

T.C.
AKDENİZ UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
ENGLISH LANGUAGE TEACHING

**AN INVESTIGATION INTO RELATIONSHIP BETWEEN TURKISH AND
INTERNATIONAL STUDENTS' L2 MOTIVATIONAL SELF SYSTEMS AND
THEIR ACHIEVEMENT LEVEL IN FOREIGN LANGUAGE LEARNING**

MASTER'S THESIS

Gözde PARTAL

Antalya, 2017

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Supervisor:

Asst. Prof. Dr. Simla COURSE

Antalya

June, 2017

DOĐRULUK BEYANI

Yüksek lisans tezi olarak sunduĐum bu alıřmayı, bilimsel ahlak ve geleneklere aykırı dűşecek bir yol ve yardıma bařvurmaksızın yazdıĐımı, yararlandıĐım eserlerin kaynakalarda gösterilenlerden olduĐunu ve bu eserleri her kullanımında alıntı yaparak yararlandıĐımı belirtir; bunu onurumla doĐrularım. Tezimle ilgili yaptıĐım bu beyana aykırı bir durumun saptanması durumunda ortaya ıkacak tüm ahlaki ve hukuki sonuçlara katlanacaĐımı bildiririm.

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Gözde PARTAL

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Göзде PARTAL 'nın bu çalışması 20/06/2017 tarihinde jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Tezli Yüksek Lisans Programında Yüksek Lisans Tezi olarak oy birliği/oy çokluğu ile kabul edilmiştir

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YÜKSEK LİSANS TEZİNİN ADI:

ONAY: Bu tez, Enstitü Yönetim Kurulunca belirlenen yukarıdaki jüri üyeleri tarafından uygun görülmüş ve Enstitü Yönetim Kurulunun tarihli ve sayılı kararıyla kabul edilmiştir.

(Unvan, Ad, SOYAD)

Enstitü Müdürü

ACKNOWLEDGEMENTS

I would like to thank all the people who contributed to my work during this research. First and foremost, I would like to express my deepest gratitude to my thesis supervisor Asst. Prof. Simla COURSE for her patience, strong encouragement, constructive feedback and her guidance. Her professional guidance, discipline and thoughts taught me a great deal about academic research and life.

I also owe special thanks to my lecturer Doç. Dr. Binnur Genç İLTER for her endless support, understanding and encouragement even at times when I had health problems during this journey. I will always appreciate her contribution to my development and her encouragement.

Besides, I would like to indicate my special thanks to my high school teacher Perihan YÜĞRÜK, who inspired me to be an English teacher and also helped me to see the world in a different way.

I would like to extend my thanks to my life-coach, my mother Perihan GÖKÇEK and my sister Olgu DEMİRTAŞ for their encouragement and confidence in me. I also wish to thank my husband Özgür PARTAL for his never-ending support, his love and understanding and to my greatest inspiration, my beloved daughter Özge Naz PARTAL, who came to my life with her warm smile in the middle of my challenging journey. This work would not have been possible without my family's support.

I am also grateful to the administration of SOFL at Antalya Bilim Üniversitesi especially to my friend, Testing Office Coordinator, Ayşe ÖNCEL for her assistance and willingness to carry out this research and to my colleagues who sincerely contributed to my study.

To the loving memory of my father Mustafa GÖKÇEK,

I will always remember your warm smile...

ÖZET

Türk ve Yabancı Öğrencilerin Yabancı Dil Öğrenimlerindeki İkinci Dil Benlik Motivasyonu Sistemleri ve Bu Sistemlerin Akademik Başarıları Arasındaki İlişkinin İncelenmesi

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Tez Danışmanı: Yrd. Doç. Dr. Simla Course

Haziran 2017, 95 sayfa

Bu çalışma, Türkiye’de bir özel üniversitedeki Türk ve yabancı öğrencilerin ikinci dil öğrenme motivasyonu benlik sistemlerini ve bu sistemlerin akademik başarılarıyla arasındaki ilişkisini incelemektedir. Öğrencilerin sahip oldukları farklı gelecek benlik sistemlerini açıklamak üzere Dörnyei (2009) tarafından ileri sürülen İkinci Dil Motivasyonu Benlik Sistemleri teorik çerçeve olarak alınmıştır. Bu çalışmada 120 Türk, 37 yabancı üçüncü düzey İngilizce’yi yabancı dil olarak öğrenen öğrenciler yer almıştır. Bu çalışma için karma yöntem seçilmiştir. Öğrencilerin benlik sistemlerini bulmak için 32 maddelik 5li likert ölçek Dörnyei’nin Motivasyon Anketi’nden adapte edilmiştir. Ayrıca, yarı yapılandırılmış görüşmeler yürütülmüştür. Analiz sonuçları, hem Türk hem de yabancı öğrencilerde ikinci dil ideal benlik sistemleri, olması gereken benlik sistemleri, kültürel ilgi, İngilizce öğrenmeye yönelik davranışlar ve araçsal yükselme motiflerinin yüksek olduğunu göstermiştir. Ancak, Türk ve yabancı öğrencilerin araçsal önlem motifleri arasında anlamlı farklılık olduğu gözlemlenmiştir. Bu sonuç, Türk öğrencilerin dil öğrenme yolunda araçsal önlemlerin güçlü bir motivasyon kaynağı olduğu gerçeğini gösterir. Aynı zamanda, yüksek akademik başarı oranına sahip olan öğrencilerde, yüksek oranda, olması gereken benlik sistemi ve

araçsal önlem motifleri bulunmuştur. Ancak, yabancı öğrencilerin motivasyonlarıyla akademik başarıları arasında herhangi bir ilişki bulunmamıştır.

Anahtar kelimeler: İkinci Dil Motivasyonu Benlik Sistemi, ideal benlik sistemi, olması gereken benlik sistemi, akademik başarı, dil öğrenme motivasyonu, ikinci dil öğrenimi

ABSTRACT

An Investigation into Relationship between Turkish and International Students’ L2 Motivational Self Systems and Their Achievement Level in Foreign Language Learning

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MA, Foreign Language Teaching Department

Supervisor: Asst. Prof. Dr. Simla Course

June 2017, 95 pages

The present study investigates the relationship between Turkish and International students’ L2 motivational self systems and its relationship with their academic achievement at a private university in Turkey. Motivational Self System, which was proposed by Dörnyei (2009) was utilized as theoretical framework in order to explain different future selves that the students have. 120 Turkish and 37 international tertiary level EFL students took part in the study. Mixed methods research was adopted for this study. In order to find out motivational self systems of the students, a questionnaire with 32 Likert type scale items was adapted from Dörnyei’s Motivation Questionnaire. Also, semi-structured interviews were conducted. Results of the analysis suggest that both Turkish and International students have strong ideal L2 self, ought to L2 self, cultural interest, attitudes to learn English and instrumental promotion motives. However; there is a significant difference between Turkish and international students’ instrumental prevention motives. This result demonstrates that preventive motives are strong incentives in Turkish students’ language learning process. It is also found that Turkish students with higher academic achievement have strong ought to L2 self and

instrumental prevention motives. However, there is not a relationship between international students' academic achievement and their motivational state.

Key Words: L2 Motivational Self System, ideal L2 self, ought to L2 self, academic achievement, language learning motivation, second language learning.

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LIST OF ABBREVIATIONS

CEFR: Common European Framework of Reference for Languages

EFL: English as a foreign language

ESL: English as a second language

L2MSS: L2 Motivational Self System

SDT: Self Determination Theory

SOFL: School of Foreign Languages

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Foreign language learning is a significant instrument for people in order to create socio-economical interactions and exchange ideas (Jones&Davies, 1983). From this perspective, English is seen as a global language as it is a dominant language in economy, technology, and politics (Crystal, 2012). English also takes place in education owing to its feature as a global language. In this respect, it is seen that many schools' programs are revised in order to adapt this new environment brought by globalization (Spring, 2008). Similarly, in Turkey, English is prevalent in the areas mentioned above including education. English is taught as a first foreign language in Turkey, and also it is the medium of instruction in many universities (Kırkgöz 2005, Aktuna&Kızıltepe, 2005).

Turkish education system underwent many changes in its language policy on accounts of its adaptation to globalization (Kırkgöz, 2005). In 1997 education reform, Turkish government implemented a new plan in ELT in order to expose students to English as much as possible. In this regard, English became obligatory in schools starting from 4th grade (Kırkgöz, 2007) and communicative language teaching became a part of the new curriculum. Turkish participants in this research experienced this reform. With the further changes considering Turkey's latest position in international affairs, curriculum, teaching methods, teacher-student roles, teacher trainings and assessment methods were revised in accordance with communicative language teaching approach and CEFR (Kırkgöz, 2007). In 2003-2004 academic year, students studying in the second grade started their English language education.

1.2. Statement of the Problem

In Turkey, students usually go through a difficult stage in their lives before they start university, which is the period that they study for the university exam. Due to the great deal of importance attached to this exam, the students consider their studies related to this exam more important than their studies at school and the lessons are also designed considering university exam. (İçmez, 2009). As the university exam does not include English subject unless the students aim to study English at university, the students feel that they do not need to learn it for any internal or external reasons.

It is observed by the researcher, an instructor of English at a university, that in spite of learning English for 9 years before they start their university education, most Turkish students start from elementary level in Prep School. Also, some of these students are so unwilling that in case of a failure, they either change their universities to the ones where English is not an obligatory language or prefer to re-take the university exam again. Some of these students are observed to have prejudice towards English. However, this is not the case for international students. Even though they start from the elementary level, it is seen that they improved English day by day. Thus, there seems to be a motivation problem with the Turkish students, which affect their language learning proficiency negatively. This study is conducted in order to find out the reasons behind this problem and to provide insights for future research.

1.3. Purpose of the Study and Research Questions

In the light of these problems occurred at a private university in the Turkish context, this study is believed to;

- point out Turkish and international students' current motivational orientations,

- clarify similarities and differences between international and Turkish students in terms of their language learning motivation,
- reveal the relationship between students' language learning motivation and how these motives affect their success.

The present study was guided by the following research questions:

1. What are International Tertiary Level Students' L2 Motivational Self Systems?
 - What are International Tertiary Level Students' Ideal L2 Selves and Ought to L2 Selves?
2. What are Turkish Tertiary Level Students' L2 Motivational Self Systems?
 - What are Turkish Tertiary Level Students' Ideal L2 Selves and Ought to L2 Selves?
3. What is the relationship between Turkish and International Tertiary level students' Motivational Self Systems and their academic achievement?

1.4. Significance of the Study

As language learning theory suggests, it is widely accepted that language learners who have strong motivation generally reach success (Chen et al., 2005). However as it is seen in the studies below (see literature review), not all kinds of motivation leads to success and students' motivational orientations as well as their achievement in return differs in each context.

This study is believed to be significant as it will identify the factors that affect Turkish and International students' language learning motivation and its impact on their academic achievement. Therefore, this research intends to shed light on future

implications in order to help students increase the kind of motivation that leads to success.

1.5. Limitations

There are some limitations of this study. First, as this study was carried out at a private university in Turkey, limited number of students took part in this research. Also, number of international students is not equal to Turkish students due to the issues of accessibility. Second, since the learning environment, English language training programs and language learners' past learning experiences differ, students' attitudes to learn English cannot be generalized.

CHAPTER II

LITERATURE REVIEW

2.1. Motivational Theories

In human psychology, motivation deals with “energy, direction, persistence and equifinality” and most importantly, it is basis of biological and psychological systems, which will result in production (Deci&Ryan 2000a, p. 69). Motivation is present in every field where humans show progress such as language learning. When we examine major determinants in language acquisition, motivation appears among the most important ones. As MacIntyre (2002) and Dörnyei (1994) state, it is one of the most significant elements of language learning when the individual differences are considered. MacIntyre defines motivation as “one of the many motives a person might possess” (2002, p. 46). In each definition, it is seen as a driving force which helps people reach their goal. Gardner and Lambert (1959) view role of motivation in L2 acquisition based on Mowrer’s theory by comparing motivation with its function in L1 acquisition. According to them, all children imitate the sounds that their parents produce when learning their native language, which means learning a new language based on its verbal practice. From this perspective, when they see that they are able to communicate with their parents imitating the sounds, they become motivated to have more interaction and the acquisition occurs. Gardner (2001) argues that students go through a similar process in second language acquisition in which they are motivated by the same kind of driving force; that is, a sense of belonging to a particular group, which he named as ‘integrativeness’.

2.1.1. Integrative Motivation vs Instrumental Motivation

Gardner (1985, p. 168) states that “motivation to learn a second language is influenced by group related and context related attitudes, integrativeness and attitudes towards the learning situation, respectively.” Similarly, Dörnyei (1994b, p. 78) sees L2 learning as a “channel of social organizations of culture of the community”. As both Gardner (1985) and Dörnyei (1994b) suggest, in second language learning, attitudes towards the target culture affect language learning motivation. In this regard, Gardner’s concept of integrativeness explains how motivation works in language learners’ learning processes. At schools, all subjects include children’s own cultural values except English and in subjects taught in L1, there is no need for students to internalize new values as they are already in their lives. However, learning a second language is independent of one’s own self and cultural values, which require internalization of the language and culture itself. This internalization occurs when the language learner develops social attitudes towards the culture of the speakers of that language and when these attitudes are supported with the interaction with its members, which Gardner called “integrativeness” (2001, p. 74) As mentioned above, integrative motivation is language learners’ desire to interact with the members of the target language community and to make this behavior as a part of their own selves.

As well as integrative motivation, Gardner and Lambert (1959) also proposed instrumental motivation which was contrasted with integrative orientation. Lambert defined instrumental motivation as “the practical value and advantages of learning a new language” (1974, p. 98). Similarly, Dörnyei (1994a, p. 520) sees instrumental motivation as “short-term pragmatic, utilitarian benefits” such as pay rise, promotion, social status, academic knowledge etc. From this perspective, it can be said that these

two types of motivation have opposite functions. However, subsequent studies show that instrumental and integrative orientations are actually positively related, even in some studies, it is argued that there is no need to separate these orientations anymore as they are indistinguishable when the conditions are considered (Norton, 1994).

A study conducted by Gardner and MacIntyre (1991) at an EFL context shows that both integrative and instrumental factors increase learners' motivation and also their success. They found that when the learners were motivated integratively, the time they spent on the given task increased. Also, when the experimental group was offered money upon completing the task, the learners studied even longer than the control group. This study proves that both integrative and also instrumental motivation enable students to focus more on the given task, which will later increase their achievement accordingly.

While some of the studies show correlation between these motivational elements and the students' motivation levels, others contradict them. Dörnyei (1994a) ascribes this difference to the contexts that the studies take part in. It is possible for second language learners to interact with the native speakers whereas foreign language learners hardly have such kind of opportunities. Hence, it can be argued that it is easier to find integrative-instrumental motivation in ESL rather than EFL contexts. For example, a study conducted by Warden and Lin (2000) in an EFL context focused on Taiwanese students' lack of integrative motivation. Warden and Lin (2000) suggest this might be related to the unsuitability of the given contexts in the books and the unreal environment where students do not have a chance to internalize the language. Similarly, in a Chinese context, Chen et al. (2005) suggested that integrativeness is not

the main determinant in students' language learning motivation. Instead, they are found to be motivated more by their responsibilities.

While some studies examined integrative and instrumental motivation separately in EFL contexts, others considered them as indistinguishable. For example, Lamb (2004) worked with Indonesian students in order to find out the motivational elements in an EFL context. Data gathered by surveys, interviews and class observations demonstrated that the reasons they wanted to learn English was connected to both integrative and also instrumental motivations and the distinction between these two was not clear. According to Lamb (2004), in a globalized world, the students all have access to English songs, films, TV programs and internet where they can interact with English-speaking communities. For this reason, there is no need to separate integrative and instrumental motivation in some contexts.

Even in ESL contexts, there are some cases in which the researchers do not see integrative and instrumental motivation as a dichotomy. Especially in immersion contexts, the learners attempt to learn the language due to the external factors, then they internalize the language, which increases their integrative motivation. An example for this is Norton's case study (1994) of Martina, an illiterate immigrant woman who had to reside in Canada to make a living. Her experience in communicating with people shows that within the social environment where she can interact with people of that community, she became proficient in English day by day. In her case, what triggered her to learn English was her willingness to interact with people, but at the same time, her obligation to work in an English-speaking environment, which might be an evidence of instrumental motivation as well.

2.1.2. Intrinsic Motivation vs Extrinsic Motivation

“To be motivated means to be moved to do something” (Ryan&Deci, 2000a, p. 54). In this sense, in order to be moved to do the action in question, one should have some reasons and Deci and Ryan (2000a) mention these reasons as ‘orientations’. They stress that the amount of motivation each person has differs since they have different orientations. When these reasons are taken into account, they come up with two different types of motivation; extrinsic motivation and intrinsic motivation.

Deci (1972) defines intrinsic motivation as people’s willingness to complete the task without expecting an external reward from outside. Regarding his definition, it can be said that intrinsic motivation is a person’s desire to achieve a task not because they will gain something in the end, but because s/he really wants to do it. Likewise, it is possible to say that intrinsically motivated people have some feelings such as joy and assertiveness as well as autonomy, self-determination and competence, which help them achieve their goals (Noels, Clement and Pelletier, 2001).

While intrinsic motivation is defined as one’s desire to complete a task without any expectations, extrinsic motivation appears as just the opposite. Extrinsically motivated learners are willing to perform their tasks knowing that they will receive an external reward after completing their task (Deci, 1972). So, they focus on practicality of the task rather than the satisfaction of their achievement.

In self-determination theory, Deci and Ryan (2000b) categorized extrinsic motivation from the least autonomous and self-determined ones to the most. The first one is seen as externally regulated motivation which is active when an extrinsic reward is provided in the end. The second one is introjected motivation which includes behaviors that are

performed in order not to make a mistake or to feel guilty. Third one is regulation through identification, defining more autonomous behaviors and people consider that it is highly important to perform these behaviours. The last is the most autonomous one, integrated regulation, which means that the learner internalized the behavior and made it a part of his/her own self. (see 2.1.3. for a detailed review.)

Many studies are carried out in this field to find out the reasons behind people's language learning motivation and most of them are in immersion contexts. One of the studies is carried out by Noels et al. (2001) in an ESL immersion context. In this study, they focused on the relationship between students' intrinsic and extrinsic motivation and the reasons that are important in their motivation such as autonomy, competence, language learners' investments in language and their achievement. The results indicate that there is a high correlation between students' perception of autonomy and competence, and their intrinsic motivation.

Another term that has been proposed is amotivation. According to Noels et al. (2001) a person is amotivated when s/he has no reasons or ambitions for learning a language. In this sense, it can be seen as a negative factor in language learning.

The study conducted by Vallerand and Bissonnette (1992) in an ESL context examined the role of intrinsic, extrinsic motivations and amotivation in two different genders. In their study, the researchers prepared a survey consisting of intrinsic, four different types of extrinsic and amotivational factors. The results show that intrinsic motivation is positively related to the students' success while amotivation affects students' persistence on the task negatively. However, in contrast to the general assumption which claims that extrinsic motivation results in negative outcomes, this study shows that the outcome is related to the type of extrinsic motivation. Like Noels et al.'s study

(2001), this research also proves effectiveness of autonomous types of extrinsic motivation.

Similarly, Wen (1997) carried out a study in order to find out motivational orientations of students who are learning Chinese as a foreign language. The results revealed that the students have both intrinsic and extrinsic motivation, which results in success in learning Chinese.

2.1.3. Self-Determination Theory (SDT)

As founders of this theory, Deci and Ryan (2000b) argue that there are several reasons behind one's motivational state. People can be motivated to act either because they think the task is important or due to external factors, which were mentioned above as part of extrinsic motivation. However, in contrast to other theories which explain the causes of these kinds of motivation, self-determination theory (SDT) deals with the affecting factors and also their consequences. According to SDT, in order to facilitate motivation, the learners need to be autonomous and self-determined.

In this sense, Deci and Ryan (1985, 1987, and 2000a) come up with four different types of extrinsic motivation each of which is named according to the amount of autonomy and self-determination it has. According to SDT, extrinsic motivation is categorized as;

- External regulation; the task is achieved because of an expected outside reward or activity. It contains the lowest amount of autonomy and self-determination.
- Introjected regulation; the task is achieved in order not to feel guilty or not to be punished by one's superiors. Here it is seen that the person started to internalize the behavior, but s/he still performs it because of an outside factor.

- Identified regulation; the task is performed because the person thinks that it would be beneficial for himself/herself later in life. The behavior is more autonomous and self-determined as the person is willing to perform it, but it is still connected with an outside reward.
- Integrated regulation; the task is performed as the person is willing to do it not because of an outside factor but because s/he internalizes and chooses to do it.

Dörnyei (2009) related first and the second types of regulation with ought to self and third and fourth ones with ideal self-notions which will be explained in 2.2 in detail.

Black and Deci's (2000) study explained how autonomous behaviors affected learners' motivational state. In this study, participants were university students who took organic chemistry course. The researchers tried to find out the relation between their willingness to participate in the course and also their perceptions of the instructors who assist students to be more autonomous. The results revealed that there is a positive correlation between students' autonomous behaviors and their experiences in their course. The more autonomous they are, the more competent they become in the long run. Also, when the students' are motivated, they are willing to stay in the course. However, the researchers did not find a positive correlation between the students' motivation and their academic success.

2.1.4. Achievement Theory

According to achievement theory, achievement and failure are the key elements that are related to one's motivational state and the learners who have this kind of motivation focus on how to reach success and how to prevent failure (Atkinson, 1957, 1964). Taking these elements into consideration, Covington reviewed achievement theory

under two categories as “learned drive theories” and “cognitive attribution” theories and he explains learned drive behaviors as a part of people’s psychological needs (1984, p.6). While learned drive theories deal with the effects of past experiences, cognitive attribution theories claim that how people view their success and failure affect their future experiences.

In this sense, it is found that people generally attribute their achievements to their ability and their failures to the lack of effort. For example, Weiner and Frieze (1971) conducted a study in which they focused on four factors; ability, effort, task difficulty and luck that might affect students’ success or failure. Half of the subjects were asked to fill in a questionnaire which includes the reasons for success while the other half answered questions on the reasons for their failure regarding the factors above. The results indicate that learners ascribe their success to their high ability and the difficulty of the task and they attribute failure to lack of effort and luck.

A study carried out by Li and Pan (2009) suggests that sense of achievement has great impact on language learning in Chinese context. Findings reveal that successful learners are willing to face the challenges regardless of the tasks’ difficulty level. They want to use their abilities in order to overcome those difficulties successfully. However, unsuccessful students easily give up when they come across with a difficult task. Instead of trying to cope with the task, they simply avoid it try to find an easier way. This study shows how sense of achievement and students’ attitudes towards the language are connected.

2.1.5. Self-worth Theory

According to Covington (1984, p. 4), students need to be successful in their classes in order to keep their “sense of worth and personal value”. In this sense, achievement appears as the key element that shapes one’s perception of himself/herself. However, there are some factors that affect one’s achievement. Covington (1984) argues that while cognitive theories focus on the role of effort in achievement, self-worth model focuses much on the role of ability. He proposes that students’ classroom achievement is highly related with their personal values and ability is the main determinant in one’s success. In this regard, if students possess high abilities, they are likely to succeed and able to protect their self-worth. A case of failure is a sign of inability, which will result in problems with personal values. In order to avoid this, students adopt some strategies in classroom. However, students' perceptions of the factors that affect achievement differs related to their age and other factors and the strategies they employ.

2.1.6. Reinforcement Theory

There are several factors that help acquisition of target language and motivational theories have been shaped considering these factors. One of these elements that affect acquisition positively is seen as reinforcement or reward (Rotter, 1966). A reinforcer is defined by Cameron and Pierce (1994) as something that triggers the repetition of the target behavior whereas a reward is seen as a factor that affects the behavior positively. Both reinforcers and also rewards are considered to increase learners’ motivation.

Deci (1972) for example, conducted a research to find out effects of external rewards on people’s intrinsic motivation. In his study, the subjects were given some puzzle

pieces with which they could make several configurations. While the subjects were working on the pieces, half of them were provided with reinforcements; that was verbal reinforcements or money, and the other students were not given any reinforcements or rewards. While the subjects who were given money worked on the puzzle longer than the other ones, the researchers detected a decline in the other subjects' motivation level. Also when the reward was withdrawn, the subjects were seen to be affected negatively. According to Deci, this is a strong evidence of reinforcements' impact on motivation as it fosters the feeling of competence and assertiveness.

Similarly, another study carried out by Cameron and Pierce (1994) investigated the effects of reinforcement on the learners' intrinsic motivational level. During their study, similar to Deci's (1972), the researchers used before-after design, measuring intrinsic motivation of the subjects before and after they are given reward and also after the removal of the reward. The results show that reinforcement increase intrinsic motivation, however unlike Deci's study (1972), it did not decrease the motivation when the rewards were withdrawn, which means reinforcement had only positive effect on intrinsic motivation.

2.1.7. Identity

Language learning is a path on which the learners find themselves in different positions depending on the context they take part in. In each context, they adopt a different identity. They can be mothers at home, doctors at work, chairmen of organizations and students at universities. In each situation, their language is shaped through a new identity and Norton uses the word identity "to refer to how people understand their relationship with the world, how that relationship is constructed across time and space, and how people understand their possibilities for the future." (1997, p.410).

In a global world where people immigrate from one place to another more easily, communication is one of the main needs of people. However, as it is stated above, language cannot be acquired independently of its cultural, social and economic factors. When people immigrate to another country, they find themselves in a different surroundings and their language is shaped with different identities. And these identities may shift in relation to the socio-economic changes in life (Norton, 1997). Norton (1995) gives the account of Eva, an immigrant who moved to Canada and when she moved there she did not know any word of English. Eva used to underestimate herself as she was not able to express her thoughts and feelings. Her immigrant identity pushed her to practice English as much as possible as a result of which, she learned the language and changed her identity from an illiterate immigrant to a multicultural citizen.

Similarly, in another study conducted by Norton (1994), Martina, who was born in Czechoslovakia and immigrated to Canada with her husband and three children, appears to have a courageous mother identity. Although she has a professional degree as a surveyor, she started to work as a chef's assistant. Because she could not speak English, she was dependent on her children until she started to take English courses. As her English improved, she started to organize most of the things for her family. She had to deal with her husband, who was unemployed, her kids, housework and work. She was the "primary caregiver" in the family and performed everything in English. As in Eva's story, she became a multicultural citizen (p.8).

In her study where she explained the term identity from a broader perspective, Ushioda (2011) categorized identity as situated identities, discourse identities and transportable identities. She used the term *situated identities* for the identities that people adopt in a

specific context, *discourse identities* for people's positions in communication and *transportable identities* for the identities which appears during interaction in the classroom. As they are different than students' actual identities, they might feel more comfortable and confident.

2.1.8. Investment

Norton (1994) claims that language learning is closely related to learners' social world. In their experiences with the social environment in second language learning, learners adopt social identities which are formed in relation with the roles that people take in this environment. Having these social identities, learners' experiences in the target language help them invest in the language. Norton regards this investment as "having strong connection with the learner's social identity" (2010, p. 3). What determines our actions in language learning process is our social identity, which adjusts our motivation level accordingly. In a study carried out by Norton (1994), immigrant women's investments and their motivation levels were examined and it was found out that investments of immigrant women were connected to the change in their social identities and this resulted in a high level of motivation and a desire to speak in a conflict.

In Hayder's story (Sarroub, Pernicek and Sweeney, 2007), we can see how shifting social identities affected a Kurdish boy Hayder's literacy success as well as his investments in English upon immigrating to the USA. This shift explains how he invested in language learning for his work to fulfil his responsibilities for his family while he failed to do so in academic writing at school. Instead of focusing on his academic English class, he chose to invest in English as his social identity requires in order to support his family.

Another study was conducted by Morita (2004) to research immigrant students' identities formed in classroom atmosphere and their investments in English. The study was held in one of the Canadian universities and the participants were six Japanese master's degree students. The researchers collected weekly reports on their participation in the classes, formal interviews with the students as well as the lecturers and also classroom observation to see how they interact with each other and with the teacher. The findings pointed out two important facts one of which is the students' eagerness to develop an identity to overcome the difficulties they faced in the classroom. They started using some strategies and preparation before coming to class, which means they invested in the language. The other finding was that these identities might shift depending on the classroom contexts.

2.2. L2 Motivational Self System (L2MSS)

Motivational self system theory, which was proposed by Dörnyei (2009) upon his research with Hungarian students, is based on Markus and Nurius (1986)'s and Higgins (1987)'s self concept. In the following section, emergence of L2MSS will be reviewed in detail.

2.2.1. Self-Concept and Possible Future Selves

Markus and Nurius (1986) had a broad definition of possible selves stating that possible selves are developed by people's own thoughts and feelings in relation with their socio-cultural environment, individuals' own experiences and other external factors. These different factors mostly include different selves that we develop when we come across a situation in which our ideas or feelings contradict with each other. Out of these situations, individuals may create different possible selves. Possible

selves include past and future images of the self. Although they are different from now self, those three concepts are related with each other. As past selves might appear in individuals' future actions, they can affect people's future as well. Therefore, people may create various possible selves in various situations and this brings out individual differences. Also, Oyserman reviewed possible selves stating that "Possible selves are the future-oriented aspects of self-concept, the positive and negative selves that one expects to become or hopes to avoid becoming" (2009, p.373). He also added that people have different possible selves that are formed within different social roles and contexts and in different parts of our daily lives.

Markus and Nurius also (1986) mentioned that there had been a lot of theories that explain motivation but they were not enough to make the connection between learners' self concept and their motivational state. That is why, they worked on self concept and possible selves in their research, in which individuals were asked several questions on their possible future selves and possibility of having them. All participants were able to see themselves having good future roles and living in better conditions although some of these dreams seemed almost impossible. However, none of the students described their future roles as having negative outcomes. This research showed that people have possible future selves which represent possibilities to have a good future and also prevent negative outcomes. Apart from the future selves, Markus and Nurius also delineated a "now self" concept (1986, p.962), which describes individuals' interpretations of themselves in present state.

While Markus and Nurius gave a broad definition of self-concept, Higgins (1987) put forward a more specific one as self discrepancy theory, in which he described three basics of self-concept; *ideal self*, *ought to self* and *actual self*. He defined *actual self*

as a sense of current self that a person owns. While this definition represents what individuals have in the present state, he addressed future selves as ideal and ought to selves. *Ideal self* is defined as representation of oneself in the future with qualifications and *ought to self* is mentioned as the qualifications that people think they should have. Higgins (1987, p. 321) underlined the difference between one's ideal and ought to selves as "a conflict between a hero's personal wishes and his or her sense of duty" and gives examples of women in real life whose ideal selves are to complete their career but who actually have to perform what society's gender roles expect from them. According to Higgins, there are different types of discrepancies between one's actual and future selves, which creates psychological discomfort. And Dörnyei (2009, p.18) noted that people are motivated to "reduce the discrepancy between one's actual self and the projected behavioral standards of the ideal/ought to selves". Based on possible selves theory, Norman and Aron (2003) conducted a study in order to find out role of possible selves in motivation. Their findings suggested that possible selves have a great role in motivation.

Dörnyei (2005, 2009) reconceptualized what Higgins (1987, Higgins et al., 1985) developed as ideal and ought to selves as "L2 Motivational Self System" and described ideal L2 self as "representation of attributes that someone would ideally like to possess" and ought to L2 self as "attributes that one believes one ought to possess" (2009, p. 4). To him, these play a vital role in one's language learning proficiency since we want to decrease the discrepancy between our actual and future selves. Kim (2012) carried out a study in order to compare Dörnyei's L2 motivational self system with Gardner's social educational model (1985) and one of the findings suggest that ideal L2 self and ought to L2 self predict language learning motivation better than Gardner's integrativeness and instrumentality.

In addition to what Higgins mentioned as components of future selves, Dörnyei (1994) also suggests L2 learning experience as another component. According to him, L2 learning experience focuses on the effect of classroom environment and students' learning experience as will be reviewed in section 2.3.

2.2.2. Ideal L2 Self and Ought to L2 Self

2.2.2.1 Ideal L2 Self and Its Relation with Imagery and Visualization

Dörnyei (2009, 2010) studied possible selves in three categories in language learning context, which are ideal L2 self, ought to L2 self and L2 learning experience. To him, *ideal self* is “the L2-specific facet of one’s ideal self” (Dörnyei, p. 29). Since how people see themselves in the future includes their vision of themselves, the researchers investigated the relationship between ideal L2 self and imagery. In a longitudinal research conducted by Magid (2009), 16 students in Singapore went through visualization trainings to use their imagery and their motivational state was followed for about four months. Findings suggested that using imagery increased students’ ideal selves and this increase helped them set their goals in terms of language learning. Also, having ideal selves enabled them to build self confidence in language learning, which proves effectiveness of ideal L2 self in increasing motivational state.

Likewise, Al Shehri et al. (2009) conducted a study with Arab students in different EFL contexts to find out relationship between the role of visual learning style, ideal L2 self and motivation. He noted that ideal L2 self plays a substantial role in language learning. He also concluded that having imaginative capacity is correlated with visual learning style and visual learners are able to identify their ideal L2 selves more than others.

Another study of Magid (2011) which was carried out in China reveals that visualisation is a good way to strengthen students' imagination and also their ideal L2 selves. In this way, the students are able to have a better image of themselves in the future and this leads to an increase in their language learning motivation.

2.2.2.2. Ideal L2 Self and Its Relationship with Gardner's Integrativeness

Some studies which were carried out in Asian contexts shows the relationship between ideal self and Gardner's (1985) integrative orientation. Taguchi, Magid and Papi (2009) conducted a research in order to investigate existence of L2 Motivational Self System in Asian contexts. They researched in three different contexts, China, Japan where exam oriented system is dominant in education, and also Iran, which has less native speakers of English than the other two countries. Common characteristics of these three countries were their young population's desire to be westernized and their interest in English. The results show that ideal L2 self explains language learning motivation better than the other ones. Also, there is a strong positive correlation between ideal L2 self and integrativeness.

Another research by Rajab et al. (2012) was carried out in order to test previous research in Iranian context. A questionnaire adopted from Taguchi et al.'s research (2009) was used in order to find L2 motivational elements and their relationship between each other in an Iranian university. According to the results, it was clear that ideal L2 self and integrativeness were very similar that they can even be used as a substitute for each other.

Correspondingly, Dörnyei (2010) made a research in the Hungarian contexts with 13000 Hungarian learners. In his research (2010), he tested the relationship between

ideal L2 self and integrativeness similar to the studies reviewed above. As the results suggested, ideal L2 self and integrative orientation were found to be related to each other. Also, he concluded that ideal L2 self was a more precise determinant than integrative motivation in measuring a person's motivation.

A study carried out in Italian EFL context by Pickering and Wilkinson (2015) investigated L2MSS of high school students and role of integrativeness in their motivational state. Results were similar to previous research, ideal L2 self and integrativeness were found to be correlated.

Another study conducted by Saleem (2014) in an ESL context aimed to find L2MSS of Swedish secondary school students. Participants were grouped as vocational and theoretical students according to the program that they were taking in school. Findings reveal that ideal L2 self had a great influence in students' language learning since both groups had strong ideal L2 selves.

Yashima (2009) carried out a study in the Japanese EFL context and she suggested a new concept called "international posture" (p. 145), a new term that narrows down integrativeness. Distinction between international posture and integrativeness is that the former describes a person's willingness to belong to a global community while the latter deals with a person's eagerness to belong to the L2 community only. Unlike ESL learners who have chances to interact with native speakers of English, EFL learners feel that they are a part of an international community. Yashima (2009) investigated the relationship between international posture and ideal L2 self and also how ideal L2 self is connected with self-concept. Her findings suggest that students with high international posture motives might develop possible selves such as desire to pursue an international career. In order to provide this, activities that might raise students'

interest in international topics can be studied in the class, which will increase both international posture and students' ideal L2 self accordingly.

Similarly, Csizer and Kormos (2009) implemented a motivation questionnaire in Hungary where English is often studied at schools. They had similar results; ideal L2 self had a significant role in learners' language learning motivation as in Dörnyei's study (2010) and also, international posture is highly related with students' ideal L2 selves as they envision themselves as having a place in a globalized world similar to Yashima's research (2009).

Lai (2013) in his study with Taiwanese university students researched their L2MSS and found that students are motivated by internal reasons and ought to L2 self is not a significant predictor in their language learning. Also, they want to speak English in order to be able to travel internationally. Their desire to learn English in order to go abroad and communicate with foreigners is a sign of international posture.

2.2.2.3.Role of Ought to L2 Self in Language Learning Motivation

While ideal L2 self acts as a strong motivator which stems from learners' desire to diminish the difference between their actual self and future self, ought to L2 self gives learners more extrinsic reasons to learn a language (Ushioda&Dörnyei 2009, Higgins 1987, 1998). In order to test its impact on language learning and its relationship to other motivational factors, some studies which are reviewed below were carried out.

A study carried out by Csizer and Kormos (2009) suggests that university students and secondary school students are different in forming their L2MSS. For university students, ideal L2 self and L2 learning experience are found to have equal impact on the students while ought to L2 self is seen to affect only university students' language

learning behaviour, and ought to L2 is shaped only by parental encouragement. However for secondary school students, learning experience has great effect in students' investment in language learning.

We can see similar outcomes in Taguchi et al. (2009)'s research in which age groups and students' language backgrounds are diverse. They concluded that family influence plays a vital role in forming one's ought to L2 self. However, its difference from Csizer and Kormos' findings is that Taguchi et. al.(2009)'s study presents parental influence mostly like a pressure from parents especially in China, more than Iran and Japan, which makes learners feel obliged to learn a language even if they do not internalize it.

Another study carried out in Italian EFL context by Pickering and Wilkinson (2015) investigated L2MSS of high school students. Findings show that family influence had great impact in students' language learning motivation and it is correlated with ideal L2 self. Like Taguchi et. al.'s study (2009), it is seen that families encourage their children to learn English. Saleem's study (2014) mentioned in section 2.2.2.2 also suggest that students who were taking academic courses in Sweden had strong family influence as their families motivate them for further studies.

A similar study from Huang, Hsu and Chen (2015) suggests that ought to L2 self is a significant determinant in Asian, especially in Confucian influenced contexts. Their findings indicate that ought to L2 self is an important predictor of learners' future self guides and it is generally shaped by "social role obligations" (Huang et. al., p. 29) which affect their achievement in this regard as underlined by Hwand (2012) and Chen et al. (2009). They placed emphasis upon the social structure of these countries stating that language learning motivation is emerged upon society's structure and the roles

determined by that society. That is why, rather than integration with the language, learners in these countries are motivated by what their social role require them to do as being a successful person requires speaking a foreign language.

2.2.2.4. Instrumental Promotion and Prevention as Ideal and Ought to L2 Selves

Higgins (1987, 1998, and 2002) carried out some studies focusing on people's different possible selves and discrepancies between these selves. As it is mentioned above, his findings suggest that self-discrepancy creates emotional discomfort and people tend to decrease level of discomfort. He also describes regulatory focus as "regulating pleasure and pain" (1998, p. 2) and mentions that self regulation stems from people's psychological necessities and they may differ from time to time; depending on their priorities in life. According to his research, there are two different types of regulatory focus; one of them is "self regulation with promotion focus" which is related to improvement, development and success, the other one is "self regulation with prevention focus" which deals with security, commitment to the duties and protection. He suggests that people with promotion focus tend to be motivated to reach their goals and minimize the possible errors while people with prevention focus choose avoiding negative outcomes (1998).

Considering ideal L2 self as one's self image of themselves as reaching their goals in language learning and ought to L2 self as one's desires to eliminate negative results; some studies assume that there might be a connection between ideal self and instrumental promotion, and also between ought to L2 self and instrumental prevention based on Higgins's (1987, 1998, 2002) assumptions on promotion/prevention. One of these studies mentioned above was carried out by Taguchi et. al. (2009). In their study, they found high correlations between instrumental promotion and ideal L2 self and

also instrumental prevention and ought to L2 self. Dörnyei (2010) also investigated the relationship between those concepts, and his findings corresponded to previous research. Similarly, a study carried out in Italian EFL context by Pickering and Wilkinson (2015) investigated L2MSS of high school students and the results show that ideal L2 self is correlated with instrumental promotion and ought to L2 self with instrumental prevention. Another study carried out by You and Dörnyei (2016) demonstrated the same connection between L2MSS and instrumental promotion and prevention motives. A recent study conducted with Arab university students studying military sciences also support these correlations (Alqahtani, 2017).

However, what Kim found (2012) does not support this clear distinction. According to Kim's study, although there is a correlation between those elements, sometimes ought to L2 self can work as a positive incentive. When the learners are motivated by an external power, they might internalize it and it might function as a promotion.

Some studies were carried out in order to find language learners' instrumental promotion and prevention motives as well as their L2MSS. For example, Göktepe (2014) researched L2MSS of first-year Turkish undergraduate students. Results show that Turkish university students were strongly motivated by instrumental promotion and prevention motives. However, number of students who had strong instrumental motives was much higher than the ones with prevention motives as most of the students were studying English for their career. Turkish students also had strong ideal L2 selves as they strongly agreed with the idea that they will speak like a native speaker in the future. In contrast to what Göktepe (2014) found in the Turkish context, another research in Iranian context with secondary and high school students shows that family influence and instrumental prevention had great impact on students' motivational self

systems. Also, ought to L2 self was correlated with instrumental promotion and the reason was students' age and their families' influence on them (Azarnosh, 2014). The big difference between these two contexts might stem from different age groups that both researchers studied with. Another research made by Moskovsky et. al. (2016) investigated the relationship between Saudi students' L2MSS and their academic achievement. Although previous research has proved that there is a link between L2MSS and intended motivated behavior, this study failed to find a correlation between L2MSS and students' current behaviours that will raise their academic success.

2.3. Learning Experience

In addition to ideal L2 self and ought to L2 self, Dörnyei (2005, 2009, 2010) highlighted a third component of L2MSS as '*learning experience*'. Learning experience is a very important feature which determines one's ideal and ought to L2 selves. It is shaped by the factors such as classroom environment, effect of teacher and peers, language learning program etc. According to Dörnyei (2001), teachers' relationship with the students, students' interaction with their peers, amount of tolerance people show each other, humour and physical condition determines a good classroom environment. It should be relaxing and encouraging students to leave all their problems outside the classroom. This relaxing environment can be counted as one of the factors that decrease affective filter. According to Krashen's affective filter theory (1982), students who are more relaxed tend to have no mental block that will prevent them acquire the language; that is why, they are able to learn better. Classroom atmosphere appears to be one of the factors that influence affective filter. Teachers ought to have attitudes that will maintain learners' motivation at a high level (Ilter,

2009). If students have a relaxing environment, they will learn better. Just like classroom environment, teachers' attitudes to raise students' motivation is equally important. If a teacher helps the students do the first attempt in second language positively, students will be motivated to do the future moves (Wlodkowski, 1978). A contrary action might discourage students to have interaction. These factors shape students' perception of language and they continue their studies with either high motivation or low motivation.

Kormos and Csizer (2009) found that learning experience is quite effective in students' investment in language. Having a good learning experience triggers them to focus more on their studies and invest in language, which will bring achievement with it. Similarly, Saleem's study (2014) reveals the importance of L2 learning experience of students in formation of their ideal L2 selves. L2 learning experience was the strongest factor in language learning.

Lamb (2012) worked with high school students in rural and urban areas in order to find out Indonesian students' motivation to learn English. The results suggest that learning experience affects students' proficiency levels and their behaviour to a great extent. Ideal L2 self seemed effective in students in urban areas. However, as ideal self may not be developed within this age group, this comparison should not be generalized.

CHAPTER III

METHODOLOGY

3.1.Introduction

This research investigates L2MSS of Turkish and international students and the relationship between their L2MSS and their academic achievement. In this regard, this chapter presents research model, participants and setting of the study, data collection instruments, data collection procedure, and data analysis used to answer the following research questions;

1. What are International Tertiary Level Students' L2 Motivational Self Systems?
-What are International Tertiary Level Students' Ideal L2 Selves and Ought to Selves?
2. What are Turkish Tertiary Level Students' L2 Motivational Self Systems?
-What are Turkish Tertiary Level Students' Ideal L2 Selves and Ought to Selves?
3. What is the relationship between Turkish and International Tertiary level students' Motivational Self Systems and their academic achievement?

3.2.Research Model

In order to address the research questions, both qualitative and quantitative data were utilized. Qualitative data were collected through the interviews and quantitative data were gathered through a questionnaire. Therefore, mixed methods research was adopted in order to get more reliable data. As Johnson and Onwuesbuzie (2004) state, instead of limiting the researchers with one method, mixed method helps them to find answers to their research questions in detail.

Sequential design was found suitable by the researcher for this study. As Driscoll et al (2007) states, sequential mixed method make it possible to collect quantitative data first and use its results to determine selection of the interviewees for further data collection. Thus, in this study, students answered the questionnaires first. Based on their answers, interviewees were selected and their interview questions were formed considering statistical data.

3.3.Population and Sample

Cluster sampling was used to select 157 students for the questionnaire. First, different classes from each level were identified, and then two classes from each level were selected for the questionnaire. While choosing the classes, number of Turkish and international students studying in those classes was considered. For the interviews, criterion sampling was utilized. Based on the participants' responses to the questionnaire, students with strong ideal-L2 selves, ought to L2 selves, attitudes to learn English, cultural interest, instrumental promotion and instrumental prevention motives were selected for interviews. Accordingly, six International and nine Turkish students took part in the interviews.

Participants of the study were 120 Turkish and 37 International students aged between 18 and 21 at a private university in Antalya in English Preparatory Program in 2015-2016 spring semester. 20 Elementary, 32 Pre-intermediate, 31 Intermediate, 40 Upper-intermediate and 34 Advanced level students took part in this research. The students were from different departments such as Economics, Business Administration, Political Science and International Relations, Computer Engineering, Electrical Electronics Engineering, Industrial Engineering, Civil Engineering, Law, Tourism and Hotel Management, Architecture and Interior Architecture. While Turkish students

were from different parts of Turkey, international students were from several different countries, namely Syria, Mozambique, Kazakhstan, Kyrgyzstan, Laos, Somalia, Tajikistan, Azerbaijan, Saudi Arabia, Tanzania, Kenya, Morocco and Nigeria.

3.4. Setting of the Study

In the university, the participants were enrolled at the time of the research, the medium of instruction is English with the exception of Faculty of Law. All the students were required to pass Proficiency Test before they could start their studies in their departments. The Proficiency Test consists of two parts; a speaking part and a written part. The speaking exam is rated by two instructors who are assigned as raters. For written part, the students respond to grammar and vocabulary questions, reading questions, listening questions including an academic lecture and note-taking, and also writing questions for which they should write a well-structured academic essay. Since the test is designed according to the CEFR, students are expected to be B2 level to pass the test. Upon the decision of the administration of School of Foreign Languages (SOFL), the students who get over 70 points in the test are believed to be successful enough to be able to commence their studies in their undergraduate programs. So, pass grade is determined as 70 by SOFL at this university. However, students who get below 70 continue their studies at SOFL the following year. As Proficiency Test was carried out every semester, failed students have a chance to try it at the end of each semester.

SOFL adopted modular system and each module lasts eight weeks. There are four modules in an academic year, and in each module, students have to take a Midterm Test, a Final Test, two Process Writing Tasks, one Timed Writing Task and two Speaking Tasks. If the students can get 70 points or above of their total grades at the

end of the module, they are allowed to continue their studies at a higher level. If they cannot, they repeat the same level. At the end of each term, all the students, regardless of their level, can take Proficiency Test provided that they have not failed due to absenteeism.

Elementary and Pre-intermediate students have fifteen hours of integrated skills and seven hours of reading and writing lessons every week. However, in upper levels listening, reading, and writing skills are taught in separate lessons. For each lesson, different instructor is assigned.

3.5. Data Collection Instruments

In order to answer research questions, motivation questionnaire, interview questions and Proficiency Test results were used as research tools. In this section, these instruments will be analyzed in detail.

3.5.1. Motivation Questionnaire

Motivation questionnaire, developed and used by Dörnyei in the 2013 Chinese survey, was adapted in this research in order to investigate students' L2MSS, their reasons to learn English and also to find out their attitudes towards English.

In order to prevent any misunderstandings in lower level Turkish students, the questionnaire items were given both in Turkish and in English. For International students, only English version was given. As international students' native languages were different, upper level students who spoke the same native language assisted lower level international students in order to clarify the items on the questionnaire and researcher was there to observe and take notes on how they help each other.

Constructs of adapted version of Motivation Questionnaire and the number of items are presented in Table 3.1 below.

Table 3.1 Constructs of adapted version of Motivation Questionnaire and the number of items

Construct	Item Number
Ideal L2 Self	1,2,3,4,6,7,8
Ought to L2 Self	9,10,12,13,14,15,16,17,18,19
Attitudes to learn English	29,30,31,32
Cultural Interest	20,22,23,24
Instrumental Promotion	5,11,21,28
Instrumental Prevention	25,26,27

Reliability analysis of adapted version of Motivation Questionnaire is demonstrated in Table 3.2 below.

Table 3.2 Reliability Analysis of the questionnaire

Construct	Cronbach's Alpha
Motivation Questionnaire (in total)	,829

When the Likert scales are used, it is vital to check items' internal consistency using Cronbach alpha statistics (Gliem&Gliem, 2013). As Dörnyei suggests, if Cronbach alpha coefficient is over 0,70, the scale is seen as admissible (2007). Although Cronbach alpha coefficient is seen between 0 and 1, the more the scale's coefficient is seen closer to 1, the more consistent items there are in the questionnaire

(Gliem&Gliem, 2013). As it is seen on reliability analysis table, the questionnaire is found to be beyond admissible level.

3.5.2. Semi-structured Interviews

Interview questions were designed to measure types of motivation students have and to get more information on students' reasons to learn English. 6 International and 9 Turkish students took part in the interviews. While the participants for the interview were chosen, their responses to questionnaire were taken into account. Based upon their responses to the questionnaire and the interviews, more detailed questions were asked. Therefore, although there were guiding pre-determined questions, at times different questions were used for different participants.

3.5.3. Proficiency Test Results

In order to answer the third research question, students' proficiency test results were utilized. As a "Pass" grade is 70, students who got above 70 were considered as successful and the others as unsuccessful.

3.5.4. Pilot Study

In the piloting process, 14 Turkish and two international students who were studying in School of Foreign Languages at a private university were selected randomly. Students were asked to respond to the statements in the questionnaire. Then the researcher received opinions of students about the questionnaire. All students stated the statements were clear that is why, no changes were made. Collected data were analyzed via SPSS 24.0 Statistical Package.

Table 3.3 Reliability analysis of Motivation Questionnaire

Construct	Cronbach's Alpha
Motivation Questionnaire (in total)	,840

For 32 items on the questionnaire, alpha coefficient was seen as ,840. The questionnaire was found reliable at $\alpha > ,70$ level. The scale was reliable enough to carry out the research.

3.6.Data Collection Procedure

After the piloting process, printed version of the questionnaire was given to the main class teachers in each level. Each instructor administered the questionnaire in his/her class informing the students about important points to be considered. The respondents were also informed about the purpose of the study and assured that their responds would be used only for this study. They were asked to write their names and answer the questions honestly. The questionnaire was administered by main class teachers of the classes on the same day. The researcher was present only for the international students.

After implementation of the questionnaires, students' responses were analyzed carefully and interview questions were determined accordingly. Depending on the answers, 6 international and 9 Turkish students were chosen for the interviews. Those students were informed that their interview would be recorded and used only for this research, and they all agreed to participate in face to face interviews. The researcher conducted the interviews in her office and the interviews were recorded to be transcribed later. Also, the testing office coordinator of the university provided Proficiency test results of those students with the permission of administration.

3.7.Data Analysis

3.7.1. Quantitative Data

Students' responses to the statements of questionnaire were analyzed statistically. First, for descriptive statistics; frequencies, means, maximum and minimum, variance and standard deviation were calculated. Second, normality tests were carried out in order to determine the appropriate test for further analysis. To find out the correlation between students' points from each category, Pearson product-moment correlation coefficient and Spearman's rank correlation coefficient were utilized. Significant difference between Turkish and international students' motivation is analyzed using Independent Sample Test and Mann Whitney U test. In order to find out the correlation between Turkish and international students' questionnaire results and their academic achievement, Independent Sample test and Mann Whitney U test were used. These tests were carried out using SPSS 24.0.

3.7.2. Qualitative Data

Interview data was transcribed and analyzed using codes for 6 sub-categories based on literature review and the statements in Motivation Questionnaire. For instance, if the student states that s/he imagines himself/herself speaking English with the foreigners, speaking as fluent as native speakers, having a conversation in English, being able to communicate in English, the statement is coded as 'ideal L2 self'. If the students report that they are motivated by what other people think about why they should learn English or how they are affected by other people's or society's ideas on learning English, their responses are coded as 'ought to L2 self'. In a similar way, if the students are motivated in order to reach success or development, the responses are coded as instrumental promotion and when the students are motivated to prevent a failure, the answers are

coded as instrumental prevention. Students' interest in English music, books, tv programs, their wish to travel abroad and their view of English as a global language are coded as 'cultural interest' and their attitudes towards English as well as their past and present learning experience are coded as 'attitudes to learn English'. Some examples are given below;

- I want to speak English fluently in the future. (Ideal L2 self)
- My parents think that I should learn English. (Ought to L2 self)
- I like learning English. (Attitudes to learn English)
- I want to go abroad and communicate with people there. (Cultural interest)
- I need English to find a good job. (Instrumental promotion)
- I have to learn English in order not to fail an exam. (Instrumental prevention)

CHAPTER IV

FINDINGS

4.1. Introduction

This chapter aims to demonstrate analysis of collected data gathered via motivation questionnaire, interviews and Proficiency Test results. In order to answer the research questions, data are categorized under three sub-headings which will reveal motivational states of Turkish and international participants and also its relationship with their academic achievement.

4.2. Motivational States of Turkish and International Students

As the questionnaire investigates six components of L2MSS, namely ideal L2 self, ought to L2 self, attitudes to learn English, cultural interest, instrumental promotion and instrumental prevention that Turkish and International students have, they are presented separately to clarify the distinction between students' motivational states.

4.2.1. Ideal L2 Self

When the results are considered, it is clear from Table 4.1 that most of the Turkish students have strong ideal L2 Selves. Looking at the overall percentages, it can be also said that Turkish students are mostly motivated by their dreams about speaking English in the future. Frequency analysis of statements regarding ideal L2 self of Turkish students are given below in Table 4.1.

Table 4.1 Ideal L2 self of Turkish students

Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	F	%	f	%	f	%
1- I frequently imagine myself having a conversation in English.	1	0.8	7	5.8	23	19.2	53	44.2	36	30	120	100
2- If my dreams come true, I will speak English in the future fluently.	0	0	1	0.8	6	5	40	33.3	73	60.8	120	100
3- I can imagine myself speaking English with foreigners in any situation.	0	0	3	2.5	11	9.2	54	45	52	43.3	120	100
4- I can imagine myself speaking English with international friends or colleagues.	0	0	3	2.5	11	9.2	54	45	52	43.3	120	100
6-Whenever I think of my future, I imagine myself speaking English as if I were a native speaker of English.	2	1.7	2	1.7	30	25	44	36.7	42	35	120	100
7- Whenever I think of my future career, I imagine myself using English.	1	0.8	6	5	22	18.3	47	39.2	44	36.7	120	100
8- The things I want to do in the future require me to use English.	5	4.2	4	3.3	16	13.3	33	27.5	62	51.7	120	100

89 out of 120 students envision themselves having a conversation in English (74%), 113 out of 120 can see themselves speaking English fluently (94,1%) in the future, 86 out of 120 students want to speak as fluently as native speakers of English (71,7%). Also, 107 out of 120 students can imagine themselves having an interaction with international friends or colleagues (88, 3%), and 106 out of 120 as being able to communicate with these friends (88,3%). When how they will use English in their career is specifically asked, 95 out of 120 (75, 9%) per cent gave positive answers. 3 of the Turkish students interviewed supported these results stressing that English has an important place in their dreams about future. When their plans with regard to English are asked, Participant 2 stressed “I want to see myself in a good place. I want to speak English as if I am speaking with the native speakers.” Also, Participant 7 said “I want to go as far as I can I do not put limits on myself. I want to speak English at an international platform as my department is political science.”

Just like Turkish students, International students also have strong Ideal L2 Selves.

Frequency table for international students' ideal L2 self is given in Table 4.2 below.

Table 4.2 Ideal L2 Self of international students

Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	F	%	f	%
1- I frequently imagine myself having a conversation in English.	1	2.7	1	2.7	4	10.8	16	43.2	15	40.5	37	100
2- If my dreams come true, I will speak English in the future fluently.	0	0	1	2.7	1	2.7	11	29.7	24	64.9	37	100
3- I can imagine myself speaking English with foreigners in any situation.	1	1	2	5.4	4	10.8	12	32.4	19	51.4	37	100
4- I can imagine myself speaking English with international friends or colleagues.	0	0	0	0	3	8.1	10	27	24	64.9	37	100
6- Whenever I think of my future, I imagine myself speaking English as if I were a native speaker of English.	0	0	0	0	7	18.9	21	56.8	9	24.3	37	100
7- Whenever I think of my future career, I imagine myself using English.	0	0	0	0	7	18.9	9	24.3	21	56.8	37	100
8- The things I want to do in the future require me to use English.	0	0	0	0	10	27	7	18.9	20	54.1	37	100

Findings reveal that the highest percentage belongs to the second statement for international students (94, 6%) similar to Turkish ones (94, 1%), which is questioning students' dreams about speaking English fluently in the future. 31 out of 37 students imagine themselves as having a conversation in English (83,7%), 31 out of 37 speaking English with foreigners in any situation (83,8%). 34 out of 37 students would like to interact with international friends and colleagues (91,9%) and 30 out of 37 participants see themselves as speaking as if they were native speakers of English (81, 8%). Considering their future plans, 27 out of 37 students see English as a requirement to make their dreams come true (73%) and 30 out of 37 believe that they will use English especially in their future career (81, 1%). Interviews also verify survey results. Some examples are given below;

Participant 9: “I will study and talk with some foreign friends.”

Participant 14: “I want to speak English very well, like native speaker.”

Participant 10: “I want to use English in my job and for everything in my life.”

4.2.2. Ought to L2 Self

Frequency tables show that acceptance by significant others, who are considered as their close friends, families, bosses and teachers is highly important for Turkish students as seen from the statements 9,10,13,14,16,18,19. However, statements 10, 12 16 and 17 have more effect on students’ motivation than the other ones. Considering those statements, it can be said that societies’ and family’s opinions on learning English shape Turkish students’ ideas and motivation level to a great extent. Ought to L2 selves of Turkish students are presented in Table 4.3 below.

Table 4.3 Ought to L2 Self of Turkish students

Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
9- I study English because close friends of mine think it is important.	30	25	23	19.2	33	27.5	24	20	10	8.3	120	100
10- Nobody really cares whether I learn English or not.	54	45	34	28.3	18	15	5	4.2	9	7.5	120	100
12- Studying English is important to me because an educated person is supposed to be able to speak English.	9	7.5	4	3.3	20	16.7	28	23.3	59	49.2	120	100
13- Studying English is important for me in order to gain the approval of my peers or teachers or family or boss.	15	12.5	21	17.5	21	17.5	41	34.2	22	18.3	120	100
14- I have to study English, because, if I do not study it, I think my parents will be disappointed with me.	30	25	34	28.3	12	10	28	23.3	16	13.3	120	100
15- Learning English is necessary because people surrounding me expect me to do so.	24	20	21	17.5	27	22.5	34	28.3	14	11.7	120	100
16- My parents believe that I must study English to be an educated person.	9	7.5	8	6.7	17	14.2	42	35	44	36.7	120	100

Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
17- It will have a negative impact on my life if I don't learn English.	7	5.8	11	9.2	18	15	46	38.3	38	31.7	120	100
18- Studying English is important to me because other people will respect me more if I have knowledge of English.	15	12.5	14	11.7	26	21.7	45	37.5	20	16.7	120	100
19- If I fail to learn English, I'll be letting other people down.	33	27.5	24	20	17	14.2	28	23.3	18	15	120	100
17- It will have a negative impact on my life if I don't learn English.	7	5.8	11	9.2	18	15	46	38.3	38	31.7	120	100
18- Studying English is important to me because other people will respect me more if I have knowledge of English.	15	12.5	14	11.7	26	21.7	45	37.5	20	16.7	120	100
19- If I fail to learn English, I'll be letting other people down.	33	27.5	24	20	17	14.2	28	23.3	18	15	120	100

Table 4.3 presents that more than 50% of the students are motivated to learn English in order to be approved and respected by their significant others and also to satisfy their parents' demands (statement 10=73,3% , statement 12 =72,5%, statement 16= 71,7%,statement 17=70%). However, less than 50% of the students agree that their motivation is shaped by their close friends' or surrounding people's ideas about language learning. That means only significant others like teachers, peers or parents' thoughts increase students' motivation level. Interview data also verifies this information:

Participant 1: "My father really wants me to learn English. He wants to say to other people that his daughter speaks English. People consider English as a very important qualification these days for job opportunities."

Participant 6: "My family and friends have influence on my English learning. What they said about why I should learn English affected me, such as importance of English in a globalized world."

Participant 2: “Of course my family has influence on my English learning. They motivated me saying that it will be great for me if I study my subject in English.”

Participant 10: “My family affected me saying that it has a lot of advantages both in my career and in my private life.”

International students’ ought to L2 selves are similar to Turkish students’ except for small differences. Results are shown in Table 4.4 below.

Table 4.4 Ought to L2 Self of international students

Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	f	%	F	%	f	%	f	%	F	%	f	%
9- I study English because close friends of mine think it is important.	9	24.3	11	29.7	10	27	3	8.1	4	10.8	37	100
10- Nobody really cares whether I learn English or not.	6	16.2	6	16.2	14	37.8	5	13.5	6	16.2	37	100
12- Studying English is important to me because an educated person is supposed to be able to speak English.	0	0	7	18.9	7	18.9	19	27	13	35.1	37	100
13- Studying English is important for me in order to gain the approval of my peers or teachers or family or boss.	2	5.4	7	18.9	13	35.1	10	27	5	13.5	37	100
14- I have to study English, because, if I do not study it, I think my parents will be disappointed with me.	10	27	11	29.7	5	13.5	5	13.5	6	16.2	37	100
15- Learning English is necessary because people surrounding me expect me to do so.	6	16.2	9	24.3	6	16.2	12	32.4	4	10.8	37	100
16- My parents believe that I must study English to be an educated person.	3	8.1	8	21.6	8	21.6	12	32.4	6	16.2	37	100
17- It will have a negative impact on my life if I don’t learn English.	1	2.7	4	10.8	13	35.1	10	27	9	24.3	37	100
18- Studying English is important to me because other people will respect me more if I have knowledge of English.	5	13.5	5	13.5	11	29.7	10	27	6	16.2	37	100
19- If I fail to learn English, I’ll be letting other people down.	8	21.6	9	24.3	9	24.3	8	21.6	3	8.1	37	100

As Table 4.4 highlights, more than 50 % of International students think that if they know English, they will be valued as educated people (62,5%), and not knowing

English will have negative consequences (51,3%). Also, similar to Turkish students, international students' significant others are their parents as they are motivated not to disappoint them (56, 7%) and they do not give importance to their close friends' ideas as much as their families' about language learning (18, 9%). Unlike Turkish students who are concerned about surrounding people's ideas, international students are neutral about it (37, 8%) and their failure will not disappoint other people (47, 5%). It can be also said that more than 40 % of International students are motivated to gain approval (40, 5%), and respect (43, 2%) from their significant others to fulfill people's expectations (43, 2%) and they are also motivated as their parents' beliefs direct them to learn English to be more educated person (48, 6%).

Although questionnaire results reveal that the students are generally affected by their families' ideas, none of them specifically talked about this in the interviews except one who says that his friends motivated him to study. When the researcher asked if he had been affected by his parents' or his teachers' ideas, Participant 8 stated;

Yes, but not by my parents. It is by my friends'. And also some people that I have asked about university and studying said to me that I have to study in English language because it is the language that is recognised all over the world and also it will be easy to find a job with my English documents.

4.2.3. Attitudes to learn English

Four statements are prepared in order to investigate Turkish students' attitudes to learn English and their learning experience. Results are presented in Table 4.5.

Table 4.5 Turkish students' responses regarding attitudes to learn English

Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	F	%	f	%
29- I like the atmosphere of English classes.	5	4.2	8	6.7	29	24.2	45	37.5	33	27.5	120	100
30- I like learning English.	5	4.2	3	2.5	16	13.3	50	41.7	46	38.3	120	100
31- I like participating in English classes.	6	5	6	5	24	20	46	38.3	38	31.7	120	100
32- I would prefer to have more English classes.	29	24.2	13	10.8	46	38.3	20	16.7	12	10	120	100

It is obvious from Table 4.5 that 78 out of 120 students like atmosphere of the lessons (65%), 96 out of 120 like learning English (80%) and 84 out of 120 students like participating in the lessons (70%). However, they are not willing to have more classes as only 32 out of 120 students gave positive answers (26, 7%).

Although the statements in the survey are about students' present language learning experience, in interviews; the students generally stressed the dissatisfaction they experienced in their previous English learning experiences. Excerpts from the interviews are given below:

A successful student in upper-intermediate class, Participant 2 stated:

My previous English grades were very bad. I had the worst English in class. I got 23-23-45 in the exams and the teacher was surprised, too. Firstly, communication between the teacher and the student is very important. In our school, the teachers were not as warm as the other teachers. Also, they generally focused on grammar; they did not prepare any activities. The activities should encourage students.

A student who failed twice in elementary level; Participant 4 reported: “I overcame my prejudices towards English.” When the reasons for his prejudice is asked, he expressed:

At high school, English lessons were based on grammar. These prejudices stemmed from memorizing and grammar. Here, in class environment, we speak English all the time, we practice. However, at schools we did not have an opportunity like that. Even grammar was taught in Turkish.

Participant 3 also expressed her ideas about her previous learning experience saying that: “In the first lesson, teacher usually taught grammar, and next lessons, there was nothing about English. That is why, it is inadequate.”

Findings presented above demonstrate that Turkish students do not prefer grammar based English lessons. The excerpts below show that they value different activities and communicating in English in the lessons.

Participant 1: “Here, the lessons are fun, we play games and the teachers help us improve by doing different activities.”

Participant 6: “I am very positive about it. We have lots of chances for speaking practice in classes and we have foreign friends.”

Participant 2: “We learn a lot by even playing games here. It encourages us to study.”

While these students expressed enjoyment of using a variety of activities, one student, Participant 3 criticized it saying that:

We are 20 year-olds. I can understand the lower levels, the teachers were preparing games in elementary and pre-intermediate to get attention, but we are intermediate and still playing games. The book is boring too, it keeps us away from studying.

Similar to Turkish students, International students also express positive attitudes to learning English as seen in Table 4.6 below.

Table 4.6 International students’ responses regarding attitudes to learn English

Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	F	%	f	%
29- I like the atmosphere of English classes.	0	0	4	10.8	11	29.7	15	40.5	7	18.9	37	100
30- I like learning English.	0	0	0	0	4	10.8	15	40.5	18	48.6	37	100
31- I like participating in English classes.	1	2.7	3	8.1	3	8.1	16	43.2	14	37.8	37	100
32- I would prefer to have more English classes.	1	2.7	6	16.2	10	27	10	27	10	27	37	100

Findings show that more than 59, 4% of the students like atmosphere of their English classes at SOFL. More than 80 % like learning English (89, 1%) and participating in English classes (81%). However, unlike Turkish students who do not take more classes, 54 per cent of International students seem willing to study more. Interview data complies with survey results. When their present learning experience is asked, one student, Participant 14 stated that; “Very good. Lessons are fun, teachers are very good.” Similarly, Participant 9 said that: “The lessons are very fun, we do speaking practice, play games with groups and I feel good, comfortable in the classroom.” Participant 10 also expressed her attitudes to learn English: “Teachers are very friendly and I really like classes’ atmosphere.”

When their previous learning experience was asked, international students gave different answers. One of the international students, Participant 9 was negative about her past learning experience; “I was not interested in English, because our lessons were boring.” Another student Participant 10 expressed his satisfaction with his previous learning experience; “the atmosphere was really nice and the teachers were really good. That’s why, I could improve my English at high school.”

Tables 4.5 and 4.6 present that, both Turkish and International students have positive attitudes to learn English. However; Turkish students are less eager to have more classes compared to International ones.

4.2.4. Cultural Interest

Statements related to cultural interest motives can be investigated in two different sub-categories. In this respect, statement 20 appears as international posture since it is asking students’ desire to travel internationally and statements 22, 23 and 24 as cultural interest since these refer to students’ attitudes towards English music, book and TV shows. Turkish students’ cultural interest motives are demonstrated in Table 4.7 below.

Table 4.7 Turkish Students’ responses regarding cultural interest

Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	F	%	f	%
20- Learning English is important for me because I want to travel internationally.	3	2.5	2	1.7	1	0.8	26	21.7	88	73.3	120	100
22- I really like the music of English-speaking countries (e.g., pop music).	3	2.5	4	3.3	25	20.8	38	31.7	50	41.7	120	100
23- I like English-language magazines, newspapers, and books.	5	4.2	9	15.8	32	26.7	41	34.2	23	19.2	120	100
24- I like TV programmes made in English-speaking countries.	5	4.2	0	8.3	20	16.7	44	36.7	41	34.2	120	100

Table 4.7 shows striking difference between international posture and cultural interest.

114 out of 120 (95%) students emphasized that they wanted to travel internationally.

When the statements about cultural interest is reviewed, students’ interests in English

music stands out as 73, 4 % and TV programs as 70, 9%. However, compared to the other statements, only 53, 4 % of the students are interested in reading English books. Interviews are analyzed considering these categories. 3 students interviewed see English as a global language and gave their answers accordingly. When the interviews are analyzed, it is seen that ideal L2 self and cultural interest merge in their answers. Examples are given below:

I want to improve my English and communicate with the whole world. I want to have friends everywhere. English is a language which all people speak. Wherever you go in the world, it is like an international language. Everybody is trying to communicate in English...When we look at media organs, we see that most magazines and newspapers in the USA are objective. In order to follow these. I think that I will be needing English in the future. (Participant 4)

Participant 1 also stressed “I want to learn English to communicate with other people when I go abroad. Because I like travelling”. When their desire to go abroad is asked, participants stated “I want to go abroad to get language education and also for travelling.” Similarly, Participant 2 mentioned that;

I want to go abroad, because foreign language education is given there, too and also it would be very good. There will not be any Turkish people, so I will have to speak English. I want to travel, too and it is possible if you know the language. Maybe I can learn new cultures and make new friends.

Only one student, Participant 11 mentioned about her disinterest in music, book, and films specifically; “It depends on the topic of the film or music style. It is not about English.”

International students' responses are similar to Turkish students'. They also have strong cultural interest motives. Their cultural interest motives are presented in Table 4.8 below.

Table 4.8 International Students' responses regarding cultural interest

Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	F	%	f	%	f	%	f	%	F	%	f	%
20- Learning English is important for me because I want to travel internationally.	0	0	3	8.1	3	8.1	12	32.4	19	51.4	37	100
22- I really like the music of English-speaking countries (e.g., pop music).	1	2.7	4	10.8	2	5.4	15	40.5	15	40.5	37	100
23- I like English-language magazines, newspapers, and books.	1	2.7	3	8.1	12	32.4	13	35.1	8	21.6	37	100
24- I like TV programmes made in English-speaking countries.	1	2.7	2	5.4	6	16.2	21	56.8	7	18.9	37	100

Table 4.8 indicates that 83, 8 % of the International students are interested in travelling internationally, meaning that they also see English as a global language. They also mentioned this in their interviews. Participant 14 emphasized importance of learning English saying that “Yes, it is important, because it is a global language.” Participant 10 also stated that “When I saw everyone talking in English, for example, in China and Japan, it is really impossible to communicate in their language. But when I saw them speaking in English, I understand the point.” Similarly, Participant 9 expressed his ideas:

Because you meet new people and new cultures, new food, new friends. In your mother country, you can't develop yourself. You don't encounter different things. However, if you know English, you can go to England or America.

Similar to Turkish students' answers, International students like English music (81%) and TV programmes (75, 7%). However percentage of the students who like English books are less than the ones mentioned above (56, 7%). Their reasons might be similar to Turkish students' as one student, Participant 14 stated: "I do not like reading books. It is not about English." None of the other International students interviewed mentioned about their cultural interest motives.

4.2.5. Instrumental Promotion

Instrumental promotion appears as a dominant incentive both for Turkish and International students. Frequency analysis is given below in Table 4.9.

Table 4.9 Turkish Students' responses regarding instrumental promotion

Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	f	%	F	%	f	%	f	%	f	%	f	%
5- Whatever I do in the future, I think I will be needing English.	6	5	5	4.2	10	8.3	32	26.7	67	55.8	120	100
11- A knowledge of English would make me a better educated person.	0	0	1	0.8	5	4.2	33	27.5	81	67.5	120	100
21- Studying English is important to me because I am planning to study abroad.	3	2.5	6	5	14	11.7	30	25	67	55.8	120	100
28- I need to learn English because It will help me find a job in the future.	4	3.3	2	1.7	13	10.8	27	22.5	74	61.7	120	100

As Table 4.9 indicates, Turkish students have high instrumental promotion motives. 82, 5% of the students think that they will need English in the future and 95% stated that knowing English will make them a better educated person. For 80, 5% of the students, English will help them study abroad and 84, 2% of the students are convinced that they will have more job opportunities if they speak English. Interview data supports this result. When their reasons to learn English is asked, they stated;

Participant 2: “In order to have a good career.”

Participant 11: “I imagine English only in my career. I am planning to use English as an instrument to meet different people and different cultures.”

Participant 12: “English is a part of my job. Since I decided to study civil engineering, I want to go abroad, improve myself and earn a lot of money.”

Participant 7: “My first ambition is to pass prep class. Secondly, my job and career, for that reason, I persevere everything.”

Participant 5: “I am aware of the fact that I must improve my English as I am studying tourism and learning a foreign language is very important for this department.”

Similarly, International students are motivated to learn English to achieve their goals regarding their future careers. The results are shown in Table 4.10.

Table 4.10 International students’ responses towards instrumental promotion

Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
5- Whatever I do in the future, I think I will be needing English	0	0	2	5.4	2	5.4	10	27	23	62.2	37	100
11- A knowledge of English would make me a better educated person.	1	2.7	1	2.7	2	5.4	15	40.5	18	48.6	37	100
21- Studying English is important to me because I am planning to study abroad.	0	0	2	5.4	3	8.1	15	40.5	18	48.6	37	100
28- I need to learn English because It will help me find a job in the future.	0	0	0	0	2	5.4	15	40.5	20	54.1	37	100

As seen in the Table 4. 10, International students’ points taken from each statement in instrumental promotion sub-dimension is as high as Turkish students’. Although students are chosen from different cultural backgrounds, most of them are motivated

to learn English in a similar way for pragmatic reasons. Among these reasons which appear as promotion for the students, finding a good job has the greatest effect on them (94,6%), also studying abroad (86,4%) and their plans about their future career (89,1% and 89,2%) are found to have great impact on international students. 4 out of 5 students interviewed mentioned about instrumental reasons to learn English. Related interview data is presented below;

Participant 15: “Because I can speak English everywhere in the world, people who can speak English will be good in the future or you can find work easily. It is helpful.”

Participant 14: “I want to do business, practice English.”

Participant 9: “Of course it is very important, because when you speak English, you can understand other people, your perspective is different. You can study abroad, live abroad or maybe work abroad.”

Participant 13: “I want to learn English for my career. Self-development is important too but when I study abroad, I improve myself. I need English to do research and to understand professors. Because, it is a global language.”

4.2.6. Instrumental Prevention

Turkish students’ instrumental prevention motives are demonstrated in Table 4.11 below.

Table 4.11 Turkish students' responses regarding instrumental prevention

Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	F	%	F	%	f	%
25- I have to learn English because I don't want to fail the English course.	4	3.3	5	4.2	8	6.7	30	25	73	60.8	120	100
26- Studying English is necessary for me because I don't want to get a poor score mark or a fail in English proficiency tests (NMET, CET, MET, IELTS,...).	8	6.7	3	2.5	8	6.7	23	19.2	78	65	120	100
27- I have to learn English, because it is a university requirement.	6	5	4	3.3	5	4.2	24	20	81	67.5	120	100

Results in Table 4.11 indicate that Turkish students are highly motivated by instrumental prevention motives. Most students are motivated to a great extent in order to prevent negative consequences that might stem from their failures in the exams (84, 2%) or at school (85, 8%). Also, 87, 5% of the students are motivated instrumentally as English is the medium of instruction in their university. If they are able to learn English, they can understand the lessons and finish their school. From this perspective, students see English as a means to finish their schools. Whenever they learn English and graduate from university, they will be ready to follow job opportunities. From this perspective, it can be understood why students do not mention prevention as a major reason for their learning English. While Participant 3 was expressing his feelings about his present learning experience, he stated that "The materials could be related to proficiency. They are not serious enough to pass the exam." Although he seems to be motivated by his future ideals, he states that teaching materials should be exam related, which is a sign of prevention motive. It is understood that he wants to learn English in order to pass the exam. Also, Participant 11 defined role of English in her life saying that "Medium of Instruction is English at university. I am using it only at school." Her reason to learn English appears similar to the statement 27 in the survey, which

emphasizes English as a university requirement. Also, two other students expressed importance of English stating that;

Participant 7: “My first aim is to pass Prep Class.”

Participant 1: “Proficiency is my only chance to start taking classes in my department.”

Even though their ideas seem to be related with prevention motives, they might work as promotion motives as well. As they do not state how they view the exam clearly, it can be also inferred that these students see the exam as a first step to start their studies in faculty.

While these students consider English as a first step to reach their purposes at school, only one of the students stated that he needed English in order not to fail in his job. Though this kind of prevention is not seen in the questionnaire, it is obvious that the student, Participant 6 is motivated to prevent this negative situation.

Nowadays, English is important in all sectors, but it is more important in my sector. Because I am studying tourism in Antalya, and if I don't know English language, I do not think that I can be successful in this sector.

While Turkish students are seen to have prevention motives mentioned above, international students are not strongly motivated by these. The results are shown in Table 4.12.

Table 4.12 International Students' responses regarding instrumental prevention

Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	F	%	f	%	f	%
25- I have to learn English because I don't want to fail the English course.	2	5.4	9	24.3	4	10.8	7	18.9	15	40.5	37	100
26- Studying English is necessary for me because I don't want to get a poor score mark or a fail in English proficiency tests (NMET, CET, MET, IELTS,...).	1	2.7	6	16.2	8	21.6	8	21.6	14	37.8	37	100
27- I have to learn English, because it is a university requirement.	4	10.8	7	18.9	4	10.8	11	29.7	11	29.7	37	100

In contrast to Turkish students, international students are less motivated by instrumental prevention motives. Nevertheless, number of students who have these motives are above 50% as seen in Table 4.12. Data suggest that 22 out of 37 students (59, 4 %) are motivated to study English in order not to fail in English exam or Proficiency Test and they also think that they should learn English as it is a university requirement. Although more than half of the students emphasized importance of English for preventive reasons in their responses to the questionnaire, none of the international students mentioned about these reasons in their interviews.

4.3. Difference between Turkish and International Students' Motivational State

In order to carry out further analysis, normality tests were carried out. Analysis for distribution of Turkish and international students' points from normality tests are shown in Table 4.13 and 4.14.

Table 4.13 Distribution of Turkish students' points from normality tests

Statistics						
	İdeal L2 self	Ought to L2 self	Instrumental promotion	Instrumental prevention	Attitudes to learn English	Cultural interest
Mean	29,3750	31,4583	17,5000	13,1083	14,4917	16,0500
Median	30,0000	32,0000	18,0000	14,0000	15,0000	16,0000
Mode	29,00	34,00	20,00	15,00	16,00	15,00
Skewness	-0,603	-0,280	-1,646	-1,774	-0,833	-0,853
Std. Error of Skewness	0,221	0,221	0,221	0,221	0,221	0,221
Kurtosis	-0,342	-0,480	2,614	3,084	0,751	0,622
Std. Error of Kurtosis	0,438	0,438	0,438	0,438	0,438	0,438

When table 4.13 is analyzed, it can be seen that points taken from ideal L2 self, ought to L2 self, attitudes to learn English ve cultural interest sub-dimensions provide normal distribution condition (± 1). However, points taken from instrumental promotion and prevention are not normally distributed. Therefore, for Turkish students, nonparametric techniques are utilized for the analysis of instrumental promotion and instrumental prevention sub-dimensions.

Table 4.14 Distribution of international students' points from normality tests

Statistics						
	İdeal L2 self	Ought to L2 self	Instrumental promotion	Instrumental prevention	Attitudes to learn English	Cultural interest
Mean	30,2973	30,8649	17,5135	10,8919	15,7027	15,8108
Median	31,0000	31,0000	18,0000	12,0000	16,0000	16,0000
Mode	29,00	26,00	18,00	12,00	16,00	15,00
Skewness	-0,264	0,068	-1,689	-0,509	-0,117	-0,154
Std. Error of Skewness	0,388	0,388	0,388	0,388	0,388	0,388
Kurtosis	-0,371	-0,953	4,026	-1,202	-0,625	-0,493
Std. Error of Kurtosis	0,759	0,759	0,759	0,759	0,759	0,759

Table 4.14 indicates that like Turkish students, international students' points in ideal L2 self, ought to L2 self, attitudes to learn English and cultural interest are normally distributed whereas the total scores in instrumental promotion and prevention do not follow normal distribution. Similar to the analysis of Turkish students' points for instrumental promotion and prevention; for International students' points also, nonparametric techniques are used.

In the light of this information, for ideal L2 self, ought to L2 self, cultural interest and attitudes to learn English, independent sample tests; for instrumental promotion and prevention, Mann Whitney U Tests were carried out for both Turkish and also International students. The results are presented in Table 4.15 and 4.16 below.

Table 4.15 The difference between Turkish and International Students' Points

Independent Samples Test					
	Levene's Test for Equality of Variances		t-test		
	F	Sig.	T	df	P
Ideal L2 self	8,053	,005	-1,618	155	,109
Ought to L2 self	0,582	,447	,465	155	,643
Attitudes to learn English	3,850	,052	-1,931	155	,055
Cultural interest	2,086	,151	,443	155	,658

When Independent Samples Test results are analyzed, it is seen in Table 4.15 that there is not a significant difference between the points that Turkish and International students got from ideal L2 self sub-dimension ($t= 1.618$, $p>0.05$), ought to L2 self sub-dimension ($t= 0.465$, $p>0.05$), attitudes to learn English sub-dimension ($t=1.931$, $p>0.05$) and cultural interest sub-dimension ($t= 0.443$).

Table 4.16 The difference between Turkish and International Students' Points in instrumental promotion and prevention

Nonparametric Independent Samples Test

	Students	N	Mean Rank	Sum of Ranks	p	U
Instrumental promotion	Turkish	120	80,82	9698,50	,358	2001,500
	International	37	73,09	2704,50		
	Total	157				
Instrumental prevention	Turkish	120	86,80	10416,50	,000	1283,500
	International	37	53,69	1986,50		
	Total	157				

Results shown in Table 4.16 clarifies that there is not a significant difference between Turkish and International students' points taken from instrumental promotion motives ($U=2001.500$, $p>0,05$). However, Turkish and international students' points regarding instrumental prevention motives show a significant difference ($U=1283.500$, $p<0,05$). Turkish students' total points addressing instrumental prevention is significantly higher than international students'.

In order to investigate how different motivation types are correlated with each other, Pearson Correlation analysis are carried out. Results for Turkish students are presented in Table 4.17; and for international students, Table 4.18.

Table 4.17 Relationship between Turkish students' points from each category

Correlations		Ideal L2 self	Ought to self	Attitudes to learn English	Cultural interest	Instrumental promotion	Instrumental prevention
Ideal L2 self	Pearson Correlation	1	0,194*	,264**	,364**	,476**	,116
	P		0,033	,004	,000	,000	,207
Ought to L2 self	Pearson Correlation	0,194*	1	,117	,143	,311**	,270**
	P	0,033		,202	,120	,001	,003
Attitudes to learn English	Pearson Correlation	0,264**	0,117	1	,399**	,355**	,045
	P	0,004	0,202		,000	,000	,623
Cultural interest	Pearson Correlation	0,364**	0,143	,399**	1	,477**	,007
	P	0,000	0,120	,000		,000	,938
Instrumental promotion	Spearman's rho	0,476**	0,311**	,355**	,477**	1	,105
	P	0,000	0,001	,000	,000	.	,252
Instrumental prevention	Spearman's rho	0,116	0,270**	,045	,007	,105	1
	P	0,207	0,003	,623	,938	,252	.

*. Correlation is significant at the 0.05 level (p).

**. Correlation is significant at the 0.01 level (p).

The correlation coefficient calculated between the two variables is weak in the range of less than 0.30, moderate in the range between 0, 30-0, 70, and strong in the range of more than 0, 70 (Köklü, Büyüköztürk ve Çokluk-Bökeoğlu, 2007). When the Table 4.17 is considered, for Turkish students, it is seen that ideal L2 self is moderately correlated with cultural interest and instrumental promotion. Weak correlation is seen between ideal L2 self and the other variables. Ought to L2 self and instrumental promotion's correlation coefficient is seen moderate, however; it is weak between other variables. Attitudes to learn English has moderate correlation with instrumental promotion and cultural interest. A moderate meaningful correlation is seen between cultural interest and the points taken from ought to L2 self, attitudes to learn English

and instrumental promotion. Instrumental promotion has moderate meaningful correlation between ideal L2 self, ought to L2 self, attitudes to learn English and cultural interest. Instrumental prevention has no meaningful or weak correlation between other variables. Results for international students are presented below.

Table 4.18 Relationship between international students' points from each category

Correlations		Ideal L2 self	Ought to L2 self	Attitudes to learn English	Cultural interest	Instrumental promotion	Instrumental prevention
Ideal L2 self	Pearson Correlation	1	,094	,322	,315	,429**	,070
	P		,580	,052	,057	,008	,679
Ought to L2 self	Pearson Correlation	,094	1	,272	,145	-,118	,673**
	P	,580		,104	,393	,488	,000
Attitudes to learn English	Pearson Correlation	,322	,272	1	,133	,295	,286
	P	,052	,104		,434	,077	,086
Cultural interest	Pearson Correlation	,315	,145	,133	1	,532**	,263
	P	,057	,393	,434		,001	,116
Instrumental Promotion	Spearman's rho	,429**	-,118	,295	,532**	1	,102
	P	,008	,488	,077	,001	.	,547
Instrumental prevention	Spearman's rho	,070	,673**	,286	,263	,102	1
	P	,679	,000	,086	,116	,547	.

*. Correlation is significant at the 0.05 level (p).

**. Correlation is significant at the 0.01 level (p).

Table 4.18 presents a moderate correlation between ideal L2 self and instrumental promotion motives. Also ought to L2 self is moderately correlated with instrumental prevention motives. Another moderate correlation is seen between instrumental promotion and cultural interest motives.

4.4. L2 Motivational Self System and Academic Achievement

In order to answer third research question, relationship between Turkish and International students' exam points and their answers to the questionnaire were analyzed. Turkish students' relationship between their Proficiency Test results and ideal L2 self, ought to L2 self, cultural interest and attitudes to learn English were analyzed via Independent Samples Test and the results were presented in Table 4.18. For their instrumental promotion ve instrumental prevention motives; Mann Whitney U test was utilized. Results can be seen in Table 4.19.

Table 4.19 Group statistics of Turkish Students

Group Statistics

	Test result	N	Mean	Std. Deviation	Std. Error Mean
Ideal L2 self	Pass	41	29,3415	3,68517	,57553
	Fail	79	29,3924	4,17077	,46925
Ought to L2 self	Pass	41	33,3659	6,79984	1,06196
	Fail	79	30,4684	6,89265	,77548
Attitudes to learn English	Pass	41	14,6585	2,99675	,46801
	Fail	79	14,4051	3,82810	,43069
Cultural interest	Pass	41	15,6585	2,98001	,46540
	Fail	79	16,2532	3,04862	,34300

Table 4.20 Difference between Turkish students' survey results according to their Proficiency Test results

Independent Samples Test					
	Levene's Test for Equality of Variances		t-test		
	F	Sig.	T	df	P
Ideal L2 self	,281	,597	-,066	118	,948
Ought to L2 self	,238	,627	2,194	118	,030
Attitudes to learn English	2,470	,119	,369	118	,713
Cultural interest	,118	,731	-1,021	118	,309

When the table 4.20 is examined, homogeneity of variances of ideal L2 self, ought to L2 self, attitudes to learn English and cultural interest draws attention. When each category is analyzed, it is seen that there is not a significant difference between Turkish students' ideal self ($t= 0.066$, $p>0.05$), attitudes to learn English ($t=0.369$, $p>0.05$) and cultural interest ($t= 1.021$, $p>0.05$). However, a significant difference is seen between Turkish students' ought to L2 self and their Proficiency test results ($t= 0.465$, $p<0.05$). Ought to L2 selves of Turkish students' who passed are significantly higher than the ones who failed.

Mann U Whitney test results for instrumental promotion and prevention are presented in Table 4.21 below.

Table 4.21 Difference between Turkish students' survey results according to their Proficiency Test results

Nonparametric Independent Samples Test

	Test Results	N	Mean Rank	Sum of Ranks	p	U
Instrumental promotion	Pass	41	60,74	2490,50	,955	1609,500
	Fail	79	60,37	4769,50		
	Total	120				
Instrumental prevention	Pass	41	72,05	2954,00	,006	1146,000
	Fail	79	54,51	4306,00		
	Total	120				

Table 4. 21 reveals that there is not a significant difference between students who passed or failed in terms of instrumental promotion ($U=1609.500$, $p>0,05$). However, there is a significant difference between those two groups regarding instrumental prevention. ($U=1146.000$, $p<0,05$). Instrumental prevention motives of Turkish students who passed is higher than the ones who failed.

As the points of International students on the questionnaire are not homogenous (number of the students might be a reason of it), significance of each category is analyzed via Mann U Whitney test and it is presented in Table 4.22.

Table 4.22 Difference between International students' survey results according to their Proficiency Test Results

Nonparametric Independent Samples Test

	Test results	N	Mean Rank	Sum of Ranks	p	U
Ideal L2 self	Pass	10	20,55	205,50	,593	119,500
	Fail	27	18,43	497,50		
	Total	37				
Ought to L2 self	Pass	10	22,00	220,00	,303	105,000
	Fail	27	17,89	483,00		
	Total	37				
Instrumental promotion	Pass	10	13,85	138,50	,070	83,500
	Fail	27	20,91	564,50		
	Total	37				
Instrumental prevention	Pass	10	23,85	238,50	,094	86,500
	Fail	27	17,20	464,50		
	Total	37				
Attitudes to learn English	Pass	10	17,50	175,00	,605	120,000
	Fail	27	19,56	528,00		
	Total	37				
Cultural interest	Pass	10	18,85	188,50	,959	133,500
	Fail	27	19,06	514,50		
	Total	37				

Table 4.22 demonstrates that there is not a significant difference in International students' ideal L2 self (U=119.500, $p>0,05$), ought to L2 self (U=105.000, $p>0,05$), instrumental promotion (U=83.500, $p>0,05$), instrumental prevention (U=86.500, $p>0,05$) attitudes to learn English (U=120.000, $p>0,05$) and cultural interest (U=133.500, $p>0,05$) in terms of their Proficiency Test results.

CHAPTER V

DISCUSSION, CONCLUSION AND SUGGESTIONS

5.1. Introduction

In this research, Turkish and international students' L2MSS and its effects on their academic achievement were investigated. In this chapter, findings will be discussed in the light of research questions in relation with the previous research.

5.2. Motivational Self Systems of Turkish Students

First research question aims to find out Turkish students' motivational self systems. In this regard, Turkish students' language learning motivation was analyzed considering 6 sub categories, which are

- ***Ideal L2 self:*** The findings of this study indicate that Turkish students' future ideals include their use of English in their lives especially in their career effectively. Also, as in Göktepe (2014)'s research, Turkish students would like to speak English fluently in the future with their foreign friends, their prospective bosses and colleagues as if they were native speakers of English. It is also seen that the students put English in the center of their future lives as their future plans involve speaking English. As mentioned in literature review, ideal L2 self plays a key role in language learning (Dörnyei, 2010; Taguchi et al, 2009; Csizer&Kormos 2009; Al-Shehri, 2009). In this regard, Turkish students' strong ideal L2 selves are expected to be contributing to their language learning process to a great extent.

Findings also suggest that ideal L2 self is moderately correlated with cultural interest and instrumental promotion. Similarly, in Taguchi et al.'s study (2009), it is presented that both cultural interest and promotion have impact on ideal L2 self. Yashima (2009) also suggests that students who have high level of cultural interest, which is seen as travelling internationally in Turkish students' responses in this study, may develop possible selves especially in their pursuit of good career. In this respect, she also states that the students who have strong ideal L2 selves and international posture will be more proficient in English. Similar to what Yashima (2009) and Lai (2013) proposed, present study shows a moderate correlation between Turkish students' ideal L2 selves and their cultural interest motives.

- ***Ought to L2 self:*** Data reveal that Turkish students are strongly influenced by their families' ideas about language learning. The participants reported that they value their parents' views that they need to speak English to be better educated people, which appears as a strong incentive for them to learn English. Although the students are influenced by their parents' ideas, they do not think they will dissatisfy their families if they do not learn English. Similarly, they do not think that they will disappoint other people in case of failure in their learning process. In this regard, it can be said that the students are affected positively by their families' and also society's general ideas on learning English. Another incentive that leads Turkish students to be motivated to learn English is opinions of 'significant others'; their parents, as mentioned before, surrounding people, their prospective bosses, teachers and peers. While parents have the most effect on them, it is seen that close friends' ideas do not have much impact on students' motivation to learn English.

Similar to the findings of this research, Csizer and Kormos (2009) in their study with secondary school and university students in Hungary concluded that parental influence support strong ought to L2 self in university students and this led to an increase in their ideal selves. Taguchi et. al. (2009) who conducted a research in Iran, China and Japan also found strong ought to L2 self in Chinese and Iranian students. However, while English is encouraged by the families in Hungary, it is more like a pressure in Chinese families. Chinese students feel that it is their responsibility to fulfil their parents' plans about them. Interview data reveal that in Turkey, students are encouraged like Hungarian families and students who were studying academic subjects in Saleem (2014)'s study rather than being pressured. When the surrounding people's impact on the students' views about language learning is asked, three students stated that their parents helped them understand the importance of language learning in a globalized world. This finding corresponds with statistical data showing that ought to L2 self is moderately correlated with instrumental promotion. In this study, similar to Pickering and Wilkinson (2015)'s findings, Turkish students' parents' ideas on language learning worked as a promotion, encouraging them to study English.

- ***Attitudes to learn English:*** During the interviews, all Turkish students brought up their past learning experiences without any prompts. Lack of games, lack of a variety of activities, and speaking practice; and instead, an overreliance on grammar instruction at schools decreases their motivation. While giving a picture of language learning in Asian contexts, Warden and Lin (2000) stated that in EFL contexts, English is taught as an academic subject like other subjects and this does not prepare students to real life. Also, English lessons'

main focus is generally grammar which is taught by traditional methods. In this respect, findings suggest that Turkish students' past learning experience is similar to what Warden and Lin (2000) proposed. As seen in Csizer and Kormos' study (2009), learning experience is as important as ideal L2 self in shaping students' language learning motivation. Also, Dörnyei and Otto argue (1998), students' motivational self systems are affected by their past learning experiences. Similarly, the data from the interviews show that Turkish students' learning history might have an effect on their attitudes to learn English.

- ***Cultural interest:*** Another factor that has a great impact on Turkish students' language learning motivation is their cultural interest. Data show that Turkish students are motivated by cultural interest motives. It is seen that 114 out of 120 Turkish students desire to go abroad and communicate in English there. As Yashima (2009) states, unlike ESL students who have opportunities to meet native speakers and communicate with them, EFL learners relate themselves more with international community. In a similar way, most Turkish students want to go abroad and become a part of an international community like Taiwanese students in Lai (2013)'s research.

Students also like reading English books and magazines and watching English TV series or listening to music. However, number of people who like reading English books is lower than the ones who like watching TV programs and listening to music in English. The reasons behind it can be the students' lack of reading habits, limited vocabulary knowledge, high language level of the book, students' disinterest in the topic and being unaware of reading strategies in foreign language. Boyle and Peregoy (2008) states that reading requires

practice especially with the beginner level students as they may have problems while their brain is processing the information and that learners need to have been taught by the teacher.

- ***Instrumental Promotion:*** It is clear from the data that Turkish students have strong instrumental promotion motives. Among the reasons why they want to learn English, having a good career and becoming a better educated person seem to be the most dominant ones. They also believe that if they know English, they can study abroad. Findings also suggest that there is a moderate correlation between Turkish students' ought to L2 selves and their instrumental promotion motives. Similarly, in Taguchi et. al. (2009)'s, Azarnoosh (2014)'s and Pickering and Wilkonson (2015)'s studies a correlation between language learners' ought to L2 selves and instrumental promotion is prevalent. The reason might be countries' economic, political, social structure which shape people's opinions in this regard.
- ***Instrumental Prevention:*** Findings demonstrate that similar to Iranian students (Azarnoosh, 2014) and theoretical students in Saleem's study (2014), Turkish students are also motivated by instrumental prevention elements to a great extent. Turkish students are highly motivated in order to prevent a failure in the exams and they see Proficiency Test as an obstacle that they should tackle with in order to continue their studies in their departments. Data also reveal that there is a significant difference between Turkish and international students' instrumental prevention motives. Number of Turkish students who are motivated in order to prevent negative outcomes is much higher than the international ones. Data further suggest that there is no correlation between Turkish students' instrumental prevention motives and other types of

motivation unlike Taguchi et. al. (2009) and Dörnyei (2010)'s claims on the relationship between instrumental prevention and ought to L2 selves. However, students' achievement test results reveal that students who have strong ought to L2 selves and instrumental prevention motives got higher scores than the others.

5.3. Motivational Self Systems of International Students

- ***Ideal L2 self:*** Similar to Turkish students, international ones also have strong ideal L2 self. They want to see themselves as speaking like native speakers of English fluently with their friends, prospective bosses and colleagues. They also expressed that they want to use English in their future lives.
- ***Ought to L2 self:*** Data demonstrate that international students have similar attitudes towards other people's opinions on learning. Like Turkish students, international ones also do not give importance in their close friends' ideas. In addition, international students believe that if they learn English, they will be better educated, however; this belief might not stem from their families' ideas fully as only about half of them think that their parents are in this opinion. Similarly, about half of them think that they will disappoint their families in case of a failure. Moreover, it is seen that about half of the international students are motivated to learn English in order to gain respect or approval from significant others, a finding similar to that of the Turkish students. Unlike Turkish students who think that surrounding people give importance in their language learning, international students do not support this idea.

To sum up, international students mostly think that English will make them more educated people and this idea is not fully shaped by their families' ideas

compared with Turkish students. They also think that English will help them to get respect and approval by their superiors. However, international students are not concerned about other people's ideas on language learning, including their close friends.

- ***Attitudes to learn English:*** Similar to Turkish students, international students also have positive attitudes to learn English and they like communicative activities and teachers' friendly attitudes as well. However, unlike Turkish ones, international students do not mind taking more English classes.
- ***Cultural interest:*** Similar to Turkish students, international ones also have strong cultural interest motives. Data present that more than half of the international students want to travel internationally, which shows that international students have high international posture similar to Turkish students. Almost all international students interviewed mentioned that English is a global language. In this respect, it can be said that they want to be a part of global community. Also, they like reading English books and magazines, watching English TV programs and listening to English music. Just like Turkish students, number of people who like reading English books are lower. One student expressed his idea on this saying that he does not like reading at all.
- ***Instrumental Promotion:*** International students are found to have strong instrumental promotion motives similar to Turkish students. Almost all international students think that they will need English in order to reach their future goals, to be a better educated person, to study abroad, and most importantly, in order to have a good career. None of the students are negative about the idea that English is necessary to have better job opportunities. Results

also reveal that there is a moderate correlation between instrumental promotion motives and ideal L2 selves of international students similar to that of Turkish students’.

- ***Instrumental Prevention:*** International students are also motivated to prevent negative consequences of a failure, such as failing the exam, failing the class and not fulfilling university requirement. However, number of Turkish students who have strong instrumental prevention motives are much higher than international students. Data present that while about half of the international students are motivated in order not to fail Proficiency and continue their studies in their departments, more than two-thirds of Turkish students have these motives. Similar to Taguchi et. al. (2009) and Dörnyei (2010)’s findings, instrumental prevention motives and ought to L2 selves of international students are moderately correlated.

5.4. Motivational Self System and Academic Achievement

When the students’ academic achievement and their motivational self systems are correlated, it is revealed that Turkish students with strong ought to L2 selves and instrumental prevention motives have higher academic achievement. Turkish students’ ought to L2 selves are shaped by family influence therefore, it can be said that in a Turkish context, family influence has great impact on students’ academic achievement.

Unlike Turkish students, international students’ language learning motivation does not affect their academic achievement. A similar study conducted in Saudi Arabia (Moskovsky et al., 2016) presents that there is not a relationship between language learners’ academic achievements and their L2MSS in an EFL contex.

5.5. Conclusion

This study demonstrated Turkish and international students' motivational orientations and their L2MSS. It also found out the incentives that affect Turkish and international students' English proficiency at tertiary education in the Turkish context. As the results suggest, both Turkish and international students have strong ideal L2 selves, ought to L2 selves, cultural interest motives, attitudes to learn English and instrumental promotion motives. Unlike international students, Turkish students have strong instrumental prevention motives, which means they are highly motivated in order to prevent negative outcomes. It is also revealed that Turkish students' strong ought to L2 selves and instrumental prevention motives affect their language proficiency to a great extent.

5.6. Recommendations for Further Research

In this research, number of the participants was limited due to the issues of accessibility. Similar studies can be carried out with more Turkish and international students.

Unlike other studies mentioned in literature review claiming that ideal L2 self has a vital role in language learning (Dörnyei, 2010; Taguchi et al, 2009; Csizer& Kormos, 2009; Al-Shehri, 2009), this study suggests that ought to L2 self and instrumental prevention motives has a more important place in Turkish students' language learning and their academic success. However, this study is limited as it was carried out at one private university in Turkey. Another study concerning L2MSS of tertiary level students can be carried out in more universities since it will give a more general idea on Turkish and international students studying at Turkish universities.

Results also suggest that Turkish students are motivated by parental encouragement and this increases students' academic success. In this respect, teachers and parents can work together in order to motivate the students and increase their success.

Furthermore, Turkish students report that they want to have more speaking practice in English lessons. They also state that they like different activities and playing games. Further research to investigate the classroom activities on students' motivation should be conducted in different schools and universities.

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APPENDICES

Appendix A: Motivation Questionnaire

Survey

This survey was prepared to investigate university students' language learning motivation in School of Foreign Languages at Antalya International University. Collected data will only be used for this research. Thank you all for your participation.
Instructor Gözde PARTAL

Name : _____ Class : _____

How long have you been learning English? _____

Please read all the statements carefully and circle the one that is most suitable for you. Thanks for your cooperation.

'1' : **Strongly Disagree** '2' : **Disagree** '3' : **Neutral**

'4' : **Agree** '5' : **Strongly Agree**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I frequently imagine myself having a conversation in English.	1	2	3	4	5
2. If my dreams come true, I will speak English in the future fluently.	1	2	3	4	5
3. I can imagine myself speaking English with foreigners in any situation.	1	2	3	4	5
4. I can imagine myself speaking English with international friends or colleagues.	1	2	3	4	5
5. Whatever I do in the future, I think I will be needing English.	1	2	3	4	5
6. Whenever I think of my future, I imagine myself speaking English as if I were a native speaker of English.	1	2	3	4	5

7. Whenever I think of my future career, I imagine myself using English.	1	2	3	4	5
8. The things I want to do in the future require me to use English.	1	2	3	4	5
9. I study English because close friends of mine think it is important.	1	2	3	4	5
10. Nobody really cares whether I learn English or not.	1	2	3	4	5
11. A knowledge of English would make me a better educated person.	1	2	3	4	5
12. Studying English is important to me because an educated person is supposed to be able to speak English.	1	2	3	4	5
13. Studying English is important for me in order to gain the approval of my peers or teachers or family or boss.	1	2	3	4	5
14. I have to study English, because, if I do not study it, I think my parents will be disappointed with me.	1	2	3	4	5
15. Learning English is necessary because people surrounding me expect me to do so.	1	2	3	4	5
16. My parents believe that I must study English to be an educated person.	1	2	3	4	5
17. It will have a negative impact on my life if I don't learn English.	1	2	3	4	5
18. Studying English is important to me because other people will respect me more if I have knowledge of English.	1	2	3	4	5
19. If I fail to learn English, I'll be letting other people down.	1	2	3	4	5
20. Learning English is important for me because I want to travel internationally.	1	2	3	4	5
21. Studying English is important to me because I am planning to study abroad.	1	2	3	4	5

22. I really like the music of English-speaking countries (e.g., pop music).	1	2	3	4	5
23. I like English-language magazines, newspapers, and books.	1	2	3	4	5
24. I like TV programmes made in English-speaking countries.	1	2	3	4	5
25. I have to learn English because I don't want to fail the English course.	1	2	3	4	5
26. Studying English is necessary for me because I don't want to get a poor score mark or a fail in English proficiency tests (NMET, CET, MET, IELTS,...).	1	2	3	4	5
27. I have to learn English, because it is a university requirement.	1	2	3	4	5
28. I need to learn English because It will help me find a job in the future.	1	2	3	4	5
29. I like the atmosphere of English classes.	1	2	3	4	5
30. I like learning English.	1	2	3	4	5
31. I like participating in English classes.	1	2	3	4	5
32. I would prefer to have more English classes.	1	2	3	4	5

Appendix B: Motivasyon Anketi

Anket

Bu anket, Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı Yüksek Lisans programı için yapılan, Türkiye’de hazırlık sınıflarındaki öğrencilerin yabancı dil öğrenimine karşı tutum ve motivasyonlarını ele alan bir çalışma için hazırlanmıştır. Vereceğiniz bilgiler yalnızca araştırma amaçlı kullanılacak olup, ankete katkıda bulunduğunuz için teşekkür ederim.

Okutman Gözde PARTAL

İsim: _____ Sınıf: _____

Ne zamandır İngilizce öğreniyorsunuz? _____

Lütfen her maddeyi okuduktan sonra size en uygun olan rakamı daire içine alınız. Anketteki soruların doğru veya yanlış cevabı olmadığını unutmayınız. Katkılarınızdan dolayı teşekkürler.

‘1’ : Kesinlikle Katılmıyorum ‘2’ : Katılmıyorum ‘3’ : Kararsızım

‘4’ : Katılıyorum ‘5’ : Kesinlikle Katılıyorum

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Kendimi sıklıkla İngilizce konuşabilen bir kişi olarak hayal ederim.	1	2	3	4	5
2. Hayallerim gerçekleşirse ilerde akıcı bir şekilde İngilizce konuşuyor olacağım.	1	2	3	4	5
3. Kendimi yabancılarla herhangi bir durumda İngilizce konuşurken hayal edebiliyorum.	1	2	3	4	5
4. Uluslararası kimliğe sahip iş arkadaşlarımla ve dostlarımla İngilizce konuşabildiğimi hayal edebiliyorum.	1	2	3	4	5

5. Gelecekte her ne yaparsam yapayım İngilizce'ye ihtiyaç duyuyor olacağım.	1	2	3	4	5
6. Gelecekte, ana dili İngilizce olan bir kişiymiş gibi İngilizce konuştuğumu hayal edebiliyorum.	1	2	3	4	5
7. Gelecekteki kariyerimi her düşündüğümde, kendimi İngilizceyi kullanırken hayal ediyorum.	1	2	3	4	5
8. Gelecekte yapmak istediğim şeyler İngilizce kullanmamı gerektiriyor	1	2	3	4	5
9. İngilizce çalışıyorum çünkü yakın arkadaşlarım bunun önemli olduğunu düşünüyor.	1	2	3	4	5
10. İngilizce öğrenip öğrenmediğimi açıkçası kimse umursamıyor.	1	2	3	4	5
11. İngilizce bilmek beni daha iyi eğitilmiş bir kişi haline getirecektir	1	2	3	4	5
12. İngilizce çalışmak benim için önemlidir çünkü eğitilmiş bir kişinin İngilizce konuşabilmesi gereklidir.	1	2	3	4	5
13. Akranlarımdan, öğretmenlerimden, ailemden ya da patronumdan kabul görmek için İngilizce öğrenmem çok önemlidir	1	2	3	4	5
14. İngilizce çalışmak zorundayım çünkü eğer yapmazsam ailemin hayal kırıklığına uğrayacağını düşünüyorum.	1	2	3	4	5
15. İngilizce öğrenmem gerekli çünkü çevremdeki insanların benden beklentisi bu yönde.	1	2	3	4	5
16. Ailem, eğitilmiş bir kişi olabilmem için İngilizce öğrenmem gerektiğine inanıyor.	1	2	3	4	5
17. Eğer İngilizce öğrenmezsem bu durumun hayatıma olumsuz bir etkisi olacaktır.	1	2	3	4	5

18. İngilizce çalışmak benim için önemlidir çünkü İngilizce bilgisine sahip olduğumda diğer insanlar bana daha fazla saygı duyacaktır.	1	2	3	4	5
19. Eğer İngilizce öğrenmekte başarısız olursam, başka insanları başarısızlığım ile üzeceğim.	1	2	3	4	5
20. İngilizce öğrenmek benim için oldukça önemli, çünkü yurtdışı seyahatlerine gitmek istiyorum.	1	2	3	4	5
21. İngilizce öğrenmek benim için önemli, çünkü yurtdışında eğitim görmek istiyorum.	1	2	3	4	5
22. İngilizce konuşan ülkelerin müziklerini gerçekten seviyorum. (örneğin; pop müzik)	1	2	3	4	5
23. İngilizce dergi, gazete ve kitapları okumayı seviyorum.	1	2	3	4	5
24. İngilizce konuşulan ülkelerde yapılan televizyon programlarını seviyorum.	1	2	3	4	5
25. İngilizce öğrenmem gerekli çünkü İngilizce dersinden kalmak istemiyorum.	1	2	3	4	5
26. İngilizce öğrenmek gerekli, çünkü İngilizce Yeterlilik Testinden (Proficiency Test) düşük not almak ya da kalmak istemiyorum.	1	2	3	4	5
27. İngilizce öğrenmeliyim, çünkü İngilizce, üniversitede gerekli.	1	2	3	4	5
28. Gelecekte iyi bir işe sahip olmam için İngilizce öğrenmem gerekli.	1	2	3	4	5
29. İngilizce derslerimin atmosferini seviyorum.	1	2	3	4	5
30. İngilizce öğrenmeyi seviyorum.	1	2	3	4	5
31. İngilizce derslerine katılmayı seviyorum.	1	2	3	4	5

32. İngilizce derslerinin daha fazla saat olmasını isterdim.	1	2	3	4	5
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ÖZGEÇMİŞ

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