al. (2006) state, the L2MSS aims to integrate a number of influential theoretical L2 motivation constructs with the help of the findings of self research in psychology. As they claim, the conceptualisation of L2 motivation from a self perspective does not contradict the traditional conceptualisation of L2 motivation, but offers a broader framework by increasing its capacity for explanatory power. Dörnyei et al. (2006) explain the increased capacity of the explanatory power of the new system by saying that it can be used in diverse contexts where there is little or no contact with L2 speakers, and it is also suitable for the study of language globalisation, through which international languages and global English lose their national cultural base.

In the next section, globalisation and its effect on the English language will be presented, as this process has had an effect on the reconceptualisation of integrativeness in the L2MSS. Then, self related theory, possible selves theory and self discrepancy theory will be presented.

3.8 English as an international language and its culture

Dörnyei et al. (2006) stress the importance of global English in the reconceptualisation of integrativeness in the L2MSS. They claim that the growing use of English for international purposes suggests a reconceptualisation of the ownership of English. The notion of global English has started to be less associated with any L2 specific community, and is more and more linked to a cosmopolitan, global community. The changing role of the ownership of English has had important consequences in L2 motivation research, because the lack of a well-specified target language community undermines the validity of Gardner's integrative motivation, which focuses on attitudes to the target culture. For this reason, the aim of this section is to provide information about English in terms of globalisation and its culture, as this process is important for the L2MSS.

As Crystal (2003) observes, English is a global language. We hear it on television used by politicians all over the world; wherever we travel we come across English signs and advertisements; and whenever we visit a hotel or restaurant in a foreign city they can understand English. As Crystal (2003) suggests, if English is not your mother tongue, you might be strongly motivated to learn it, because knowing it will help you to communicate with more people than any other language.

As Holliday (2005:8) explains, Graddol demonstrates that the majority of the use of English is outside the English speaking West. Graddol (2000) stresses that English is now used for more purposes than ever before, as it is the leading

language for technological and scientific development, new thinking in economics and management, and new literature and entertainment genres.

Brumfit (1995:16) suggests that English has been an international language for the last half century. As Brumfit (1995:16) further suggests, English is no longer associated with a national community due to its international position, therefore the ownership of English has also become international.

Seidlhofer (2001:141) explains that English serves as a lingua franca, and thus is the most useful instrument for communication that cannot be conducted in the mother tongue. As Seidlhofer (2001:141) further explains, in its role as a lingua franca, English is used for business purposes, casual conversations, science or politics, on television or on the internet, between non native speakers around the world.

Galloway and Mariou (2015) write that, in the world today, the number of people who speak English as a first language is between 320 and 380 million, and the number of people who speak it as a second language is between 300 and 500 million, while nearly one billion people speak English as a foreign language. According to Crystal (2003), English is now the language most widely taught as a foreign language in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil. It is the leading foreign language to be taught in schools.

Crystal (2003) remarks that, starting from 1945, many international bodies have appeared, including the World Bank, UNESCO and UNICEF, the World Health Organization and the International Atomic Energy Agency. The pressure to have a single lingua-franca, to accelerate communication in such contexts, is thought to be remarkable and important. Crystal (2003) shows that the need for a global

language is especially welcomed by international academics and business groups.

Besides these roles, as Meganathan (2011:28) shows, English has a unifying role. For example, in India there are many different regional languages, but there is no need to look for a national language because English meets this need. According to Meganathan (2011:2), in India, English is seen not only as a useful skill, but also as a symbol of a better life, an exit from poverty and oppression. Similarly, Williams (2011:7) indicates that the unifying role of English applies equally to Africa, giving examples from Zambia and Malawi. Williams (2011:7) explains that in Zambia, for instance, instead of using a child's mother tongue, governments prefer using a known language. He quotes a Zambian Ministry of Education document (1976, para 47), which states, "For the sake of communication between Zambians whose mother tongues differ, it is necessary for all Zambian children to learn the national language (i.e. English) as early as possible, and to use it confidently." (Williams, 2011, p.7). For the Malawi example, Williams explains that "although English was not regarded as the sole linguistic means of fostering national unity, it was an official language, and it is clear that within the upper levels of state institutions English was intended to play a unifying role" (Williams, 2011, p.7).

As Higgins (2003:617) suggests, English as an international language has created a need to re-examine the classification of English speakers around the world. Higgins (2003:617) further states that English as an international language has also created a new paradigm, known as the new Englishes paradigm. Higgins (2003:617) explains that the new Englishes paradigm examines the forms and functions of English speakers outside the traditional native contexts, such as

Australia, Canada, the United States and Great Britain. As Higgins (2003:617) states, this framework is rooted in the work of Kachru (1992). Therefore, Kachru's (1992) classification of English speakers around the world will now be presented.

Kachru (1992) presents the spread of English around the world in three frameworks. The frameworks are presented by taking into consideration the historical, the sociolinguistic and the literary contexts. Kachru (1992) distinguishes between the inner, outer and expanding circles of English speaking countries. His inner circle is the circle in which English is the native language. This circle includes the USA, the UK, Canada, Australia and New Zealand. Kachru (1992) describes the outer circle as the one in which English is regulated as an additional language, and it serves as the language of government and its institutions. This circle includes India, Singapore, the Philippines, Ghana, Malaysia, Kenya, Pakistan, Sri Lanka, Zambia, Tanzania and Bangladesh. The average number of English speakers in this circle is 130 million. The last circle is an expanding one. It includes the rest of the world, and in this circle English is the primary foreign language. This circle includes China, Russia, Poland, Indonesia, Israel, Korea, Japan, Saudi Arabia and Japan, and Turkey can also be accepted in this circle, because English serves as a foreign language taught at schools, and is regarded as the international language. Galloway and Mariou (2015) comment that Kachru's (1992) model has been very effective in creating an awareness of the existence of varieties of English, but this model has been criticised for its excessive focus on geography and history, rather than on the sociolinguistics of English.

In short, in this part I have suggested that English has become the language of the world, with different roles in different parts of the world. Therefore, these ideas

also contribute to the L2MSS's suggestion that, today, English belongs to the international community rather than to any other particular native English speaking country. In the next part, two key theories of the L2MSS, the possible selves theory, which appears in Markus and Nurius (1986), and the self discrepancy theory, which was put forward by Higgins (1987), will be explained, and this will be followed by a detailed explanation of the motivational self system.

3.9 Possible selves

As Dörnyei et al. (2006) state, the L2MSS aims to integrate a number of influential theoretical L2 motivation constructs with the help of the findings of self research in psychology. Dörnyei (2009:16) further states that the imagery component of future self guides is a powerful motivational tool, and the integration of imagination with the self concept really adds originality to Markus and Nurius's (1986) possible selves work. Dörnyei (2009) claims that imagination makes the concept of future self guides, such as the ideal self and the ought to self, suitable and applicable to the broad theory of L2 motivation. He suggests that a dream or an image of a dreamed future is the essential and basic content of the ideal self. For this reason, possible selves plays an important role in the formation of the L2MSS. Therefore, in this section I will provide information about possible selves.

As Markus and Nurius (1986) suggest, the possible selves theory is important in regulating behaviour. They define possible selves as a type of self knowledge, related to how individuals consider their potential and their future. Furthermore, they explain possible selves as the ideal selves that we would like to become, as well as the selves that we are afraid of becoming.

Markus and Nurius (1986) explain the hoped for possible selves and the dreaded possible selves as follows:

“The possible selves that are hoped for might include the successful self, the creative self, the rich self, the thin self or the loved and admired self, whereas the dreaded possible selves could be the alone self, the depressed self, the incompetent self, the alcoholic self and the unemployed self.”

(Markus and Nurius, 1986, p.954)

Markus and Nurius (1986:961) mention that recent motivation theories explain motives as dispositions, and individuals struggle to develop positive incentives or avoid negative ones. As Markus and Nurius (1986:961) state, possible selves provide a specific cognitive form, both for goals and threats, plus the related plans to achieve them. As a result, the need for achievement depends on particular possible selves which affect individuals' challenges. As Markus and Nurius (1986) mention, possible selves act as incentives which provide stimuli for particular future behaviour and an impression of the self. All individuals have possible selves, and individuals may show a reflection of these possible selves easily; therefore, possible selves have a great effect on decision making, and many important decisions include imagining the self under different alternative outcomes. As Dörnyei (2005) points out, the more lively and varied and detailed the possible selves are, the more motivationally efficient and powerful they will be.

3.10 The self discrepancy theory

Dörnyei (2009) claims that the imagery component of possible selves is a powerful motivational tool, and he examines how this tool fits into a broader theory of the motivational function of the ideal and ought to selves, which are the two important domains of the L2MSS. In this sense, he states that the most coherent and applicable framework has been offered by Higgins's (1987) self discrepancy theory. As Dörnyei (2005:100) remarks, people are motivated because they want to reach a condition where their self concept matches their

personally relevant self-guides; in other words, motivation in this sense involves and refers to the desire to reduce the discrepancy between one's actual and ideal or ought to selves. For this reason, future self guides assign incentive, direction and impetus for an action, and sufficient discrepancy between future self guides and the actual self triggers distinctive self regulatory strategies by aiming to reduce the discrepancy.

As this theory has played an important role in the formation of the L2MSS (the ideal L2 self as promotional focus, and the ought to L2 self as preventional focus), it will be presented in this section.

As Higgins (1987) shows, over the years many different aspects of the self and self images have been defined. In relation to this, the explanation of two actual selves can be found in the literature: the type of person an individual actually believes himself or herself to be, and the type of person the individual believes that others consider him or her to be. According to Higgins (1987), even though a variety of dimensions of the self have been introduced and distinguished in many different theories, there has not been a systematic framework which effectively informs the interrelations among the different self states. In order to achieve this, he proposes his self discrepancy theory, which hypothesises two cognitive dimensions indicating different self state representations, which refer to domains of the self and standpoints on the self. Higgins (1987) further points out that if one wants to associate self and affect systematically, then it is not enough to distinguish between different domains of the self. A distinction between self state representations should also be made, by taking into consideration whose perspective on the self is included. Therefore, Higgins (1987:321) proposes two basic standpoints on the self: (1) a standpoint on the self from which you can be

judged, and which reflects a set of attitudes or values (one's own personal standpoint); and (2) a standpoint of a significant other (mother, father or friend).

There are three basic domains of the self:

“(a) the actual self, which is your representation of the attributes that someone (yourself or another) believes you actually possess; (b) the ideal self, which is your representation of the attributes that someone (yourself or another) would like you, ideally, to possess (i.e. a representation of someone's hopes, aspirations, or wishes for you); and (c) the ought self, which is your representation of the attributes that someone (yourself or another) believes you should or ought to possess (i.e. a representation of someone's sense of your duty, obligations, or responsibilities).”

(Higgins, 1987, pp. 320-321).

Higgins (1987) uses an example to explain the difference between the ideal self and the ought to self, and shows that it is the discrepancy between an individual's personal wishes and his or her sense of duty. He suggests that, in the modern world, this can be exemplified by the role of women. A woman may want to or desire to be successful professionally, but may feel, on the other hand, that she ought to be a housewife or mother, as is considered normal by her family or others.

Higgins (1998) claims that ideal self regulation includes promotion focus concerns, with hopes, wishes and aspirations represented in the ideal self as maximal goals. Higgins (1998:1219) also states that the ought to self is related to prevention; with its emphasis on ensuring the absence of negative outcomes and ensuring against the presence of negative outcomes, the ought to self includes a prevention focus which is related to protection, safety and responsibilities.

3.11 Motivational self system (L2MSS)

In accordance with the considerations presented in section 2.7 related to the Hungarian study, in section 2.8 related to possible selves, and in section 2.9

related to self discrepancy theory, Dörnyei (2005, 2009) proposes the L2MSS. As Dörnyei (2006) states, the L2MSS aims to integrate a number of influential theoretical L2 motivation constructs with the help of the findings of self research in psychology.

Dörnyei et al. (2006) state that the results of the Hungarian data indicate that integrativeness appears as the single most important aspect of motivation, with it playing a key role in L2 motivation and mediating the effects of all of the other attitudinal-motivational variables on the two defined criterion measures: language choice and intended effort. The immediate antecedents of integrativeness are attitudes toward the L2 community and instrumentality. However, the explanation of integrativeness in Gardner's social-psychological terms is insufficient in today's world, due to linguistic globalisation. Dörnyei (2009) mentions that "looking at integrativeness from the self perspective, the concept can be conceived of as the L2 specific facet of one's ideal self: if our ideal L2 self is associated with the mastery of an L2, that is, if the person that we would like to become is proficient in the L2, we can be described in Gardner's (1985) terminology as having an integrative disposition" (Dörnyei, 2009, 27).

Therefore, Dörnyei (2005:102) suggests that if a learner has a more positive disposition toward L2 speakers, he or she will have a more attractive ideal self in the L2MSS. Here, Norton's (2001) imagined community can be associated with the ideal L2 self, as Dörnyei (2005) suggests. According to Norton (2001), when learners learn a language and speak it, they not only exchange information with the target language speaker, but they also regularly organise and reorganise a sense of who they are and how they relate to the social world. Language learners will expect or hope to have a good return regarding their investment in language

learning; they expect a return that will give them the privileges that the target language speakers have. Therefore, an investment in the target language is also an investment in their own identity. The central point that Norton (2001) offers for the investment of language learners is the learner's imagined identity and imagined community; the learners' imagined interaction with a varied and broad social environment enhances their investment. For the ideal L2 self, Dörnyei (2009) proposes an international community as the imagined community due to linguistic globalisation.

Dörnyei (2009:16) states that the imagery component of future self guides is a powerful motivational tool. He claims that imagination makes the concept of future self guides, such as the ideal self and the ought to self, suitable and applicable to the broad theory of L2 motivation. As Dörnyei (2009) claims, imagination promotes ideal L2 self images and strengthens students' vision.

As Dörnyei (2005:100) observes, people are motivated because they want to reach a condition where their self concept matches their personally relevant self-guides; in other words, motivation in this sense involves and refers to the desire to reduce the discrepancy between one's actual and ideal or ought to selves. However, Dörnyei (2009:29) comments that later he felt a need to add a new component to the system, called the L2 learning experience, as for some learners their internal or external self images may not be sufficient for initial motivation. However, as Dörnyei (2009:29) suggests, their strong and successful engagement with the actual learning process and their attitudes to the target language learning may have some effect. Therefore, he proposes three components for the L2MSS, in which the ideal L2 self is the primary component:

- 1- *Ideal L2 Self*, which is the L2 specific facet of one's ideal self: if the person we would like to become speaks an L2, the ideal L2 self is a powerful motivator to learn the L2

because of the desire to reduce the discrepancy between our actual and ideal selves. Traditional integrative and internalised instrumental motives would typically belong to this component.

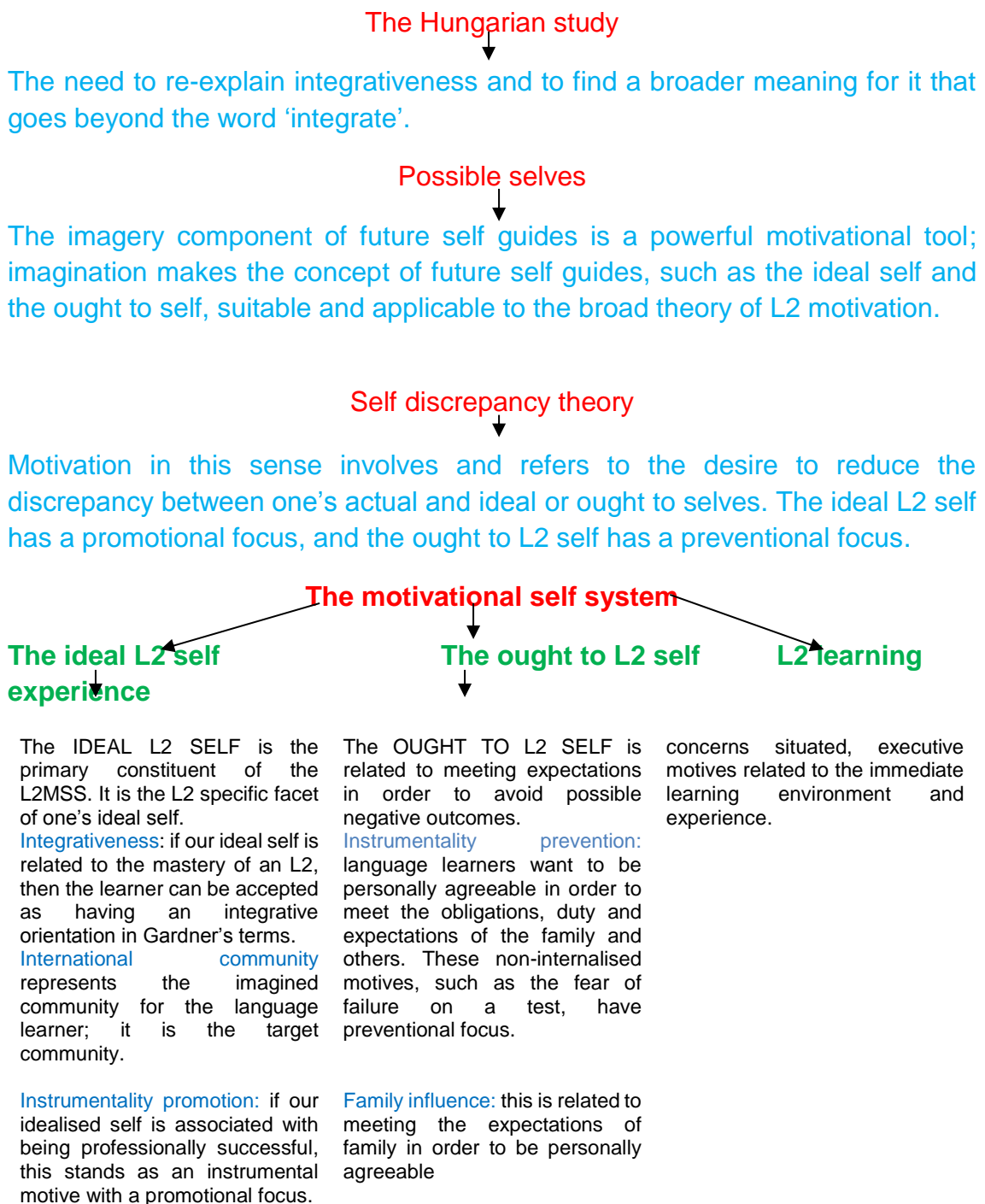
- 2- *Ought-to L2 Self*, which concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes. This dimension corresponds to Higgins's ought to self thus to the more extrinsic types of instrumental motives.
- 3- *L2 Learning experience*, which concerns situated, executive motives related to the immediate learning environment and experience (e.g. the impact of the teacher, the curriculum, the peer group, the experience of success).”
(Dörnyei, 2009, p.29).

Regarding Higgins's (1998) ideas, Dörnyei (2009) states that in the L2MSS the ideal L2 self has a promotional focus, and the ought to L2 self has a preventional focus. Regarding this, Dörnyei (2009:28) shows that if our idealised self is associated with being professionally successful, this stands as an instrumental motive with a promotional focus; for example, learning English for professional or career advancement is related to the ideal L2 self. However, studying English in order not to fail an exam or not to let down one's parents is associated with the ought to L2 self.

Zentner and Renaud (2007:557) explain the ideal self as an image of the attributes a person desires to have; it refers to the image that one person would ideally like to be. Zentner and Renaud (2007) comment that the ideal self is important, because it serves as an incentive which directs a person either to avoid or approach a particular behaviour, with the ideal self serving as the evaluator for the actual self of the person. Zentner and Renaud (2007:570), in their research, find that age predicts ideal self stability for adolescents until about the age of 17, after which the ideal self may reach the required levels of stability. Their results suggest that, by the end of adolescence, the ideal self reaches a certain level of maturation. Zentner and Renaud (2007) claim that adolescence is a vulnerable period for the development of desired end states such as the ideal self, values and goals, and for this reason significant attention should be given to this period,

which is a sensitive period for ideal self development. Based on Zentner and Renaud's (2007) ideas, Dörnyei (2009:38) suggests that the self approach might not suit pre-secondary students. Figure 3 presents a summary of all of the ideas that contribute to the establishment of the L2MSS.

Figure 3: Summary of all of the ideas that contribute to the establishment of the L2MSS



Imagination: imagination promotes ideal L2 self images, and it strengthens students' vision.

Milieu: this is related to meeting the sense of duty or obligations to meet the expectations of others, such as friends or a teacher.

(Designed by the researcher)

3.12 Summary of the section

In this section, Dörnyei et al.'s (2006) Hungarian motivation study, which constitutes the basis of the motivational self system, has been discussed. The results of the study indicate that integrativeness plays a key role in motivation, mediating the effects of all other attitudinal-motivational variables on the two defined criterion measures: language choice and intended effort. However, Dörnyei (2005) stresses that integrativeness in Gardner's terms is no longer applicable in our globalised world, since English has become the lingua franca of the world, so integrativeness needs reconceptualisation. Dörnyei (2005, 2009) shows that possible selves theory and self discrepancy theory fit in well with the results of the data. Therefore, two important hypotheses which operate as key theories to understanding the L2MSS, possible selves theory and self discrepancy theory, have been explained. Then, the L2MSS and its three components, the ideal L2 self, the ought to L2 self and L2 learning experience, have been presented. In the next section, several important studies conducted on the L2MSS in different contexts, which provide further empirical validation of the L2MSS, will be presented.

3.13 Studies conducted on the motivational self system

In this section, the studies conducted on the LMSS will be presented. This will help with the understanding of what researchers have been doing to validate the L2MSS in different parts of the world. After presenting the related studies on the components of the L2MSS, the related research sub-questions of this study will be presented, in order to answer the main research question: how effective is the

L2 motivational self system as a means of understanding and explaining the L2 motivation of Turkish university level students in Turkey?

3.13.1 Studies conducted to understand the relationship between intended learning efforts and the three components of the L2MSS (the ideal L2 self, the ought to L2 self and attitudes toward learning English)

Based on possible selves theory and self discrepancy theory, Dörnyei (2009) proposes the ideal L2 self, which is the L2 specific facet of the individual's self. The motivational self system suggests that the ideal L2 self can be used for the reconceptualisation of integrativeness (see section 3.7 for detailed information), and, as Dörnyei et al. (2006) suggest, in the Hungarian data, which constitutes the basis of the L2MSS (see section 3.7 for detailed information), "The ideal L2 self mediates most of the attitudinal/motivational impact onto the criterion measures, which in effect means that the ideal L2 self is the primary constituent of L2 motivation." (Dörnyei et al., 2006, p.91). Therefore, researchers have been conducting research in order to understand whether the ideal L2 self is the primary component for intended learning efforts (the time and effort that the L2 learner wants to invest) compared to the ought to L2 self, attitudes toward learning English, and their effect on intended learning efforts, as the L2MSS suggests that the three components should all have an effect in order for a learner to be accepted as motivated.

Shahbaz and Liu (2012) finds in Pakistan that attitudes toward learning English have the strongest correlation with the intended learning efforts of the participants, meaning that learners' liking for and enjoyment of English is important for the time and effort that the participants are willing to invest. The

ideal L2 self also has a strong correlation with intended learning efforts, but attitude toward learning English is slightly more important.

In contrast to this, Csizer and Lukacs (2009) find that the ideal L2 self is the most significant component that contributes to predicting the intended learning efforts of the participants for learning both English and German. In addition to this, Taguchi et al. (2009), in Chinese, Japanese and Iranian contexts, find that attitudes toward learning English play a less important role in affecting the amount of time and effort participants are willing to invest in learning the target language. Kormos et al. (2011) also find a very strong relationship between intended learning efforts and the ideal L2 self for secondary school students. As they claim, this suggests that secondary school participants in the South American context have managed to translate their future goals into proximal goals, and they have developed an action plan to reach these goals. However, Kormos et al. (2011) also finds that attitudes toward learning English for university level students are more important than the ideal L2 self for their intended learning efforts.

In addition to this, Papi (2010) finds that the ideal L2 self has the highest correlation with intended learning efforts compared to the ought to L2 self. Lamb (2012) and Ryan (2009) find parallel results. Lamb (2012) finds in his regression analysis that attitude to learning English was the variable that contributed the most to the intended learning efforts of the participants from three different backgrounds in Indonesia. Ryan (2009) also finds a stronger correlation for attitudes toward learning English than the ideal L2 self in a Japanese context.

Regarding the ought to L2 self, Taguchi et al. (2009) find, in Chinese, Japanese and Iranian contexts, that the ought to L2 self contributes moderately to the intended learning efforts of the participants. In contrast to this result, Rejab et al.

(2012), in an Iranian context, Csizer and Lukacs (2009), in a Hungarian context, Kormos and Csizer (2008), in a Hungarian context, Shahbaz and Liu (2012), in a Pakistani context, Magid (2011), in a Chinese context, and Lamb (2012), in his regression analysis in three Indonesian contexts, all find a limited impact on the intended learning efforts of their respective participants. The limited impact of the ought to L2 self on the choices and efforts of L2 learners may suggest a weakness for the ought to L2 self component, because these findings suggest the idea that the efficiency of the ought to L2 self in relation to the L2 motivation of learners might be questionable in those contexts.

Based on the studies presented in this section, and the contrasting results in relation to the L2MSS in different contexts for intended learning efforts, the ideal L2 self, the ought to L2 self and attitudes toward learning English, the following research sub-question has arisen in this section:

What is the relationship between learners' intended learning efforts and the components (the ideal L2 self, the ought to L2 self and attitudes toward learning English) of the motivational self system?

3.13.2 Studies conducted to understand the relationship between the components of the L2MSS (the ideal L2 self, the ought to L2 self and attitudes toward learning English)

The L2MSS suggests that the ideal L2 self is the L2 specific facet of one's ideal self; it is related to how learners see themselves in the future. The ought to L2 self refers to meeting the expectations of others, such as family, friends or a teacher, in order to avoid possible negative outcomes. Furthermore, attitude to learning English concerns executive motives related to the immediate learning environment and experience. The L2MSS claims that these three dimensions are

distinct, independent dimensions which measure different aspects of L2 motivation.

The study conducted by Islam (2013) finds, in a Pakistani context, that the components of the L2MSS are independent variables which measure different aspects of L2 motivation, since the correlations between the components are not so large as to create any uncertainty about their independence from each other. This result supports and contributes to the claim of the L2MSS that the three components measure different dimensions of L2 motivation. Kormos et al. (2011) find in their study that attitudes to learning English and the ideal L2 self are inter-related for university students. This suggests that while enjoyment of learning English for secondary school students in the study comes from an instructional context, for university students it is related to their future selves. However, Kormos et al. (2011) also find that the ought to L2 self and the ideal L2 self are unrelated constructs for university level and adult school students. This suggests that the expectations of parents do not affect their future self guides.

In contrast to the L2MSS, which claims that the ideal L2 self and the ought to L2 self are distinct, independent constructs that measure different aspects of L2 motivation, Lanvers (2016) finds in her study that the two dimensions, the ideal self (own) and the ought to self (other), the two dimensions of self discrepancy theory which constitute the two components of the L2MSS, and the two standpoints, own and other (see section 3.10), can be important dimensions, but must be accepted as permeable and overlapping (this will be explained in more detail in section 3.13.4, as the results are related to family influence and instrumentality). Table 2 shows the model that Lanvers (2016) suggests.

Table 2: The self discrepancy model for language learners

		Domains of self		
		Ought	Ideal	Actual
Standpoints of self	Own	Ought Own e.g. desire to show respect & courtesy to L2 speakers' desire for the accomplishment of knowledge orientation	Ideal Own e.g. curiosity: international posture, enjoying intellectual stimulation, enjoying a sense of progress	Actual Own e.g. self efficacy beliefs re L2 learning
	Others	Ought Others	Ideal Others	Actual Others
	Significant others	Supportive e.g. performance pushing teacher (avoiding negative consequences)	Supportive e.g. accomplishment of pushing parent	e.g. parental/teacher views on student's L2 ability
		Non-supportive e.g. parental xenophobia	Non-supportive e.g. parental fear of student assimilation	
	Peers	Supportive e.g. peer pressure to perform well in L2	Supportive e.g. shared peer visions as accomplished L2 users	e.g. peer views on international posture
		Non-supportive e.g. gendered views on L2 learning (boys)	Non-supportive e.g. shared peer vision of L2 as uncool	
	Socio-cultural milieu	Supportive e.g. a high educational value of L2 qualifications	Supportive e.g. high international posture in milieu	e.g. desirability of L2 in social media
		Non-supportive e.g. low educational priority on L2	Non-supportive e.g. low informal L2 exposure	
	Global milieu	Supportive e.g. L2 high economic value	supportive e.g. positive cultural L2 image	

(Lanvers, 2016, p.90)

Based on the results presented in this section, it is not obvious that the three components of the L2MSS are distinct, independent constructs that measure different dimensions of L2 motivation. Thus, the following research sub-question has arisen in this section:

What is the relationship between the ideal L2 self, the ought to L2 self and attitudes toward learning English?

3.13.3 Studies conducted to understand the relationship between instrumentality promotion and instrumentality prevention, the ideal L2 self and the ought to L2 self

Dörnyei (2009) claims in the L2MSS that the ideal L2 self has a promotional focus, and the ought to L2 self has a preventional focus (see section 3.11 for detailed information). Dörnyei (2009) suggests that instrumentality cannot be separated from our idealised image of our selves; learners not only want to be successful professionally, they also want to be agreeable personally. Therefore, the L2MSS claims that instrumentality has two foci: instrumentality promotion, which regards professional career advancement as being related to the ideal L2 self, and instrumentality prevention, which regards a sense of obligation, duty or fear of punishment for failing to meet the expectations of family and others as being related to the ought to L2 self.

Researchers in different contexts have sought to understand whether instrumentality promotion is related to the ideal L2 self, and whether instrumentality prevention is related to the ought to L2 self. Taguchi et al.'s (2009) study in Chinese, Japanese and Iranian contexts verifies the suggestions of the L2MSS related to instrumentality promotion and instrumentality prevention. As the results show, instrumentality promotion correlates with the ideal L2 self, and the ought to L2 self correlates with instrumentality prevention. In addition to this, instrumentality promotion and instrumentality prevention show low intercorrelations, which also suggests that these components are distinct.

Yashima et al. (2009) conducted a similar study. The results indicate that instrumentality promotion has a higher correlation with the ideal L2 self than the ought to L2 self, and that the ought to L2 self has a higher correlation with instrumentality prevention. In addition to this, Yashima et al. (2009) also state that the two dimensions of instrumentality have low correlations between each other, and this means that these dimensions are separate to one another, as proposed in the L2MSS.

Islam (2013) also finds similar results. He reports in his study that the correlation between instrumentality promotion and the ideal L2 self is higher than the correlation between instrumentality promotion and the ought to L2 self. Also, the correlation between instrumentality prevention and the ought to L2 self is higher than the correlation between instrumentality prevention and the ideal L2 self. In addition to this, Islam (2013) also mentions that the inter correlation between instrumentality promotion and instrumentality prevention is not so strong as to create a doubt that they measure the same thing.

Magid (2011) conducted a study in Beijing with university and middle school students. The results suggest that instrumentality promotion has more impact on the ideal L2 self, and instrumentality prevention has more impact on the ought to L2 self. He finds that instrumentality prevention is more important for university level students than middle school students, as the results show that the impact of attitudes to L2 culture and community on the ideal L2 self is three times larger than the impact of promotional instrumentality. As Islam (2013) explains, this proves that middle school students are mainly concerned with being personally agreeable rather than using English for their future career. In a similar study, Csizer and Dörnyei's (2005b:29) results indicate that instrumentality promotion

has more impact on the ideal L2 self, and instrumentality prevention on the ought to L2 self.

In another study, Lamb (2009:233) finds that the distinction between promotion and prevention is correct, because the first participant in the study was imagining her future self (ideal L2 self) as a global professional, which is related to instrumentality promotion, and the second participant showed a strong sense of obligation to learn English. The second participant stated that exams were more important to him than being a global professional. Therefore, while the first participant had a future English-using self, which is a key component of the ideal L2 self, the second participant had a strong sense of obligation to learn English, which is related to the ought to L2 self.

Based on the literature, I would like to understand the suggestion of the L2MSS related to instrumentality promotion (the ideal L2 self) and instrumentality prevention (the ought to L2 self). Therefore, I would like to ask this research sub-question in this section:

Are the promotional and preventional aspects of instrumentality related to the ideal L2 self and the ought to L2 self of the participants separately?

3.13.4 Studies conducted to understand the relationship between family influence, milieu, the ideal L2 self and the ought to L2 self

Dörnyei (2009) explains that the ought to L2 self is closely concerned with peer group norms and other normative pressures, such as family expectations and community expectations. As he observes, there can be a conflict between a learner's personal and social identity, and according to the L2MSS learners would like to reduce this discrepancy. As learners would like both to be agreeable personally and successful professionally in the L2MSS, family influence and

milieu are important for the L2 motivation of learners, and are related to the ought to L2 self rather than the ideal L2 self.

Researchers have been conducting studies in different parts of the world to verify this. Csizer and Kormos (2009) conducted their study in a Hungarian context, with university students and young adults, and comment that their model is acceptable even for young adults, in the sense that the relationship between parental encouragement and the ought to L2 self is very strong. In a similar study, Taguchi et al. (2009) find that in Japan, China and Iran, the ought to L2 self has a high and direct relation with family influence.

Kormos and Csizer (2008) remark that the L2MSS has only partial support in their study; the ought to L2 self has not been found to be a reliable variable for the L2 motivation of the participants, because the ought to L2 self did not appear as a predictor for the criterion measure of motivated learning behaviour in the regression analysis. However, as they explain, milieu plays an important role in shaping the participants' possible selves, as it contributes as a predictor.

In Asian and Iranian contexts, it has been found by Taguchi et al. (2009) that learners learn a language in order to avoid unfavourable consequences from society and family. Similarly, although Kormos et al. (2011) could not find any significant relationship between the ought to L2 self and motivated learning behaviour, they find a relationship between family influence and motivated learning behaviour. In contrast to these studies, Csizer and Lukacs (2009), in their study in Hungary, find that family influence has no significant impact on the participants' intended learning efforts, and that English is preferred to German.

Lanvers' (2016) study provides a different discussion, because, as she claims, the ideal L2 self and the ought to L2 self overlap with one another. Higgins

(1987:321) proposes two basic standpoints on the self: (1) a standpoint on the self from which you can be judged and which reflects a set of attitudes or values (one's own personal standpoint); and (2) a standpoint of a significant other (mother, father or friend). Based on this, Dörnyei (2009), in the L2MSS, suggests that the ideal L2 self is related to the own standpoint, for it includes an individual's own wishes and aspirations. The ought to L2 self refers to a sense of duty or obligation regarding significant others such as family, friends and other respected people. However, Lanvers' (2016) study contradicts the L2MSS. This study is not only important for the ideas of family influence and milieu, it is also important for instrumentality promotion and instrumentality prevention, as the L2MSS differentiates them as own and other. Therefore, detailed information about this study will now be provided.

Lanvers (2016) has conducted a study in England with adolescents and adult learners, and has adapted a qualitative study with focus groups. The results for the adolescents are that the other or ought to selves have control of the L2 motivation of the participants, because the participants have made the effort to learn a language determined by the perceived benefits of the learned language skills, professional contribution and also academic contribution. Lanvers (2016) further identifies that the majority of adolescent participants have shown a high ought to or other self, which means that they are sensitive to external pressures from teachers, career advisors, parents and the wider milieu, such as university or job applications. She labels this group the dominantly other-motivated learners. A minority of students have demonstrated that they are largely motivated by their own standpoints. Lanvers (2016) labels this group the dominantly self motivated learners. She explains that a small number of students, some of whom accept the wider milieu as non supportive, as the self motivated

learners mention, come to an opposite conclusion. That is, they judge the supportive influence of parents and teachers, and find these influences less important than the wider milieu. She states that the role of English as the global language makes these learners accept language learning as quite useless. For this reason, these learners may rebel against the mandatory language learning imposed by their schools, and can be called rebellious. Lanvers (2016) calls these learners the amotivated (Anglophone) learners.

On the other hand, as Lanvers (2016) points out, mature adult learners show a strong sense of actual and possible self, with the locus control of ought to and ideal selves. She shows that some adult participants have self determined ideal motivation when learning a specific language in a specific context. Adults show a higher reaction than the rebellious stance of adolescent school participants, meaning that adults want to stand out against the perceived image of the English as poor language learners due to the global position of English. Adult language learners also showed their actual or own self as being more positive than that of adolescent learners.

Lanvers (2016) suggests that the rebellious learner profiles explained by the Anglophone participants have directed her to the conclusion that there is a non-fit of the data with the L2MSS. However, the sequence of more extrinsic to intrinsic determination, which is in line with self determination theory (see section 3.10), provides a better fit with the data. Therefore, she concludes that the two domains of Higgins (1987), self discrepancy theory and its two standpoints, own and other, can be considered as important dimensions, but at the same time are permeable and overlap with one another. Keeping these results in mind, Lanvers (2016) offers a new theory, calling it the self discrepancy model for language

learners, in which the actual self may clash with any potential selves, changing from high intrinsic control of one's own ideal selves to high extrinsic control of one's ought to other selves, with overlapping standpoints.

Based on the studies presented here, a further research sub-question occurs in this section:

Are family influence and milieu related to the ideal L2 self or the ought to L2 self separately?

3.13.5 Studies conducted to understand the relationship between integrativeness, the ideal L2 self and intended learning efforts

The Hungarian study (see section 3.7 for detailed information) by Dörnyei et al. (2006) suggests that integrativeness is the key variable for the L2 motivation of the participants, as it mediates all other attitudinal variables in the study. Its antecedents are attitudes and instrumentality. Based on the Hungarian study and linguistic globalisation, Dörnyei et al. (2006) suggest that the ideal L2 self can be used for the reconceptualisation of integrativeness in the L2MSS (see section 3.11 for detailed information). Therefore, researchers have sought to look at the relationship between the ideal L2 self, integrativeness and intended learning efforts in their studies, in order to understand which contributes the most to the intended learning efforts, and to verify the suggestion that the ideal L2 self can be used for the reconceptualisation of integrativeness .

Ryan (2009) finds, in a Japanese context, that integrativeness has the highest correlation with the intended learning efforts, as in the Hungarian data. Both his study and the Hungarian data show that the correlation for intended learning efforts is $p < 0.001$, $r = 0.65$. As he claims, the similarities between these results

demonstrate that the important findings of the Hungarian study are acceptable not only in a Hungarian context, but also in contexts where contact with the L2 target community is not applicable. In addition to this, Ryan (2009) finds that the ideal L2 self has higher correlations with intended learning efforts compared to integrativeness. Therefore, as he suggests, the ideal L2 self can be used for the reconceptualisation of integrativeness, as suggested in the L2MSS. In another study, Kormos and Csizer (2008) find that the correlation between the ideal L2 self and integrativeness is strong, so the two latent dimensions refer to the same domain, which verifies the idea that the ideal L2 self can be used for the reconceptualisation of integrativeness.

Similarly, Taguchi et al. (2009) show, in their study, that the correlation between the ideal L2 self and integrativeness is positive for all three groups, in Japan, China and Iran. The average correlation for each group is $p < 0.001$ $r = 0.50$, which means that there is a strong correlation between the ideal L2 self and integrativeness.

MacIntyre et al. (2009a:207) show that possible selves have strong and consistent correlations with the key elements of integrative motivation and perceived L2 competence.

Even though the studies presented here suggest that there is a correlation between the ideal L2 self, integrativeness and intended learning efforts, none of them suggest any results which demonstrate the correlations between integrativeness and the three components (the ideal L2 self, the ought to L2 self and attitudes toward learning English) of the L2MSS. Based on the studies presented here, I would like to ask this research sub-question:

What is the relationship between integrativeness, the ideal L2 self, the ought to L2 self and attitudes toward learning English?

3.13.6 Studies conducted to understand the relationship between the ideal L2 self and international contact and posture

As Dörnyei et al. (2006) suggest, we are in the era of globalisation, with English becoming the language of the world (see section 3.7 and 3.8 for detailed information). Today, a growing number of English learners and speakers represent the language of the world rather than any specific English speaking country. Dörnyei et al. (2006) claim that this makes it difficult to define a well specified target community for English language learners, and in turn this has a remarkable impact on L2 motivation theory, because this makes Gardner's traditional concept of integrative motivation ineffective. Therefore, Dörnyei (2009) considers that the ideal L2 self provides a better explanation for integrativeness, and international community is the imagined community for the future selves of English language learners (see section 3.11 for detailed information).

One of the important studies related to the international community and the ideal L2 self has been conducted by Yashima (2009), in a Japanese context, with 191 high school students. Yashima (2009) proposes an international posture, which refers to a tendency to relate oneself to the international community rather than to any specific L2 group. English is a language which connects us to an international world, and to people with whom we can communicate in English. Therefore, identification of English solely with Americans or the British is no longer applicable.

Yashima's (2009:157) results indicate that an international posture can be classified into two aspects: (1) an attitudinal/behavioural propensity, which is

related to interacting with foreigners, openness to foreigners, and participation in international activities; and (2) knowledge orientation, which is related to interest in foreign affairs and having opinions on international affairs. She states that intrinsic motivation does not correlate to the identified variables as strongly as extrinsic motivation does to international posture. Therefore, it is acceptable to say that international posture reflects the self determined types of extrinsic motivation more than reflecting intrinsic motivation.

In another study, Ryan (2009) shows that cultural interest and ethnolinguistic vitality have higher scores than in Dörnyei et al.'s (2006) Hungarian study. Dörnyei et al. (2006:15) define ethnolinguistic vitality as a particular ethnic group's distinctiveness as a collective entity. They further explain that "ethnolinguistic vitality is defined by three sociostructural factors: status factors (economic, political, social, etc.), demographic factors (size and distribution of the group), and institutional support factors (representation of the ethnic group in the media, education, government, etc.)" (Dörnyei et al., 2006, p.16). As Ryan (2009) shows, the correlation between cultural interest and intended learning efforts in a Japanese context is $p < 0.001$, $r = 0.52$, and for the Hungarian data it is $p < 0.001$, $r = 0.18$. The correlation between ethnolinguistic vitality and intended learning efforts in the Japanese context is $p < 0.001$, $r = 0.30$, and in Hungary it is $p < 0.001$, $r = 0.18$. This suggests that, for learners, the identification of target communities is important. However, the piloting shows that the UK as the target community did not work well. Therefore, the study includes only the international community and the US. The correlations between intended learning efforts, the US and the international community show that English as an international language is more important to the participants.

In a similar study, Shahbaz and Liu (2012) suggest that international orientation appears to be an important variable for participants' L2 motivation. The correlation analysis results suggest that intended learning efforts have a strong correlation with international orientation, as well as with the ideal L2 self of the participants. This result verifies the suggestion in the L2MSS that, for English language learners' ideal L2 self, the international community is the target community, rather than any native English speaking country.

Lamb (2012), in the regression analysis of his study, finds that the ideal L2 self and international posture contribute significantly to the criterion measure of motivated learning behaviour. According to this result, Lamb (2012:1014) suggests that the participants believe in the usefulness of English as an instrumental value for their future selves, international posture, work as openness, and an interest in learning English. Similarly, Csizer and Kormos (2009) find in their model that the ideal L2 self is related to international posture, and this again shows that the international community is the target community for the future selves of English language learners, rather than any other specific native English speaking countries.

Another Hungarian study has been conducted by Csizer and Kormos (2008), whose aim was to research the differences in motivational and intercultural contact measures, and also the predictors of motivated learning behaviour among English and German learners. The participants were 13 to 14 year old primary school children. The results indicate that positive attitudes toward learning English derive from its global language role, and towards German from its role in the region. For intercultural contact, Csizer and Kormos (2008:35) define five dimensions: direct spoken contact; direct written contact; indirect

contact; foreign media usage; and the perceived importance of contact. Due to the global role of English and the fact that Hungarian learners are exposed to more films, books, internet materials and magazines in English, in terms of ethnolinguistic vitality, learners have more positive attitudes toward learning English than learning German. The findings from the study also reveal that the perceived importance of contact and foreign media usage contribute significantly and in a large proportion to the intended learning efforts of the participants in the regression analysis. Csizer and Kormos (2008) comment that, in a foreign language learning setting, indirect contact is more important than direct contact. Ethnolinguistic vitality and the global position of a language as a foreign language are more important in affecting the motivational characteristics of language learners.

As the studies demonstrate, researchers have sought to define the importance of ethnolinguistic vitality for languages in the learning process. International contact and posture stand as the target community for the English language, and they are instrumentally important for the future selves of learners. Based on the studies presented here, two research sub-questions arise:

Are the ideal L2 self and integrativeness related to international contact and posture or attitudes toward English speaking countries?

Are the ideal L2 self and instrumentality promotion related to study and work in different parts of the world?

3.13.7 Studies conducted to understand the relationship between the ideal L2 self and imagination

Dörnyei (2009) claims that the imagery component of future self guides is a powerful motivational tool, therefore imagination promotes the ideal L2 self

images and strengthens students' vision (see section 3.11 for detailed information). Al Shehri (2009) has conducted a study with 200 Arab students to research the relationship between visual learning style, imagination, ideal language selves and motivated behaviour. The results show that there is a strong correlation between the criteria of the ideal L2 self, visual learning styles and imagination. Therefore, imagination and the ideal L2 self stand out as the main motivational factors for learners. In addition to this, the results support Al Shehri's (2009) hypothesis that visual learners might be better at developing well-defined ideal selves, according to the strong correlation between visual style and the ideal L2 self.

In this section, I would like to ask this research sub-question:

Is there a relationship between the ideal L2 self and imagination?

3.15 Summary of the section

In this section, several important studies related to the L2 have been presented. These studies are important to the understanding of what researchers are doing to understand the effectiveness of the L2MSS.

Chapter 4 - Methodology

4.1 Introduction

In this chapter, the research paradigm and the methodology of the study will be presented. For the research paradigm, I regard myself as a postpositivist. Language learning may differ from one context to another; therefore, language learning motivation research studies can generate different results in different countries. For this reason, the L2MSS needs to be researched in many national contexts. Regarding methodology, two sections are included here: the methodology and the methods. In the methodology section, how the study has adopted a quantitative approach with a survey research design will be defined. Furthermore, in the methods section, the techniques that will be used for the analysis of the data will be explained.

This part also includes the ethical considerations, the setting and the participants. In the ethics section, the security of the participants, anonymity and confidentiality issues, the voluntary participation of the participants, and the permission process, both from the University of Exeter and the University in Turkey, will be discussed. The setting section will describe where the study was conducted and which departments were included in the study. Then, information about the participants will be provided.

In the instrument section, the scales used in the study, along with some information about each scale and how the questionnaire was adopted, will be given. In addition to this, information about the translation of the questionnaire, the procedures for data collection, and the procedures for data analysis will be explained. In the section on the procedures for data collection, information on the official procedures to collect data will be described. In the section on the

procedures for data analysis, details of how the data was analysed will be explained.

4.2 Research paradigm, and the postpositivist worldview

Guba (1990) describes postpositivism as a modified version of positivism. He goes on to explain ontologically that postpositivists can be defined as critical realists, meaning it is impossible for humans truly to analyse and describe the real world, due to their inexact sensory and intellectual mechanisms. Moreover, Guba (1990) states that researchers should be critical about their work because of human fallibility. At the same time, Guba (1990) stresses that even though a researcher can never be sure about the ultimate truth, there is no doubt that reality is out there. However, the results we obtain in a research study cannot be certainties. With research, it is possible to provide a perspective on a phenomenon in a specific context, but it is impossible to provide certainties which can be generalisable for all contexts.

4.3 Methodology

According to Crotty (2009), the methodology of the research shapes our choice and use of appropriate methods, linking them to the desired outcomes. In this study, the aim is to see the effectiveness of the L2MSS in explaining the language learning motivation of Turkish university level learners within a Turkish university level context.

A quantitative approach will enable me to answer the research questions. Cresswell (2009) indicates that survey research using questionnaires provides quantitative or numeric presentation tendencies, attitudes, or opinions of a population, by studying and analysing a sample of the target group. In my study,

a questionnaire with variables related to the L2MSS provides a perspective on the L2 motivation of Turkish university level learners.

4.3.1 Methods

Grix (2004:30) explains that research methods in their simplest terms can be accepted as the techniques or procedures used to gather and analyse data. He further shows that the methods chosen for a research project are inevitably related to the research questions and to the sources of data collection.

A Likert scale questionnaire with variables related to the L2MSS and language learning motivation will enable me to collect statistical information from a group of Turkish university level English language learners. In turn, this data will enable me to answer the research questions related to the L2MSS in a Turkish university context. This will be helpful, because the results will provide an insight into the ideas presented in the L2MSS. In this way, Dörnyei's (2005, 2009) ideas about the components of the L2MSS can be compared and contrasted, and the L2 motivation of the participants can be discussed.

4.4 The setting

The study has been carried out in a university in the west of Turkey, within its school of foreign languages. In the school of foreign languages, some students are required to take an English prep class before they start their programme. It is not compulsory for every student to attend this English prep class; it is only compulsory for students of certain programmes. Other students can start their programme without the one year English prep class.

Programmes which require the one year English prep class are: the Departments of Molecular Biology and Genetics, Environmental Engineering, English Language Teaching, English Language and Literature, and Biology. The

university also allows students to take a voluntary one year English prep class before they start their programme. For instance, the Departments of International Relations, Public Administration and Labour Economics and Industrial Relations, as well as some others, allow students to volunteer for the English prep class, but do not demand it. At the same time, students whose departments require the English prep class may dispense with it if they can prove their proficiency in English through TOEFL, IELTS or some other accepted exams, and pass the internal English proficiency exam of the university.

In the Departments of Molecular Biology and Genetics, Environmental Engineering, English Language Teaching, English Language and Literature and Biology, 28 hours a week is devoted to English language teaching. Excluding the Department of Biology, in the abovementioned departments the teaching is done entirely in English. In the Biology department, 30% of the teaching is done in English. In the prep class, students have to attend 18 hours of main course classes and ten hours of skills (reading, writing, listening and speaking) classes, in their weekly 28 hours of English education. The students have four main course quizzes, three skills quizzes, one mid-term exam and one final exam, over the course of one term. In the Departments of International Relations, Public Administration and Labour Economics and Industrial Relations, and in the other departments which allow voluntary English prep class attendance, the students receive 22 hours of English education a week. These programmes are not otherwise taught in English. These students receive 14 hours of main course classes, six hours of skills classes and two hours of speaking practice. These students also have four main course quizzes, three skills quizzes, one mid-term exam and one final exam, over the course of one term. The English instructor is

responsible for giving lectures, providing materials, and designing and marking exams.

4.5 Participants

The participants in the study have been selected by the university through a national university entrance exam, designed and conducted by the Testing, Selection and Placement Centre. The university is preferred by students of all social backgrounds because of its location and success in academia. In particular, students of the Department of Molecular Biology and Genetics can be accepted as very successful students in the national university entrance exam, because the students need a very high score to gain a place in this area. All of the students in this study can be accepted as successful, because they must have achieved high scores to be able to study in these departments, in this university and in this city.

The number of participants in this study is 250, and all were English language prep class students. The participants have to be proficient in English in order to be able to start studying their programme, and to be able meet the English language requirement the participants have had to complete the one year English prep class. The total number of enrolled students for the prep class in the spring term was 399, but 45 students proved their proficiency in English with an accepted test of English, and for this reason the actual number of the enrolled students was 354. This study was conducted with 250 students, which means that 70.6% of the enrolled students participated.

The study includes 201 English prep class participants from the Departments of Molecular Biology and Genetics, Environmental Engineering, English Language Teaching, English Language and Literature and Biology. These students attend

the prep class at the main campus of the University. In addition to this, 49 participants from the Departments of International Relations, Public Administration and Labour Economics and Industrial Relations have been included. These students attend the prep class 100km away from the main campus. Table 3 provides information about the participants of the study, and where and how the study was carried out.

Table 3: information about the participants of the study, and where and how the study was carried out.

Where the study was carried out	Who the participants were	How the questionnaire was conducted	The departments that the study includes and the number of participants
The study was carried out in a university in the west of Turkey, within its school of foreign languages.	The participants were university level English language prep class students.	The questionnaire was conducted on paper, not online. The researcher visited preparatory classes and asked for volunteer participants.	Molecular Biology and Genetics
			Environmental Engineering
			English Language Teaching
			English Language Literature
			Biology
The questionnaire was administered at the main campus of the university and also in a subsidiary campus, which is 100 km away from the main campus.			International Relations
			Public Administration
			Labour Economics and Industrial Relations
			Total: 250 participants

4.6 The instrument

The study was conducted with a 109 item Likert scale questionnaire. The questionnaire includes 17 scales, which were chosen according to the theoretical background in the area (see appendix C for the scales of the questionnaire). However, 6 scales (integrativeness, attitudes toward the UK, attitudes toward the USA, attitudes toward English speaking countries, study and work in the UK and study and work in the USA) were removed from the main study in relation to the exclusion of sub-research questions. The questionnaire was adopted from previously published studies by Taguchi et al. (2009), Yashima (2009) and Al Shehri (2009). Table 4 presents the number of items that the questionnaire includes, and the name of the researcher from which each scale was adopted.

Table 4: Name of the researchers, the adopted scales and the number of items in the questionnaire of the study

Name of the scale	Taguchi et al.	Yashima	Al Shehri
1-Intended learning efforts	8 items		
2-Ideal L2 self	10 items		
3-Ought to L2 self	10 items		
4-Family influence	6 items		
5-Milieu	6 items		
6-Instrumentality promotion	10 items		
7- Instrumentality prevention	9 items		
8-International contact and posture		9 items	
9-Attitudes toward learning English	4 items		
10-Imagination			5 items
11-Study and work in different parts of the world	5 items		
Total		11 scales	82 items

Intended learning efforts (Scale 1)

Dörnyei et al. (2006:50) define intended learning efforts as the level of effort that the students want to invest in their future language studies, and this is related to the participants' language choice for future studies. Dörnyei et al. (2006:50) explain that this criterion measure is related to two aspects of motivated human behaviour: its direction and its magnitude. As Csizer and Kormos (2009:100) explain, intended learning efforts stand as one of the most important antecedents of learning achievement, and this is also presented by Dörnyei et al. (2006:50). As Csizer and Kormos (2009) further explain, in the Hungarian study, which constitutes the basis of the L2MSS, it was found that "in accordance with Dörnyei's (2006) model, three antecedent variables were linked to the criterion measure: the ideal L2 self, the ought to L2 self and L2 learning experience" (Csizer and Kormos, 2009, p.100). Intended learning efforts have been used by Taguchi et al. (2009), Ryan (2009) and Al Shehri (2009) as the criterion measure to compare and contrast their results with Dörnyei et al.'s (2006) model (see section 3.7 for the Hungarian study). I have also included intended learning efforts as the criterion measure to understand its association with the components of the L2MSS, and to compare and contrast its results with the previous studies carried out in different contexts. The questions around intended learning efforts in the questionnaire have been adopted from Taguchi et al. (2009).

This study includes eight items in relation to intended learning efforts. This scale includes questions related to understanding how willing the participants are to learn English, and the effort they want to invest in their future studies.

The three components of the L2MSS, the ideal L2 self (Scale 2), the ought to L2 self (Scale 3), and attitudes toward learning English (Scale 11)

The components of the L2MSS ideal L2 self, the ought to L2 self and attitudes toward learning English have been tested by different researchers. These researchers have looked at the strength of the relationship between the L2MSS components and the ideal L2 self. In addition to this, researchers have also conducted studies to find out the relationship between the ideal L2 self, the ought to L2 self, instrumentality promotion and instrumentality prevention, as it has been proposed by the L2MSS that instrumentality promotion correlates with the ideal L2 self, and instrumentality prevention correlates with the ought to L2 self.

From the questionnaire used by Taguchi et al. (2009), I have adopted ten items on the ideal L2 self, ten on the ought to L2 self, and four on attitudes toward learning English. In the questionnaire, the section on the ideal L2 self includes statements such as, *I often imagine myself speaking English as if I were a native speaker of English*, or *I imagine myself as someone who is able to speak English*. The section on the ought to L2 self scale in the questionnaire includes statements related to the effect on others around the learner, such as family members, friends, teachers, bosses or respected people. The section on the ought to L2 self includes statements such as, *Learning English is necessary, because people surrounding me expect me to do so, if I fail to learn English, I will be letting other people down*, or *Studying English is important to me in order to get the approval of my/peers/teachers/family/boss*.

The section on attitudes toward learning English in the questionnaire includes statements related to understanding the attitudes of the participants toward

learning English. Why this topic of attitudes toward learning English refers to the third dimension of the L2MSS in the study can be explained using the ideas of Taguchi et al. (2009). As Taguchi et al (2009:68) suggest, the L2 learning experience refers to the situation-specific motives connected to the immediate learning environment and experience, and the L2 learning experience is one of the three dimensions of the L2MSS. As Taguchi et al (2009) further explain, “However, with its focus being on generalised motives, the learning experience dimension was not assessed in the Hungarian study, therefore the tripartite construct as a whole had never been empirically tested. We believe that if learners have a strong ideal L2 self, this will be reflected in their positive attitudes toward language learning and they will exhibit greater efforts toward that end as well. By including questions about the participants’ attitudes toward learning English, our specific goal is to examine the third dimension of the L2MSS and produce empirical evidence of its crucial role in the overall construct.” (Tagucgi et al., 2009, p.68). The L2 learning experience is assessed through attitudes toward learning English also by other researchers (Csizer and Kormos, 2009; Ryan, 2009; Kormos et al. 2011; Lamb, 2012). For instance, the notion of attitudes toward learning English is explained by Csizer and Kormos (2009:102) as the extent to which students like learning English. As Csizer and Kormos (2009:102) show, attitudes toward learning English can be used to have a say about the L2 learning experience, and it includes statements such as, “I really enjoy learning English.” (Csizer and Kormos, 2009, p.102). Kormos et al. (2011:508) refer to L2 experience and enjoyment as two aspects of dimensions of L2 learning. As Kormos et al. (2011) show, the topic of attitudes toward L2 learning includes statements such as, “I really enjoy learning English and I find learning English really interesting.” (Kormos et al., 2011, p.508). In this study, the

section on attitudes toward learning English includes statements such as, *I like the atmosphere of my English classes*, or *I find learning English really interesting*.

Family influence (Scale 4) and Milieu (Scale 5)

Dörnyei (2005, 2009) claims that family influence and milieu are related to the ought to L2 self, and researchers have tested this by including family influence and milieu statements in their questionnaires.

Six statements on family influence and six on milieu have been adopted from Taguchi et al. (2009). For family influence, the questionnaire includes statements such as, *My parents encourage me to study English*, or *My family put a lot of pressure on me to learn English*. The section on milieu includes statements such as, *Most people around me tend to think that learning a foreign language is a waste of time*, or *People around me really don't care whether I learn English or not*.

International contact and international posture (Scale 8)

International contact and international posture have gained importance in today's world due to globalisation, and researchers include these topics in their questionnaires in order to examine the relationship between the ideal L2 self, international contact and posture. As Ryan (2009:124) explains, the English language has become the lingua franca of our era. Ryan further explains, "It may be the case that for some languages and in certain learning situations recognisable L2 learning communities exist, but in an era of global flows of people, trade and information, this is no longer true for most learners of English." (Ryan, 2009, p.124). Ryan (2009:124) also states that, though the international

ELT industry sometimes believes that English might be associated with an English speaking community, “a portrayal of the English speaking community as essentially Anglo-American is becoming increasingly irrelevant to many learners” (Ryan, 2009, p.124).

I adopted these items from Yashima (2009). Similar to these items, I included nine items in my questionnaire on international contact and posture.

Instrumentality promotion (Scale 6), Instrumentality prevention (Scale 7), and Study and work in different parts of the world (Scale 17)

Dörnyei (2005, 2009) asserts that instrumentality promotion is related to the ideal L2 self, and is important for the language learning motivation of learners. In relation to this, I consider study and work to be related to instrumentality promotion, and due to globalisation I would like to examine the association between instrumentality promotion, study and work in different parts of the world.

Using the questionnaire of Taguchi et al. (2009) as a foundation, I have adopted ten items on instrumentality promotion and nine items on instrumentality prevention.

Study and work refer to the plans of English language learners to work and study in different parts of the world. This also includes items such as their reasons for learning the English language, and whether this relates to study and work in different parts of the world.

Yashima (2009) includes a scale reflecting interest in international vocations and activities in her questionnaire. Similar to these statements, five declarations on study and work in different parts of the world, study and work in the UK and study and work in the USA have been included. However, these scales provided weak results therefore they are excluded from the study.

Imagination (Scale 14)

Oyserman and Markus (1990:113) explain that possible selves are an essential element for the motivational and goal setting process, for they refer to specific, vivid senses, images or conceptions of possible future selves. As Oyserman and Markus (1990:113) mention, the nature of one's set of possible selves determines choice and continuation among competing actions, and in that sense, possible selves can be accepted as motivational resources which assign a degree of control over the behaviour of individuals. Therefore, Dörnyei (2009:25) explains that imagination makes the concept of future self guide, the ideal self, suitable for and applicable to the broad theory of L2 motivation. Dörnyei (2009:25) suggests that the secret of successful learners is having a superordinate vision which helps them remain on track. Therefore, imagination is closely associated with the ideal L2 self of the learners in the L2MSS. For this reason, I would like to understand whether imagination is associated with the ideal L2 self or not. Al-Shehri (2009) has carried out a study related to the importance of imagination for the ideal L2 self of learners, and he finds a strong association between imagination and learners' ideal L2 self.

Al Shehri (2009) includes five statements on imagination, which I have adopted in order to understand whether there is a significant relationship between the ideal L2 self and imagination. The questionnaire includes statements such as, ***I avoid running into problems by imagining how they might happen in the future.***

Table 5: The scales included in the study and the related items

The name of the variable	Related Items
1-Intended learning efforts	1-2-3-4-5-6-7-8
2-Ideal L2 self	9-10-11-12-13-14-15-16-17-18
3-Ought to self	19-20-21-22-23-24-25-26-27-28
4-Family Influence	29-30-31-32-33-34
5-Milieu	35-36-37-38-39-40
6-Instrumentality promotion	41-42-43-44-45-46-47-48-49-50
7-Instrumentality prevention	51-52-53-54-55-56-57-58-59
8-International contact and posture	60-61-62-63-64-65-66-67-68
9-Attitudes toward learning English	79-80-81-82
10-Imagination	90-91-92-93-94
11-Study and work in different parts of the world	105-106-107-108-109

(see appendix A for detailed information).

The questionnaire is a Likert scale questionnaire. In the information document, the participants were told to answer the items in the questionnaire carefully, and not to leave any item blank. The questionnaire uses numbers from 1 to 5: 5= Strongly agree, 4= Agree, 3= Undecided, 2= Disagree, 1= Strongly disagree. Participants were asked to mark an **(X)** in the corresponding numbered box to show the extent to which they agree with each statement.

4.7 Piloting of the study

The questionnaire was piloted with 35 university level English language learners. The questionnaire was conducted in Turkish, translated into Turkish by me, and peer checked by a colleague who has worked in academia in the English language teaching area for eight years, and who has a Ph.D. There were some mistakes related to various words in the translation, and these mistakes were corrected. I made some changes in the wording according to the feedback given by my colleague. In order to determine the consistency of the questionnaire I used reliability analysis, and I also ran a separate reliability analysis for the sub-scales of the questionnaire. The piloting of the study provided reliable results. The critical value for the Cronbach's alpha was .70, as suggested by Field (2009).

Table 6: Reliability analysis of pilot study

The name of the variable	Cronbach's α
1-Intended learning efforts	.797
2-Ideal L2 self	.920
3-Ought to self	.893
4-Family Influence	.882
5-Milieu	.819
6-Instrumentality promotion	.809
7-Instrumentality prevention	.814
8-International contact and posture	.803
9-Attitudes toward learning English	.756
10-Imagination	.828
11-Study and work in different parts of the world	.820

4.8 Ethical considerations

First, the required permission from the University of Exeter's ethics committee was obtained (see appendix D for the ethical approval form). The aims of the study, what the questionnaire will include, who the participants will be and any anonymity and confidentiality issues have all been covered. In the ethics application, in order to ensure the security of the participants and me, it was made clear that the study was to take place at a Turkish university in the far west of Turkey, not near the Syrian border, and which is very secure. It was made clear that the research had no commercial aim, it was self funded, and would not be conducted in partnership with a company or a charity.

In addition to the University of Exeter's ethics committee's permission, authorisation was also required from the university where the questionnaire was to be conducted. An application was made to the School of Foreign Languages to ascertain whether there were any issues of a political or ideological nature in the questionnaire. The application was approved by the head of the School of Foreign Languages, and then contact was made with the lecturers of the prep

school in order to ask for clearance to conduct the questionnaire. The lecturers' verbal permission was given.

The questionnaire was checked both by the University of Exeter's ethics committee and the authorities of the School of Foreign Languages where the study was conducted. The study did not include any participants with special needs or disabilities who might need special care. Lecturers were present during the data collection process, so no possible harm could occur either to me or to the participants.

Participation in the study was voluntary. The questionnaire included an information section (see appendix A for the content of the information sheet), which clearly stated the aim of the study and that only volunteer participants could participate. It was also verbally stated that participation in the study was voluntary. In addition, colleagues from the university were present during the application process of the questionnaire, so that they could ensure that participants in the study were there voluntarily.

The participants were assured of confidentiality and anonymity at the outset. To maintain and protect privacy, the names of the participants were not collected as data. Both on the information sheet and verbally it was made clear to the participants that the data was to be kept on my computer, and that the results would be analysed only by me. The computer is password protected, and the questionnaires were to be kept in my personal locked drawer, with the key accessible only to me. The anonymity and confidentiality of the participants were ensured. In the case of any queries, my contact details and those of the supervisor were provided.

4.9 Procedures for data collection

The questionnaire was administrated at the main campus of the university, and also in a subsidiary campus which is 100 km away from the main campus. The questionnaire has been conducted on paper, not online. I visited the preparatory classes and asked for volunteer participants. After providing the required information, the questionnaire was conducted during the class hour. The duration of a session was 45 minutes; however, the instructor allowed extra time for students who could not answer the questions during the class hour. Therefore, it took almost one hour. Any questions asked by the participants were answered by me during the application process of the questionnaire.

4.10 Procedures for data analysis

After coding the 250 participants' data to the SPSS statistical program, correlation analysis and regression analysis have been used in order to be able to answer the research questions.

Correlation analysis is used to understand the strength of association between the scales and the related L2MSS elements, in order to understand the claims proposed by Dörnyei (2005, 2009). In the analysis, one-tailed correlation analysis was used to answer the research questions. As Field (2009) explains, a one-tailed test is preferred when the researcher has a directional hypothesis. The hypothesis of the study will be presented in a separate section (see section 4.10).

The strength of association is determined according to the criteria defined by Pallant (2007). As Pallant (2007:139) suggests, the strength of association can be determined as follows:

Small $r = .10$ to $.29$

Medium $r = .30$ to $.49$

Large $r = .50$ to 1.0

After understanding the strength of association between the scales and components of the L2MSS, multiple regression analysis has been used. The aim of the regression analysis is to explore the prediction of the criterion measure, the intended learning efforts, by the other scales in the questionnaire, and also it is used to explore which motivational scales in the questionnaire contribute the most to the ideal L2 self and the ought to L2 self of the participants. In other words, it is used to understand which motivational facets of the participants contribute to the two main components of the L2MSS, and the criterion measure, which is intended learning efforts. The regression analysis will help to identify the best predictors of each component of the L2MSS according to the participants, and whether they make any significant contribution. This will help to comment on the components of Dörnyei's (2005, 2009) motivational self system, and it will be possible to understand the predictors of the motivational self system in a Turkish university context.

For the regression analysis, the Stepwise method has been used. As Field (2009:213) explains, in Stepwise regression the initial model is explained as including only the constant, and then the computer searches for the predictors which best explain the outcome variable. Field (2009:213) states that if the predictor significantly contributes to and advances the ability of the model in predicting the outcome variable, then the predictor is accepted and retained in the model, and the computer then searches for other variables which best explain the outcome variable.

Finally, descriptive statistics for the ideal L2 self, the ought to L2 self, attitudes toward learning English, instrumentality promotion and instrumentality prevention have been used. Descriptive statistics of the ideal L2 self, the ought to L2 self and attitudes toward learning English have been used to answer whether the participants have a salient ideal L2 self, an ought to L2 self and attitudes toward learning English, in order to be accepted as motivated in L2MSS terms. In addition to this, descriptive statistics for instrumentality promotion and instrumentality prevention have been used to answer whether instrumentality promotion or instrumentality prevention is more important to the participants, and their overall importance to the participants.

4.11 The directional hypothesis of the study

For the research sub-questions related to intended learning efforts and the three components of the L2MSS, the following expectations can be made:

- A significant correlation between the components of the L2MSS and intended learning efforts is expected. The motivational self system proposes that the three main components of the system, the ideal L2 self, the ought to L2 self and attitudes toward learning English, measure different dimensions of L2 motivation. Therefore it is reasonable to expect them not to have strong correlations with each other.

For the research sub-question related to instrumentality promotion, instrumentality prevention, the ideal L2 self and the ought to L2 self:

- For instrumentality promotion and instrumentality prevention, it is expected expect that instrumentality promotion should a have stronger correlation with the ideal L2 self, and instrumentality prevention should have a stronger correlation with the ought to L2 self.

For the research sub-question related to family influence, milieu, the ideal L2 self and the ought to L2 self:

- For family influence and milieu, it can be expected for there to be a stronger correlation between the ought to L2 self, family influence and milieu, rather than the ideal L2 self, because in the L2MSS it is explained that family influence and milieu are related to the ought to L2 self.

For the research sub-question related to the ideal L2 self, instrumentality promotion, study and work in different parts of the world:

- Instrumentality promotion is related to the ideal L2 self, and study and work is an instrumental reason which can be related to being professionally or academically successful in learning English. Also, Dörnyei (2005, 2009) explains instrumentality promotion as the learners' desire to be professionally successful, which is related to the ideal L2 self. As Dörnyei (2009) indicates, English is the world's language, and has been used in different parts of the world for different purposes; and, since English has become the world's language, it will be interesting to see whether the ideal L2 self and instrumentality promotion correlates with study and work in different parts of the world. Based on the ideas of Dörnyei (2009), I expect that there should be significant correlation between the ideal L2 self, instrumentality promotion, and study and work in different parts of the world.

Finally, for the research sub-question related to the ideal L2 self and imagination:

- I expect to find a significant correlation, because Dörnyei (2009) claims that imagination is important for the ideal L2 self of learners. As it is

important for the ideal L2 self of learners, this means that it should have an effect on the participants.

Figure 4: Figure illustrating the directional hypothesis

RESEARCH SUB-QUESTION 1

- **Significant correlation for intended learning efforts** ideal
L2 self, ought to L2 self and attitudes toward learning English
- **The strongest correlation for intended learning efforts** ideal
L2 self

RESEARCH SUB-QUESTION 2

- **No strong correlation between** ideal L2 self, ought to L2 self
and attitudes toward learning English

RESEARCH SUB-QUESTION 3

- **Strong correlation between** ideal L2 self and instrumentality
promotion
- **Strong correlation between** ought to L2 self and instrumentality
prevention

RESEARCH SUB-QUESTION 4

- **Strong correlation between** ought to L2, family influence and milieu,
rather than ideal L2 self

RESEARCH SUB-QUESTION 5

- **Significant correlation between** ideal L2 self, instrumentality
promotion and study and work in different parts of the world

RESEARCH SUB-QUESTION 6

- **Strong correlation between** ideal L2 self and imagination

Chapter 5 - Results of the study

5.1 Introduction

The results of the study are presented in this section. The research sub-questions have been answered using descriptive statistics, correlation analysis and regression analysis.

First, the descriptive statistics for the ideal L2 self, the ought to L2 self, attitudes toward learning English, instrumentality promotion and instrumentality prevention will be presented. The descriptive statistics of the ideal L2 self, the ought to L2 self and attitudes toward learning English will help the discussion on the participants' English language learning motivation according to the L2MSS. The descriptive statistics for instrumentality promotion and instrumentality prevention will help to address the importance of instrumentality promotion and instrumentality prevention to the participants.

The results of the correlation analysis will be followed by further results, which will be presented under the heading of each research sub-question. After looking at the strength of association between scales, the regression analysis results in relation to intended learning efforts, the ideal L2 self and the ought to L2 self as the criteria will be presented. The aim of the regression analysis is to explore which scales in the questionnaire as a whole contribute the most to intended learning efforts, the ideal L2 self and the ought to self of the participants (see section 3.8 for detailed information).

5.2 Reliability analysis of the study

As Field (2009) explains, the idea of a reliability analysis is based on individual items or a set of items, and it should give results consistent with the overall questionnaire. Field (2009) indicates that it is the consistency of a measure which

is important, and researchers need this analysis to measure the consistency of a questionnaire. As Field (2009) states, Cronbach's Alpha shows the overall reliability of a questionnaire, and the critical value for Cronbach's Alpha is .70. In order to determine the consistency of the questionnaire, I have used a reliability analysis, and I have run separate reliability analyses for the sub-scales of the questionnaire.

Table 7: Reliability analysis of the scales

Name of the scale	Number of items	Cronbach's Alpha
1-Intended learning efforts	8	.754
2-Ideal L2 self	10	.924
3-Ought to self	10	.867
4-Family influence	6	.820
5-Milieu	6	.701
6-Instrumentality promotion	10	.916
7-Instrumentality prevention	9	.863
8-International contact and posture	9	.803
9-Attitudes toward learning English	4	.812
10-Imagination	5	.446
11-Study and work in different parts of the world	5	.884

As Table 7 shows, the questionnaire includes 11 scales, and 10 of the scales have a Cronbach's Alpha value greater than .70, which is the critical value for a reliability analysis as explained by Field (2009).

The imagination scale had an unacceptably low alpha of .446. However, this was increased to a marginally acceptable score of .676 when a single item ("when someone tells me about an interesting place, I imagine what it would be like to be there") was omitted. Therefore, the scale was reformulated without this item.

5.3 Descriptive statistics for the ideal L2 self, the ought to L2 self, attitudes toward learning English, instrumentality promotion and instrumentality prevention

Descriptive statistics have been used to answer the following research questions: Do participants have a salient ideal L2 self, ought to L2 self, and attitudes toward learning English? How important are instrumentality promotion and instrumentality prevention for participants? The mean scores of these scales will help to compare the results to one another, and therefore will help to comment on the participants' motivation in L2MSS terms. Why I have included these scales in the descriptive statistics section in terms of accepting learners as motivated can be explained with the L2MSS paradigm.

Table 8: Descriptive statistics of the ideal L2 self, the ought to L2 self and attitudes toward learning English.

Name of the scale	Number of participants	Mean scores	Std. Deviation
The ideal L2 self	250	4.1296	.71726
The ought to L2 self	250	2.7968	.90086
Attitudes toward learning English	250	3.6850	.92463

Table 9: Descriptive statistics of instrumentality promotion and instrumentality prevention.

Name of the scale	Number of participants	Mean scores	Std. Deviation
Instrumentality promotion	250	4.2828	.71467
Instrumentality prevention	250	3.6369	.90396
Overall	250	3.9768	.67107

As Table 8 shows, among the three main components of the L2MSS, the ideal L2 self has the highest mean score, and the ought to L2 self has the lowest mean score. Attitudes toward learning English has a moderate mean score.

As can be seen in Table 9, instrumentality promotion has a higher mean score than instrumentality prevention. The overall mean score of instrumentality promotion and prevention seems moderate.

5.4 Correlation Analysis

How effective is the motivational self system as a means of understanding and explaining the L2 motivation of a sample of Turkish university level students in Turkey?

In order to answer the abovementioned main research question, I will start with a correlation analysis.

A correlation analysis will help me to understand and analyse the strength of association between the scales and the related L2MSS elements.

One should be careful before performing several simultaneous statistical tests in a single dataset, due to the associated inflated risk of Type 1 errors. There are several approaches to controlling the risk of making Type 1 errors. One of the most well-known methodologies used to correct Type 1 errors is to adopt the Bonferroni Correction, which suggests that we should adjust the p-values when we perform multiple tests in a single dataset (Mittelhammer et al., 2000).

To implement the Bonferroni Correction, we need to adjust the p-values based on the number of hypotheses that we want to test (Miller, 1966). That is, I want to understand the relationship between:

Intended learning efforts and:	The ideal L2 self and:	The ought to L2 self and:	Attitudes toward learning English and:
The ideal L2 self	The ought to L2 self	The ideal L2 self	Intended learning efforts
The ought to L2 self	Attitudes toward learning English	Attitudes toward learning English	The ideal L2 self
Attitudes toward learning English	Instrumentality promotion	Instrumentality promotion	The ought to L2 self
	Instrumentality prevention	Instrumentality prevention	
	Family influence	Family influence	
	Milieu	Milieu	
	Imagination		
	Study and work in different parts of the world		

There are 20 correlations, hence, the corrected p-value should be calculated as follows:

$$\text{Bonferroni Correction p-value} = 0.05/20 = 0.0025$$

This corrected p-value will reduce the chance of making any Type 1 errors. From now on, I will use this corrected p-value instead of the general p-value of 0.05, when deciding whether to reject my hypothesis or not.

5.4.1 What is the relationship between learners' intended learning efforts and the components (the ideal L2 self, the ought to L2 self and attitudes toward learning English) of the motivational self system?

The strength of association between intended learning efforts, the ideal L2 self, the ought L2 to self and attitudes toward learning English has been examined.

This analysis will help me to understand which components of the L2MSS correlate with the intended learning efforts of the participants.

Table 10: Correlation analysis between intended learning efforts and the three components of the motivational self system

Intended learning efforts	
The ideal L2 self	r= .532** p<.001
The ought to L2 self	r= .132 p= .037
Attitudes toward learning English	r=.559** p<.001

**correlation is significant at the 0.0025 level (1-tailed)

As can be seen in Table 10, the ideal L2 self and attitudes toward learning English correlate significantly with intended learning efforts. However, the ought to L2 self does not have any significant correlation.

5.4.2 What is the relationship between the ideal L2 self, the ought to L2 self and attitudes toward learning English?

The strength of association between the ideal L2 self, the ought to L2 self and attitudes toward learning English is analysed in this section. The linear relationship between these variables will help demonstrate the strength of association between them, and this analysis will help in comparing and contrasting Dörnyei's ideas on them.

Table 11: Correlation analysis between the ideal L2 self, the ought to self and attitudes toward learning English

	The ideal L2 self	The ought to L2 self	Attitudes toward learning English
The ideal L2 self	1	-	-
The ought to L2 self	r=.002 p=.975	1	
Attitudes toward learning English	r=.415** p<.001	r=-.024 p=.707	1

**correlation is significant at the 0.0025 level (1-tailed)

As can be seen in Table 11, the ideal L2 self correlates significantly with attitudes toward learning English, and the strength of association between these

components is medium. However, the results indicate that the ought to L2 self does not have any significant correlation with the ideal L2 self and attitudes toward learning English.

5.4.3 Are the promotional and preventional aspects of instrumentality related to the ideal L2 self and the ought to L2 self of the participants separately?

The strength of association between instrumentality promotion, instrumentality prevention, the ideal L2 self and the ought to L2 self are discussed in this section. The correlation analysis will aid in the understanding of whether instrumentality promotion is related to the ideal L2 self, or instrumentality prevention is related to the ought to L2 self.

Table 12: Correlation analysis between the ideal L2 self, the ought to L2 self, instrumentality promotion and instrumentality prevention

	The ideal L2 self	The ought to L2 self
Instrumentality promotion	r=.596** p<.001	r=.239** p<.001
Instrumentality prevention	r=.180** p<.001	r=.456** p<.001

**correlation is significant at the 0.0025 level (1-tailed)

As the results in Table 12 suggest, the ideal L2 self has a large correlation with instrumentality promotion, while the ought to L2 self has a small correlation with instrumentality promotion. The correlation between the ought to L2 self and instrumentality prevention is medium, but the correlation between the ideal L2 self and instrumentality prevention is small.

These results suggest that instrumentality promotion may be related to the ideal L2 self more than the ought to L2 self, and instrumentality prevention may be related to the ought to L2 self more than the ideal L2 self. However, the results

also suggest that they have an association, and this could also suggest that the own and other standpoints of Higgins's (1987) self discrepancy theory overlap with instrumentality (see section 6.4 for a detailed discussion).

5.4.4 Are family influence and milieu related to the ideal L2 self or the ought to L2 self separately?

In this section, the correlations between the ideal L2 self, the ought to L2 self, family influence and milieu will be addressed. The analysis will help me to understand whether family influence and milieu are more associated with the ought to L2 self, as suggested in the L2MSS.

Table 13: Correlation analysis between the ideal L2 self, the ought to L2 self, family influence and milieu

	The ideal L2 self	The ought to L2 self
Family influence	r=.269** p<.001	r=.431** p<.001
Milieu	r=-.211** p<.001	r=.004 p=.947

**correlation is significant at the 0.0025 level (1-tailed)

As can be seen in Table 13, the ideal L2 self has a small correlation with family influence, and the correlation between the ideal L2 self and milieu is negative. However, as the results suggest, the strength of association between the ought to L2 self and family influence is medium, and there is no significant correlation between the ought to L2 self and milieu.

The negative correlation between milieu and the ideal L2 self suggests that milieu reduces the possibility of improving the participants' ideal L2 self (see section 6.5 for a detailed discussion).

5.4.5 Are the ideal L2 self and instrumentality promotion related to the study and work in different parts of the world?

This analysis will help to see whether the ideal L2 self and instrumentality promotion correlate with study and work in different parts of the world as an instrumental aspect.

Table 14: Correlation analysis between the ideal L2 self, instrumentality promotion and study and work in different parts of the World

	The ideal L2 self	Instrumentality promotion
Study and work in different parts of the world	r=.434** p<.001	r=.592** p<.001

**correlation is significant at the 0.0025 level (1-tailed)

As the results in Table 14 show, the ideal L2 self has a significant correlation with study and work in different parts of the world, and the strength of association is medium. The results also show that instrumentality promotion has a significant correlation with study and work in different parts of the world, and the strength of association is large.

5.4.6 Is there a relationship between the ideal L2 self and imagination?

I would like to see whether imagination has any association with the ideal L2 self, as suggested in the L2MSS.

Table 15: Correlation analysis between imagination and the ideal L2 self

	The ideal L2 self
Imagination	r= .406** p<.001

**correlation is significant at the 0.0025 level (1-tailed)

As can be seen in Table 15, the ideal L2 self and imagination have a medium correlation.

5.5 Regression analysis

The Stepwise regression analysis results in relation to intended learning efforts, the ideal L2 self and the ought to L2 self as the criterion measures are analysed in this section.

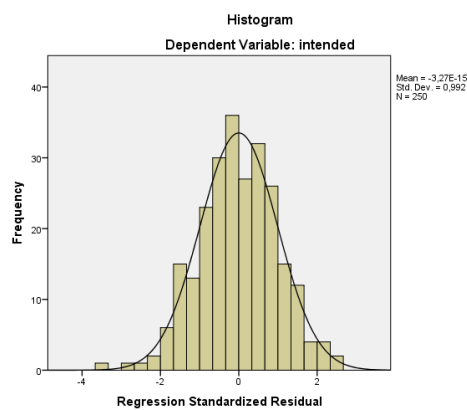
The aim of the regression analysis is to explore which scales in the questionnaire contribute to the ideal L2 self, the ought to L2 self and intended learning efforts. In other words, it can be used to help understand which motivational facets of the participants contribute to the ideal L2 self, the ought to L2 self and intended learning efforts. This will help demonstrate the predictors of each component of the L2MSS and intended learning efforts, according to the participants, which in turn will help the discussion on these components, allowing me to elaborate on the understanding of the predictors of the components of the L2MSS in the Turkish university context.

5.5.1 Regression analysis with intended learning efforts as the criterion measure

The results of the regression analysis with intended learning efforts as the criterion measure will now be presented. First, I will start with the presentation of the assumption testing, and then I will present the results of the regression analysis with intended learning efforts.

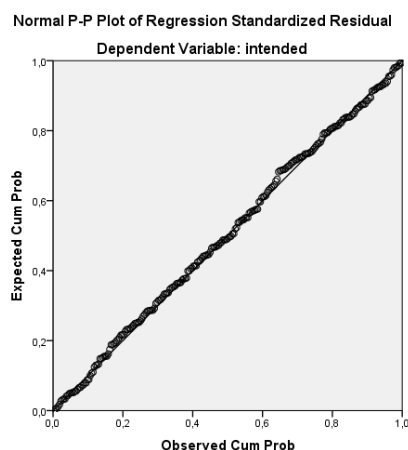
5.5.1.1 Assumption testing, histogram and normal P-P plots of normally distributed residuals

Figure 5: Histogram for the test of the normality of residuals



As Figure 5 indicates, there is a normal distribution; the bell shaped curve of the histogram proves the normality of residuals, and this means that the assumptions have been met for regression analysis.

Figure 6: The normal probability plot



The normal probability plot also shows deviations from normality, while the straight line in this plot represents a normal distribution. The points lie on the line, so we can accept that there is a normal distribution and the assumption has been met. Partial plots in the analysis also confirm that the assumption for non-linear relationships and heteroscedasticity has been met (see appendix E for the scatterplot and partial plots). All of these results show that the model can be accepted as accurate for the sample and generalisable for the population

5.5.1.2 Coefficients

The model shows that four scales have contributed significantly to predicting the intended learning efforts of the participants. The contribution of all of the scales was significant at $p < .05$. As presented in Table 16, the β values show that attitudes toward learning English is the strongest predictor for intended learning efforts, followed by instrumentality promotion, ideal L2 self and milieu, in terms of the strength of their prediction.

Table 16: The predictors of intended learning efforts in respect of their strength of contribution in the regression analysis

Name of the predictor	B	SEB	B	Sigma	VIF value	Tolerance
(Constant)	1.008	.243				
1-Attitudes toward learning English	.259	.036	.368*	.000	1.241	.806
2-Instrumentality promotion	.277	.053	.304*	.000	1.640	.610
3-Ideal L2 self	.161	.053	.177*	.003	1.680	.595
4-Milieu	-.084	.041	-.098*	.039	1.079	.927
R² .497 F for change in R² 4.299* P < .05						

As Field (2009) explains, the b values in the model show how much each predictor contributes to the model. If the value is positive, it can be said that there is a positive relationship between the predictor and the outcome variable; but, if the value is negative, then there is a negative relationship. However, as Field (2009) explains, the standardised version of b values is easier to interpret. He shows that the standardised beta values are easy to compare in terms of the contribution of the predictors, and therefore it is better to use β values.

The sigma value in Table 16 tells us whether each predictor makes a significant contribution to the model or not, and, as Table 16 indicates, in the analysis all of the predictors make a significant contribution to the model at $\text{Sig} < .05$.

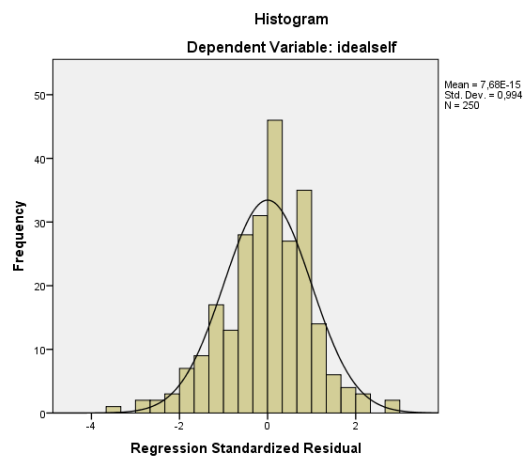
The tolerance values and the VIF values tell us about the assumption of no multicollinearity. If the VIF values are smaller than 10, and if the tolerance values are bigger than 0.2, then it means that the assumption of no multicollinearity is not violated. As Table 16 shows, the VIF values are < 10 and the tolerance values are > 0.2 . These results confirm that the assumption of no multicollinearity is not violated.

5.5.2 Regression analysis with the ideal L2 self as the criterion measure

In this section, the results of the regression analysis using the ideal L2 self as the criterion measure will be presented, after the presentation of the assumption testing of the analysis.

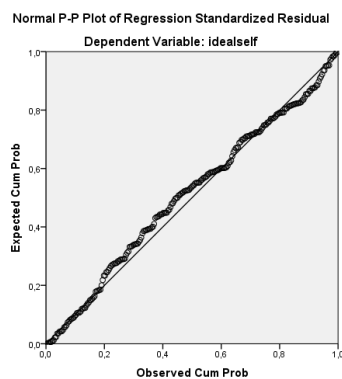
5.5.2.1 Assumption testing, histogram and normal P-P plots of normally distributed residuals

Figure 7: Histogram for the test of the normality of residuals



As Figure 7 indicates, there is a normal distribution; the bell shaped curve of the histogram proves the normality of residuals, and this means that the assumptions have been met for regression analysis.

Figure 8: The normal probability plot



The normal probability plot also shows deviations from normality, while the straight line in this plot represents a normal distribution. The points lie on the line, so we can accept that there is a normal distribution and the assumption has been met. Partial plots in the analysis also confirm that the assumption for non-linear relationships and heteroscedasticity has been met (see appendix F for the scatterplot and partial plots). All of these things show that the model appears accurate for the sample and generalisable for the population.

5.5.2.2 Coefficients

The model shows that three scales have contributed significantly to predicting the ideal L2 self of the participants. The contribution of all of the scales was significant at $p < .05$. As presented in Table 17, the β values show that instrumentality promotion is the strongest predictor for the ideal L2 self, followed by attitudes toward learning English and imagination, in terms of the strength of their prediction.

Table 17: The predictors of the ideal L2 self in respect of their strength of contribution to the regression analysis.

Name of the scale	B	SEB	B	Sigma	VIF value	Tolerance
(Constant)	1.062	.218				
1-International contact and posture	.357	.069	.380*	.000	2.483	.403
2-Instrumentality promotion	.237	.074	.236*	.002	2.469	.405
3-Attitudes toward learning English	.146	.040	.188*	.000	1.179	.848
R² .459	F for change in R² 10.286*		P < .05			

The sigma value in Table 17 tells us whether each predictor makes a significant contribution to the model or not. As Table 17 indicates, in the model all of the predictors make a significant contribution at Sig < .05.

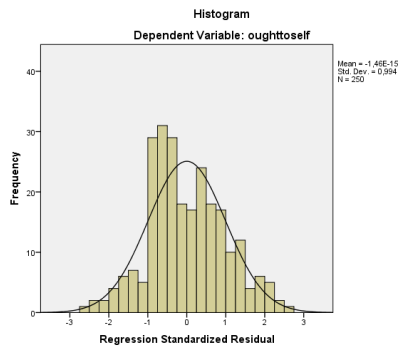
As Table 17 further shows, in the analysis the VIF values are < 10 and the tolerance values are > 0.2. These results confirm that the assumption of no multicollinearity is not violated for the regression analysis with the ideal L2 self as the criterion measure.

5.5.3 Regression analysis with the ought to L2 self as the criterion measure

The results of the regression analysis with the ought to L2 self as the criterion measure will be presented in this section, starting with the presentation of the assumptions in relation to the testing of the analysis.

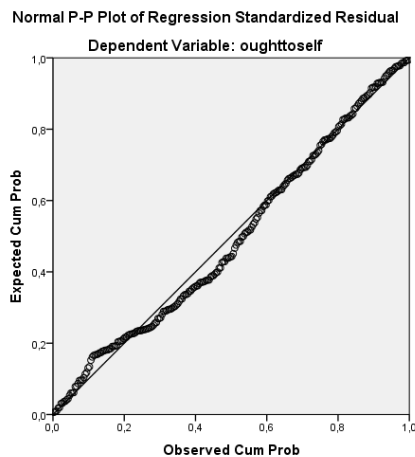
5.5.3.1 Assumption testing, histogram and normal P-P plots of normally distributed residuals

Figure 9: Histogram for the test of the normality of residuals



As Figure 9 shows, there is a normal distribution; the bell shaped curve of the histogram proves the normality of residuals, and this means that the assumptions have been met for regression analysis.

Figure 10: The normal probability plot



The normal probability plot also shows deviations from normality, while the straight line in this plot represents a normal distribution. The points lie on the line, so we can accept that there is a normal distribution and the assumption has been met. Partial plots in the analysis also confirm that the assumption for non-linear relationships and heteroscedasticity has been met (see appendix G for the scatterplot and partial plots). All of these things show that the model appears accurate for the sample and generalisable for the population.

5.5.3.2 Coefficients

The model shows that three scales have contributed significantly to predicting the ought to L2 self of the participants. The contribution of all of the scales was significant at $p < .05$. As presented in Table 18, the β values show that instrumentality prevention is the strongest predictor for the ought to L2 self, followed by family influence and imagination, in terms of the strength of their prediction. The negative contribution of imagination to the ought to L2 self suggests that imagination could improve the ideal L2 self rather than the ought to L2 self, as suggested by Dörnyei (2009).

Table 18: The predictors of the ought to self in respect of their strength of contribution in the regression analysis

Name of the scale	B	SEB	B	Sigma	VIF value	Tolerance
(Constant)	.617	.281				
1-Instrumentality prevention	.405	.053	.407*	.000	1.065	.939
2-Family influence	.374	.053	.378*	.000	1.072	.933
3-Imagination	-.127	.051	-.133*	.013	1.068	.937
R² .346	F for change in R² 6.262*		P < .05			

The coefficients table provides information about the parameters of the regression model with the ought to L2 self as the criterion measure.

The sigma value in Table 18 tells us whether each predictor makes a significant contribution. All of the predictors make a significant contribution to the model at $\text{Sig} < .05$.

In the analysis, the VIF values are < 10 and the tolerance values are > 0.2 . These results confirm that the assumption of no multicollinearity is not violated for the regression analysis with the ought to L2 self as the criterion measure.

Chapter 6 - Discussion

6.1 Introduction

In this section, the results of the study will be discussed under the heading of each research sub-question. What each result means and how each analysis contributes to the discussion of the research questions will be presented.

6.2 What is the relationship between learners' intended learning efforts and the components (the ideal L2 self, the ought to L2 self and attitudes toward learning English) of the motivational self system?

As the results indicate, the ideal L2 self has a large correlation with intended learning efforts, and this is also visible in the regression analysis with learning efforts as the criterion measure, where the ideal L2 self appears as the third predictor. This indicates that the future visions of the participants might be important for their intended learning efforts; the participants might therefore like to invest time and effort in visualising the English language learning images of their future selves.

The results of the study on the ideal L2 self and intended learning efforts are parallel to the results obtained by Taguchi et al. (2009) in Chinese, Japanese and Iranian contexts, and Ryan (2009) in a Japanese context. In addition to these studies, Kormos et al. (2011), in a South American context, Kormos and Csizer (2008), in a Hungarian context, Shahbaz and Liu (2012), in a Pakistan context, and Csizer and Lukacs (2009), in a Hungarian context, all find parallel results (see section 3.13.1 for details). The results of this study, plus the abovementioned results in different contexts, provide support for Dörnyei's (2005, 2009) theory that learners' future visions of themselves are important for the success, time and effort that the learners want to invest in learning their target language.

According to the study, both the ideal L2 self and attitudes toward learning English have strong correlation with intended learning efforts, but the Pearson (r) is slightly higher for attitudes toward learning English, and in the regression analysis it appears to be the most important predictor for intended learning efforts. All of these results suggest that positive attitudes toward L2 learning experiences, or the participants' liking for and enjoyment of L2 learning, may be more important than their future images of themselves. Positive attitudes toward learning English can have a stronger association with the intended learning efforts of the participants. This result might contradict Dörnyei's (2005, 2009) theory, as he accepts the ideal L2 self as the primary constituent of the L2MSS, as presented in the Hungarian study. "The ideal L2 self mediates most of the attitudinal/motivational impact onto the criterion measures, which in effect means that the ideal L2 self is the primary constituent of L2 motivation." (Dörnyei et al., 2006, p.91).

The results regarding attitudes toward learning English also contradict the findings in a Chinese context, as shown in the study by Taguchi et al. (2009), where it is found that attitudes toward learning English play a less important role in affecting the amount of time and effort that the participants would like to invest in learning their target language. However, Kormos et al. (2011), whose study took place in a South American context, find parallel results on the attitudes toward learning English of university level students. Ryan (2009) finds a stronger correlation with attitudes toward learning English than the ideal L2 self in a Japanese context, and Lamb (2012) finds that attitudes toward learning English were the variable that contributed the most to the intended learning efforts of the participants in three different backgrounds in Indonesia (see section 3.13.1 for details).

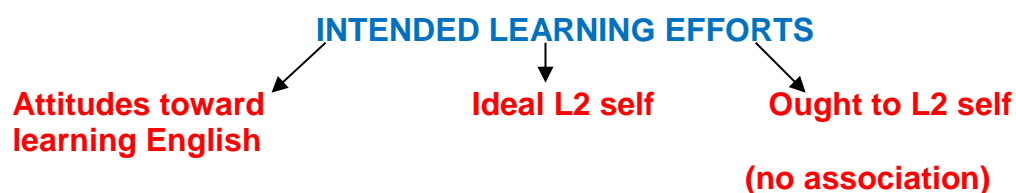
The results of this study and the parallel results mean that, even though the participants might like to see themselves as successful language speakers, their ideal L2 self may not be the only or even the most important variable for their intended learning efforts. As Taguchi et al. (2009) explain in their study, it was found that attitudes to learning English, which are related to the enjoyment of learning the target language, do not play a decisive role in the participants overall motivation. According to them, this suggests that even though learning English is a painstaking task, Chinese students still want to control their negative attitudes toward learning English, as they want to achieve their ultimate aim, which is a high level of proficiency in English. Therefore, Chinese students would like to achieve their desired future self, and in this process their classroom experience is not important for them. However, in a Turkish context, it seems that even though the participants would like to achieve their imagined future selves, they would also not like to have a painstaking language learning process. They would like to enjoy themselves while learning English, and at the same time achieve their imagined future selves. As Bong and Skaalvik (2003) explain, attitudes to learning English carry an affective dimension related to the individual's self efficacy, and for this reason the self efficacy of the participants and their liking for and enjoyment of, or their positive attitudes toward, their learning environment might be more important than their image of their future selves.

The correlation analysis results show that the ought to L2 self does not have any correlation with intended learning efforts, nor does it appear as a predictor for intended learning efforts in the regression analysis. The results suggest that social pressures, the family or society may also fail to exert a strong influence on the success and achievements of the participants in L2 learning.

In contrast to the Asian and Arabic context results found by Taguchi et al. (2009) regarding the ought to L2 self, this study shows that the association of the ought to L2 self might be questionable, and the social pressures of society and family in language learning might have a limited association with the successes and preferences of the participants. As Papi (2010) explains, the limited impact of the ought to L2 self on the intended learning efforts of the participants might certify the general assumption in the L2 motivation literature that, if a motive is more self internalised, students will be more successful and willing. The parallel results found by Rejab et al. (2012), in an Iranian context, Csizer and Lukacs (2009), in a Hungarian context, Kormos and Csizer (2008), in a Hungarian context, Shahbaz and Liu (2012), in a Pakistani context, and Magid (2011), in a Chinese context (see section 3. 13.1 for details), all support the idea that the efficiency of the ought to L2 self in terms of the L2 motivation of learners might be questionable.

Based on the discussion in this section on the relationship between intended learning efforts and the three main components of the L2MSS (the ideal L2 self, the ought to L2 self and attitudes toward learning English), I would like to propose this model for the participants:

Figure 11: The model that the study proposes for the relationship between intended learning efforts, the ideal L2 self, the ought to L2 self and attitudes toward learning English in a Turkish context.



As discussed above, the results suggest that attitudes toward learning English regarding enjoyment of learning the target language have the highest association with the intended learning efforts of the participants, rather than the ideal L2 self. Therefore, attitudes toward learning English stand as the most important constituent of the intended learning efforts of the participants. The ought to L2 self seems to have no association, therefore its impact in the L2MSS can be questionable in that context.

6.3 What is the relationship between the ideal L2 self, the ought to L2 self and attitudes toward learning English?

The correlation analysis results indicate that none of the components of the L2MSS correlate to one another strongly. There is zero correlation between the ideal L2 self and the ought to L2 self, and a medium correlation between the ideal L2 self and attitudes toward learning English. The results suggest that the three components of the L2MSS can measure different aspects of L2 motivation, as proposed by Dörnyei (2005, 2009). The study accepts attitudes toward learning English as a distinct component, as it does not have a large correlation with the ideal L2 self, but rather a medium correlation.

Another suggestion is that the participants' vision of their future selves might be associated with their liking for and enjoyment of their L2 learning experience, as the ideal L2 self and attitudes toward learning English have a medium correlation. However, social expectations, social pressures and family expectations might make no contribution either to the future vision of the participants, nor to the liking for and enjoyment of or positive attitudes toward their learning environment, as the ought to L2 self does not have any significant correlation or contribution to either the ideal L2 self or attitudes toward learning English.

In a Chilean context, Kormos et al. (2011) find parallel results, namely that the ideal L2 self and attitudes to L2 learning have a close relationship. The results of my study and the Chilean study might support and contribute to the idea that liking for and enjoyment of, or positive attitudes to, their learning experience may have an association with the imagined self of the participants in a different context. Islam (2013) also finds, in a Pakistani context, that the components of the L2MSS are independent components which measure different aspects of L2 motivation, since the correlations between the components are not so large as to create any uncertainty about the independence of the components (see section 3.13.2 for details). This result also supports and contributes to the idea that the L2MSS components measure different dimensions for L2 motivation in different contexts.

Based on the discussion in this section on the relationship of the ideal L2 self, the ought to L2 self and attitudes toward learning English, I would like to propose this model for the participants:

Figure 12: The model that the study proposes for the relationship between the three main components of the L2MSS in a Turkish context



As the results suggest, the three main components of the L2MSS are distinct independent components that measure different dimensions of the participants L2 motivation, as none of them have a large correlation to one another. Therefore,

the study includes these three components as the three main components of the L2MSS, as suggested in the L2MSS.

6.4 Are the promotional and preventional aspects of instrumentality related to the ideal L2 self and the ought to L2 self of the participants separately?

In this study, I wanted to understand whether the promotion and prevention dimensions of instrumentality are related to the ideal L2 self or the ought to L2 self, as hypothesised by the L2MSS.

As the results suggest, instrumentality promotion has more of a correlation with the ideal L2 self than it has with the ought to L2 self, and instrumentality prevention has more of a correlation with the ought to L2 self than it has with the ideal L2 self.

The regression model also supports this, and instrumentality prevention is the best predictor which contributes significantly to the ought to L2 self of the participants.

Based on Higgins' (1998) ideas, Dörnyei (2005, 2009) claims that instrumentality has two aspects, one being instrumentality promotion, which is related to the ideal L2 self, and the other being instrumentality prevention, which is related to the ought to L2 self, and the study supports the idea that instrumentality has two facets. Dörnyei et al. (2006) shows that instrumentality cannot be separated from the ideal L2 self, explaining that in our idealised image of ourselves as a successful language user, learners want not only to be, or to be accepted as, agreeable personally, but also to be successful professionally. As the results of the study suggest, the ideal L2 self has a relationship with instrumentality promotion. This result supports Dörnyei's (2005, 2009) ideas about instrumentality promotion, which is defined as a professional career aim that an individual wants to accomplish, and which is related to the ideal L2 self. Dörnyei

et al. (2006) also state that the sense of obligation, duty or fear of punishment as non-internalised incentives are related to the ought to L2 self. The results also support this idea, and suggest that instrumentality prevention can be more related to the ought to L2 self than it can to the ideal L2 self.

The results of the study are parallel with the results found in Asian, Arabic and European contexts. Taguchi et al. (2009), Lamb (2009), Yashima et al. (2009), Islam (2013), Csizer and Dörnyei (2005b) and Magid (2011) (see section 3.13.3 for details) have all found parallel outcomes, and when one adds the results from the Turkish context, they all contribute to the discussion that instrumentality does indeed have two aspects in the L2MSS.

The results also indicate that the desire to be successful professionally, which is instrumentality promotion, is more closely related than the sense of obligation, duty or fear of punishment, which is instrumentality prevention, with the intended learning efforts of the participants, as the regression analysis suggests. Thus, being professionally successful may be more important than instrumentality, in terms of the social expectations, pressures and family influence in relation to intended learning efforts in that context. Additionally, this result also supports the discussion of the limited effect of the ought to L2 self on intended learning efforts. Even though the results support the idea that instrumentality promotion belongs to the ideal L2 self, and instrumentality prevention belongs to the ought to L2 self, the correlation analysis results also suggest that they are associated. This result could suggest that the two standpoints of Higgins's (1987) self discrepancy theory, the own standpoint and the other standpoint, overlap for instrumentality. These two standpoints are important because, based on these standpoints, Dörnyei (2009) refers to the ideal L2 self as the own standpoint and the ought to L2 self as the other standpoint in the L2MSS.

Higgins (1987) points out that if one wants to associate self and affect systematically, then it is not enough to distinguish between the different domains of the self; a distinction between the self state representations should also be made, by taking into consideration on whose perspective the self is included. Therefore, Higgins (1987:321) proposes two basic standpoints on the self: (1) a standpoint on the self from which you can be judged, which reflects a set of attitudes or values (one's own personal standpoint); and (2) a standpoint of a significant other (mother, father or friend). The correlation of instrumentality promotion and instrumentality prevention with the ideal L2 self and ought to L2 self does not create a doubt that they are different domains for instrumentality, but it suggests that the participants may internalise the other standpoint, and may turn it into their own standpoint. In other words, the participants' own standpoint may overlap with the other standpoint for instrumentality.

This can be exemplified by Ryan and Deci's self determination theory. As Ryan and Deci (2000) show, self determination theory addresses how nonintrinsically motivated behaviours can become self determined, and how the social environment affects this process. In order to transform these nonintrinsically motivated behaviours to a self determined form, Ryan and Deci (2000:71) explain two terms: internalisation and integration. Internalisation refers to accepting a value or regulation, and integration refers to the transformation of this regulation into one's own, and it becoming part of one's sense of self. Ryan and Deci (2000) also state that internalisation and integration are not only the central issues of childhood socialisation, but are also important for the regulation of behaviour throughout life. This theory claims that extrinsic motivation can vary in terms of its autonomy. Ryan and Deci (2000) explain this by using an example in which they suggest that a student might do his or her homework because he or she

understands its value for a future career, and thus the motivation is extrinsic. Another student might do his or her homework in order to receive his or her parents' praise, and the motivation is again extrinsic. However, the first example differs from the second, for it includes personal endorsement and a feeling of choice. Therefore, Ryan and Deci (2000) offer introjected and integrated motivation, which are relatively controlled. Introjected motivation is a partially controlled form of regulation, in which the individual performs activities to bypass guilt or anxiety, while integrated regulation refers to the most autonomous form of extrinsic motivation. This form of motivation is also considered to be extrinsic, because the aim of the behaviour is to gain separable outcomes on behalf of inherent enjoyment.

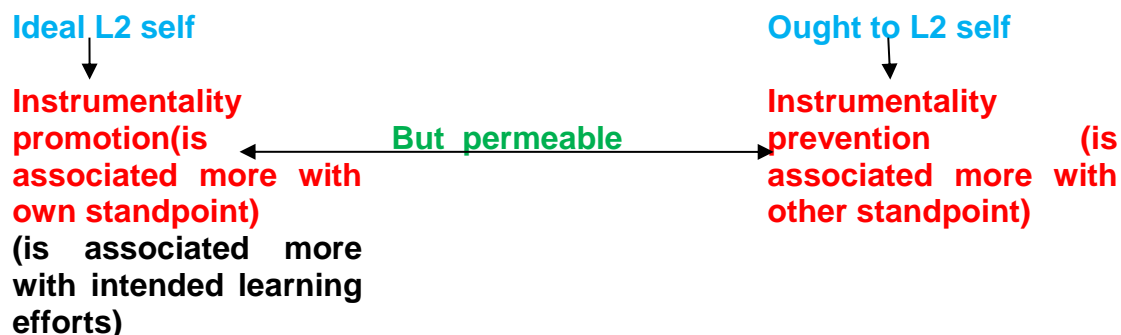
As Ryan and Deci (2000:73) state, given the importance of internalisation to personal experience and behavioural outcomes, the critical problem becomes how to promote autonomous regulation for extrinsically motivated behaviours. Regarding this, they ask a question: what are the social conditions that inhibit internalisation and integration? Ryan and Deci (2000:73) explain that, as extrinsically motivated behaviours are not typically interesting, the reason why people perform such behaviours is because extrinsically motivated behaviours are modeled or valued by significant others to whom they would like to feel attached or related. According to Ryan and Deci (2000:73), this suggests that the need to feel belongingness and connectedness with others is central to the internalisation of extrinsically motivated behaviour. In addition to this, Ryan and Deci (2000:73) explain that, for the internalisation of extrinsically motivated behaviour, a function of perceived competence is required. Ryan and Deci (2000:73) further explain that people are possibly more likely to adopt activities that relevant social groups value when they feel efficacious with respect to those

activities. Furthermore, Ryan and Deci (2000) state that “contexts can yield external regulation if there are salient rewards or threats and the person feels competent enough to comply; contexts can yield introjected regulation if a relevant reference group endorses the activity and the person feels competent and related; but contexts can yield autonomous regulation only if they are autonomy supportive, thus allowing the person to feel competent, related and autonomous” (Ryan and Deci, 2000, p.73).

Lanvers (2016), in her study, states that the ideal L2 self and the ought to L2 self may be important domains, and own and other may be important standpoints; however, based on her results, Lanvers (2016:89) claims that the ideal L2 self and the ought to L2 self and the two standpoints must be accepted as pervious and overlapping. Even though Lanvers’ (2016) study demonstrates that the ideal L2 self and the ought to L2 self overlap, my study indicates that these dimensions are separate dimensions, and they have their subcomponents: instrumentality promotion and instrumentality prevention. However, the results also suggest that the two standpoints, own and other, overlap in terms of the instrumentality of the participants. Even though instrumentality promotion and instrumentality prevention belong separately to the ideal L2 self and the ought to L2 self, as shown in the study, the results suggest that own and other could work together and could overlap, as suggested by Lanvers (2016) (see section 3.13.4).

Based on the discussion in this section on the relationship between instrumentality promotion, instrumentality prevention, the ideal L2 self, the ought to L2 self and intended learning efforts, I would like to propose this model for the participants:

Figure 13: The model that the study proposes for the relationship between instrumentality promotion, instrumentality prevention, the ideal L2 self and the ought to L2 self.



As discussed above, instrumentality promotion is associated with the ideal L2 self and instrumentality prevention is associated with the ought to L2 self, according to the participants. However, even though instrumentality promotion refers to one's own standpoint in the motivational self system, and instrumentality prevention refers to the other standpoint, the study suggests that own and other overlap in terms of instrumentality, even though they are different domains for instrumentality in that context. In addition to this, instrumentality promotion is more important for the intended learning efforts of the participants.

6.5 Are family influence and milieu related to the ideal L2 self or the ought to L2 self separately?

Family influence has a stronger correlation with the ought to L2 self than with the ideal L2 self. Regression analysis also supports this result, and family influence appears as the second most important predictor for the ought to L2 self, after instrumentality prevention.

As the results suggest, family influence has more association with the ought to L2 self than the ideal L2 self, but the results also suggest that family influence is

associated with the ideal L2 self of the participants. The results here also suggest that Higgins's (1987) own and other standpoints, which differ from the ideal L2 self as own and ought to L2 self as other in the L2MSS, overlap in terms of family influence, as in instrumentality promotion and instrumentality prevention (see section 6.4). This could mean that the participants might internalise the expectations or pressures of their families, making them their own. This result can also be exemplified by the self determination theory example presented in section 6.4 (see section 6.4 for details). The similar results found by Lanvers (2016) for the ought to self also support this idea; however, I should also mention that, in the study, family influence belongs to the ought to L2 self rather than the ideal L2 self, but the standpoints own and other overlap in relation to the ideal L2 selves and the ought to of the participants, as in family influence.

The results agree with Dörnyei (2009) that the ought to L2 self is closely concerned with family expectations and pressures. However, as the results indicate, the study contradicts the L2MSS on the importance of milieu to the ought to L2 self, because neither in the correlation analysis nor in the regression analysis are there any significant results connecting the ought to L2 self and milieu. This finding might suggest that, for Turkish participants, family expectations are important, but the expectations of others and social pressures may not be significant. In addition to this, milieu has a negative correlation with the ideal L2 self. This result could suggest that milieu reduces the possibility of improving the future visions of the participants.

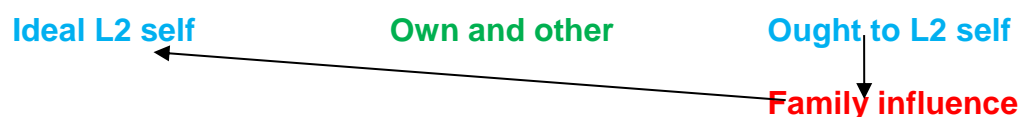
Taguchi et al. (2009) found that, in China, Japan and Iran, family influence has a relation with the ought to L2 self. Kormos and Csizer (2009), in a Hungarian context, Kim (2009), in a Korean context, Kormos et al. (2011), in a South

American context, Csizer and Lukacs (2009), in a Hungarian context, and Magid (2011), in a Chinese context, (see section 3.13.4 for details) all find that family as an external regulator has a relationship with the ought to L2 self, and it is important for language learners' motivation. These parallel results in different contexts and the results of this study contribute to the discussion that family expectations and family pressures are related to the ought to L2 self, and might have an association with the L2 motivation of the participants, as proposed in the L2MSS. However, societal expectations or pressures, defined as milieu, may not have an association with the participants' L2 motivation, and may not have any relationship with the ought to L2 self as an external regulator for participants.

Kim (2009) finds, in a Korean context, that societal demands on the ought to L2 self are important for Korean learners. This result is parallel with other studies done in Asian contexts, where learners learn a language in order to avoid unfavourable consequences from society and family. In a Turkish context, as the results suggest, family is the only variable that associates learners' L2 motivation. This might be due to the geographical position of Turkey, which is in both Europe and Asia. In European culture, people live more independently from the family and society, but in Asian culture, people live more interdependently with the family and society. Therefore, the participants may feel both dependent upon the family in language learning, in their ought to L2 self, but at the same time feel independent from societal pressures and expectations. However, the small correlation of family influence with the intended learning efforts also supports the questioning of the effectiveness of the ought to L2 self component, which relates to family expectations and family pressures.

Based on the discussion in this section on the relationship between family influence, milieu, the ideal L2 self, the ought to L2 self and attitudes toward learning English, I would like to present this model:

Figure 14: The model that the study proposes for the relationship between family influence, milieu, the ideal L2 self and the ought to L2 self



As discussed above, in a Turkish context family influence has more association with the ought to L2 self rather than the ideal L2 self, as proposed in the L2MSS. However, in contrast to the L2MSS, milieu does not have any association with the ought to L2 self of the participants as an external regulator. Therefore, the presented model does not include milieu. As the ideal L2 self stands as the own standpoint, which means the own future visions of the participants rather than any other intervention (such as the expectations of family and society), the study finds that family influence also contributes to the ideal L2 self of the participants. Therefore, the own and other standpoints in the L2MSS overlap, and they can contribute to one another, in a Turkish context.

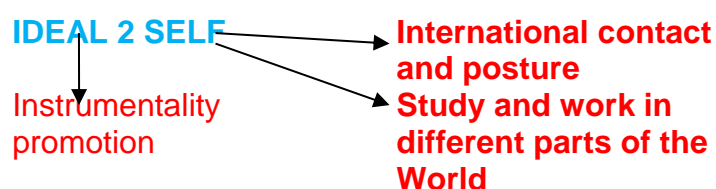
6.6 Are the ideal L2 self and instrumentality promotion related to study and work in different parts of the world?

The results could suggest that the international community is important instrumentally for the imagined selves of the participants. This result supports the discussion that the international position of English attracts the participants' future selves. This is explained by Dörnyei (2005, 2009) and Dörnyei et al. (2006), and is found in various studies in different contexts, such as the ones by Yashima

(2009), Ryan (2009), Lamb (2012), Shahbaz and Liu (2012) and Csizer and Kormos (2009) (see section 3.13.6 for details).

Based on the discussion in this section on the relationship between the ideal L2 self, instrumentality promotion, international contact and posture, study and work in different parts of the world, the study proposes this model for a Turkish context:

Figure 15: The model that the study proposes for the relationship between the ideal L2 self, instrumentality promotion and study and work in different parts of the world and international contact and posture.



6.7 Is there a relationship between the ideal L2 self and imagination?

As the results suggest, the ideal L2 self and imagination might be related to one another, and imagination may have some effect on the imagined selves of the participants. The results contribute to the idea that imagined reality might be important in helping language learners to strengthen their motivation, as proposed by Dörnyei (2009) and Al-Shehri (2009). The results also support Dörnyei's (2009) presupposition that imagination has a critical role in understanding how possible selves are formed. Al Shehri (2009), in his study, finds that there is a statistically significant positive correlation between the ideal L2 self and imagination, proving the imagery aspect of the ideal language self. This result also contributes to the discussion that the ideal L2 self and imagination might be related, and might have an effect on the possible selves of the participants.

Based on the discussion in this section regarding the relationship between imagination and the ideal L2 self, the study suggests this model for the study:

Figure 16: The model that the study proposes for the relationship between the ideal L2 self and imagination in a Turkish context



As presented in this section, in a Turkish context the ideal L2 self and imagination have an association, as suggested in the L2MSS. Therefore, the study proposes imagination as a subcomponent of the ideal L2 self, for the context of the study.

6.8 Do the participants have a salient ideal L2 self, an ought to L2 self and attitudes toward learning English? Is instrumentality promotion or instrumentality prevention more important for the participants?

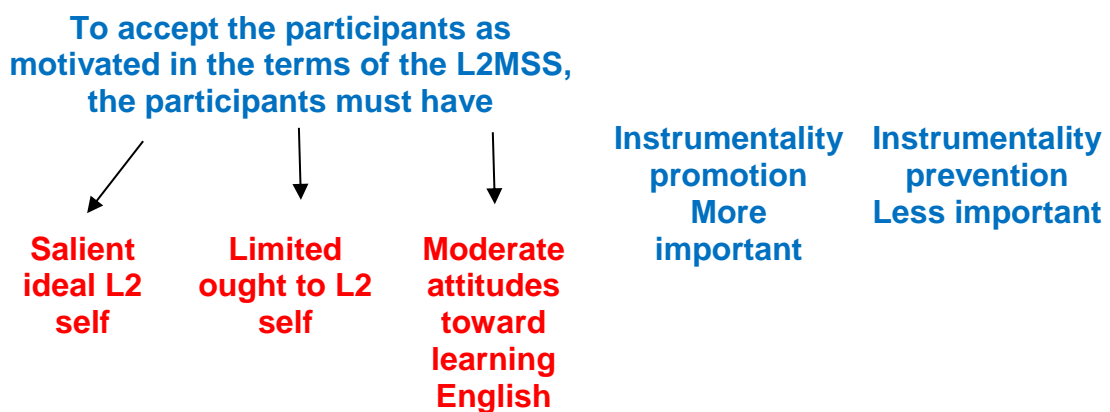
As the descriptive statistics for the ideal L2 self, the ought to L2 self and attitudes toward learning English suggest, the ideal L2 self has a high mean value, while the ought to L2 self has a low mean value, and attitudes toward learning English have a moderate value. This result suggests that participants can be accepted as motivated in L2MSS terms, because, as Dörnyei (2009) suggests, “A major source of any absence of L2 motivation is likely to be the lack of a developed ideal L2 self in general or an ideal L2 self component of it in general.” (Dörnyei, 2009, p. 33).

Instrumentality promotion and instrumentality prevention seem important to the participants. The participants’ instrumentality promotion has a higher mean value than instrumentality prevention, and this result suggests that the instrumentality related to being professionally successful can be more important than the instrumentality related to meeting the expectations, obligations or social pressures of family and others in a Turkish context. Therefore, instrumentality

prevention can be less important for the participants than instrumentality promotion.

According to the discussion in this section regarding whether participants have a salient ideal L2 self, an ought to L2 self and attitudes toward learning English to be accepted as motivated in the terms of the L2MSS, and whether instrumentality promotion or instrumentality prevention is more important for the participants, the study proposes this model:

Figure 17: The model that the study proposes for the salient ideal L2 self, ought to L2 self and attitudes toward learning English of the participants, and the importance of instrumentality promotion and instrumentality prevention in a Turkish context



As the study suggests, participants can be accepted as motivated in L2MSS terms, because it seems that they develop a salient ideal L2 self, and, though limited, they develop an ought to L2 self, and they have moderate attitudes toward learning English. The study also suggests that, in a Turkish context, being professionally successful is more important than being personally agreeable.

Chapter 7 - Conclusion

7.1 Introduction

In this section, first the conclusions drawn from the study will be presented. This will be followed by the practical implications of the study, then suggestions for further studies and the limitations of the study.

7.2 Conclusion

First of all, the conclusion of the study is that the L2MSS is a partially practical way to explain the L2 motivation of participants in a Turkish context. The three components (the ideal L2 self, the ought to L2 self and attitudes toward learning English) of the L2MSS may be independent components of the L2 motivation of participants in a Turkish context. However, the ideal L2 self, which is presented as the “primary constituent” (Dörnyei et al., 2006, p.91), did not prove to be the most important component for the intended learning efforts of the participants in the context of the study. Therefore, the results of the study suggest that, even though the imagined future selves of the participants seem important in terms of the participants’ L2 motivation, attitudes toward learning English may be slightly more important than their ideal L2 selves, in relation to intended learning efforts in a Turkish context. For this reason, the study concludes by questioning the position of the ideal L2 self as the primary constituent of the L2MSS in a Turkish context.

Even though the conclusion of the study is that the ideal L2 self and the ought to L2 self measure different dimensions of the L2 motivation of the participants, the two standpoints of Higgins’s (1987) self discrepancy theory, own and other, according to which Dörnyei regards the ideal L2 as own and the ought to L2 self as other, may overlap in terms of the ideal L2 self and the ought to L2 self, as in

instrumentality promotion, instrumentality prevention, and family influence, in a Turkish context. This suggests that the participants might internalise the other standpoint, and make it their own standpoint. This can be exemplified by Ryan and Deci's self determination theory (see section 6.4 for details). As Ryan and Deci (2000) show, self determination theory addresses how nonintrinsically motivated behaviours can become self determined, and how the social environment affects this process. In order to transform these nonintrinsically motivated behaviours into a self determined form, Ryan and Deci (2000:71) explain two terms: internalisation and integration. Internalisation refers to accepting a value or regulation, and integration refers to the transformation of this regulation into one's own, and it becoming part of one's sense of self.

The ought to L2 self, which is the second component of the L2MSS, seems to have a limited association with the intended learning efforts of the participants. Therefore the study demonstrates that, in a Turkish context, the sense of obligation, duty or fear of punishment caused by the expectations and pressures of significant others or family expectations and pressures may not be as important as explained in the L2MSS. The study also concludes that milieu, which is related to the pressures and expectations of society and others, may not be related to the ought to L2 self and the intended learning efforts of the participants, with only family influence playing this role, in a limited way. Thus, the study raises questions over the constituents of the ought to L2 self, which may need revision in terms of its definition in the L2MSS, at least in a Turkish context.

The participants can be accepted as motivated in L2MSS terms, since the participants have a salient ideal L2 self, and, though limited, an ought to L2 self, and moderate dispositions toward learning English. As Csizer and Dörnyei (2005a) explain in their study, learners can be accepted as motivated if they

develop a salient ideal L2 self, an ought to L2 self and positive dispositions to L2. If they fail to have any one of these variables, then they cannot be accepted as motivated in the L2MSS.

The study also concludes by saying that the participants' desire to be successful professionally is more closely related to the intended learning efforts of the participants than their desire to learn English from a sense of obligation, duty or fear of punishment. This conclusion again shows the limited effect of the ought to L2 self compared to future visions of the participants in a Turkish context. Furthermore, the study also accepts that instrumentality has two foci: instrumentality promotion and instrumentality prevention, as explained in the L2MSS, based on the ideas of Higgins (1998), in the context of the study.

Another conclusion drawn from the study is the idea that study and work in different parts of the world may have an effect on instrumentality as the imagined community for the future selves of the participants. Therefore, the results of the study suggest that the international community may be important for the participants, as suggested by Dörnyei (2005, 2009). As Dörnyei et al. (2006:9) suggest, English is rapidly losing its national cultural base, and, due to its position in the world, it is associated with global culture. Regarding the global position of English, Seidlhofer (2011) states, "English in its new global form - a language adapted by its lingua franca users to make it their own." (Seidlhofer, 2011, p.89).

The results suggest that imagination may have an association with the imagined selves of the participants. The participants may imagine themselves as successful language users who are proficient in L2, as explained by Dörnyei (2005, 2009).

7.3 Practical implications of the study

Attitudes toward learning English seem to influence the time and effort that participants would like to invest, their liking for and enjoyment of English, and positive attitudes toward the immediate learning environment might contribute to their L2 motivation, which might be slightly more important than their imagined future selves. However, the study proposes that both the ideal L2 self and attitudes toward learning English might have a strong influence on the intended learning efforts of the participants. Therefore, language teachers should use the immediate learning environment to strengthen the liking for and enjoyment of the participants in terms of learning English, which may help them to visualise their future imagined selves by giving support to their imagined selves in the classroom. As Dörnyei and Kubanyiova (2014) explain, in order to generate an L2 vision in learners, teachers can make their learners have a desired future self image which is plausible rather than a fantasy, and at the same time teachers should make learners aware of the fact that the desired future self image needs time and effort to be accomplished and be in harmony with family expectations and social pressures, and needs efficient strategies to reach the intended self image goal. As the ideal L2 self, attitudes toward learning English and, though limited, the ought to L2 self contribute to participants' intended learning efforts. As Kormos and Csizer (2008) show, the significant impact of self image in language learning should be valued and taken into consideration by language teachers. Dörnyei and Kubanyiova (2014:39) state that visionary intervention needs an understanding of the students' current identity concerns, as without this it will be impossible to develop an effective setting which contributes to the imagined selves of the participants and thus to their success. As the imagined future selves can be important for the L2 motivation of the participants, the

suggestion made by Dörnyei and Kubanyiova (2014) for language educators might carry some meaning for the future success of the participants.

The participants' professional career desires, as shown in the L2MSS in instrumentality promotion, seem to be more closely related to the intended learning efforts of the participants than the instrumentality which comes from social pressures and family expectations, as in instrumentality prevention. This might suggest that the self determined future imagined selves may be more important than the ones adopted either from fear of punishment or a sense of duty and obligation. This is also shown by Papi (2010), who states that students will be more motivated if the motive is more self internalised and is more intrinsic. Ryan and Deci (2000) also show that, in contexts where there is greater internalisation and integration, learners show a greater tendency for growth. Therefore, language teachers should help the participants to develop more self internalised goals for their future imagined selves, as this will contribute more to their ideal L2 self.

The international role of English could be a strong contributor to the ideal L2 self of the participants. This implies that the global position of English might have an association with the future selves of the participants as the imagined target community. Therefore, as explained by Dörnyei (2005, 2009) and Dörnyei et al. (2006), and found in various studies in different contexts such as Yashima (2009), Ryan (2009), Lamb (2012), Shahbaz and Liu (2012) and Csizer and Kormos (2009) (see section 3.13.6 for details), the international position of English may affect the motivational characteristics of English language learners.

Regarding this implication, Dörnyei and Kubanyiova (2014:45) suggest that, in order to provide the desired future selves, teachers should create opportunities

for learners to taste and explore their various versions of their possible selves. Dörnyei and Kubanyiova (2014:45) offer the idea that one way of doing this is to help learners to experience a variety of different situations related to L2. According to Dörnyei and Kubanyiova (2014:45), these situations can involve organising a trip, a meeting or an intercultural exchange, either face to face or through online video conferences, or a class project which involves visiting an international company, or trips to study abroad and school exchanges. As Dörnyei and Kubanyiova (2014) indicate, these experiences are important, because they facilitate and stimulate future images. As the Turkish participants have shown positive attitudes toward the international community and toward English speaking countries, the organisation of different experiences suggested by Dörnyei and Kubanyiova (2014) could contribute to the imagined selves of the participants.

7.4 Suggestions for further studies

First of all, I would like to suggest that the role of the ideal L2 self, the ought to L2 self and attitudes toward learning English should be researched in Turkey, as Turkish motivation studies generally focus on the traditional dichotomy: integrative vs. instrumental concept. The studies conducted by Çetinkaya and Oruç (2010), Atay and Kurt (2010), Kurum (2011), Öztürk and Gürbüz (2013), Göktepe (2014) and Genç and Aydın (2017) are examples of the traditional focus in the Turkish context (see section 1.3 for details). Therefore, more studies might contribute to the discussion of the effectiveness of the L2MSS in a Turkish context.

Attitudes toward learning English stand as the most important variables for the intended learning efforts of the participants, rather than the ideal L2, in a Turkish

context. This gap for the L2MSS in a Turkish context should be researched further. Furthermore, the limited association of the ought to L2 self in a Turkish context, and the zero association of milieu with the ought to L2 self, should also be researched in future studies.

Even though the results of the study indicate that the ideal L2 self and the ought to L2 self refer to different dimensions of L2 motivation, the own and other standpoints overlap with one another in terms of instrumentality promotion, instrumentality prevention and family influence. This suggests that the participants might internalise the other standpoint and turn it into their own standpoint (see section 6.4 and 6.5 for details). This is an important gap for the L2MSS in a Turkish context, and future studies should provide more data related to this finding.

In addition to this, the international position of English seems to be of instrumental importance for the future selves of the participants; this should be researched in further studies.

7.5 Limitations of the study

Language learning motivation is a complex area in which to carry out research, and this study cannot answer every question about language learning motivation. It can only explain language learning motivation from the point of view of the L2MSS theory, and provide a different perspective on it. The other limitation of the study could be its inclusion of only university level English language learners. In addition to this, the study is context specific; if the study had included different regions of Turkey, the results might have been more generalisable. The study is quantitative, and while this method can help a researcher to answer the different relationships between the many scales, it cannot provide an answer as to why

the participants believe that the relationship exists in the direction in which it is found subjectively. Therefore, the inclusion of only the quantitative method in the study could be a limitation of the study. The R^2 for the regression analysis might not be large, and this might be another limitation of the study.

The results obtained from this study cannot be generalised to other countries, because different language learning contexts may provide different results. However, the results of the study in the Turkish context can provide a perspective for motivation studies and the L2MSS in a different context, and this can help to compare and contrast results from other contexts.

APPENDICES

APPENDIX A

INFORMATION SHEET AND THE ENGLISH VERSION OF THE QUESTIONNAIRE

Title of the study: The Language Learning Motivation of University-Level Students Regarding Motivational Self System Theory at a Turkish University Context

The primary objective of the study is to understand and analyze the foreign/second language learning motivation of a group of Turkish university level students with the light of Motivational Self System theory. This study will help us to understand the effectiveness of Motivational Self System to explain the foreign/second language learning motivation of the participants in a Turkish university context.

Participation in this study is voluntary. Your name will not be included in the research and the data will be kept in the personal computer of the researcher, the computer will be password protected. The questionnaire papers will not be made available to anyone else. If you want to be informed about the results of the study you can contact with the researcher at any time.

Thanks for your participation

Kind regards;

Halit Taylan, University of Exeter Doctor of Education

Student

Contact Details:

Supervisor: Dr. Andrew Richards University of Exeter, Graduate School of Education, College of Social Sciences and International Studies; a.j.richards@exeter.ac.uk

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Çalışmanın Başlığı: Bir Türk Üniversitesinde “Motivational Self System” Olarak Adlandırılan Bir Teori Bağlamında Üniversite Seviyesindeki Türk Öğrencilerin Dil Öğrenme Motivasyonları.

Bu çalışmanın temel amacı Türkiye’de üniversite seviyesinde okuyan öğrencilerin yabancı dil öğrenme motivasyonlarını “Motivational Self System” olarak adlandırılan bir teori ile açıklamak ve analiz etmektir. Bu çalışma aynı zamanda Türkiye’de üniversite seviyesindeki öğrencilerin yabancı dil motivasyonlarını etkileyen sosyo-kültürel ve çevresel faktörleri bulmayı amaçlamaktadır. Bu çalışma “Motivational Self System” olarak adlandırılan teorinin Türkiye’de üniversite seviyesindeki öğrencilerin yabancı dil motivasyonunu açıklamadaki etkinliğini anlamamıza katkıda bulunacaktır.

Bu çalışmaya katılım gönüllüdür. Bu çalışmadaki veriler katılımcıların isimlerini içermeyecektir ve veriler araştırmacının kişisel bilgisayarında saklanacaktır, bilgisayar şifre ile korunacaktır. Cevapladığınız anket formlarına araştırmacıdan başka kimse ulaşamayacaktır. Eğer sonuçlar hakkında bilgi almak istiyorsanız

Teşekkürler

Katılımınız için

Saygılarımla;

Halit Taylan Exeter Üniversitesi Doktora

Öğrencisi

İletişim Bilgileri:

Danışman: Dr. Andrew Richards , University of Exeter, Graduate School of Education, College of Social Sciences and International Studies; a.j.richards@exeter.ac.uk

Araştırmacı: Halit Taylan, University of Exeter, Graduate School of Education, College of Social Sciences and International Studies; ht319@exeter.ac.uk

Dear Participants,

Please read and answer the items in the questionnaire carefully, please don't leave any item in the questionnaire blank. The questionnaire includes numbers from 1 to 5, 5= Strongly agree, 4= Agree, 3= Undecided, 2= Disagree, 1= Strongly disagree. Please read all the items in the questionnaire carefully and put (X) into the numbered box which is most suitable for your idea. Thanks for your participation.

Değerli katılımcılar,

Lütfen anketteki soruları dikkatlice okuyunuz ve cevaplayınız, lütfen hiçbir soruyu boş bırakmayınız. Anket formu 1'den 5'e kadar rakamları içermektedir, 5= Kesinlikle katılıyorum, 4= Katılıyorum, 3= Kararsızım, 2= Katılmıyorum, 1= Kesinlikle katılmıyorum. Lütfen anket formundaki soruları dikkatlice okuyunuz ve size uygun gelen rakamın bulunduğu kutuya (X) işaretini koyunuz. Katılımınız için Teşekkürler.

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
	1	2	3	4	5
1-If an English course was offered in the future, I would like to take it.					
2-I am working hard at learning English.					
3-I am prepared to expend a lot of effort in learning English.					
4-I think that I am doing my best to learn English.					
5-I would like to spend lot of time studying English.					
6-I would like to concentrate on studying English more than any other topic.					
7-I would like to study English even if I were not required.					
8-If my teacher would give the class an optional assignment, I would certainly volunteer to do it.					
9-I can imagine myself living abroad and having a discussion in English.					
10-I can imagine myself studying in a university where all my courses are taught in English.					
11-Whenever I think of my future career, I imagine myself using English.					
12-I can imagine a situation where I am speaking English with foreigners.					
13-I can imagine myself speaking English with international friends or colleagues.					

14-I can imagine myself living abroad and using English effectively for communicating with the locals.					
15-I often imagine myself speaking English as if I were a native speaker of English.					
16-I imagine myself as someone who is able to speak English.					
17-I can imagine myself writing English e-mails/letters fluently.					
18-The things I want to do in the future require me to use English.					
19-I study English because close friends of mine think it is important.					
20-Learning English is necessary because people surrounding me expect me to do so.					
21-I consider learning English important because the people I respect think that I should do it.					
22-If I fail to learn English I will be letting other people down.					
23-Studying English is important to me in order to gain the approval of my peers/teachers/family/boss.					
24-I have to study English, because, if I don't study it, I think my parents will be disappointed with me.					

25-My parents believe that I must study English to be an educated person.					
26-Studying English is important to me because an educated person is supposed to be able to speak English.					
27-Studying English is important to me because other people will respect me more if I have knowledge of English.					
28-It will have a negative impact on my life if I don't learn English.					
29-My parents encourage me to study English.					
30-My parents encourage me to study English in my free time.					
31-My parents encourage me to take every opportunity to use my English (e.g. speaking and reading).					
32-My parents encourage me to practice my English as much as possible.					
33-My family put a lot of pressure on me to study English.					
34-my parents believe that I must study English to be an educated person					
35-Most people around me tend to think that learning a foreign language is a waste of time.					
36-People around me really don't care whether I learn English or not.					
37-Few people around me think that it is such a good thing to learn foreign languages.					
38-For people where I live learning English does not really matter that much.					
39-My parents do not consider foreign languages important school subjects.					
40-I don't think that foreign languages are important school subjects.					

41-Studying English can be important to me because I think it will someday be useful in getting a good job.					
42-Studying English is important to me because English proficiency is necessary for promotion in the future.					
43-Studying English is important to me because with English I can work globally.					
44-Studying English can be important to me because I think it will someday be useful in getting a good job and/or making money.					
45-Studying English is important because with a high level of English proficiency I will be able to make a lot of money.					
46-Studying English can be important for me because I think I will need it for further studies on my major.					
47-Studying English can be important to me because I would like to spend a longer period living abroad (e.g., studying and working).					
48-Studying English is important to me because I am planning to study abroad.					
49-I study English in order to keep updated and informed of recent news of the world.					
50-The things I want to do in the future require me to use English.					
51-I have to learn English because without passing the English course I cannot graduate.					
52-I have to learn English because without passing the English course I cannot get my degree.					
53-I have to learn English because I don't want to fail the English course.					
54-I have to study English because I don't want to get bad marks in it.					
55-Studying English is necessary for me because I don't want to get a poor score or fail a mark in English proficiency tests (TOEFL, IELTS).					
56-I have to study English; otherwise, I think I cannot be successful in my future career.					
57-Studying English is important to me, because I would feel ashamed if I got bad grades in English.					
58-Studying English is important to me because, if I don't have knowledge of English, I will be considered a weak learner.					
59-Studying English is important to me because I don't like to be considered poorly educated person.					
60-I want to make friends with international students studying in Turkey.					
61-I would talk to an international student if there was one at school.					
62-I would not mind sharing an apartment or room with an international student.					
63-I want to participate in a volunteer activity to help foreigners living in the surrounding community.					
64-I think that English will help me to meet with more people.					
65-I would like to be able to use English to get involved with people from other countries.					

66-I would like to be able to use English to communicate with people from other countries.					
67-If could speak English well, I could get to know more people from other countries.					
68-Studying English will help me to understand people from all over the world, not just English speaking countries.					
69-I would like have a friendship with English students who study in Turkey					
70-I would prefer talking to an English student rather than talking to the one who has another nationality if there was one at school.					
71-I would like to learn English just to communicate with English people and to live in the UK.					
72-I relate English just with English community rather than international community.					
73-In today's world English belongs to just English people not to international community.					
74-I would like to make friends from the USA rather than making friends from all over the world.					
75-I would prefer talking to an American student rather than talking to the one who has another nationality if there was one at school.					
76-I would like to learn English just to communicate with American people and to live in the USA.					
77-I relate English just with American community rather than international community.					
78-In today's world English belongs to just American people not to international community.					
79-I like the atmosphere of my English classes.					
80-I always look forward to English classes.					
81-I find learning English really interesting.					
82-I really enjoy learning English.					
83-I like to travel to English-speaking countries.					
84-I like the people who live in English speaking countries.					
85-I like meeting people from English speaking countries.					
86-I would like to know more people from other countries					
87-I think learning English is important to learn more about the culture and art of its speakers.					
88-I would like to become similar to the people who speak English.					
89-I like English a lot.					
90-When I read an interesting story, I imagine its events and its characters.					
91-When someone tells me about an interesting place, I imagine what it would be like to be there.					
92-I avoid running into problems by imagining how they might happen in the future.					
93-When I feel distressed, I imagine things that make me feel happy.					
94-I get drifted away by imagination.					
95-I would like to study or work in the UK.					
96-If I know English and go abroad to study or work my first choice would be the UK.					

97-I learn English to study in the UK					
98-I learn English to work in the UK					
99-The most important reason for me to learn English is my desire to study or work in the UK.					
100-I would like to study or work in the USA					
101-If I know English and go abroad to study or work my first choice would be the USA.					
102-I learn English to study in the USA					
103-I learn English to work in the USA					
104-The most important reason for me to learn English is my desire to study or work in the USA.					
105-I learn English to study in different parts of the world.					
106-I learn English to work in different parts of the world.					
107-The most important reason for me to learn English is my desire to study or work in different parts of the world.					
108-I would like to study or work in different parts of the world.					
109-If I know English and go abroad to study or work my first choice would be studying or working in different parts of the world.					

APPENDIX B

INFORMATION SHEET AND TURKISH TRANSLATION OF THE QUESTIONNAIRE

Title of the study: The Language Learning Motivation of University-Level Students Regarding Motivational Self System Theory at a Turkish University Context

The primary objective of the study is to understand and analyze the foreign/second language learning motivation of a group of Turkish university level students with the light of Motivational Self System theory. This study will help us to understand the effectiveness of Motivational Self System to explain the foreign/second language learning motivation of the participants in a Turkish university context.

Participation in this study is voluntary. Your name will not be included in the research and the data will be kept in the personal computer of the researcher, the computer will be password protected. The questionnaire papers will not be made available to anyone else. If you want to be informed about the results of the study you can contact with the researcher at any time.

Thanks for your participation

Kind regards;

Halit Taylan, University of Exeter Doctor of Education

Student

Contact Details:

Supervisor: Dr. Andrew Richards University of Exeter, Graduate School of Education, College of Social Sciences and International Studies; a.j.richards@exeter.ac.uk

Researcher: Halit Taylan, University of Exeter, Graduate School of Education, College of Social Sciences and International Studies; ht319@exeter.ac.uk

Çalışmanın Başlığı: Bir Türk Üniversitesinde “Motivational Self System” Olarak Adlandırılan Bir Teori Bağlamında Üniversite Seviyesindeki Türk Öğrencilerin Dil Öğrenme Motivasyonları.

Bu çalışmanın temel amacı Türkiye’de üniversite seviyesinde okuyan öğrencilerin yabancı dil öğrenme motivasyonlarını “Motivational Self System” olarak adlandırılan bir teori ile açıklamak ve analiz etmektir. Bu çalışma aynı zamanda Türkiye’de üniversite seviyesindeki öğrencilerin yabancı dil motivasyonlarını etkileyen sosyo-kültürel ve çevresel faktörleri bulmayı amaçlamaktadır. Bu çalışma “Motivational Self System” olarak adlandırılan teorinin Türkiye’de üniversite seviyesindeki öğrencilerin yabancı dil motivasyonunu açıklamadaki etkinliğini anlamamıza katkıda bulunacaktır.

Bu çalışmaya katılım gönüllüdür. Bu çalışmadaki veriler katılımcıların isimlerini içermeyecektir ve veriler araştırmacının kişisel bilgisayarında saklanacaktır, bilgisayar şifre ile korunacaktır. Cevapladığınız anket formlarına araştırmacıdan başka kimse ulaşamayacaktır. Eğer sonuçlar hakkında bilgi almak istiyorsanız

Katılımınız için

Teşekkürler

Saygılarımla;

Halit Taylan Exeter Üniversitesi Doktora

Öğrencisi

İletişim Bilgileri:

Danışman: Dr. Andrew Richards , University of Exeter, Graduate School of Education, College of Social Sciences and International Studies; a.j.richards@exeter.ac.uk

Araştırmacı: Halit Taylan, University of Exeter, Graduate School of Education, College of Social Sciences and International Studies; ht319@exeter.ac.uk

Dear Participants,

Please read and answer the items in the questionnaire carefully, please don't leave any item in the questionnaire blank. The questionnaire includes numbers from 1 to 5, 5= Strongly agree, 4= Agree, 3= Undecided, 2= Disagree, 1= Strongly disagree. Please read all the items in the questionnaire carefully and put (X) into the numbered box which is most suitable for your idea. Thanks for your participation.

Değerli katılımcılar,

Lütfen anketteki soruları dikkatlice okuyunuz ve cevaplayınız, lütfen hiçbir soruyu boş bırakmayınız. Anket formu 1’den 5’e kadar rakamları içermektedir, 5= Kesinlikle katılıyorum, 4= Katılıyorum, 3= Kararsızım, 2= Katılmıyorum, 1= Kesinlikle katılmıyorum. Lütfen anket formundaki soruları dikkatlice okuyunuz ve size uygun gelen rakamın bulunduğu kutuya (X) işaretini koyunuz. Katılımınız için Teşekkürler.

Bölümü:

Cinsiyet: Kız / Erkek

	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
	1	2	3	4	5
1-Eğer gelecekte İngilizce kursu fırsatı olursa katılmak isterim.					
2-İngilizceyi öğrenmek için sıkı çalışıyorum.					
3-İngilizce öğrenmek için çok çaba sarf etmeye hazırım.					
4-İngilizce öğrenmek için elimden gelenin en iyisini yaptığımı düşünüyorum.					
5-İngilizce öğrenmek için çok zaman harcamak isterim.					
6-İngilizce öğrenmeye diğer alanlardan daha fazla konsantre olmak isterim.					
7-İngilizce öğrenmek zorunda olmasam da öğrenmek isterim.					
8-İngilizce hocam sınıfa yapmak zorunda olmadığı / seçmeli bir ödev verse yapmak için gönüllü olurum.					
9-Kendimi yurtdışında yaşayan ve İngilizce görüşme yapabilen birisi olarak hayal edebiliyorum.					
10-Kendimi bütün dersleri İngilizce olarak eğitim veren bir üniversitede okuyor olarak hayal edebiliyorum.					
11-Her ne zaman gelecek kariyerimi düşünsem kendimi İngilizce konuşurken hayal ediyorum.					
12-Yabancılarla İngilizce konuştuğum bir durumu hayal edebiliyorum.					
13-Kendimi uluslararası arkadaşlarla veya meslektaşlarla İngilizce konuşuyor olarak hayal edebiliyorum.					
14-Kendimi yurtdışında yaşıyor ve İngilizceyi bulunduğu yerin yerel halkıyla iletişim kurmak için etkili bir şekilde kullanabiliyor olarak hayal edebiliyorum.					
15-Çoğu zaman kendimi ana dili İngilizce olan insanlar gibi konuşurken hayal ediyorum.					
16-Kendimi İngilizce konuşabilen bir insan olarak hayal ediyorum.					
17-Kendimi akıcı bir şekilde İngilizce e-mail veya mektup yazabilen birisi olarak hayal edebiliyorum.					
18-Gelecekte yapmak istediğim şeyler İngilizce bilmemi gerektiriyor.					
19-İngilizce öğreniyorum çünkü yakın arkadaşlarım İngilizce öğrenmemin önemli olduğunu düşünüyorlar.					
20-İngilizce öğrenmem gerekli çünkü çevremdeki insanlar benden İngilizce öğrenmemi bekliyorlar.					
21-İngilizce öğrenmenin önemli olduğunu düşünüyorum çünkü saygı duyduğum/hatırını saydığım insanlar İngilizce öğrenmem gerektiğini düşünüyorlar.					
22-Eğer İngilizce öğrenmezsem beni seven insanları hayal kırıklığına uğrattırım.					
23-İngilizce öğrenmek benim için arkadaşlarımın/öğretmenlerimin/ailemin/ müdürümün beğenisini kazanmak için önemlidir.					
24-İngilizce öğrenmek zorundayım çünkü eğer öğrenmezsem ailemi hayal kırıklığına uğrattırım.					

25-Ailem eğitimli bir insan olmam için İngilizce öğrenmem gerektiğine inanıyorlar.					
26-İngilizce öğrenmek benim için önemlidir çünkü eğitimli bir insanın İngilizce konuşabilmesi beklenir/gerekir.					
27-İngilizce öğrenmek benim için önemlidir çünkü eğer İngilizce bilsem diğer insanlar bana daha çok saygı gösterirler.					
28-Eğer İngilizce öğrenmezsem hayatımda olumsuz yönde bir etki yapacaktır.					
29-Ailem İngilizce öğrenmem için beni teşvik eder.					
30-Ailem boş zamanlarımda İngilizce öğrenmem/çalışmam için beni teşvik eder.					
31-Ailem İngilizceyi kullanmak için her fırsatı değerlendirmeye beni teşvik eder. (mesela konuşma ve yazma gibi).					
32-Ailem mümkün olduğu kadar İngilizce pratik yapmam için beni teşvik eder.					
33-Ailem İngilizce öğrenmem için üzerimde çok baskı yapar.					
34-Ailem eğitimli bir insan olabilmem için İngilizce öğrenmemin şart olduğuna inanırlar.					
35-Çevremdeki birçok insan yabancı dil öğrenmenin zaman kaybı olduğunu düşünmeye eğilimlidirler.					
36-Çevremdeki insanlar İngilizce öğrenip öğrenmediğimi önemsemezler.					
37-Çevremdeki çok az insan yabancı dil öğrenmenin çok iyi bir şey olduğunu düşünürler.					
38-Yaşadığım yerdeki insanlar için İngilizce öğrenmek çok önem teşkil etmez.					
39-Ailem yabancı dilin önemli bir okul dersi olduğunu düşünmez.					
40-Ben yabancı dilin önemli bir okul dersi olduğunu düşünmüyorum.					
41-İngilizce öğrenmek benim için önemli olabilir çünkü İngilizcenin bir gün iyi bir iş bulmamda faydalı olacağını düşünüyorum.					
42-İngilizce öğrenmek benim için önemlidir çünkü İngilizce yeterliliği gelecekte yükselmem için gereklidir.					
43-İngilizce öğrenmek benim için önemlidir çünkü İngilizceyle tüm dünyada çalışabilirim.					
44-İngilizce öğrenmek benim için önemli olabilir çünkü bir gün iyi bir iş bulmam konusunda veya para kazanmam konusunda faydalı olacağını düşünüyorum.					
45-İngilizce öğrenmek önemlidir çünkü yüksek İngilizce seviyesiyle çok para kazanabilirim.					
46-İngilizce öğrenmek benim için önemli olabilir çünkü alanımda gelecekte yapacağım çalışmalarda İngilizceye ihtiyaç duyacağım.					
47-İngilizce öğrenmek benim için önemli olabilir çünkü yut dışında uzunca bir süre yaşayarak vakit geçirmek istiyorum (mesela okumak ve yaşamak gibi).					
48-İngilizce öğrenmek benim için önemlidir çünkü yurtdışında okumak istiyorum.					

49-İngilizceyi dünyadaki en son haberlerden haberdar olmak için ve güncel kalabilmek için öğreniyorum.					
50-Gelecekte yapmak istediğim şeyler İngilizce bilmemi gerektiriyor.					
51-İngilizce öğrenmek zorundayım çünkü İngilizce dersini geçmeden mezun olamam.					
52-İngilizce öğrenmek zorundayım çünkü İngilizce dersini geçmeden bölümümden mezun olamam.					
53-İngilizce öğrenmek zorundayım çünkü İngilizce dersinden kalmak istemiyorum.					
54-İngilizce çalışmak zorundayım çünkü İngilizce dersinden kötü notlar almak istemiyorum.					
55-İngilizce öğrenmek benim için gerekli; çünkü; İngilizce yeterlilik sınavlarından (TOEFL, IELTS gibi) kötü sonuçlar almak ya da başarısız olmak istemiyorum					
56-İngilizce öğrenmek zorundayım; eğer öğrenmezsem, gelecek kariyerimde başarılı olabileceğimi düşünmüyorum.					
57-İngilizce öğrenmek benim için önemlidir çünkü, eğer İngilizceden kötü notlar alırsam kendimi mahçup hissederim.					
58-İngilizce öğrenmek benim için önemlidir çünkü, eğer İngilizce bilmezsem , zayıf bir öğrenen olarak düşünülürüm.					
59-İngilizce öğrenmek benim için önemlidir çünkü zayıf eğitim almış bir insan olarak görülmek istemem.					
60-Türkiye’de okuyan uluslararası öğrencilerle arkadaşlık kurmak isterim.					
61-Eğer okulda uluslararası bir öğrenci varsa onunla konuşmak isterim.					
62-Uluslararası bir öğrenciyle aynı evi veya odayı paylaşabilirim.					
63-Etrafımızda yaşayan yabancılara yardım etmek için gönüllü bir aktivitede yer almak isterim.					
64-İngilizcenin daha çok insanla tanışmama yardım edeceğini düşünüyorum.					
65-İngilizceyi başka ülkelerden insanlarla tanışmak için konuşabilmek istiyorum.					
66-İngilizceyi farklı ülkelerden insanlarla iletişim kurabilmek için konuşabilmek istiyorum.					
67-Eğer İngilizceyi iyi konuşabilirsem, diğer ülkelerden daha çok insanla tanışabilirim.					
68-İngilizce öğrenmek bana yalnızca İngilizce konuşan ülkelerdeki insanları anlamama değil tüm dünyadan insanları anlamama yardım edecek.					
69-Türkiye’de okuyan İngiliz öğrencilerle arkadaşlık kurmak isterim.					
70-Eğer okulda İngiliz bir öğrenci varsa farklı bir milletten öğrenciyle konuşmak yerine İngiliz öğrenciyle konuşmayı tercih ederim.					
71-İngilizceyi yalnızca İngilizlerle konuşmak için ve İngiltere’de yaşamak için öğrenmek istiyorum (çalışmak veya okumak gibi).					
72-İngilizceyi uluslararası toplumdan çok İngiliz toplumuyla ilişkilendiriyorum.					

73-Günümüz dünyasında İngilizce uluslararası topluma değil yalnızca İngiliz toplumuna aittir.					
74-Türkiyede okuyan Amerikalı öğrencilerle arkadaşlık kurmak isterim.					
75-Eğer okulda Amerikalı bir öğrenci varsa farklı bir milletten öğrenciyle konuşmak yerine Amerikalı öğrenciyle konuşmayı tercih ederim.					
76-İngilizceyi yalnızca Amerikalılarla konuşmak için ve Amerikada yaşamak için öğrenmek istiyorum (çalışmak veya okumak gibi)					
77-İngilizceyi uluslararası toplumdan çok Amerikan toplumuyla ilişkilendiriyorum.					
78-Günümüz dünyasında İngilizce uluslararası topluma değil yalnızca Amerikan toplumuna aittir.					
79-İngilizce sınıfımdaki atmosferi seviyorum.					
80-İngilizce derslerini heyecanla bekliyorum.					
81-İngilizce öğrenmeyi çok ilgi çekici buluyorum.					
82-İngilizce öğrenmekten gerçekten zevk alıyorum.					
83-İngilizce konuşan ülkelere seyahat etmek istiyorum.					
84-İngilizce konuşan ülkelerde yaşayan insanları seviyorum.					
85-İngilizce konuşan ülkelere insanlarla tanışmayı seviyorum					
86-Başka ülkelere daha fazla insanla tanışmak istiyorum.					
87-İngilizce öğrenmenin İngilizce konuşan ülkelerin kültürlerini ve sanatlarını daha fazla öğrenmek için önemli olduğunu düşünüyorum.					
88-İngilizce konuşan insanlar gibi olmak istiyorum.					
89-İngilizceyi çok seviyorum.					
90-İlginç bir hikaye okuduğum zaman, hikayenin olaylarını ve karakterlerini hayal ederim.					
91-Herhangi birisi bana ilginç bir yeri anlattığı zaman, anlatılan yerin nasıl bir yer olduğunu hayal ederim.					
92-Gelecekte nasıl problemlerle karşılaşabileceğimi hayal ederek problemlerle karşılaşmayı önlerim.					
93-Kendimi stresli hissettiğim zaman, beni mutlu eden şeyleri düşünürüm.					
94-Hayal sayesinde daha ileriye düşerim.					
95-İngiltere okumak veya çalışmak istiyorum.					
96-Eğer İngilizce bilsem ve yurtdışına okumak için veya çalışmak için gitsem İngiltere öncelikli tercihim olur.					
97-İngilizceyi İngiltere’de eğitim almak için öğreniyorum.					
98-İngilizceyi İngiltere’de çalışmak için öğreniyorum.					
99-İngiltere’de okumak veya çalışmak İngilizceyi öğrenmemdeki en önemli sebeplerden birisidir.					
100-Amerika’da okumak veya çalışmak istiyorum.					
101-Eğer İngilizce bilsem ve yurtdışına okumak için veya çalışmak için gitsem Amerika öncelikli tercihim olur.					
102-İngilizceyi Amerika’da eğitim almak için öğreniyorum.					
103-İngilizceyi Amerika’da çalışmak için öğreniyorum.					

104-Amerika'da okumak veya çalışmak İngilizceyi öğrenmemdeki en önemli sebeplerden birisidir.					
105-İngilizceyi dünyanın farklı yerlerinde eğitim alabilmek için öğreniyorum.					
106-İngilizceyi dünyanın farklı yerlerinde çalışmak için öğreniyorum.					
107-Dünyanın farklı yerlerinde okumak veya çalışmak İngilizceyi öğrenmemdeki en önemli sebeplerden birisidir.					
108-Dünyanın herhangi bir yerinde çalışmak veya okumak istiyorum					
109-Eğer İngilizce bilsem ve yurtdışına çalışmak için veya okumak için gitsem dünyanın farklı yerlerini gitmek öncelikli tercihim olur.					

APPENDIX C

SCALES AND ITEMS OF THE QUESTIONNAIRE

Intended learning efforts (Adopted from Taguchi et al. (2009))

1-If an English course was offered in the future, I would like to take it.

2-I am working hard at learning English.

3-I am prepared to expend a lot of effort in learning English.

4-I think that I am doing my best to learn English.

5-I would like to spend lot of time studying English.

6-I would like to concentrate on studying English more than any other topic.

7-I would like to study English even if I were not required.

8-If my teacher would give the class an optional assignment, I would certainly volunteer to do it.

Ideal L2 self (Adopted from Taguchi et al. (2009))

9-I can imagine myself living abroad and having a discussion in English.

10-I can imagine myself studying in a university where all my courses are taught in English.

11-Whenever I think of my future career, I imagine myself using English.

12-I can imagine a situation where I am speaking English with foreigners.

13-I can imagine myself speaking English with international friends or colleagues.

14-I can imagine myself living abroad and using English effectively for communicating with the locals.

15-I often imagine myself speaking English as if I were a native speaker of English.

16-I imagine myself as someone who is able to speak English.

17-I can imagine myself writing English e-mails/letters fluently.

18-The things I want to do in the future require me to use English.

Ought to self (Adopted from Taguchi et al. (2009))

19-I study English because close friends of mine think it is important.

20-Learning English is necessary because people surrounding me expect me to do so.

21-I consider learning English important because the people I respect think that I should do it.

22-If I fail to learn English I will be letting other people down.

23-Studying English is important to me in order to gain the approval of my peers/teachers/family/boss.

24-I have to study English, because, if I don't study it, I think my parents will be disappointed with me.

25-My parents believe that I must study English to be an educated person.

26-Studying English is important to me because an educated person is supposed to be able to speak English.

27-Studying English is important to me because other people will respect me more if I have knowledge of English.

28-It will have a negative impact on my life if I don't learn English.

Family influence (Adopted from Taguchi et al. (2009))

29-My parents encourage me to study English.

30-My parents encourage me to study English in my free time.

31-My parents encourage me to take every opportunity to use my English (e.g. speaking and reading).

32-My parents encourage me to practice my English as much as possible.

33-My family put a lot of pressure on me to study English.

34-my parents believe that I must study English to be an educated person

Milieu (Adopted from Taguchi et al. (2009))

35-Most people around me tend to think that learning a foreign language is a waste of time.

36-People around me really don't care whether I learn English or not.

37-Few people around me think that it is such a good thing to learn foreign languages.

38-For people where I live learning English does not really matter that much.

39-My parents do not consider foreign languages important school subjects.

40-I don't think that foreign languages are important school subjects.

Instrumentality promotion (Adopted from Taguchi et al. (2009))

41-Studying English can be important to me because I think it will someday be useful in getting a good job.

42-Studying English is important to me because English proficiency is necessary for promotion in the future.

43-Studying English is important to me because with English I can work globally.

44-Studying English can be important to me because I think it will someday be useful in getting a good job and/or making money.

45-Studying English is important because with a high level of English proficiency I will be able to make a lot of money.

46-Studying English can be important for me because I think I will need it for further studies on my major.

47-Studying English can be important to me because I would like to spend a longer period living abroad (e.g., studying and working).

48-Studying English is important to me because I am planning to study abroad.

49-I study English in order to keep updated and informed of recent news of the world.

50-The things I want to do in the future require me to use English.

Instrumentality prevention (Adopted from Taguchi et al. (2009))

51-I have to learn English because without passing the English course I cannot graduate.

52-I have to learn English because without passing the English course I cannot get my degree.

53-I have to learn English because I don't want to fail the English course.

54-I have to study English because I don't want to get bad marks in it.

55-Studying English is necessary for me because I don't want to get a poor score or fail a mark in English proficiency tests (TOEFL, IELTS).

56-I have to study English; otherwise, I think I cannot be successful in my future career.

57-Studying English is important to me, because I would feel ashamed if I got bad grades in English.

58-Studying English is important to me because, if I don't have knowledge of English, I will be considered a weak learner.

59-Studying English is important to me because I don't like to be considered poorly educated person.

International contact and international contact (adopted from Yashima (2009))

60-I want to make friends with international students studying in Turkey.

61-I would talk to an international student if there was one at school.

62-I would not mind sharing an apartment or room with an international student.

63-I want to participate in a volunteer activity to help foreigners living in the surrounding community.

64-I think that English will help me to meet with more people.

65-I would like to be able to use English to get involved with people from other countries.

66-I would like to be able to use English to communicate with people from other countries.

67-If could speak English well, I could get to know more people from other countries.

68-Studying English will help me to understand people from all over the world, not just English speaking countries.

Attitudes toward the UK (Adopted from Yashima (2009))

69-I would like have a friendship with English students who study in Turkey

70-I would prefer talking to an English student rather than talking to the one who has another nationality if there was one at school.

71-I would like to learn English just to comunicate with English people and to live in the UK.

72-I relate English just with English community rather than international community.

73-In today's world English belongs to just English people not to international community.

Attitudes toward the USA (Adopted from Yashima (2009))

74-I would like to make friends from the USA rather than making friends from all over the world.

75-I would prefer talking to an American student rather than talking to the one who has another nationality if there was one at school.

76-I would like to learn English just to communicate with American people and to live in the USA.

77-I relate English just with American community rather than international community.

78-In today's world English belongs to just American people not to international community.

Attitudes toward learning English (Adopted from Taguchi et al. (2009))

79-I like the atmosphere of my English classes.

80-I always look forward to English classes.

81-I find learning English really interesting.

82-I really enjoy learning English.

Attitudes toward L2 community (Adopted from Taguchi et al. (2009))

83-I like to travel to English-speaking countries.

84-I like the people who live in English speaking countries.

85-I like meeting people from English speaking countries.

86-I would like to know more people from other countries

Integrativeness (Adopted from Taguchi et al. (2009))

87-I think learning English is important to learn more about the culture and art of its speakers.

88-I would like to become similar to the people who speak English.

89-I like English a lot.

Imagination (Adopted from Al-Shehri (2009))

90-When I read an interesting story, I imagine its events and its characters.

91-When someone tells me about an interesting place, I imagine what it would be like to be there.

92-I avoid running into problems by imagining how they might happen in the future.

93-When I feel distressed, I imagine things that make me feel happy.

94-I get drifted away by imagination.

Study and work in the UK (Adopted from Yashima (2009))

95-I would like to study or work in the UK.

96-If I know English and go abroad to study or work my first choice would be the UK.

97-I learn English to study in the UK

98-I learn English to work in the UK

99-The most important reason for me to learn English is my desire to study or work in the UK.

Study and work in the USA (Adopted from Yashima (2009))

100-I would like to study or work in the USA

101-If I know English and go abroad to study or work my first choice would be the USA.

102-I learn English to study in the USA

103-I learn English to work in the USA
104-The most important reason for me to learn English is my desire to study or work in the USA.

Study or work in different parts of the world (Adopted from Yashima (2009))

105-I learn English to study in different parts of the world.
106-I learn English to work in different parts of the world.
107-The most important reason for me to learn English is my desire to study or work in different parts of the world.
108-I would like to study or work in different parts of the world.
109-If I know English and go abroad to study or work my first choice would be studying or working in different parts of the world.



APPENDIX D

CERTIFICATE OF ETHICAL APPROVAL

GRADUATE SCHOOL

OF EDUCATION

St Lukes Campus

Heavitree road

Exeter UK EX1 2 LU

<http://socialsciences.exeter.ac.uk/education/>

CERTIFICATE OF ETHICAL APPROVAL

Title of Project: The Language Learning Motivation of University-Level Students

Regarding L2 Motivational Self System at a Turkish University Context

Researcher(s) name: Halit Taylan

Supervisor(s): Andrew Richards

Philip Durrant

This project has been approved for the period

From: 01/04/2016

To: 01/09/2017

EthicsCommitteeapprovalreference:

D/15/16/33



A handwritten signature in black ink, appearing to read 'P. Durrant'.

Signature:

Date: 04/03/2016 (Dr Philip Durrant,
Chair, Graduate School of Education
Ethics Committee)

D/15/16/33

COLLEGE OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES

When completing this form please remember that the purpose of the document is to clearly explain the ethical considerations of the research being undertaken. As a generic form it has been constructed to cover a wide-range of different projects so some sections may not seem relevant to you. Please include the information which addresses any ethical considerations for your particular project which will be needed by the SSIS Ethics Committee to approve your proposal.

Guidance on all aspects of the SSIS Ethics application process can be found on the SSIS intranet:

Staff: <https://intranet.exeter.ac.uk/socialsciences/staff/research/researchenvironmentandpolicies/ethics/>

Students: <http://intranet.exeter.ac.uk/socialsciences/student/postgraduateresearch/ethicsapprovalforyourresearch/>

All staff and students within SSIS should use this form to apply for ethical approval and then send it to one of the following email addresses:

ssis-ethics@exeter.ac.uk This email should be used by staff and students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology.

ssis-gseethics@exeter.ac.uk This email should be used by staff and students in the Graduate School of Education.

Applicant details	
Name	Halit Taylan
Department	Graduate School of Education- Doctor of Education (TESOL)
UoE email address	ht319@exeter.ac.uk

Duration for which permission is required		
<p>You should request approval for the entire period of your research activity. The start date should be at least one month from the date that you submit this form. Students should use the anticipated date of completion of their course as the end date of their work. Please note that <u>retrospective ethical approval will never be given.</u></p>		
Start date:01/04/2016	End date:01/09/2017	Date submitted:16/02/2016

Students only	
<p>All students must discuss their research intentions with their supervisor/tutor prior to submitting an application for ethical approval. The discussion may be face to face or via email.</p> <p>Prior to submitting your application in its final form to the SSIS Ethics Committee it should be approved by your first and second supervisor / dissertation supervisor/tutor. You should submit evidence of their approval with your application, e.g. a copy of their email approval.</p>	
Student number	640015662
Programme of study	Doctor of Education (EdD) module

	If you selected 'other' from the list above please name your programme here
Name of Supervisor(s)/tutors or Dissertation Tutor	Andrew Richards
Have you attended any ethics training that is available to students?	I have not attended any specialised ethics training apart from the one covered as part of the EdD. research training. Click here to specify training Click here to enter a date.

Certification for all submissions

I hereby certify that I will abide by the details given in this application and that I undertake in my research to respect the dignity and privacy of those participating in this research. I confirm that if my research should change radically I will complete a further ethics proposal form.

Halit Taylan

Double click this box to confirm certification

Submission of this ethics proposal form confirms your acceptance of the above.

TITLE OF YOUR PROJECT

**The Language Learning Motivation of University-Level Students
Regarding L2 Motivational Self System at a Turkish University Context**

ETHICAL REVIEW BY AN EXTERNAL COMMITTEE

[Select from this dropdown list](#)

If you selected yes from the list above you should apply for ethics approval from the appropriate organisation (the NHS Health Research Authority or the Ministry of Defence Research Ethics Committee). You do not need to

complete this form, but you must inform the [Ethics Secretary](#) of your project and your submission to an external committee.

MENTAL CAPACITY ACT 2005

Select from this dropdown list

If you selected yes from the list above you should apply for ethics approval from the NHS Health Research Authority. You do not need to complete this form, but you must inform the [Ethics Secretary](#) of your project and your submission to an external committee.

SYNOPSIS OF THE RESEARCH PROJECT

Maximum of 750 words.

As a research project I would like to design a L2 motivation study from a self perspective in Turkish context. Therefore, I would like to take L2 Motivational Self System Theory as the main theoretical framework according to recent development in L2 motivation studies and I would like study L2 motivation according to this framework. This study aims to contribute to the ongoing development and understanding or explanation of L2 motivation theory in relation to the validation of Dörnyei's motivational Self System theory. The primary objective of the study is to understand and analyze the L2 motivation of a group of Turkish university level students with the light of L2 Motivational Self System. In this way the study will test the effectiveness of the system in Turkish University context.

Key terms:

Integrative Orientation: Gardner (1985) defines integrative orientation as the positive feelings towards target community and being a desire to be a part of that community.

Instrumental orientation: Gardner (1985) defines instrumental orientation as the utilitarian aspect of individuals' motivation in language learning such as getting a better job or better salary.

Possible Selves: Possible Selves reflect individuals' thoughts of 'what they might become, what they would like to become, and what they are afraid of becoming'.

Motivational Self System: L2 Motivational Self System aims at refining the L2 motivation understanding and research by applying the psychological theories of the self. This system includes three components:

Ideal L2 Self: Ideal L2 Self underlines the L2 related image or aspect of one's ideal person that one wants to become. Ideal selves has a significant role in the academic success of learners, it holds promotional focus.

Ought to L2 Self: Ought to L2 Self may be understood as one's decision to learn an L2 to save one self from any negative consequences resulting from the lack of L2 knowledge in the future, it has relation with prevention focus.

L2 Learning Experience: It is related to the learners' attitudes towards immediate learning environment and experience.

The study will include these research questions:

1-How effective is the L2 Motivational Self System as a means of understanding and explaining the L2 motivation of Turkish university level students in Turkey?

- 1- What is the relationship between learners' intended learning effort and the components of motivational self system?
- 2- What is the relationship between the three main components of the L2 Motivational Self System with each other?
- 3- Are the promotional and preventional aspects of instrumentality related to ideal L2 Self and Ought to L2 Self of the participants separately and what is their relationship with the intended learning efforts?
- 4- Are parental influence and milieu related to ideal L2 self or Ought to L2 self and what is their relationship with intended learning efforts?
- 5- Is there a close relationship between Integrativeness and Ideal L2 Self as hypothesized by Dörnyei according to Turkish university level students and what is the relationship between intended learning efforts, ideal L2 self and ought to self?
- 6- Are ideal L2 self and integrativeness related to international posture & international contact or attitudes toward the UK, attitudes toward the USA or attitudes toward English speaking countries?
- 7- Is ideal L2 self and instrumentality promotion related to study and work in the UK, study and work in the USA or in different parts of the world?

8- Is there a relationship between imagination, ideal L2 self and intended learning efforts?

INTERNATIONAL RESEARCH

The study will take place in a Turkish University context which is in the far west of Turkey. In Turkey if you want to conduct a questionnaire at a University context just the verbal permission of the lecturer will be enough to conduct a questionnaire.

The following sections require an assessment of possible ethical consideration in your research project. If particular sections do not seem relevant to your project please indicate this and clarify why.

RESEARCH METHODS

The quantitative approach will be used in the study to answer the research questions I have. As I mentioned in my research questions I as a researcher aim to understand how effective is the L2 Motivational Self System to understand the L2 motivation of a sample of Turkish university level students in Turkey. In this study I will use correlation analysis and regression analysis. Correlation analysis will help me to understand and analyze linear relationship between scales and related Motivational Self System elements and regression analysis will help me to elaborate my understanding.

Field (2009) explains correlation with an example from his childhood. Field (2009) tells that one day his father brings him a guitar with a book which

explains how to use a guitar, in the beginning, Field (2009) plays the guitar by himself and cannot manage playing it and starts crying then his father comes with confronting words to him and his father says: Don't worry Andy, everything is hard to begin with, the more you practice the easier it gets. Field (2009) indicates that the confronting words of his father trying to teach him about the relationship between two variables. According to Field (2009) these two variables can be related in three ways: positively related, the more he practices the guitar, the more better he will be, not related at all, meaning that as he practices the guitar his skills will remain the same, negatively related which would mean the more he practices the worse a guitar player he will become. This is correlation between two variables; the relationships between variables can be explained statistically in correlation analysis by looking at two measures: covariance and correlation coefficient.

PARTICIPANTS

I want to conduct my study in Turkey with university level L2 learners. In order to collect data I am planning to visit a university in Turkey. The university I want to visit is in the far west of Turkey and the participants will be university level English language learners. I would like to be at the university to raise the return rate of the data. I believe that if the needed information is given directly by the researcher to the participants about the study, the participants become more clear and careful in answering the questionnaire. At the same time with a quick check I can make the participants correct their missing points in the questionnaire, if I am there while collecting data.

THE VOLUNTARY NATURE OF PARTICIPATION

The study will not include any children participants, the participants of the study will be adult participants. The questionnaire will include an information section. The information section will clearly state the aim of the study and will clearly state that only volunteer participants will participate in the study. The questionnaire will also include a directions section which states what exactly the participants should do. In addition to this, the needed information will be given by the researcher. If a participant needs any help during the data collection process the researcher will be there. In this study only volunteer participants will participate. In addition to the information section in the questionnaire, the researcher will also clearly state that and then the researcher will ask for any volunteer participants. If there are some volunteer participants to participate in the study then the researcher will give them the questionnaire to answer. In addition to this, the colleagues from the University will be with the researcher during the application process of the questionnaire so that they can also see how the researcher involve in the participants in the study voluntarily.

SPECIAL ARRANGEMENTS

The study will not include participants with special needs.

THE INFORMED NATURE OF PARTICIPATION

The researcher will explain the aims of the study clearly in the questionnaire information section. The information section will be presented in Turkish and

the researcher will inform that participation is voluntary; the information section will clearly state that the participants' name will not be included in the research and the data will be kept in the personal computer of the researcher, the computer will be password protected, the questionnaire papers will not be made available to anyone else. By stating these issues the researcher will ensure anonymity and confidentiality of the participants.

ASSESSMENT OF POSSIBLE HARM

The study does not involve any political or ideological conflict items in the questionnaire. The researcher will be in the university environment while collecting data and the lecturer of the class will also be there during the data collection process so that the researcher and the lecturer should be free to feel any possible harm either of the researcher or the participants. The participants are assured of confidentiality and anonymity at the outset. To maintain and protect privacy the researcher will not use the names of the participants as data and the site of the research study.

The study will take place at a Turkish university which is in the far west of Turkey and not near the Syrian border. This place is very far away from the Syrian border and it is very secure, so that I can assure the security of myself and my participants.

Every reasonable effort will be made to ensure that no output will provide information which might allow any participant or institution to be identified from names, data, contextual information or a combination of these.

DATA PROTECTION AND STORAGE

The data will be kept in the personal computer of the researcher and the results will be analysed only by the researcher. The computer will be password protected and only the researcher will be able to log in the computer. The questionnaire will be done on paper in Turkish, after conducting the questionnaire the researcher will keep the questionnaire in his

personal locked drawer. The key of the drawer will be accessible only to the researcher

DECLARATION OF INTERESTS

The research does not have a commercial aim and the research is funded by me so that I confirm that there is no any commercial aims or any partnership with a company or charity etc.

USER ENGAGEMENT AND FEEDBACK

In the information section of the questionnaire I will inform the participants that they can contact with the researcher anytime via e-mail about the results of the study.

INFORMATION SHEET

CONSENT FORM

SUBMISSION PROCEDURE

Staff and students should follow the procedure below.

Post Graduate Taught Students (Graduate School of Education): Please submit your completed application to your first supervisor. Please see the submission flowchart for further information on the process.

All other students should discuss their application with their supervisor(s) / dissertation tutor / tutor and gain their approval prior to submission. Students should submit evidence of approval with their application, e.g. a copy of the supervisors email approval.

All staff should submit their application to the appropriate email address below.

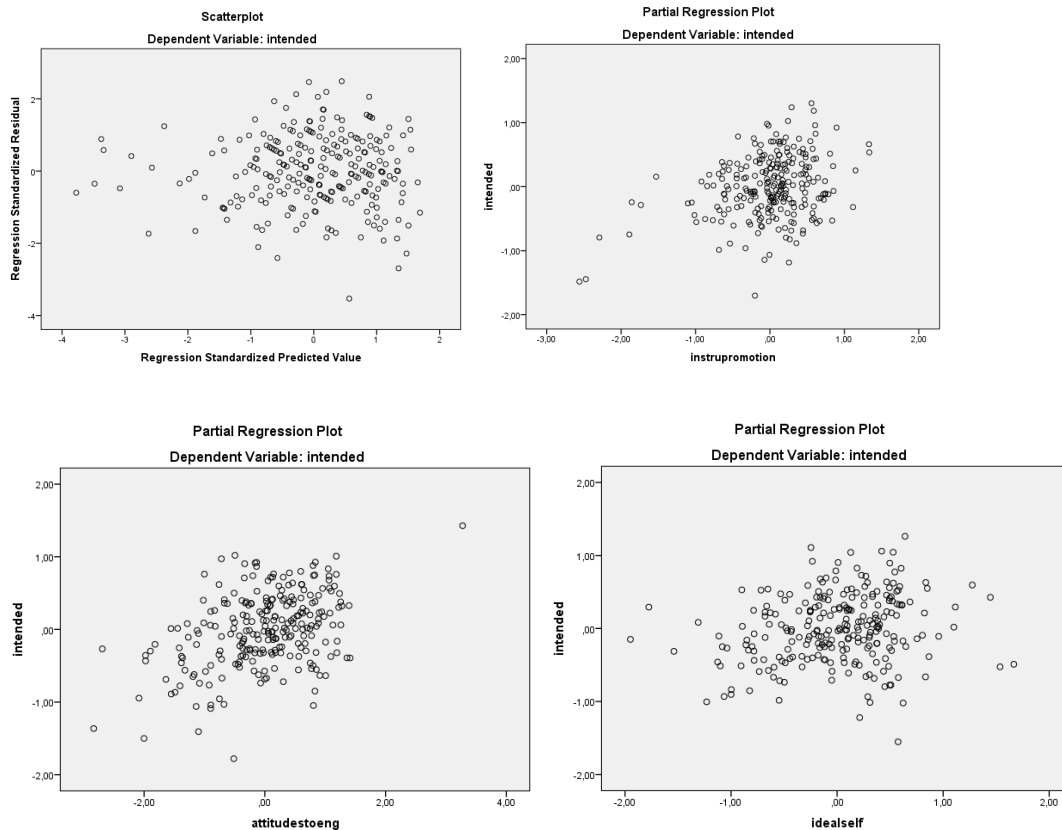
This application form and examples of your consent form, information sheet and translations of any documents which are not written in English should be submitted by email to the SSIS Ethics Secretary via one of the following email addresses:

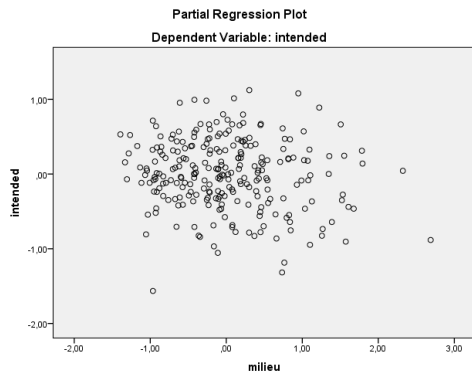
ssis-ethics@exeter.ac.uk This email should be used by staff and students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology.

ssis-gseethics@exeter.ac.uk This email should be used by staff and students in the Graduate School of Education.

APPENDIX E

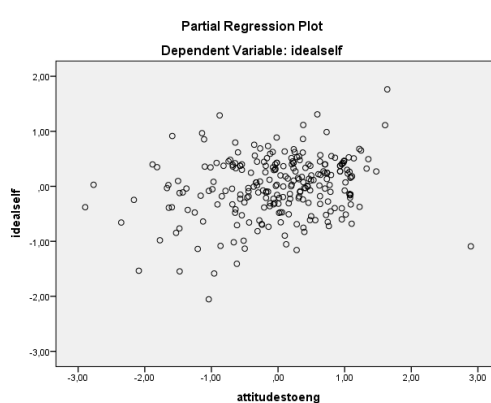
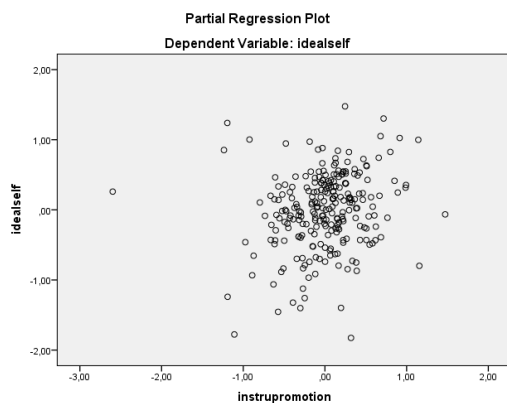
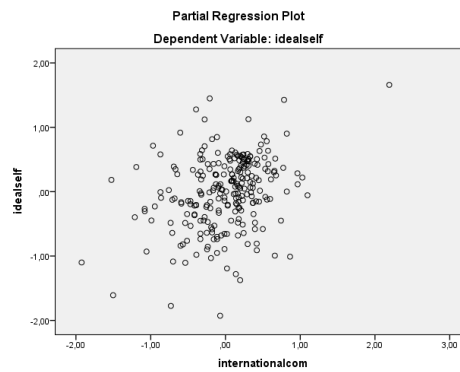
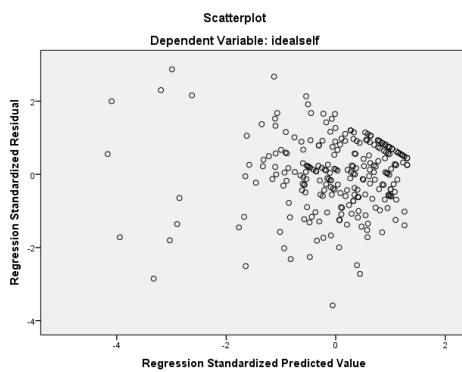
SCATTER PLOT AND PARTIAL PLOTS FOR NON LINEAR RELATIONSHIPS AND HETEROSCEDASTICIDTY OF INTENDED LEARNING EFFORTS AS THE CRITERION MEASURE IN THE REGRESSION ANALYSIS





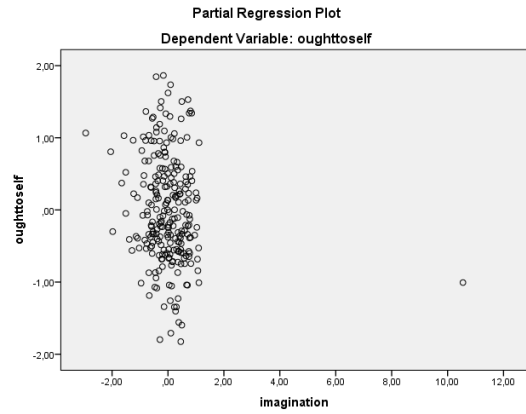
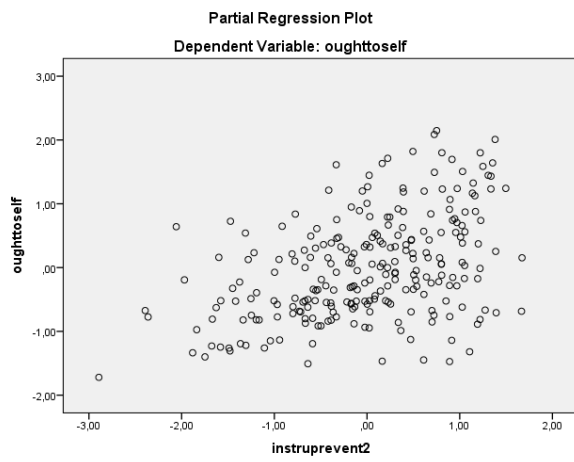
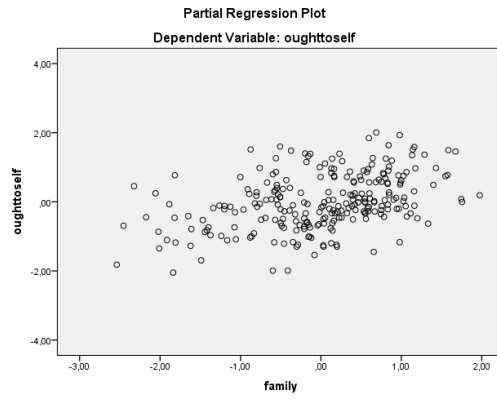
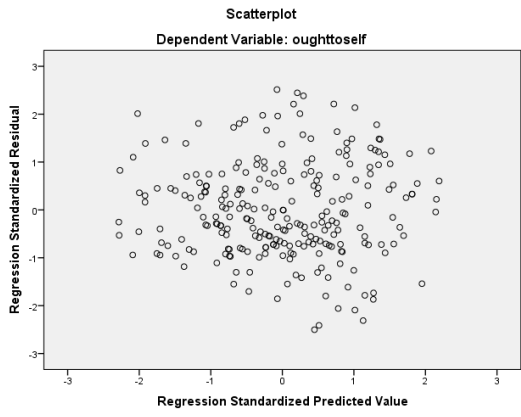
APPENDIX F

SCATTER PLOT AND PARTIAL PLOTS FOR NON LINEAR RELATIONSHIPS AND HETEROSCEDASTICITY OF IDEAL L2 SELF AS THE CRITERION MEASURE IN THE REGRESSION ANALYSIS



APPENDIX G

SCATTER PLOT AND PARTIAL PLOTS FOR NON LINEAR RELATIONSHIPS AND HETEROSCEDASTICITY OF OUGHT TO L2 SELF AS THE CRITERION MEASURE IN THE REGRESSION ANALYSIS



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Boğaziçi Üniversitesi Yabancı Diller Yüksek Okulu 2016-2017 Akademik Yılı öğrenci el kitabı (Boğaziçi University the Scholl of Foreign Languages 2016-2017

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