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ÇAĞ UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

**AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN EFL
LEARNERS' EMOTIONAL EXPERIENCES AND L2 MOTIVATIONAL SELF
SYSTEM**

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APPROVAL

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We **certify** that thesis under the title of “**An Investigation into the Relationship between EFL Learners’ Emotional Experiences and L2 Motivational Self System**” which was prepared by our student **Seda SIVACI** with number **201412014** is satisfactory **consensus** for the award of the degree of **Ph.D.** in the Department of **English Language Education**.

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DEDICATION



To my son... Atlas Bulut...

ETHICS DECLARATION

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I hereby declare that;

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I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

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I hereby acknowledge all possible loss of rights in case of a contrary circumstance. (in case of any circumstance contradicting with my declaration)

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Seda SIVACI

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11/01/2019

Seda SIVACI

ABSTRACT**AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN EFL
LEARNERS' EMOTIONAL EXPERIENCES AND L2 MOTIVATIONAL SELF
SYSTEM****Seda SIVACI****Ph.D. Thesis, Social Science Institute, English Language Education****Supervisor: Prof. Dr. Jülide İNÖZÜ****January 2019, 183 pages**

The purpose of the present study is to investigate the learners' L2 motivational self-system profiles in terms of ideal L2 self, ought-to L2 self and L2 learning experience and the emotions they experience before, during and after the language learning process. In addition, it aims to investigate the effects of these emotional experiences experienced when attending class, studying and taking tests or exam on learners' motivational orientations to learn English with a specific reference to ideal L2 self, ought-to self and L2 Learning experience. In this regard, 214 adult English language learners, who were at the preparatory class of their department were included in the study. To collect the data, Achievement Emotions Questionnaire (Pekrun et al., (2002) and Language Learning Questionnaire (Taguchi et al., 2009) were administered. To analyze the data collected through both questionnaires, descriptive statistics and multiple regression analyses were conducted.

The results of the study revealed that the variable that seems to be the most linked to the learners L2 motivational self system is ideal L2 self followed by L2 Learning experience and then Ought-to self. In addition, it was found that the learners had more positive emotional experiences (e.g., enjoyment and hope) in English learning process than negative emotional experiences (e.g., shame and hopelessness). As for the effects of emotional experiences of learners on their motivational orientations, the results of the multiple regression analyses suggested that while positive emotions (hope, pride, enjoyment) significantly contributed to the learners' ideal L2 selves and L2 Learning experience, Ought-to selves of the learners were affected by both positive

emotions (hope, pride, enjoyment, relief) and negative emotions (shame, anxiety and hopelessness).

Key words: Achievement emotions, Emotional experiences, L2 Motivational Self system



ÖZET**İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEREN ÖĞRENCİLERİN
DUYGUSAL DENEYİMLERİ VE ÖZ-MOTİVASYON SİSTEMLERİ
ARASINDAKİ İLİŞKİNİN İNCELENMESİ****Seda SIVACI****Doktora Tezi, Sosyal Bilimler Enstitüsü, İngiliz Dili Eğitimi****Tez Danışmanı: Prof. Dr. Jülide İNÖZÜ****Ocak 2019, 183 Sayfa**

Bu çalışmanın amacı, öğrencilerin ideal L2 self, ought-to L2self ve L2 öğrenme deneyimi açısından ikinci dil öz-motivasyon profillerini ve dil öğrenme süreci öncesinde, sırasında ve sonrasında yaşadıkları duygusal deneyimlerini incelemektir. Buna ek olarak, öğrencilerin İngilizce dersine katılırken, ders çalışırken ve sınav olurken yaşadıkları bu duygusal deneyimlerin ideal L2 self, ought-to self ve L2 öğrenim deneyimleri kapsamında kendi ikinci dil öz-motivasyon sistemleri üzerindeki etkisini araştırmayı amaçlamaktadır. Bu kapsamda, bölümlerinin hazırlık sınıfında İngilizce öğrenen 214 yetişkin öğrenci çalışmaya dahil edilmiştir. Verilerin toplanması için Başarı Duyguları Anketi (Pekrun ve ark, (2002) ve Dil Öğrenme Anketi (Taguchi ve ark, 2009) uygulanmış, her iki anketle toplanan verilerin analizinde betimsel analizler ve çoklu regresyon analizleri kullanılmıştır.

Araştırmanın sonuçları, öğrencilerin ikinci dil öz-motivasyon sistemi ile en fazla bağlantılı olduğu düşünülen değişkenin ideal L2 self olduğunu ve bunu L2 öğrenim deneyimi ve ought-to L2 selfin takip ettiğini göstermiştir. Bununla beraber, öğrencilerin İngilizce öğrenme sürecinde negatif duygulardan (utanç ve umutsuzluk gibi) pozitif duyguları (zevk ve umut gibi) daha çok deneyimledikleri bulunmuştur. Öğrencilerin deneyimledikleri duyguların kendi öz-motivasyonları üzerindeki etkisi incelendiğinde ise, yapılan çoklu regresyon analizleri öğrencilerin ideal L2 self ve L2 öğrenme deneyimlerine pozitif duyguların (umut, gurur, zevk) anlamlı bir şekilde katkı sağladığını gösterirken, ought-to L2 self motivasyonlarının hem pozitif (umut, gurur, zevk, rahatlama) hem de negatif (utanç, kaygı ve umutsuzluk) duygulardan etkilendiğini göstermiştir.

Anahtar kelimeler: Akademik duygular, Duygusal deneyimler, İkinci dilde öz-motivasyon



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ABBREVIATIONS

AEQ	: Achievement Emotions Questionnaire
EFL	: English as a Foreign Language
L2	: Second Language
LLQ	: Language Learning Questionnaire
SLA	: Second Language Acquisition
SPSS	: Statistical Package for Social Sciences



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CHAPTER I

1. INTRODUCTION

1.1. Introduction

This chapter presents the background of the study, significance of the problem, aim of the study and research questions and definition of the terms used in the study, respectively.

1.2. Background of the Study

There has been a great emphasis on the motives of language learners in the research agenda of applied linguistics. From the first motivational studies (Gardner & Lambert, 1959), motivational variables, affective and attitudinal factors, in particular, have received so much attention. Until now, motivational research has gone through several phases with the emergence of new motivation theories including Gardner's (2001) integrative motivation, Dörnyei and Otto's (1998) process model, and Dörnyei's (2009) L2 Motivational Self System.

Although there have been several studies which focus on the effects of the cognitive aspects of language learning on motivation, the affective factors have started to take attention of the researchers with the influence of humanism. In fact, the importance of affective factors in the learning and teaching process has been highlighted with the humanistic methods such as Suggestopedia, The Silent Way and Community Language Learning, and the research on affective factors in foreign language learning has generally dealt with the constructs such as self-esteem, confidence and learners' beliefs, yet another crucial factor – emotions- that has a significant effect on motivation has been neglected.

According to MacIntyre, MacKinnon and Clement (2009), although a close relationship exists between motivation and emotion, having limited research into emotions is surprising. Accordingly, Lopez and Aguilar (2013) assert that emotions inhabit all phases of the learning process and the role of emotions should not be neglected. Therefore, this study aims to investigate the emotional experiences of learners in class, and the relationship between these emotional experiences and the

learners' motivation to learn English, with a particular emphasis on Dörnyei's L2 Motivational Self System.

1.3. Statement of the Problem

Classrooms are full of emotional experiences that lead to interactions, and influence learning and performance of students; and these experiences are considered to have crucial role in understanding learning processes, student motivation and effective teaching (Pekrun, Goetz, Titz, & Perry 2002). According to Pekrun (2000), emotions or feelings are the products of students' individual evaluation of particular learning situation. Previous experiences, the social context and personal goals are the main factors affecting these evaluations (Pekrun et al., 2002). This is relevant to all learning situations in general and foreign language learning in particular (MacIntyre & Gregersen, 2012; Mendez Lopez & Pea Aguilar, 2013) since the students come with their previous positive or negative experiences and different goals and motives. Although students in one foreign language classroom are exposed to same lessons given by the same instructor, each of them may exercise the process differently because of having different language learning experiences, which shows its uniqueness for each individual. For example, in Kramsch's (2003) study on learners' beliefs about language learning process, some of the learners depicted their experiences as "travelling to a new places" while others depicted as "undergoing a painful medical procedure" (p.116). In that sense, knowing what emotions are mostly experienced by the students in the classroom is significant for the instructor to create more effective learning environment. Instructors can modify the methods, techniques, materials and activities they use in the learning process and find out new ways to lower the effects of negative emotions affecting students' motivation.

According to Dörnyei (2001), motivation is one of the main factors to determine students' success or failure of the in SLA and FLA. Although the focus of motivation research has been on cognitive variables of language learning (Ross, 2015), the influence of emotions on motivation is being emphasized nowadays. MacIntyre (2002) argues that "the motivational properties of emotion have been severely underestimated in the language learning literature" (p.61). Accordingly, Dewaele (2005) stressed the importance of studying emotional dimensions of foreign language learning. MacIntyre, Mackinnon and Clement (2009) also find the research into language learner emotion

limited despite the close and intimate relationship between emotion and motivation, defining the emotions as “fundamentally important motivators” (p.47). In this respect, this study aims to investigate the emotional experiences of students in the classroom, and the relationship between those emotional experiences and students’ motivation to learn English with a specific reference to L2 motivational self.

1.4. Aim of the Study

The main purpose of the present study is to gain an understanding of the emotional experiences learners experience when attending class, studying and taking tests and exams. The secondary purpose is attempting to investigate how these emotional experiences impact upon or relate to motivation to learn English.

In this respect, Dörnyei’s L2 Motivational Self System will be adopted since it is accepted as the dominant L2 Motivation Theory in a phase of research that highlights the significance of notions of identity and self-beliefs. Due to the fact that emotions are personal and closely related to self, L2 Motivational Self System is well suited to the study. Moreover, the lack of research on the relation between emotional experiences and L2 Motivational Self System of learners provide an opportunity to this study in terms of filling a void in the field.

1.5. Research Questions

The present study attempted to respond the following research questions:

1. What are the learners’ L2 motivational self-system profiles in terms of ideal L2 self, ought to self and L2 learning experience?
2. Which emotions do learners experience when attending class, studying and taking tests and exams?
3. To what extent do the emotions L2 learners have experienced affect their L2 motivational self-system in terms of ideal L2 self, ought to self and L2 learning experience?

1.6. Definitions

Achievement Emotions: It is described as “emotions tied directly to achievement activities or achievement outcomes” (Pekrun, 2006, p.317). The emotions

which are enjoyment, pride, anxiety, anger, shame, hopelessness, boredom and relief are included.

Motivation: It involves in the management and value of human attitude; namely, the preference of a specific behavior; the insistence with it; the work spent on it (Dörnyei, 2001, p. 8).

Self: It refers to an individual's own knowledge, thoughts, feelings and understandings.

Possible Selves: The connection between an individual's own cognitive visions of the future and motivation.

Ideal Self: It is defined as “a representation of the attributes that someone would likely to possess (i.e. representation of hopes, aspirations, or wishes)” (Dörnyei & Ryan 2015, p.87).

Ought Self: It is defined as “the attributes that one believes one ought to possess (i.e., a representation of someone's sense of duty, obligations, or responsibilities)” (Dörnyei & Ryan 2015, p.87).

L2 Learning Experience: “It focuses on the learner's present experience, covering a range of situated, ‘executive’ motives related to the immediate learning environment (e.g., the impact of the L2 teacher, the curriculum, the peer group, and the experience of success)” (Dörnyei & Ryan 2015, p.88).

Instrumental Motivation: It attributes to the aspiration to master a language for practical reasons such as making money or attending a university (Gardner and Lambert, 1972).

Integrative Motivation: It attributes to the individual tendency for the human-beings that speak a specific language (Gardner and Lambert, 1972).

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

This chapter is mainly divided into two sections, and each section has related sub-sections. In the first section, the definitions of motivation, its historical overview of motivational theories and L2 motivational Self System are discussed. The next section focuses on what emotion is, emotion in mainstream psychology and educational psychology including achievement emotions and the theory of control-value. Finally, the role of emotions in SLA is presented.

2.2. Motivation in Foreign Language Learning

In this section, motivation in foreign language learning is discussed in detail. It starts with the definition on motivation, motivational theories, possible selves and self-discrepancy. In addition, L2 motivational self system, the theoretical framework of this study, is explained.

2.2.1. Defining Motivation

Dörnyei (2005) claims motivation consists of the factors underlying “why people think and behavior as they do” (p. 1). Dörnyei, Csizer and Nemeth (2006) also asserts that motivation is related to “the direction and magnitude of human action, that is, the choice of a particular action, the persistence with it and the effort expended on it” (p. 9). Hence it can be said that motivation stems from a purpose at first and then guides actions. It seems difficult to define the notion of motivation for the reason that it includes both behavior’s choice, direction, and perpetuation, and various motives behind the behavior. In this respect, Dörnyei and Ushioda (2011) claims that developing “an integrative super theory of motivation” seems complex and difficult due to its multi-dimensional nature (p.4).

According to Williams and Burden (1197), motivation is a cognitive stimulation encouraging individual to make ‘sustained intellectual and/or physical effort’ in order to reach a goal (p. 120). Motivation not only influence human behavior in various aspects

in life, but also has a significant role in learning. In this respect, Wiseman and Hunt (2008) describe the relationship between motivation and learning as:

[A]n internal state that arouses students to action, directs them to certain behaviors, and assists them in maintaining that arousal and action with regard to behaviors important and appropriate to the learning environment (p. 43).

According to Ormrod (2003), there are some significant effects of motivation on learners' behavior and learning. One of them is that motivation can impact learners' 'cognitive ability' that helps to figure out information fast. Next, it helps and improves learners' performance and achievement. It also regulates their behaviors according to the goals they have set for themselves. In addition, it makes learners concentrate on more beneficial consequences of their learning preferences. Lastly, it amplifies learners' "initiation of, and persistence in activities" (cited in Islam, 2013, p. 19). That is, motivation enhances and maintains students' active participation in the learning process.

Due to the mentioned potential influences of motivation on students, it is accepted as a significant agent in different academic areas involving second/foreign language learning. Dörnyei et al. (2006) assert that motivation is a key element of successful learning so that it helps us understand the L2 learning process. The fact that L2 motivation affects the learners' behavior and enthusiasm to learn L2 causes successful learning. This demonstrates that there is an oblique relationship between motivation and effective learning where motivation is not viewed as a prerequisite for successful learning, but the relationship between them is significant (Ryan, 2008).

Accordingly, Schmidt (2002) claims that "if only we could get the students to be motivated, then they learn successfully" (p. 172). In this regard, Hedge (2000) highlights the important role of teachers indicating that they should take those factors and experiences to increase learners' motivation into consideration during the learning process.

As for EFL/ESL process, the relationship between L2 motivation and achievement has gained a lot of attention from the researchers. Ryan (2008) underlines that to understand the factors underlying the L2 motivation are significant since it conduces "to our knowledge of how people see themselves in relation to both their immediate surroundings and the world at large" (p. 45). Pan and Block (2011) supports him as stating that English is perceived as a social capital, and also a way to reach

people and communities around the world because of the role of English as a lingua franca in globalized world in EFL/ESL context.

2.2.2. Historical Overview of Motivational Theories

In order to understand second language motivation, it is significant to track its developments from the initial of second language motivation research. During its emergence as a research field, it has been not only affected by the mainstream motivation psychology, but also different socio-cultural, situational, global theoretical and empirical matters. Drawing upon the historical development of L2 motivation, Dörnyei and Ushioda (2011, p. 39 - 40) explains L2 motivation theory in four different periods:

1. The social psychological period (1959-1990)
2. The cognitive-situated period (during the 1990s)
3. The process-oriented period (at the turn of the new century)
4. The socio-dynamic period (current phase)

2.2.2.1. The Social Psychological Phase

Modern second language motivation research originated in 1959, which is accepted as the beginning of the social psychological period that dominated the second language motivation theory and research for the upcoming thirty years. Robert Gardner and Wallace Lambert's (1972, 1959) Canada-based study is accepted as the origin of motivation research in second language learning and this study considerably affected the research in the whole social psychological period. In the study, they used traditional individualistic motivation research and social psychology together to investigate the language attitudes and motivation of learners' who wanted to learn the language of other community in bilingual Canada where both Anglophone and Francophone communities live together (Dörnyei, 2005, p. 67). Because social and psychological approach was grounded mainly in distinctive the socio-cultural, political and linguistic settings of Canada, its advocators believed that learning the language of the other community is a way to establish positive communication between different communities. According to Guilloteaux (2007), Gardner and his colleagues' work contributed to the second language motivation research proving that learning a second

language is different from learning any other subjects as it involves adopting a different culture's characteristics into individual's own life.

The socio-educational model of second language acquisition (SLA) and Attitude Motivation Test Battery (ATMB) are the two essential components of their works. The socio-educational model is seen as the first framework that describes second language motivation, language attitudes and a wide range of factors affecting them (Gardner & Smythe, 1975). ATMB includes 11 subsets and is designed to measure second language motivation and factors affecting it (Gardner, 2005).

Gardner's socio-educational model put forward that second language motivation is related to two variables: Attitudes towards the Learning Situation and Integrativeness (Gardner, 2005, p. 6). The concept of Integrativeness has been the essential part of socio-educational model, in that, it is defined as the desire of learner to join in and recognize with the target group and culture. In a broader sense, it might refer to whole integration into the target community. Furthermore, Gardner and Lambert (1972) have asserted that learners with high integrative motivation are more successful than the ones with low integrative motivation in the learning process. In addition, Dörnyei and Clement (2001) conducted a large-scale study including a large sample in Hungary, and the result revealed that "the uncontested superiority of Integrativeness as a predictor of language choice" (p. 423). In this respect, it seems possible to claim the same is valid for the effort that learners show during their language learning process.

However, one of the outstanding criticisms of integrative motivation derives from the context it is originated from. The condition of Canada is unique in a way that two different cultures, Francophone and Anglophone, live in the same country and they have many opportunities to interact with each other. Therefore, it seems that integrative motivation is valid just in similar contexts where the learners have chances to experience the same sort of intercultural interaction with the target culture, but it cannot be applicable in all the contexts since such situations are quite rare.

Hence, some new approaches or reinterpretations of Gardner's integrativeness have been proposed in order to include the various contexts where English or any other language learning is learned. One of them is 'international posture' proposed by Yashima (2002). He stresses the deficiency in integrative motivation claiming that "in a context where there is little daily contact with native speakers of English, learners are not likely to have a clear affective reaction to the specific L2 language group" (p. 57). However, thanks to media and other means, language learners might have a chance to

develop attitudes towards target culture. Indeed, the notion of international posture widens the extent of integrativeness in a way that it includes eagerness to look for the opportunities for intercultural interaction, an interest in international relations, be ready to work, study or live abroad and respect to cultural and ethnic varieties.

Although Gardner's socio-educational model has received some criticism, it has a significant place in motivational literature, and it is the starting point of the motivational theories and concepts proposed in the following years. According to Dörnyei (2003), although there have been many research and arguments on the effects of on this issue, the notion of integrativeness still remains as an ambiguous area.

2.2.2.2. Cognitive-Situated Phase

Cognitive-situated phase of second language motivation was emerged in the early 1990s and was pioneered by Crookes and Schmidt's (1991) article in which they make a call for the motivation research agenda to be 're opened'. Dörnyei and Ushioda (2011) expressed the need for such a novelty in research agenda of L2 motivation and they called "a sense that the social psychological line of inquiry had perhaps run its course and that new and alternative research perspectives were needed to revitalize and refocus the L2 motivation field" (p. 46).

According to Dörnyei and Ushioda (2011), the cognitive-situated phase exemplifies two popular trends of motivation research in 90s. One of them is that L2 motivation research has reached the same place the cognitive changes happening in motivational psychology. To give an example, it has been asserted "how one thinks about one's abilities, possibilities, potentials, limitations, and past performance, as well as various aspects of the tasks to achieve or goals to attain (e.g., values, benefits, difficulties) is a crucial aspect of motivation" (Dörnyei, 2005, p. 74). In addition, the center of L2 motivation has shifted to micro situated perspective from macro socio-psychological perspective. The main purpose of it was to analyze L2 motivation in "actual learning situations" like classrooms (Dörnyei, 2005, p. 74). Hence, this view underlines the importance of including fundamental factors of classroom environment such as "the teacher, the curriculum and the learner group" (Dörnyei, 2005, p. 74). On the other hand, cognitive-situated approach is not a direct rejection of socio-educational approach, instead it offers to broaden the framework of socio-educational model by

integrating the changes motivational psychology has experienced (Guilloteaux, 2007, Dörnyei and Ushioda, 2011).

Some scholars tried to expand the concept of L2 motivation and developed new frameworks involving new factors from cognitive theories related to motivation. To give an example, Trembley and Gardner (1995) adapted variables from the theories of expectancy-value and goal. Crookes and Schmith (1991) expanded motivation theory proposed by Keller (1983). Keller's motivation theory also influenced the three-level framework (language level, learner level, learning situation level of Dörnyei (1994). In addition, Williams and Burden (1997) adapted attribution and self-determination theories.

2.2.2.3. Process-Oriented Phase

Towards the end of the 1900s, the understanding of motivation has changed due to the great emphasis that motivation ought not to be “seen as a static attribute but rather as a dynamic factor that displays continuous fluctuation” (Dörnyei, 2005, p. 83). Indeed, Dörnyei and Otto's (1998) process-oriented theory of motivation is the pioneering work of seeing L2 motivation as a process. With the process-oriented approach, the cognitive-situated approach was not rejected wholly; however, it was derived from the situational examination of motivation. The part of the studies conducted by Williams and Burden (1997) and Ushioda (1996) is of great importance. Dörnyei and Ushioda (2011) reveals that successful learning of target language requires a “sustained learning process” which takes an extended time to realize, therefore in the studies, they concentrated on the “temporal organization” (p. 60).

In their study, Williams and Burden (1997) observed that L2 motivation process is related to a three-stage continuum: “reasons for doing something, deciding to do something, persisting, or sustaining effort at something”. Here, it is obvious that the first two phases refer to “initiating motivation”; and the next one refers to “sustaining motivation” (p. 121). In other words, this continuum reflects the difference between the motivation for participating in an activity, and motivation that learner has during an activity, which represent a significant distinction.

Furthermore, Ushioda (1996) conducted a study with 20 Irish students of French she observed motivational fluctuations in learners rather than stability. During the study, most of the participated described their motivation to learn a foreign language referring

to their previous experiences which is different from the traditional motivation studies. Moreover, Ushioda (1996) underlines the importance of qualitative study on account of exploring motivation due to its dynamic nature. To her, due to the influence of socio psychological view, quantitative research has dominated the field for a long time, but it does not give enough places to get any deep understanding of the temporal aspect of L2 motivation.

In fact, the process model offered by Dörnyei and Otto (2011) presents researchers opportunity to explore the temporal dimension of L2 motivation. There are three main stages; pre-actional, actional and post-actional. In the pre-actional stage, goals, tasks or activities are chosen. The actional phase includes administration of activities chosen in the pre-actional stage. The post-actional stage represents the critical evaluation of the outcomes of the actions to conduct the activities or goals.

New research methods have emerged thanks to the process oriented approach in the L2 motivation field. Longitudinal surveys (Dörnyei et al., 2006) and life span analysis (Shoib & Dörnyei, 2004) has been introduced to the field. Two important criticisms towards the process oriented approach have been made by Dörnyei (2005). He criticizes the limitation of the investigation of actional process of an activity since it is very challenging to figure out within a classroom. In addition, the model presents that actional process takes places in isolation without taking academic individual and social variables affecting the process into consideration. Moreover, Dörnyei and Ushioda (2011) stress that the process oriented approach exemplifies L2 motivation in “linear cause-effect relations” by disregarding the dynamic and complex nature of L2 motivation. In other words, the main aim to develop such an approach was to reflect the dynamism of motivation, yet it did not give enough space to investigate all the variables affecting the dynamism of it.

2.2.2.4. Socio-Dynamic Phase

Socio-dynamic phase is a recent development that is emerged as a reaction to the view which sees motivation linear and stable by just taking the cause and effect relationships between variables into consideration. In this regard, Sealy and Carter (2004) pointed out the main distinction between the relational view (dynamic view) and linear view declaring that the former one does not concern with all of the variables and

the cause and effect relationship between these variables, the relational view, however, deals with the dynamic relationship among relevant variables.

The socio-dynamic phase of L2 motivation research include three new conceptual approaches which are person-in-context relational view, the L2 motivational self-system, and motivation from a complex dynamic systems perspective.

2.2.2.4.1. Person in Context Relational View

Ushioda (2009) is one of the pioneering proponents of the relational view of language leaning motivation by criticizing the delimitations of previous traditional understanding of motivation. She believes that since the approaches proposed earlier offers linear, cause-effect relationship between the variable, they are not enough to investigate the dynamic and complex nature of l2 motivation. Therefore, she proposes person in context relational view of motivation in which she believes that “we need to understand second language learners as people, and as people who are necessarily located in particular social and historical contexts” (p. 216).

According to Ushioda (2009), instead of considering context as an independent variable, learners should be evaluated in context. In fact, context and culture have been viewed as external variables independent from learners in motivation studies so far. However, Ushioda (2009) stresses the significance of seeing learners in context in order to “capture the mutually constitutive relationship between persons and the contexts in which they act – a relationship that is dynamic, complex and non-linear” (p. 218).

2.2.2.4.2. Dynamic Systems Theory

Recent research into language learning motivation and psychology of language learner in general, has reached to a new approach called Dynamic System Theory (DST). DST is concerned with complexity theory, chaos theory, and emergentism. Of these theories, complexity theory was the first one attracted applied linguists’ attention (Larsen-Freeman & Cameron, 2008). However, DST has received most attention and focus since then. In fact, Larsen-Freeman (1997) was the first researcher who put forward chaos / complexity theory that offers a new perspective to the simplistic input-output, linear, information processing model of SLA. In a broader sense, DST concerns “how cognitive, social and environmental factors are in continuous interactions, where

flux and individual variation abound, and where cause-effect relationships are non-linear, multivariate and interactive in time” (Simpson, 2010, p. 659).

Dörnyei (2009) has proposed the view of researching L3 motivation from a complex dynamic system. In addition, the discontent with the conventional individual differences view which separates motivation in small constituent has contributed the idea of including DST in L2 motivation with a hope to generalize these parts in different contexts, conditions and times. According to Dörnyei (2009), traditional approach is not open to investigate the dynamic and situated nature of motivation since motivational factors might be affected by different factors or intervention of the constituents. In this respect, Dörnyei and Ushioda (2011) argue that rather than adopting traditional view, researchers should consider a systemic view by assigning “higher-order motivational conglomerates that also include cognitive and affective factors and which act as wholes” (p. 92).

2.2.3. The Theory of Possible Selves

‘Possible selves’ proposed by Markus and Nurius (1986) explains the relation between one’s motivation and cognitive future images. In simplistic definition, possible selves of individuals specify the future images in their minds (dreams, goals, wish, etc.) and, hence, shape their behaviors. According to Markus and Nurius (1986, p.954), there are three types of possible selves and they depict the thoughts of an individual on “*what they might become, what they would like to become, and what they are afraid of becoming*”. The first type “what they might become” suggests “expected” selves. The second type “what they would like to become” refers to “ideal or hoped-for” selves involving “the successful self, the creative self, the rich self, the thin self, or the rich and admired self”. The last one “what they are afraid of becoming” represents “feared selves” that one does not like to become and may involve “the alone self”, or the “depressed self” (Markus and Nurius, 1986, p. 954). According to Dörnyei (2009), the second and the third ones represent “the best and worst cases”, but the first one is valid for each individual (p. 12).

It is probable to define possible selves as future sides of imagined selves affected by the past presentations of self and interrelated with existing selves. Markus and Nurius (1986, p. 954) claim that they indicate one’s future images depending on one’s fantasies, fears and ambitions, yet one’s sociocultural and historical environment, experiences and idols and significant others affect possible selves of the individual.

Accordingly, Oyserman and James (2009) point out that one might have many different desired and feared selves depending on his or her social roles and identities. In other words, “because possible selves are thought to be created within the parameters of an individual’s social context, projections of the self are likely derived from what is valued, or perceived to be valued, within an individual’s specific social experiences” (Hamman, D., Gosselin, Romano & Bunuan, 2010, p. 1349).

In addition, Markus and Nurius (1986) assert that the tangibility of future images possible selves generate is another significant characteristic of them. In this respect, Dörnyei and Ushioda (2011) claim possible selves are “real images and senses” that “people can see and hear” (p. 81). Herewith, an examination possible selves reveals the experiences of individuals (Markus and Ruvolo, 1989). According to Markus and Nurius (1986), possible selves have two significant functions; they function as motivational impetus for the upcoming behavior, also they act as a criterion to comment on the present position of the self.

2.2.4. Possible Selves as Future Self-guides

Possible selves are defined as future self-guides since they shape human behavior as their one of the fundamental role. In contrast, Dörnyei (2009, p. 13) states that the “could-become self” displays “the default situation and therefore does not so much guide as predict the likely future scenario”. However, ideal self and feared self that are suggested by Markus and Nurius (1986) shape behaviors in a better direction by raising the motivation of the individuals. Ideal L2 self does the same thing by connecting hopes, wishes or dreams of the individuals with the objectives they want to succeed in future. Furthermore, feared selves affect individuals’ behavior in a way that they can avoid from the things they do not want to do in future. Therefore, according to Higgins (1987), ideal and feared selves are efficient in shaping and directing future behavior and emotional reactions. Yet, while Higgins (1987) uses the term ideal self as it is, he uses ‘ought self’ instead of feared self (p. 321). In addition, Dörnyei’s (2005; 2009) L2 Motivational Self System has based on ideal self and ought-to self.

2.2.5. Self-discrepancy Theory

Whilst explaining the connection between ideal and ought selves in a reasonable way, Higgins (1987) claims that there are three main aspects of the self. The “actual self” is the first one that displays the ‘attributes’ the individual thinks that s/he has now.

The “ideal self” is the second that represents the attributes the individual hope to have in future (desires, aspirations, or expectations). The last one is “ought self” that represents the attributes the individual consider s/he “should or ought to possess” and appear as his or her “sense of duty, obligations, or responsibilities” in the upcoming years (p. 312). The ideal and ought-to selves are related to possible selves.

Higgins (1987) state that according to self-discrepancy theory individuals get motivated with the aim of realize their own possible selves or future self-guides. In simplistic terms, they are motivated to find a situation in which they can change their existing actual selves into their possible selves (ideal and ought). In this respect, Dörnyei and Ushioda (2011, p. 82) maintain that “motivation in this sense involves the desire to reduce the discrepancy between one’s actual self and the projected behavioral standards of the ideal/ought selves”. Thus, it seems that possible selves or future self-guides ensure the motivational force and guiding required to emerge tactics to lower the gap between actual and possible selves. So, it seems that both ideal and ought selves tend to achieve the specific goals in future. However, the tendencies of them are peculiar in nature (Higgins, 1998). Since ideal selves concern with desires, dreams, development, achievements and hopes in future, they have a kind of promotional center. On the other hand, ought selves are related to the avoidance of fears or unfavorable effects deriving from a mistake done to complete different responsibilities in future, therefore, they have a prevention center. In addition, Higgins (1997) puts forward that the distinctions between these selves are correlated with a previous motivational tenet claiming “people are motivated to approach pleasure and avoid pain” (p. 1280).

2.2.6. The L2 Motivational Self System

Dörnyei (2005, 2009) proposed his L2 Motivational Self System as a theoretical construct in order to get better understanding of language learning motivation. He underlines that L2 Motivational Self System contributes and expands the perception and research into L2 motivation by adapting “psychological theories of self” (p. 9). Even though he developed this system, Dörnyei has not ignored the results of the research into L2 motivation done so far, rather he has tried to use the theoretical background of them analyze different aspects of L2 motivation. In addition, he has endeavored to find solutions to the theoretical concerns of the research on L2 motivation, and thus he has aimed at adjust it to the changes happening in EFL and ESL contexts of globalized world.

Furthermore, according to Dörnyei (2009), the main objective of L2 Motivational Self System is to investigate not only the different dimensions of an L2 learner's self but also the multi-faceted dimensions of his or her identity. L2 motivational Self System contains three key constituents: "Ideal L2 self, Ought-to L2 self and L2 learning experience" (Dörnyei, 2009, p. 29).

2.2.6.1. Ideal L2 Self

Ideal L2 Self concept of L2 Motivational Self System is based on ideal-self concept that represents the desires and qualities the individual want to possess. According to Dörnyei (2009), Ideal L2 self is related to the image of the individual's L2 idol that he or she would like to become. In this respect, he adds that one's ideal self might be a highly motivating element if the idealized person is proficient enough in the target language. Also, ideal self might affect L2 learners' motivation in a positive way since it is based on "the desire to reduce the discrepancy between [their] actual and ideal selves" (Dörnyei, 2009, p. 29). In a broader sense, ideal-self displays "the promotion of a hoped-for future self" (Macintyre, Mackinnon & Clement, 2009, p. 195). In addition, it contains both "integrative and internalized instrumental motives" (Dörnyei, 2009, p. 29).

According to Higgins (1998), ideal selves have an important role in academic roles of learners. Hence, in the L2 Motivational Self System, it has a significant place. In this respect, Dörnyei (2009) suggests that the notion of integrativeness might be reviewed as "the L2-specific facet of one's ideal self" (p. 27). Accordingly, one of the basic constituents of Dörnyei's L2 Motivational Self System is its integration of the concept of integrativeness in the ideal L2 Self, since it represents the ideal L2 self as a comprehensive constituent.

2.2.6.2. Ought-to Self

Dörnyei (2009) explains ought-to self as the concept that represents individual's tendency to develop some specific skills to avoid from feared results that may happen in the future. As for L2 motivation domain, it can be defined as the individual's desire to learn the target language in order to protect himself / herself from any adverse outcomes deriving from not knowing the target language in future. In addition, it presents the aspects that the people (parents, friends or employer) in the environment of the

individual desire and expect from his or her future self. In that sense, ought to self “bears little resemblance to the person’s own desires and wishes” (Dörnyei, Csizer & Nemeth, 2006, p. 17). Dörnyei and Ushioda (2011) define that kind motivation as extrinsic at first and prevention in nature.

2.2.6.3. L2 Learning Experience

The third component of L2 Motivational Self System is L2 learning experience. Unlike the other self-guides, it concerns the attitudes of L2 learners regarding “immediate learning environment and experience” (Dörnyei, 2009, p. 29). In fact, Dörnyei (2005) claims that L2 learning experience component is similar to concept of Ushioda’s (2001, p.107) “casual motivation” that propose learners’ experiences affect their motivational orientations. Therefore, Dörnyei and Ushioda (2011) assert that “teacher, the curriculum, the peer group or the experience of success” is the essential factors in L2 learning experience (p. 86). According to Dörnyei (2009), if the learner has a positive learning experience, motivated behavior increases in a positive way.

2.3. Emotions in Language Learning

In order to explain the role of emotions in language learning, this section tries to define emotions in general, emotions in mainstream and educational psychology. Also, achievement emotions which are the main focus of this study are explained in explained. It ends with the explanation of the role emotions play in second language learning.

2.3.1. Defining Emotions

Emotions are usually described as personal reactions to situations or experiences that include evidential, physiologic and behavioral action (Keltner & Ekman, 2000). Although emotions, in its essence, are believed to be conscious responses of individuals, Prinz (2005) claimed that there exists some emotions that might not be felt by individuals. Therefore, it becomes very complicated to define emotions. According to Parrot (2004), it is difficult to decide what other states of emotions “such as moods (depression, irritability), long-term emotions (love that is not momentary, but that continues for a prolonged period), dispositions (benevolence), motivational feelings

(hunger, sexual arousal), and cognitive feelings (confusion)” should be included in the definition of emotions (Ross, 2015, p. 49).

Kalat and Shiota (2007) have proposed four criteria in order to recognize and define the basic emotions. Although the criteria they offered are not approved by all in the psychological community, they just underline the difficulty to produce an exact definition. Based on these criteria, emotions are believed to be universal at the very first place. All cultures and languages have their own words to meet the meanings of happiness, fear, and sorrow among many emotions. On the other hand, in some languages it is not possible to find the words that have similar meanings for some certain feelings, but it does not mean that these kind of emotions are never felt by the individuals living in that society. Secondly, a basic emotion is produced by certain life experiences. For instance, for most people while losing somebody from the family invokes the feeling of sadness, getting a good job invokes happiness. Likewise, for them expressing circumstances that might evoke the emotions such as anger, fear, and surprise are easier than the others. Next criterion suggests that a basic emotion ought to exist early in life. Messinger (2002) asserts that since babies are not able to explain some emotions, their facial expressions are significant. While they can express the basic emotions like happiness and sadness, they cannot express more complicated emotions such as disappointment till later. The last criterion proposes that a basic emotion must have an expression method that is an internal part of our anatomy and neurobiology like through facial expressions. For example, a smile or laugh can be recognized as a positive feeling in almost all cultures. These four criteria proposed by Kalat and Shiota (2007) are just for describing the basic emotions, yet it is significant the basic emotions since more complicated emotions are based on it. Izard (2010) puts forwards a broader and more basic definition for basic emotions stating that they are the ones which are viewed to be crucial for human nature like happiness and fear.

Moreover, emotions have a temporary nature. In other words, they are dynamic and tend to continuous fluctuation among different people (Scherer, 2000). In this respect, it is essential to notice that “emotional processes are best thought of as processes that unfold in time” (Dörnyei, 2009, p. 221).

It is also known that emotions have been divided in two categories as trait and state by Lazarus (1991). The former one is described as the tendency of a person to response with an emotion. For example, when a person is described as aggressive, it does not necessarily describe the emotional experience or it does not mean the person is

aggressive all the time; it just means that he or she usually prone to behave in an aggressive manner rather than the others in the environment. Therefore, an emotion trait is not a real emotion. On the other hand, a state emotion is defined as a person's reaction to specific situations and event in their milieu and that can change based on the situations. To explain clearly, Lazarus (1991) states that “for the trait we say that someone is an angry person; for the state we say someone is feeling or reacting with anger at a particular time and place” (p. 47).

Additionally, Plutchik (2001) presents a three-dimensional model (see Figure 1 below) to describe the kinds of emotions felt and to figure out the interaction between them. In the model, he does not show all of the emotions that exists, but he tries to represent the intensity in its vertical direction while representing the similarity between emotions within the curve.

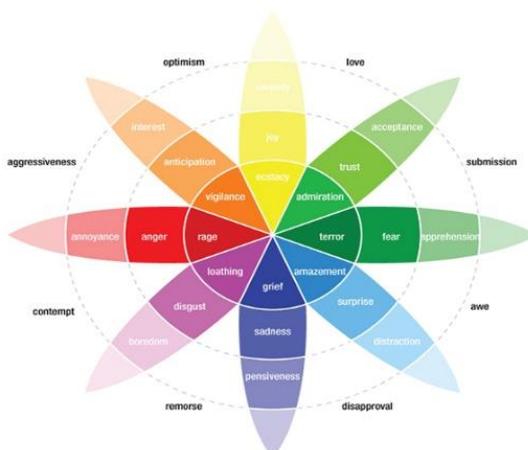


Figure 1. Plutchik's (2001) wheel of emotions

As a result, producing a comprehensive definition for emotion is difficult. Since it is not possible to investigate all emotions that exist, this study will focus on specific emotions such as enjoyment, hope, pride, relief, anger, anxiety, shame and boredom.

2.3.2. Emotions in Mainstream Psychology

Although emotion has recently started to draw much more attention in mainstream psychology, it was neglected for ages due to the dominance of theory of behaviorism in the psychology till 1960s. John Watson (1913) is known as the one who brought about behaviorism by claiming that behavior should be the thing psychology

should focus on. Advocators of behaviorism consider that people's behaviors are ascribed to their reactions to various stimuli in their milieu. In addition, they also assert that the human behaviors can be figured out and explained without taking their mental states into consideration. Moore (2001) argues that it has been also highlighted that behaviorism has adopted an objective approach and based on the observable behaviors to increase the support for it.

Behaviorism has received a lot of criticism, but its strongest defense against all the criticism has been its focus on observable behavior. Harzem (2004) emphasizes the fact that that ignoring the variables which cannot be observed and measured easily is not possible by stating "the failure to deal effectively with concepts that *seemed* to have no singular, identifiable, and observable counterparts was the basic conceptual error of original behaviorism, and it is what is wrong with behaviorism now" (p. 11). It is surely beyond doubt that emotion is exposed to "that category of concepts that are both extremely subjective in nature, and are not easily observable and measurable – the opposite of the behaviorist perspective" (Ross, 2015, p.52).

Cognitivism is viewed the dominant psychological theory nowadays and with cognitivism, although emotion has started to gain much more attention by researchers than behaviorism, it still remains under investigation (Dörnyei, 2009). This may be due to the fact that affect and cognition have been viewed as different concepts for a long time. In this respect, it is important to note that despite the fact that affect and cognition are believed to be different from each other; it is not possible to claim the same for emotions and manner since they are interlocked to cognitive processes. Accordingly, Carver (2005) expresses that intertwined structure of emotions and cognitive processes:

I am among those inclined to ignore the assumption that appraisal and emotion are distinct functions. How can appraising an event as having adverse implications for the self not imply negative affect? How can negative affect exist apart from registering (at some level, not necessarily conscious) that an event has adverse implications for the self? These seem two sides of the same coin (p. 199).

This demonstrates that while although cognitive processes and emotions are intertwined, it should be mentioned that emotions should not be accepted as a different class of cognition. Nowadays, emotions are started to gain much more attention and it

can be claimed that emotion together with cognition and motivation are the three significant components of human experience.

In order to have a better understanding into emotions and their relationship with motivation and cognition, the best way to monitor the interaction of these concepts with each other is to adapt a dynamic system approach.

2.3.3. Emotion in Educational Psychology

Studies concerning the role of emotions in the educational context are relatively rare, that is, it has had the same neglect into emotions that has been found for a long time within the field of mainstream psychology. However, according to Pekrun, Frenzel, Goetz & Perry (2007, p. 17), emotions are really significant “because of their subjective importance, educational settings are infused with intense emotional experiences that direct interactions, affect learning and performance, and influence personal growth in both students and teachers”. Although there is a wide range of emotions that can be observed in a classroom setting, learner anxiety, especially in relation to tests, has been studied and received so much attention from the researchers (Horwitz, Horwitz & Cope 1986; Zeidner, 1998). Studies concerning the learner anxiety in terms of tests have tried to ensure an insight into causes and effects of it and, therefore, help reduce or remove the negative effects of this emotion. In addition, Weiner (1985), highlighting the significance of emotions in his attribution theory, mentions the necessity to “offer an attributional view of the emotion process and to propose and document laws linking attributional thinking and specific feelings” (p. 560). He claims that there are two different set of emotions experienced at the end of a situation, which he explained as ‘cognitive-emotion process’. To him, after a task is completed, there has to be a positive or negative emotional reaction depending on finishing it with success or failure. This might produce emotions *happiness* if it is completed with success or *anger* if it is concluded with failure. After the evaluation of the outcome of the task or event, a casual attribution that can cause different affective reactions will be distributed. The emotion of *surprise* that arises after a successful result is an example for this situation.

With the changing paradigms, motivation theories have focused on the self and identity concepts dealing with personal feelings and emotions. Therefore, the role emotion play in motion should not be disregarded as Maehr (2001) states that “the focus on self and self-worth reinforces the need to rediscover the role of the emotions in

motivation” (p. 184). Schutz and Pekrun (2007) argue that there are a lot of studies conducted to have an insight into anxiety for fifty years, but it is hard to find enough studies on other emotions within a classroom setting. There might be both negative and positive emotions which arise in classrooms. The emotions of enjoyment, surprise, happiness, pride, or hope can be called as positive emotions while anger, shame, boredom, fear, or hopelessness as negative ones. According to Ross (2015, p.57), these kind of emotions can be observed more commonly in learners’ than anxiety that has conventionally been investigated in term of tests.

2.3.3.1. The Control Value Theory

As a result of the intense emphasis on the role of emotions in educational settings, Pekrun (2000; 2006) has outlined his Control-Value Theory of Achievement Emotions which offers to adopt an integrative approach to explore different emotions existing in achievement situations, involving classrooms and also achievement situations in other life contexts such as sports and professional activities. The theory comprises of different approaches “such as expectancy-value theories of emotions (Pekrun, 1984, 1992; Turner & Schallert, 2001), attributional theories of achievement emotions (Weiner, 1985), transactional theories of stress appraisals and related emotions (Folkman & Lazarus, 1985), control theories (Patrick, Skinner & Connell, 1993)” (Ross, 2015, p.58). However, the theory widens these approaches by mixing proposals from various theories and centering upon both outcome and activity related emotions.

The control value theory considers emotions as interrelated psychological processes since it gives importance to affective, cognitive, motivational, and physiological elements (Scherer, 2009). To illustrate, anxiety might include feelings of nervous and uneasy (affective), fears (cognitive), drives to get away from situation (motivational), environmental activation (physiological). Control value theory views emotions as the multicomponent conception that suggests that emotions are best shown in hierarchically organized structures. That is, the components of an emotion are indicated by the first order factors while the emotion is indicated by a second order factor. For instance, the emotion of test anxiety is indicated by a second order factor while the cognitive, affective, physiological and motivational elements of it are shown as nested in the second order factor (Fig.2; Pekrun et al., 2011, p. 37)

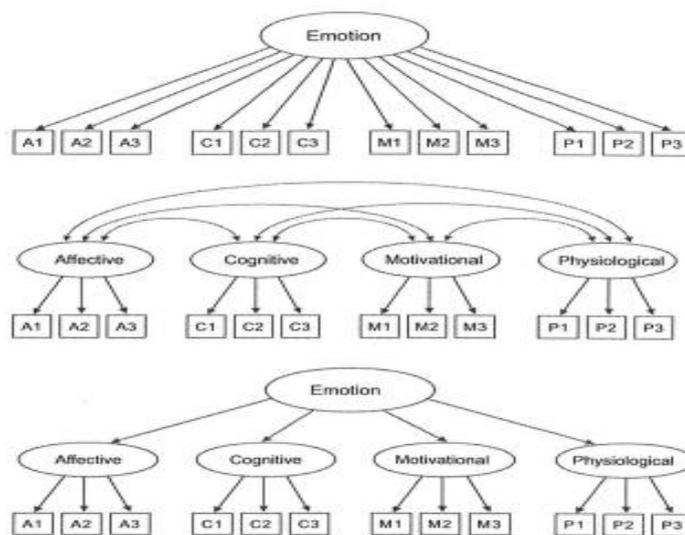


Fig. 1. Models for component structures of achievement emotions. Upper part: Model 1A (one-factor model). Middle part: Model 1B (four component factors model). Lower part: Model 1C (hierarchical model). A1–A3, C1–C3, M1–M3, P1–P3 denote affective, cognitive, motivational, and physiological items, respectively.

Figure 2. Models for component structures of achievement emotions

2.3.3.2. Achievement Emotions

Achievement emotions that are characterized as “emotions tied directly to achievement activities or achievement outcomes” (Pekrun et al. 2011, p. 14) are the main focus of the theory. While achievement activities concern with the real tasks done in class, achievement outcomes are about the end states. To demonstrate it more clearly, boredom student experiences in classroom or enjoyment he or she has from learning can be given as examples to activity related emotions while pride student feels when the objectives are met, or shame, anger student feel when the objectives are not met might be the examples of outcome related emotions.

Attending class, studying and taking tests and exams are the settings where achievement emotions emerge. Since the settings are shaped by social structures and different in terms of their functions, it is possible to see different emotions in these settings. For instance, anxiety before the exam may be different the one felt in performing an activity in classroom. Accordingly, achievement emotions should measure emotions according to the settings they occur.

The control value theory presumes that when the person feels in or out of control of activities and personally significant outcomes, achievement emotions occur. This implies that control and value appraisals are the most significant elements of control-

value theory of achievement emotions; in fact the theory is based on these concepts. In short, students feel certain achievement emotions when they deal with achievement activities and outcomes which they think important. In addition, the degree of subjective control students have for achievement activities and outcomes depends on causal expectancies and attributions. In his theory, Pekrun (2006) explains causal expectancies in three categories as *action-control expectancies*, *action-outcome expectancies* and *situation-outcome expectancies*. Action control expectancies are the expectancies that and action can be successfully started and performed by the person. The term “self-efficacy expectation” of Bandura (1977) is used to explain these expectancies. Action outcome expectancies assume that the actions of the person will lead to desired results or outcomes. The last one, situation-outcome expectancies include the ones that occur without initiation of any actions by the individual.

Furthermore, according to the theory, if individuals experience achievement activities as valuable and controllable, their enjoyment of these activities is fostered. To illustrate, if a learner feels himself competent enough to comprehend the learning material and considers it attractive, he is supposed to enjoy studying. On the other hand, if the activity does not have any encouraging value, he might feel bored with studying. In this respect, the theory proposes that there are specific kinds of emotions that can be lived in classrooms. Outcome emotions are the first group of emotions that are divided as prospective and anticipatory outcome emotions. Learners are expected to experience these emotions if success valued positively or failure valued negatively occurs. The examples of these are given below.

2.3.3.2.1. Prospective Outcome Emotions

- 1. Anticipatory joy** is experienced when the control is high and the focus is on success. For instance, if the learner thinks that he can do well on an upcoming exam, he may expect to get good grades at the end.
- 2. Anticipatory relief** is experienced when control is high and failure is in the focus. For example, when a learner believes that his preparation for the exam is enough, he thinks that his worries are unnecessary.
- 3. Hope** is experienced when there is little control and ambiguous success or failure, yet the success is in the focus.

4. **Anxiety** is experienced when there is little control and ambiguous success or failure, yet the failure is in the focus
5. **Hopelessness** is experienced when there is not any control and failure is certain.

2.3.3.2.2. Retrospective Outcome Emotions

These kinds of emotions an individual experiences after performing a task that has subjective importance to him, successfully or not. Some of these respective outcome emotions are control-independent, that is, the level of control is unrelated. *Joy* and *contentment* that are felt as a result of success are the examples of these emotions. Moreover, *disappointment* occurs when success is not achieved even if it is expected. When failure occurs, *sadness* and *frustration* occurs, but avoidance of possible failure triggers *relief*.

The emotions of *pride*, *gratitude*, *anger* and *shame* are claimed to be control-dependent emotions. They causal attributions made by individuals trigger these emotions. This shows that the individual or the ones in the environment or situational factors affect success or failure. For instance *pride* and *shame* are emotions that are occurred by attributions of success and failure to the self.

2.3.3.3. Activity Emotions

Activity emotions are the other group of emotions within the control value theory. These emotions occur depending on the controllability of the action and its value. For example, enjoyment occurs when an action is under control and valued in a positive way. However, anger occurs when an action is under control to some degree, but valued in a negative way. In addition, frustration is triggered, when action is under little control and valued by the individual. Lastly, when there is no positive or negative value is given, boredom is expected to occur.

Control value theory proposes that achievement emotions can affect learners' performance and learning processes. According to Pekrun (2006), learners' motivation, strategy use, regulation of learning and many other constructs can be the ones affected as well. In addition, learner's both intrinsic motivation and extrinsic motivation is thought to be affected by emotions. Moreover, use of different, both flexible and rigid, learning strategies is promoted by emotions (Pekrun et al., 2011).

Emotions including enjoyment, hope and pride that are called positive activating emotions are considered to be effective on learners' academic performance by evoking intrinsic and extrinsic motivation, promoting use of learning strategies, and aiding self-regulation. On the other hand, hopelessness and boredom defined as negative deactivating emotions affect learners' academic performance in a negative way by decreasing motivation. Additionally, the emotions relief, anger, shame and anxiety have a more complicated relationship. For instance, anger, anxiety and shame might decrease intrinsic motivation while increasing extrinsic motivation to avoid failure. All in all, it is claimed these kind of emotions have different influences on learners' learning process even though their negative effects on learners' academic performance are much more than positive ones Hembree, 1988; Pekrun, 2006).

2.3.4. Emotions in SLA

The role of emotions in language learning has been little researched in the field of applied linguistics and second language acquisition. In this respect, Scovel claims that “affective variables are the area that SLA researchers understand the least” (p. 140). Accordingly, Swain (2013) posits that “emotions are the elephants in the room – poorly studied, poorly understood, seen as inferior to rational thought” (p. 205). However, Oxford (1990) asserts that “the affective side of the learner is probably one of the very biggest influences on language learning success or failure” (p. 140), therefore the lack of enough research into emotions seems a prominent problem for the field. Additionally, Lopez and Aguilar (2013) highlight the importance of the role emotions and feelings since they are experienced at every phase of learning, and in language learning process as well. On the other hand, Bown and White (2010) claims that the reason of the lack of research into emotions is because there is not a clear definition for emotion and what the components of affect are.

As conventional cognitive theories of motivation regard language learning as a mental activity taking place out of social context, they have not given necessary importance to the role emotion. Conversely, Gass and Macker (2006) argue that great attention should be attained to the social context since language is a social tool. In line with the highlighted significance of social context, an increase in research into the role of emotions has been observed.

Atkinson (2002) is the first one who tries to raise awareness by stressing that it is time to consider language learning process as “simultaneously occurring and

interactively constructed both ‘in the head’ and ‘in the world’” (p. 525), rather than considering it as just a cognitive process. A research approach into affect has emerged after this view. Bown and White’s (2010) social cognitive model of emotion in language learning is an example of it. This model aims to investigate affect by including social context and integrate it with cognition. The model is based on a qualitative research approach and outlines emotions’ social background, the significance of cognitive evaluations of events, and regulation of emotion (Bown and White, 2010). Social cognitive model of emotion is the one that shows the changing winds in SLA research which has started to give much more importance to the role of emotions, which is expressed by Scovel (2001, p. 40) as probably “the most influential force in language acquisition”.

Accordingly, the significance of social context in language learning process is emphasized by the study of Pavlenko (2005). She investigated bilinguals’ expression of emotions and the reasons why they prefer one language to other one by conducting a qualitative research method. Also, Dörnyei (2005; 2009) has focused on the social context, but he mostly highlights the relationships between emotions and motivation and identities, which is the focus of the current study as well.

Beside the increasing emphasis on research into emotions in SLA, qualitative research method has been gained attention, as well. In order to explore emotions, it is regarded that qualitative method is the best one, which is emphasized by DST as well. In this respect, more qualitative studies to holistically explore language learning experience are encouraged (Spielmann & Radnofsky, 2001). In this respect, Garret and Young (2009) stresses the significance of conducting interviews to investigate such a subjective topic.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter describes the research methodology in detail. Research method and participants are introduced at first. Afterwards, data collection tools and data analysis are mentioned thoroughly.

3.2. Research Design

The present study took place in a foundation university preparatory school. A quantitative research design was used to collect the data. Two different questionnaires were administered to collect the related data. The first questionnaire Achievement Emotions Questionnaire (AEQ), (Pekrun et al, 2005) was used to find out the emotional experiences the learners encountered in the classroom and Language Learning questionnaire (Taguchi, Magid and Papi, 2009) was used to find out the learners' L2 motivational self-system. The main reason to utilize quantitative method was that the measurement is confidential, applicable, and generalizable in its evident estimation of reason and result (Cassell and Symon, 1994).

3.3. Participants

This study was conducted in the spring semester of 2017-2018 academic year in the preparatory school with the elementary students. 214 students were included. Their ages range from 18 to 22. There are no predetermined exclusion criteria, so all of the learners were included in the study.

3.4. Data Collection Tools

Two different questionnaires were used to collect the data. The researcher and two professionals in English translated the statements in each questionnaire into the Turkish. Afterwards, two other professionals translated them into English on account of seeing the equivalency between Turkish and English versions. After examining the scales item by item, the questionnaires were finalized by the help of the experts.

Both questionnaires were administered by the researcher by way of monitoring classes. Before answering, the participants were given a roundup of the aim of this study and the forms of the questionnaires were explained to the participants. The questionnaires were gathered unnamed and kept private. The participants were given as much time as necessary to finish the questionnaires and it took around 35 minutes to finish both questionnaires.

3.4.1. Achievement Emotions Questionnaire

3.4.1.1. General Description of the AEQ

Achievement Emotions Questionnaire (AEQ) was developed by Pekrun et al. (2005). AEQ is a multidimensional self-report instrument which is designed to evaluate students' achievement emotions. It is based on a quantitative and qualitative study conducted to investigate students' emotions experienced in academic achievement situations. There are 232 items in total and they are measured by five-point Likert scales, from 1 showing 'not at all' to 5 showing 'very much'.

Pekrun et. Al (2005) explains the AEQ in its manual as it

"...measures a number of discrete emotions for each of the three main categories of academic achievement situations; attending class, studying, and taking tests and exams. In its present version, the AEQ can be used to assess eight different class-related emotions, eight learning-related emotions, and eight test related emotions. The class related emotion scales include 80 items and measure the following eight emotions: class related enjoyment, hope, pride, anger, anxiety, shame, hopelessness, and boredom. The learning-related emotion scales consist of 75 items assessing the same set of emotions in situations of studying. Eight test emotion scales include 77 items pertaining to test-related enjoyment, hope, pride, relief, anger, anxiety, shame, and hopelessness" (p.3).

In each section, the items are ordered in three blocks assessing emotional experiences before, during, and after the occurrence of achievement situations addressed by the section. In addition, the set of emotions measured in these sections are different; before class related emotions includes 5 emotions which are enjoyment (e.g., "I get excited about going to class"), hope (e.g., "I am confident when I go to class"), anger (e.g., "I wish I didn't have to attend class because it makes me angry"), anxiety (e.g.,

“Thinking about class makes me feel uneasy”), and hopelessness (e.g., “The thought of this class makes me feel hopeless”) pertaining to the feelings students experience before being in English class; during class related emotions includes 8 emotions, hope (e.g., “I am confident because I understand the material”), pride (e.g., “I am proud that I do better than the others in this course”), enjoyment (e.g., “I enjoy being in class”), boredom (e.g., “The lecture bores me”), anger (e.g., “I feel frustrated in class”), anxiety (e.g., “I feel nervous in class”), shame (e.g., “I get embarrassed”) and hopelessness (e.g., “I have lost all hope in understanding this class”) referring to the emotions students experience before being in English class. After class related emotions consist of 5 emotions, pride (e.g., “I am proud of the contributions I have made in class”), enjoyment (e.g., “After class I start looking forward to the next class”), hopelessness (e.g., “I feel so hopeless all my energy is depleted”), shame (e.g., “I am ashamed because others understood more of the lecture than I did”), and anger (e.g., “When I think of the time I waste in class I get aggravated”) displaying the emotions students experience after having been in English class.

For learning related emotions, the questionnaire includes 7 before learning related emotions which are hope (e.g., “I have an optimistic view toward studying”), boredom (e.g., “Because I’m bored I have no desire to learn”), shame (e.g., “I feel ashamed about my constant procrastination”), anger (e.g., “I get angry when I have to study”), enjoyment (e.g., “I look forward to studying”), anxiety (e.g., “When I look at the books I still have to read, I get anxious”) and hopelessness (e.g., “I feel hopeless when I think about studying”) referring to emotions experienced before studying English. For during learning related section, there are 8 emotions pertaining to the emotions experienced during studying English: enjoyment (e.g., “I enjoy the challenge of learning the material”), hope (e.g., “The thought of achieving my learning objectives inspires me”), pride (e.g., “When I solve a difficult problem in my studying, my heart beats with pride”), anger (e.g., “Studying makes me irritated”), anxiety (e.g., “I get tense and nervous while studying”), shame (e.g., “I feel ashamed that I can’t absorb the simplest of details”), hopelessness (e.g., “I feel helpless”) and boredom (e.g., “Studying for my courses bores me”). However, after learning related emotions includes 6 discrete emotions, enjoyment (e.g., “Reflecting on my progress in coursework makes me happy”), pride (e.g., “I think I can be proud of my accomplishments at studying”), anxiety (e.g., “When I can’t keep up with my studies it makes me fearful”), anger (e.g., “After extended studying, I’m so angry that I get tense”), shame (e.g., “I don’t want

anybody to know when I haven't been able to understand something") and hopelessness (e.g., "I feel resigned") referencing to the emotions experienced after having studied.

On the other hand, the emotions experienced in before taking a test section includes the 7 emotions: hope (e.g., "I am optimistic that everything will work out fine"), shame (e.g., "I can't even think about how embarrassing it would be to fail the exam"), anxiety (e.g., "Before the exam I feel nervous and uneasy"), enjoyment (e.g., "I look forward to demonstrating my knowledge"), anger (e.g., "I get angry about the amount of material I need to know"), pride (e.g., "I am very satisfied with myself") and hopelessness (e.g., "I get depressed because I feel I don't have much hope for the exam"). During taking a test or an exam part includes the same 7 emotions as before part does: enjoyment (e.g., "I am happy that I can cope with the test"), hope (e.g., "I am very confident"), pride (e.g., "Pride in my knowledge fuels my efforts in doing the test"), anger (e.g., "I think the questions are unfair"), anxiety (e.g., "I feel panicky when writing the exam"), shame (e.g., "I get embarrassed because I can't answer the questions correctly"), hopelessness (e.g., "I start to think that no matter how hard I try I won't succeed on the test"). In the after taking a test related emotions, there are 5 emotions including relief "e.g. "I finally can breathe easy again"), enjoyment (e.g., "My heart beats faster with joy"), pride (e.g., "I am very satisfied with myself"), anger (e.g., "I get so angry, I start feeling hot and flushed") and shame (e.g., "When others find out about my poor marks I start to blush") experienced by the students").

3.4.1.2. Theoretical Framework of the AEQ

Defining "achievement emotion": Emotions are considered as rows of interconnected psychological processes consisting of affective, cognitive, physiological, and motivational components (e.g., feeling tense and uneasy, worrying, being activated physiologically, and wanting to escape in anxiety), which is parallel to contemporary component process models of emotions (Scherer, 2000). This thought about emotions is in line with elements models of test anxiety addressing affective, cognitive, and physiological facets of this emotion (Zeidner, 1998), but test anxiety is extended by taking motivational factors into consideration, too. *Achievement emotions* are described as emotions that are straight related to achievement activities or achievement outcomes (Pekrun at.al. (2002). Research on achievement emotions generally has centered on emotions linked to achievement consequences (like enjoyment, hope or anger related to

success and failure). The definition in the AEQ suggests that “emotions referring to achievement-related activities are also considered as achievement emotions such as enjoyment of learning, boredom experienced in classroom instruction, or anger at the task demands of academic learning” (p.3).

Four positive emotions (enjoyment, hope, pride, and relief) and five negative emotions (anger, anxiety, hopelessness, shame, and boredom) are measured by the AEQ. Two main criteria were taken into consideration in the inclusion of these emotions. First, students’ frequently experienced emotions are addressed in the AEQ (Pekrun, 1992; Pekrun et al., 2002). In addition, emotions can be categorized with respect to the two dimensions of *valence* (positive vs. negative) and *activation* (activating vs. deactivating; Watson & Clark, 1992). These two dimensions can be viewed as being crucial for the influences of emotions on personality development, learning and achievement. Four categories of emotions can be provided by combining the two dimensions of *valence*. The AEQ includes emotions of each of “...these four categories (*positive activating*: enjoyment, hope, pride; *positive deactivating*: relief; *negative activating*: anger, anxiety, shame; *negative deactivating*: hopelessness, boredom) (p.3).

3.4.2. Language Learning Questionnaire

In the present study, Language Learning Questionnaire (LLQ) developed by Taguchi et al. (2009) was used to collect the data about the participants’ L2 Motivational Self System profiles (See Appendix 2). LLQ includes three main variables of the L2 Motivational Self; the Ideal L2 self, the Ought-to L2 self and the L2 Learning experience. It consists of 24 items in total and each item in the questionnaire is based on five-point Likert scale, from 1 showing ‘not at all’ to 5 showing ‘very much’. In the questionnaire, the dimensions of L2 motivational system are examined in a sequent way. That is, the first eight items refers to Ideal L2 self which is measured by the extent of how students perceive themselves as English speakers in their future. For example, it includes items like “I imagine myself as someone who is able to speak English.”; “I can imagine myself speaking English with international friends or colleagues.”; “ I can imagine myself speaking English as if I were a native speaker of English.”. The next eight items in the questionnaire pertain to the second dimension of L2 Motivational System: Ought-to L2 self. It is measured in terms of obligations and duties learners have in order to avoid negative consequences. It includes items such as “Studying

English is important to me because an educated person is supposed to be able to speak English.”, “Studying English is important to me in order to gain the approval of my family.”, and “Studying English is important to me because other people will respect me more if I have the knowledge of English.” The last eight questions in the questionnaire are related to L2 Learning experience dimension of L2 motivational self system. By the help of items such as “Do you find learning English really interesting?”, “Do you like the atmosphere of your English classes?” and “Do you consider that your teacher motivates you to learn English?”, the participants’ attitudes towards their immediate language learning experiences in terms of environment, context, materials and English teachers are measured.

3.5. Data Analysis

For the data gathered from the questionnaire, the statistical analyses were administered by utilizing Statistical Package for Social Sciences (SPSS version 20.0) software program. In order to answer the first two research questions, descriptive statistical analyses were utilized and multiple regression analyses based on 214 participants’ answers were run for the third question. Descriptive statistics related to the variables and correlations between variables were analyzed. Before the analyses, the assumptions concerning the multiple regression analysis and the results of them were checked, and then multiple regression analyses for each section were run.

CHAPTER IV

4. FINDINGS

4.1. Introduction

The purpose of the study is to investigate the learners' L2 motivational self-system profiles in terms of ideal L2 self, ought-to L2 self and L2 learning experience and the emotions they experience before during and after the language learning process. In addition, it aims to investigate the effects of emotional experiences learners have experienced when attending class, studying and taking tests or exam on their motivation to learn English with a specific reference to ideal L2 self, ought to self and L2 learning experience. The data of the study was collected through the AEQ (Pekrun et al., (2002) and LLQ (Taguchi et al., 2009). AEQ consists of three sections; the class-related, learning-related, and test-related emotion scales and each section are ordered in three blocks assessing emotional experiences before, during, and after being in achievement situations addressed by the section. LLQ contains 3 sections assessing L2 motivational self-system in terms of ideal L2 self, ought to self and learning experience.

In order to answer the first two research questions: *1. What are the learners' L2 Motivational Self System profiles in terms of ideal L2 self, ought-to L2 self and L2 learning experience?*, and *2. Which emotions do learners experience when attending class, studying and taking tests and exams?*; descriptive statistics are utilized. As for the third question: *3. To what extent do the emotions L2 learners have experienced affect their L2 motivational self-system in terms of ideal L2 self, ought- to L2 self and L2 learning experience?*, multiple regression analyses are performed based on the data collected from 214 participants.

Therefore, this chapter introduces the descriptive statistical analysis regarding the learners' L2 Motivational Self System profiles in terms of Ideal L2 self, Ought-to L2 Self and L2 Learning Experience dimensions at first. Afterwards, descriptive statistics related to the emotions experienced by the learners when attending class, studying and taking tests or exams and the correlations of these emotions are displayed under the related settings. Then, the assumptions concerning multiple regression analysis and the results of them are presented before the results of the related multiple regression analysis, respectively.

4.2. Findings for the Learners' L2 Motivational Self System Profiles

The first research question of the present study aimed to investigate the learners' L2 motivational self-system profiles. L2 Motivational Self System has three dimensions: Ideal L2 Self which represents the desires and qualities the individual want to possess; Ought- to L2 Self that refers to the characteristics an individual considers he or she ought to have in order to meet expectations or avoid from negative results; and L2 Learning experience that concerns the attitudes of L2 learners towards instant learning environment and experience (Dörnyei, 2009).

Therefore, in order to find out the L2 Motivational Self System profiles of the learners participating in the study, the data was gathered from 24 items, on a five-point Likert type scale in the questionnaire adapted from Tagutchi et al. Descriptive statics were utilized to present means and standard deviation of the items related to Ideal L2 Self, Ought-to L2 Self and L2 Learning experience, respectively.

Ideal L2 Self: The data concerning Ideal L2 Self was collected by the first 8 items on a five-point Likert type rating scale, in the Language Learning Questionnaire (LLQ) which was adapted from Taguchi et al., (2009). Table 1 presents the descriptive statistics related to the leaners' ideal L2 self perceptions.

Table 1
Descriptive Statistics for Ideal L2 Self

Items	Mean	SD
1 I can imagine myself speaking English as if I were a native speaker of English.	3,30	1,24
2 I can imagine myself speaking English with international friends or colleagues.	3,44	1,10
3 Whenever I think of my future career, I imagine myself using English.	3,50	1,09
4 I can imagine myself studying in a university where all my courses are taught in English.	3,43	1,11
5 I can imagine myself writing English e-mails fluently.	3,51	1,07
6 I can imagine myself living abroad and using English effectively for communicating with the locals.	3,66	1,05
7 I imagine myself as someone who is able to speak English.	3,67	1,03
8 If my dreams come true, I will use English effectively in the future	3,68	1,13
Total	3,52	1,10

As seen in Table 1, the learners who participated in the study regard themselves as successful L2 speakers in the future (M=3,52). The findings revealed that highest mean pertains to item 8 in which the learners stated that speaking English effectively in the future is their dream (M=3, 68). The second highest mean is found in item 7 which shows the learners' wish to speak English (M=3, 67), which is followed by item 6 indicating that they want to live abroad and use English to communicate with the people living there in an effective way (M=3, 66). In addition, the learners desire to be able to use English in their works, which is found in item 5 (M=3, 51) and item 3 (M=3, 50). Furthermore, the responses to item 2 reveals that the learners want to have international friends and colleagues and communicate with them in English (M=3, 44). On the other hand, the findings regarding the item 4 present that the learners are not so eager to study in a university where all the courses are taught in English. The lowest mean is found in the item 1 which shows that the learners have doubts on speaking English as native speaker.

Ought-to L2 Self: The next 8 items between 9 and 16 in the LLQ questionnaire are related to Ought-to L2 Self. Descriptive statistics concerning these items are given in Table 2.

Table 2
Descriptive Statistics for Ought- to L2 Self

Items	Mean	SD
1 I study English because close friends of mine think it is important.	2.90	1.21
2 If I fail to learn English, I will disappoint other people.	2.79	1.20
3 Studying English is important to me in order to gain the approval of my teachers.	3.14	1.22
4 Studying English is important to me in order to gain the approval of my family.	3.23	1.17
5 Learning English is necessary because people surrounding me expect me to do so.	3.04	1.30
6 Studying English is important to me because other people will respect me more if I have the knowledge of English.	3.31	1.23
7 My parents believe that I must study English to be an educated person	3.43	1.19
8 Studying English is important to me because an educated person is supposed to be able to speak English.	3.62	1.22
Total	3.18	1.21

The findings regarding Ought-to L2 Self of the learners showed that they stated that the expectations of the society about an educated person affect their motivation to study English at most, which is shown in item 16 with the highest mean ($M=3,62$). It is also found that both the learners' and their parents' believe that an educated person should speak English and the responses to item 15 reveals that their families expectations also affect their motivation in language learning ($M=3,43$). In item 14, they also stated that they will gain more respect from the other people if they speak English ($M=3, 31$). However, when the responses to item 13 is considered, it can be claimed that the people in the outer circle are more influential than the ones in the inner circle ($M=3, 04$). Moreover, when the items 12 and 11 are examined, it is found that the learners care about their parents' expectations more than their teachers' ($M=3, 23$; $M=3, 14$, respectively). On the other hand, the finding related to item 9 demonstrates that the learners do not give the same importance to the views of their close friends as they do to the views of their families and teachers ($M=2,90$). In addition, the item 10 is found to be the lowest mean in which the learners state they will not disappoint other people if they fail to learn English ($M=2, 79$).

L2 Learning Experience: The last 8 items in the LLQ pertains to the third dimension of L2 Motivational Self System which is L2 Learning experience concerning the learners' perceptions about instant learning environment and experience (Dörnyei, 2009). Descriptive statistics regarding the L2 Learning experience are given in Table 3.

Table 3
Descriptive Statistics for L2 Learning Experience

Items	Mean	SD
1 Do you like the atmosphere of your English classes?	3.47	1.13
2 Do you find learning English really interesting?	3.67	1.12
3 Do you think time passes faster while studying English?	3.49	1.18
4 Do you find the topics covered in your English course book interesting?	3.11	1.19
5 Would you like to have more English lessons at school?	3.23	1.25
6 Do you volunteer answers in your English classes?	3.41	1.15
7 Do you consider that your teacher motivates you to learn English?	3.68	1.10
8 Would you like to have more alternative activities in your English classes? (e.g. group speaking activities, oral presentations, etc.)	3.48	1.29
Total	3.44	1.15

As can be seen in Table 3, the highest mean is found in item 23 indicating that most of the learners believes that their English teachers have a significant role in the learners' motivation to learn English (M=3, 68). Also, the second highest mean pertains to item 18 in which the learners declared that they find English interesting (M=3, 67). The mean of the item 19 found to be average (M=3, 49), which demonstrates that the learners not really agreed with the view that time passes faster studying English. In addition, the responses to the items 17 and 22 shows that the learners had some reservations regarding the atmosphere and being volunteer in their language classes (M=3, 47; M=3, 41, respectively). Moreover, the learners' wish to take more English classes is found to be moderate as the responses to item 21 show (M= 3, 23). The findings revealed that the lowest mean belongs to the item 20 which indicates that the number of the learners who find the topics covered in the English course book interesting is not much.

4.3. Findings for Emotions Learners Experience When Attending Class, Studying and Taking Tests, and the Effects of These Emotional Experiences on Their L2 Motivational Self System

Findings regarding the eight different class-related emotions, eight learning-related emotions, and eight test related emotions the learners have experienced during language learning and the effects of these emotions on their L2 motivational self system in terms of ideal L2 self, ought-to self and L2 learning experience are presented for each setting, respectively.

4.3.1. The Effects of the Class Related Emotions on Motivation in Terms of Ideal L2 Self, Ought to Self and L2 Learning Experience

To find out the effects of class related emotions which are enjoyment, hope, pride, anger, anxiety, shame, hopelessness, and boredom learners experienced when before, during and after being in English class at university on their motivation in terms of ideal L2 self, ought to self and learning experience, series of multiple regression analyses were used.

4.3.1.1. The Effects of the Before Class-related Emotions on Motivation in Terms of Ideal L2 Self, Ought to Self and L2 Learning Experience

Before class related emotions pertain to feelings learners may experience before being in class. There are five before class emotions which are hope, enjoyment, anxiety, anger and hopelessness assessed by the Achievement Emotions Questionnaire (AEQ). In this section, descriptive statistics and correlations between these emotions are given. Afterwards, multiple regression analysis used to find out the effects of before class related emotions on learners' L2 Motivational Self System in terms of Ideal L2 Self, Ought-to L2 Self and L2 Learning Experience are respectively presented.

4.3.1.1.1. Descriptive Statistics and Correlations

Results of descriptive statistics regarding the emotions learners experienced before being in class and L2 Motivational self-system in terms of ideal L2 self, ought-to L2 self and L2 Learning experience are given in Table 4.

Table 4
Descriptive Statistics of Before Class Related Emotions

Variables	Mean	SD	
Dependent Variables	Ideal L2self	3.52	1.10
	Ought to self	3.18	1.21
	L2 Learning Experience	3.44	1.15
Independent Variables	Hope	3.55	1.06
	Enjoyment	3.18	1.09
	Anxiety	2.71	1.18
	Anger	2.70	1.21
	Hopelessness	2.47	1.13

Findings of descriptive statistics of before class related emotions revealed that participants regarded the emotion of hope (M=3.55 SD=1.06) and enjoyment (M = 3.18, SD = 1.09) as the most effective emotions affected their motivation to attend class. In addition, the next most affective emotion experienced by the participants was found to be anxiety (M=2.71, S=1.18), followed by anger (M = 2.70, SD = 1.21). On the other hand, hopelessness (M=2.47, SD=1.13) is found as the least effective emotion of all. As

a result, it can be claimed that positive emotions are experienced more by the learners than the negative ones before attending English classes.

To further analyze the data, correlations among the emotions of enjoyment, hope, anger, anxiety and hopelessness, and learners' L2 motivational self system were calculated using Pearson as seen in Table 5.

Table 5
Correlations of Before Class Related Emotions and L2 Motivational Self System

	Enjoyment	Hopelessness	Anxiety	Hope	Anger
Dependent variables					
Ideal L2 self	,27**	-,20**	-,08	,32**	-,11*
Ought to self	,26**	,02	,13*	,19**	-,04
Learning experiencevg	,34**	-,24**	-,15*	,36**	-,18**
Independent variables					
Enjoyment	1	-,17*	-,04	,60**	-,21**
Hopelessness		1	,72**	-,27**	,52**
Anxiety			1	-,19**	,43**
Hope				1	-,30**
Anger					1

*p<.05; **p<.01

The results indicated that there is a positive and significant correlation between ideal L2 self and the emotion of hope ($r=.71$) followed by enjoyment ($r=.27$). However, the correlation with hopelessness ($r=-.20$) and anger ($r=-.11$) is negatively significant. Additionally, Table 5 indicates that there is a significant correlation between the independent variables. Anxiety and hopelessness ($r=.72$), and enjoyment and hope ($r=.60$) seem to have the highest significant correlations among the others. Moreover, anger has a significant correlation with hopelessness ($r=.52$) and anxiety ($r=.43$). The results demonstrate that the positive emotions, enjoyment and hope, and negative emotions, anxiety, hopelessness and anger have significant but negatively correlated with each other. While ideal L2 self is mostly affected by all the emotions significantly except for anger, ought to self is affected mostly by enjoyment ($r=.26$), followed by hope ($r=.19$), and anxiety ($r=.13$). On the other hand, learning experience is significantly correlated by all the emotions.

4.3.1.1.2. The Effects of Before Class Related Emotions on Ideal L2 Self

The result of multiple regression analysis conducted to find out the effects of before class related emotions on ideal L2 self is presented after the results of the assumptions of the analysis.

4.3.1.1.2.1. Assumptions of Multiple Regression Analysis

Before conducting analysis, the assumptions which are homoscedasticity, multicollinearity normality, linearity and independent errors were tested. Histogram presented and normal probability plot for residuals given in Figure 1 were analyzed for the normality of residuals. According to Field (2009) “The normal probability plot also shows up deviations from normality and straight line in the plot represents a normal distribution, and the points represent the observed residuals” (p. 249). In this respect, histogram and p-p plot for normality residuals represents an acceptable pattern. In other words, it shows that it is possible to carry out multiple regression analysis.

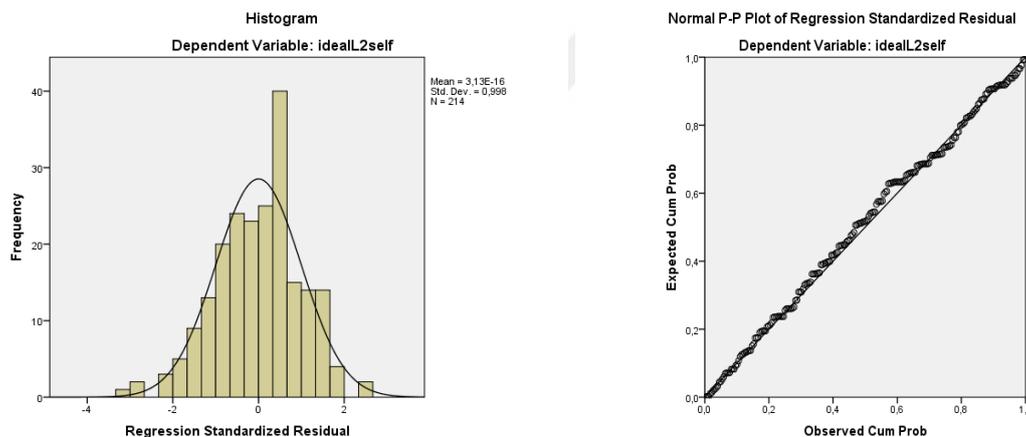


Figure 3. Histogram and normal p-p plot of normally distributed residuals for ideal L2 self concerning the before class related emotions

Additionally, Durbin-Watson test was implemented to look for the assumption of independent errors. It was used to see whether a serial correlation among errors in the regression model exists. Field (2009) claims that the results can vary between 0 and 4; a value higher than 2 shows a negative correlation between adjacent residuals while a value under 2 shows a positive correlation. To him, values under 1 or more than 3 are a definite cause for concern. The test value for the present analysis was 1.54, so the assumption of independent errors was fulfilled.

Linearity one of the important assumptions was also checked to decide if it was met by examining the scatterplots. Field (2009) proposes that “linearity is acceptable when the mean of the outcome variable for each increment of the predictor(s) lie along a straight line” (p. 221). Since the points in the scatterplots were randomly and evenly dispersed throughout the plot, the assumption of linearity was fulfilled as seen in Figure 3.

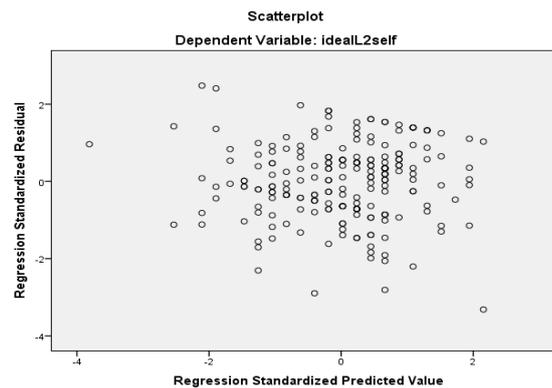


Figure 4. Scatter analysis for ideal 12 self concerning before class related emotions

Scatterplots were examined for the assumption of homoscedasticity. It is claimed that the variance of the residuals ought to be stable at each level of the predictor variables (Field, 2009). Evenly distributed residuals seen in the scatterplots showed that the assumption was fulfilled.

Lastly, in order to see if there is a strong relationship among variables, multicollinearity was checked by scanning the correlation matrix of all variables presented in Table 5. According to Field, the correlation between the variable should not be higher than .90. When the correlation matrix was checked (Table 2), it was obvious that no correlations higher than .90 exists. In addition to this, Myers, (1994) proposes that if the VIF values are higher than 10, it can be a problem for collinearity. However, when the VIF values were checked, it was found that they were acceptable.

Hence, all the assumptions were met before conducting multiple regression analysis; the next part shows the findings of the multiple regression analysis for ideal L2 self regarding the before class related emotions.

4.3.1.1.2.2. Findings of Multiple Regression Analysis for Ideal L2 Self

The first multiple regression analysis was run to find out the effect of emotions learners have experienced before being in the class on their ideal L2 self. Therefore, ideal L2 self was the dependent variable of the analysis while the emotions were independent ones. R^2 explains how much variability in the dependent variable estimated by the independent variables. In the current study, R^2 was found .10, which means the variables share 10% variance. In addition, the results showed that the emotions learners have experienced before being in the class have an effect on their ideal L2 self ($R=.32$; $R^2=.10$; $F=24.67$; $p<.05$).

Table 6 displays the unstandardized regression coefficients and associated standard errors, standardized coefficients and significance of the slope with t values.

Table 6
Results of Multiple Regressions for Ideal L2 Self Concerning Before Class Related Emotions

	Unstandardized Coefficients		Standardized Coefficients	Significance of the slope	
	B	SE	β	T	Sig.
(Constant)	16,19	2,46		6,56	,000**
hope	,48	,09	,32	4,96	,000**

a. Dependent variable: ideal L2 self. ** $p<.01$

The results showed that only the emotion hope ($\beta = .48$, $p < .01$) contributed significantly to learners' motivation in terms of ideal L2 self.

4.3.1.1.3. The Effects of Before Class Related Emotions on Ought to Self

The second multiple correlation analysis was carried out to find out the effects of emotions which are enjoyment, hopelessness, anxiety, hope and anger learners have experienced before being in the class on their motivation in terms of ought to self.

4.3.1.1.3.1. Assumptions of Multiple Regression Analysis

Before conducting the analysis, the assumptions involving homoscedasticity, normality, linearity and independent errors were tested for the dependent variable, ought to self. Since the same independent variables were utilized, multicollinearity was not examined.

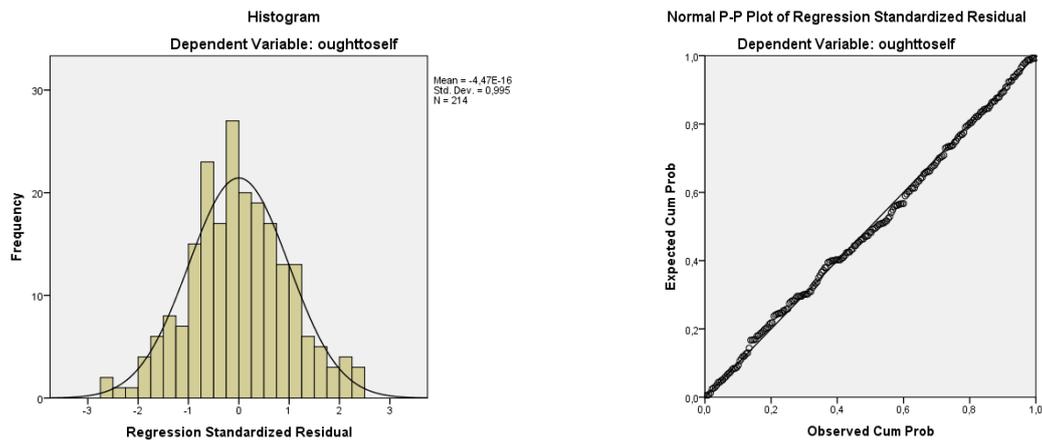


Figure 5. Histogram and normal p-p plot of normally distributed residuals for ought-to self concerning before class related emotions

The histogram and normal P-P plot of normally distributed residuals are shown in Figure 5. The shape of the histogram and the p-p plot met the normality assumption. The points on the line showed a suitable distribution in the normal p-p plot.

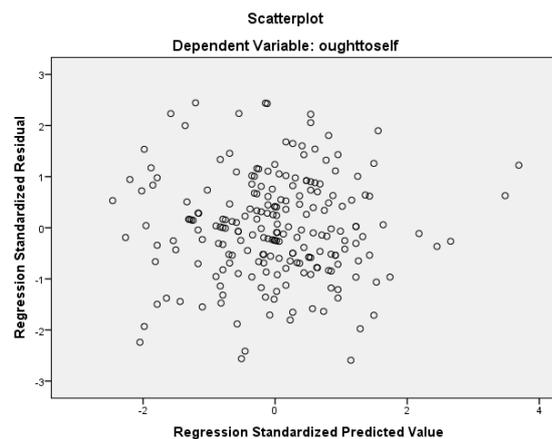


Figure 6. Scatter analysis for ought-to self concerning before class related emotions

Durbin Watson was conducted for the assumption of independent errors. Since the test value was found as 1.76, the assumption of independent errors was fulfilled. Furthermore, linearity was tested by conducting scatter analysis as shown in Figure 6. In the scatterplots, the points were randomly scattered, therefore the assumption of linearity was met. In addition, scatterplots were examined in order to check homoscedasticity. Since there were not any obvious outliers and residuals were dispersed evenly, this assumption was also met.

Hence, all the assumptions were met before conducting multiple regression analysis; the next part shows the findings of the multiple regression analysis for ought to self regarding the before class related emotions.

4.3.1.1.3.2. Findings of Multiple Regression Analysis for Ought to Self

Ought to self was the dependent variable of the analysis while the emotions experienced before being in the class were independent ones. In the current analysis, R^2 was found .92 which means the variables share .92% variance. As a result, that the emotions learners have experienced during language learning process have a significant effect on their motivation in terms of ought to self. ($R=.30$; $R^2=.92$; $F=10.70$; $p>.01$).

In order to clarify the results, Table 7 displays the unstandardized regression coefficients and associated standard errors, standardized coefficients and significance of the slope with t values. The results showed that enjoyment ($\beta = .27$, $p < .01$) and anxiety ($\beta = .14$, $p < .05$) made the significant contribution to learners' motivation in term of ought to self.

Table 7

Results of Multiple Regressions for Ought-to Self Concerning Before Class Related Emotions

	Unstandardized Coefficients		Standardized Coefficients	Significance of the slope	
	B	SE	β	T	Sig.
(Constant)	18,78	1,73		10,84	,000**
Enjoyment	,70	,17	,26	3,99	,000**
(Constant)	14,85	2,44		6,07	,000**
Enjoyment	,72	,17	,27	4,12	,000**
Anxiety	,19	,08	,14	2,26	,025*

a. Dependent Variable: Ought to Self * $p<.05$, ** $p<.01$

4.3.1.1.4. The Effects of Before Class Related Emotions on L2 Learning Experience

The last multiple correlation analysis in this part was carried out to find out the effects of emotions learners have experienced before being in the class on their motivation in terms of L2 learning experience.

4.3.1.1.4.1. Assumptions of Multiple Regression Analysis

Before conducting the analysis, the assumptions involving homoscedasticity, normality, linearity and independent errors were tested for the dependent variable, learning experience. Since the same independent variables were utilized, multicollinearity was not examined.

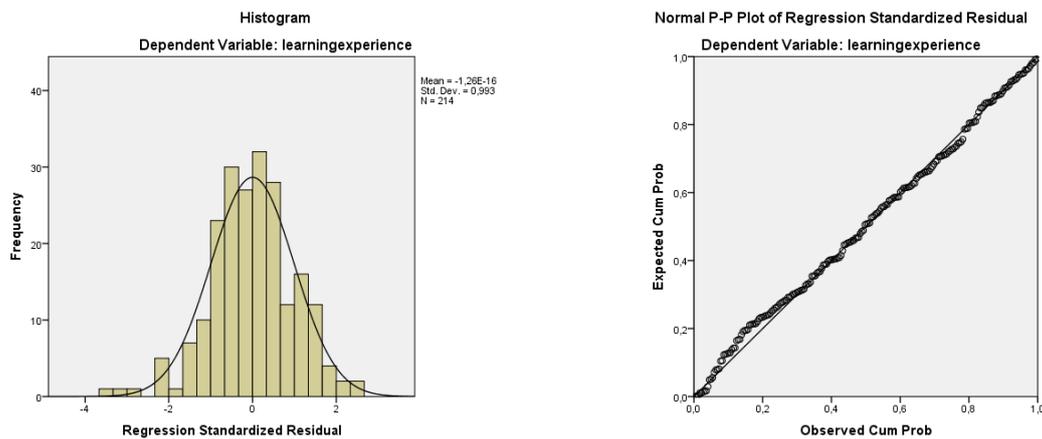


Figure 7. Histogram and normal p-p plot of normally distributed residuals for L2 learning experience concerning before class related emotions

The histogram and normal P-P plot of normally distributed residuals are shown in Figure 7. The shape of the histogram and the p-p plot met the normality assumption. The points on the line showed an acceptable distribution in the normal p-p plot.

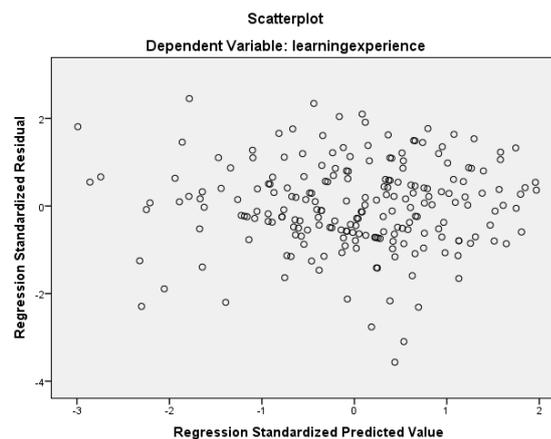


Figure 8. Scatter analysis for L2 learning experience concerning before class related emotions

Durbin Watson was conducted for the assumption of independent errors. Since the test value was found as 1.82, the assumption of independent errors was fulfilled.

Furthermore, linearity was tested by conducting scatter analysis as shown in Figure 8. In the scatterplots, the points were randomly scattered, therefore the assumption of linearity was met. Since there were not any obvious outliers and residuals were dispersed evenly in the scatterplots, the assumption of homoscedasticity was also met.

Hence, all the assumptions were met before conducting multiple regression analysis; the next part shows the results of the multiple regression analysis for learning experience regarding the before class-related emotions.

4.3.1.1.4.2. Findings of Multiple Regression Analysis for L2 Learning Experience

The last multiple regression analysis was conducted in order to find out the effects of emotions learners have experienced before being in the class on their motivation in terms of learning experience. R^2 of the analysis was found .18. As a result, that the emotions learners have experienced have a significant effect on their motivation type of learning experience. ($R=.42$; $R^2=.18$; $F=5.65$; $p>.05$).

Table 8 demonstrates the unstandardized regression coefficients and associated standard errors, standardized coefficients and significance of the slope with t values.

Table 8

Results of Multiple Regressions for L2 Learning Experience Concerning Before Class Related Emotions

	Unstandardized Coefficients		Standardized Coefficients	Significance of the slope	
	B	SE	β	t	Sig.
(Constant)	15,14	2,20		6,88	,000**
Hope	,49	,08	,36	5,74	,000**
(Constant)	20,07	2,98		6,71	,000**
Hope	,43	,08	,32	4,91	,000**
Hopelessness	-,27	,11	-,15	-2,40	,017*
(Constant)	19,04	2,98		6,37	,000**
Hope	,28	,10	,21	2,65	,009**
Hopelessness	-,27	,11	-,15	-2,40	,017*
Enjoyment	,49	,20	,18	2,37	,018*

a. Dependent Variable: Learning experience * $p<.05$, ** $p<.01$

The results showed that hope ($\beta = .21$, $p < .01$) and enjoyment ($\beta = .18$, $p < .05$) and hopelessness ($\beta = -.15$, $p < .05$) made the significant contribution to learners'

motivation in term of learning experience. However, while enjoyment and hope positively contributed, hopelessness negatively contributed to learners' motivation.

4.3.1.2. The Effects of During Class Related Emotions on Motivation in Terms of Ideal L2 self, Ought-to Self and L2 Learning Experience

During class related emotions concern the feelings learners may experience during class. There are 8 during class emotions which are hope, pride, enjoyment, boredom, anger, anxiety, shame and hopelessness assessed by the Achievement Emotions Questionnaire (AEQ). In this section, descriptive statistics and correlations between these emotions are given. Afterwards, multiple regression analysis used to find out the effects of during class related emotions on learners' L2 Motivational Self System in terms of Ideal L2 Self, Ought-to L2 Self and L2 Learning Experience are presented, respectively.

4.3.1.2.1. Descriptive Statistics and Correlations

Results of descriptive statistics regarding the eight emotions, enjoyment, hope, anxiety, boredom, shame anger, pride, and hopelessness learners experienced when being in class and L2 motivational self system are presented in Table 9.

Table 9
Descriptive Statistics of During Class Related Emotions

Variables	Mean	SD
Hope	3,54	1,02
Pride	3,51	1,07
Enjoyment	3,07	1,15
Boredom	2,92	1,2
Anger	2,67	1,23
Anxiety	2,61	1,25
Shame	2,47	1,22
Hopelessness	2,45	1,17

Findings of descriptive statistics of during class related emotions revealed that participants regarded the emotion of hope (M=3.54, SD=1.02), pride (M=3.51,

SD=1.07) and enjoyment (M=3.07, SD=1.15) as the most experienced emotions when they were in class. However, negative emotions, boredom (M=2.92, SD=1.20), anger (M=2.67 SD=1.23), anxiety (M=2.61, SD=1.25), shame (M=2.47, S=1.22) and hopelessness (M=2.45, SD=1.17) have the low means. Therefore, it can be concluded that the positive emotions had highest rated emotions perceived by the participants when they were in the class rather than negative ones.

To further analyze the data, correlations among the emotions of enjoyment, hope, anxiety, boredom, shame anger, pride, and hopelessness and learners' ideal L2 self were calculated using Pearson as seen in Table 10.

Table 10
Correlations of During Class Related Emotions and L2 Motivational Self System

Variables	Enjoyment	Anxiety	Boredom	Shame	Anger	Pride	Hopelessness	Hope
idealL2self	,19**	0	0,04	-0,04	-,12*	,38**	-0,07	,28**
ought to self	,16**	,18**	0,04	,16*	0,05	,25**	0,96	0,07
L2 learning experience	,35**	-0,02	-0,1	-0,03	-0,07	,29**	-0,05	,30**
Enjoyment	1	-0,02	-,24**	0	-0,07	,24**	0,05	,11*
Anxiety		1	,47**	,75**	,43**	0,04	,62**	-0,08
Boredom			1	,44**	,64**	0,04	,55**	0
Shame				1	,43**	0	,58**	-0,08
Anger					1	0,02	,55**	-0,1
Pride						1	0,01	,49**
Hopelessness							1	-,13*
Hope								1

*p<.05; **p<.01

The results indicated that there is a positive and significant correlation between ideal L2 self and the emotion of pride ($r=.38$) followed by hope ($r=.28$) and enjoyment ($r=.19$). However, the correlation with anger ($r=-.12$) is negatively significant. For ought to self, the significantly highest correlation is observed with pride ($r=.25$) followed by anxiety ($r=.18$), enjoyment ($r=.16$) and shame ($r=.16$). Furthermore, the results shows that there is a significant correlation between enjoyment ($r=.35$), hope ($r=.30$) and pride ($r=.29$) which are all positive emotions with the learning experience. As for the correlations among the independent variables, the highest significant correlation is between shame and anxiety ($r=.75$), boredom and anger ($r=.64$) and

hopelessness and anxiety ($r=.62$). It is seen that not only negative emotions but positive emotions are significantly correlated with each other as well. However, boredom and enjoyment ($r=-.24$) and hopelessness and hope ($r=-.13$) are negatively correlated with each other.

4.3.1.2.2. The Effects of During Class Related Emotions on Ideal L2 Self

The result of multiple regression analysis conducted to find out the effects of during class related emotions on ideal L2 self is presented after the results of the assumptions of the analysis.

4.3.1.2.2.1. Assumptions of Multiple Regression Analysis

Before conducting the multiple regression analysis, the assumptions which are homoscedasticity, multicollinearity normality, linearity and independent errors were controlled. Histogram and normal probability plot for residuals given in Figure 9 were tested for the normality of residuals. Histogram and p-p plot for normality residuals represents an acceptable pattern. In other words, it shows that it is possible to carry out multiple regression analysis.

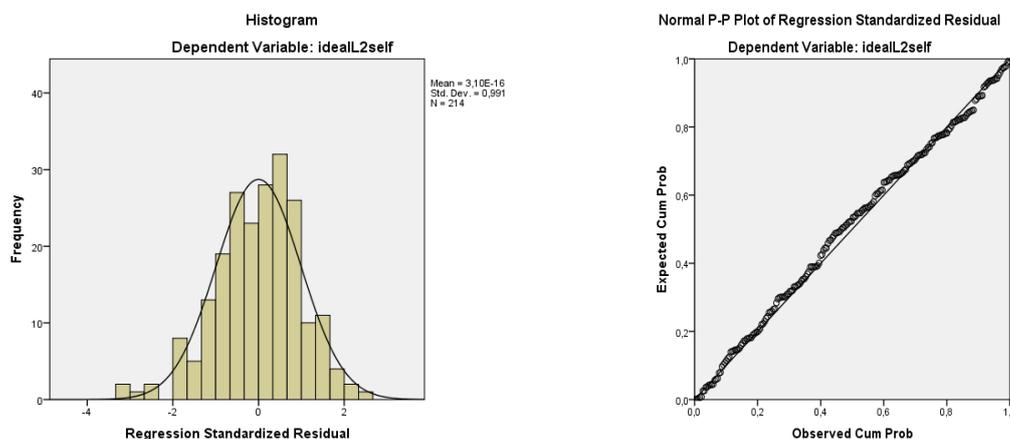


Figure 9. Histogram and normal p-p plot of normally distributed residuals for ideal l2 self concerning during class related emotions

Additionally, Durbin-Watson test was implemented to look for the assumption of independent errors. The test value for the present analysis was 1.78, so the assumption of independent errors was fulfilled.

Linearity one of the important assumptions was also checked to decide if it was met by examining the scatterplots. Field (2009) proposes that “linearity is acceptable when the mean of the outcome variable for each increment of the predictor(s) lie along a straight line” (p. 221). Since the points in the scatterplots were randomly and evenly distributed throughout the plot, the assumption of linearity was fulfilled as seen in Figure 10.

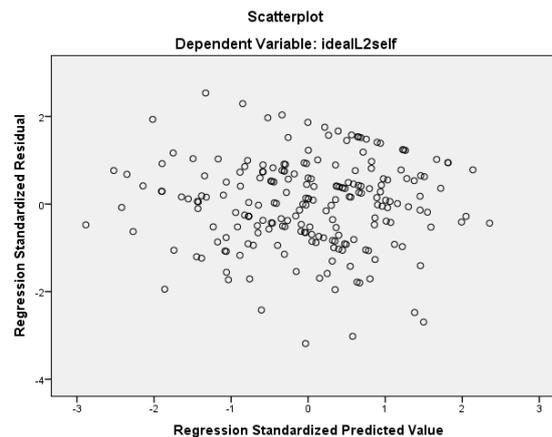


Figure 10. Scatterplot for ideal L2 self concerning during class related emotions

The assumption of homoscedasticity was examined by scatterplots. It is claimed that the variance of the residuals has to be stable at each level of the predictor variables (Field, 2009). Evenly distributed residuals seen in the scatterplots showed that the assumption was fulfilled.

Lastly, in order to examine if a strong relationship among variables exists, multicollinearity was checked by scanning the correlation matrix of all variables presented in Table 7. When the correlation matrix was tested (Table 10), it was obvious that no correlations higher than .90 exists. In addition to this, when the VIF values were checked, it was found that they were between 1 and 2, so it was acceptable to run the multiple regression analysis.

Hence, all the assumptions were met before conducting multiple regression analysis; the next part shows the findings of the multiple regression analysis for ideal L2 self regarding the during class related emotions.

4.3.1.2.2. Findings of Multiple Regression Analysis for Ideal L2 Self

The first multiple regression analysis in this part was run to find out the effect of emotions learners have experienced when being in the class on their ideal L2 self. Therefore, ideal L2 self was the dependent variable of the analysis while the emotions were independent ones. R^2 explains how much variability in the dependent variable predicted by the independent variables. In the current study, R^2 was found .20, which means the variables share 20% variance. In addition, the results showed that the emotions learners have experienced when being in the class significantly affected their ideal L2 self ($R=.45$; $R^2=.20$; $F=5.14$; $p<.05$).

Table 11 displays the unstandardized regression coefficients and associated standard errors, standardized coefficients and significance of the slope with t values.

Table 11
Results of Multiple Regressions for Ideal L2 Self Concerning During Class Related Emotions

	Unstandardized Coefficients		Standardized Coefficients	Significance of the slope	
	B	Std. Error	Beta	t	Sig.
(Constant)	15,29	2,17		7,03	,000**
Pride	,73	,12	,38	6,07	,000**
(Constant)	18,25	2,57		7,10	,000**
Pride	,74	,12	,38	6,18	,000**
Anger	-,23	,10	-,13	-2,12	,035*
(Constant)	16,27	2,68		6,07	,000**
Pride	,73	,11	,38	6,17	,000**
Anger	-,44	,14	-,25	-3,14	,002**
Boredom	,15	,06	,19	2,34	,020*
(Constant)	14,07	2,82		4,98	,000**
Pride	,66	,12	,34	5,41	,000**
Anger	-,47	,14	-,27	-3,40	,001**
Boredom	,19	,06	,24	2,88	,004**
Enjoyment	,20	,09	,15	2,26	,024*

a. Dependent variable: Ideal L2 self * $p<.05$, ** $p<.01$

The results displayed that pride ($\beta = .34$, $p < .01$), anger ($\beta = -.27$, $p < .01$), boredom ($\beta = .24$, $p < .01$) and enjoyment ($\beta = .15$, $p < .05$) made the significant contribution to learners' motivation in term of ideal L2 self. However, while pride,

boredom and enjoyment positively contributed, anger negatively contributed to learners' motivation in class.

4.3.1.2.3. The Effects of During Class Related Emotions on Ought-to Self

The second multiple regression analysis in this part was carried out to find out the effects of emotions learners have experienced during being in the class on their motivation in terms of ought to self.

4.3.1.2.3.1. Assumptions of Multiple Regression Analysis

Before conducting the analysis, the assumptions involving homoscedasticity, normality, linearity and independent errors were tested for ought to self. Because the same predictors, independent variables, were utilized, multicollinearity was not examined.

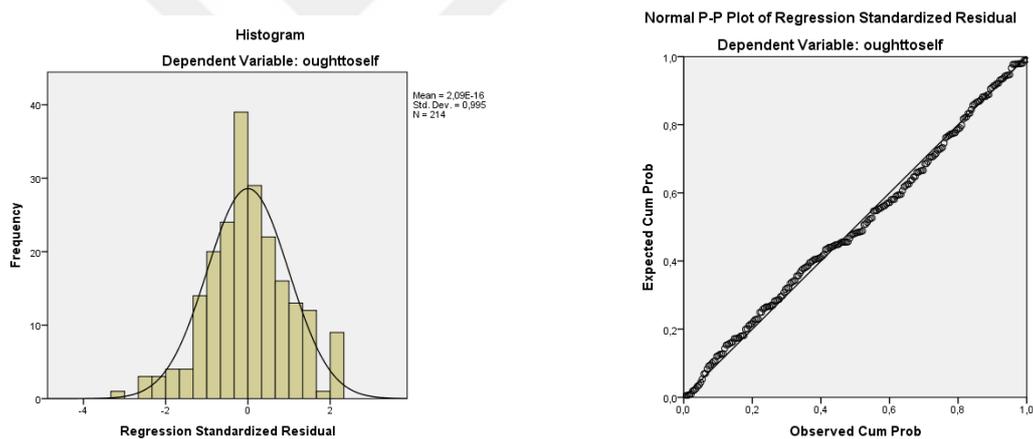


Figure 11. Histogram and normal p-p plot of normally distributed residuals for ought-to self concerning during class related emotions

The histogram and normal P-P plot of normally distributed residuals are shown in Figure 11. The shape of the histogram and the p-p plot met the normality assumption. The points on the line showed an acceptable distribution in the normal p-p plot.

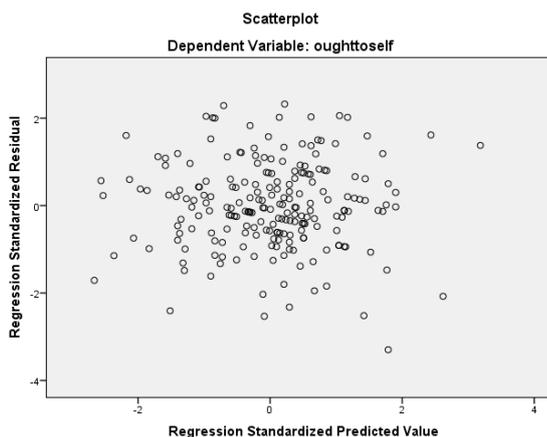


Figure 12. Scatter analysis for ought-to-self concerning during class related emotions

For the assumption of independent errors, Durbin Watson was carried out. Since the test value was found as 1.86, the assumption of independent errors was fulfilled. Furthermore, linearity was tested by conducting scatter analysis as shown in Figure 12. In the scatterplots, the points were randomly scattered, therefore the assumption of linearity was met. Since there were not any obvious outliers and residuals were dispersed evenly in the scatterplots, the assumption of homoscedasticity was also met.

Hence, all the assumptions were met before conducting multiple regression analysis; the next part shows the findings of the multiple regression analysis for ought to self in terms of the during class related emotions.

4.3.1.2.3.2. Findings of Multiple Regression Analysis for Ought to Self

The second multiple regression analysis was conducted in order to find out the effects of emotions learners have experienced in the class on their motivation in terms of ought to self. R^2 of the analysis was found .09. As a result, that the emotions learners have an important impact on their motivation type of ought to self. ($R=.30$; $R^2=.09$; $F=7.10$; $p>.05$).

Table 12 demonstrates the unstandardized regression coefficients and associated standard errors, standardized coefficients and significance of the slope with t values.

Table 12
Results of Multiple Regressions for Ought-to Self Concerning During Class Related Emotions

	Unstandardized Coefficients		Standardized Coefficients	Significance of the slope	
	B	Std. Error	Beta	t	Sig.
(Constant)	17,92	2,05		8,72	,000**
Pride	,43	,11	,25	3,77	,000**
(Constant)	14,80	2,33		6,32	,000**
Pride	,41	,11	,24	3,69	,000**
Anxiety	,25	,09	,17	2,66	,008**

a. Dependent variable: ought to self *p<.05, **p<.01

The results displayed that pride ($\beta = .24$, $p < .01$) and anxiety ($\beta = .17$, $p < .01$) made the significant contribution to learners' motivation in term of ought to self.

4.3.1.2.4. The Effects of During Class Related Emotions on L2 Learning Experience

The last multiple regression analysis in this part was carried out to find out the effects of emotions learners have experienced during being in the class on their motivation in terms of learning experience.

4.3.1.2.4.1. Assumptions of Multiple Regression Analysis

Before conducting the analysis, the assumptions involving homoscedasticity, normality, linearity and independent errors were tested for the dependent variable, learning experience. Because the same independent variables were utilized, multicollinearity was not examined.

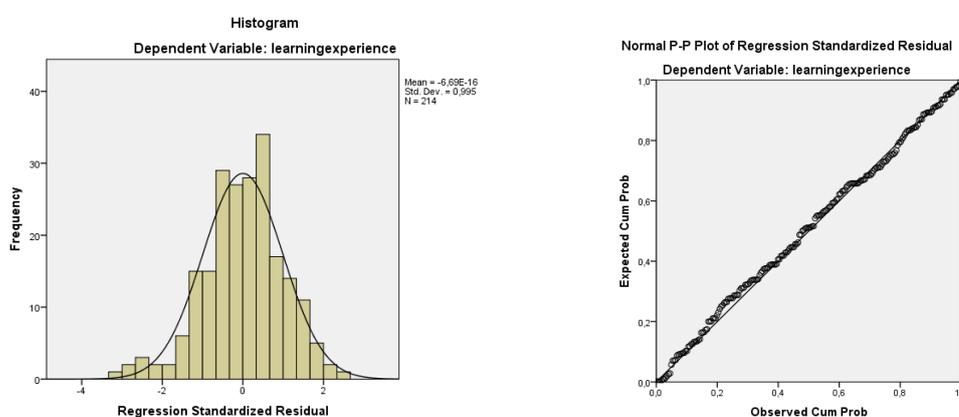


Figure 13. Histogram and normal p-p plot of normally distributed residuals for L2 learning experience concerning during class related emotions

The histogram and normal P-P plot of normally distributed residuals are shown in Figure 13. The shape of the histogram and the p-p plot met the normality assumption. The points on the line showed an acceptable distribution in the normal p-p plot.

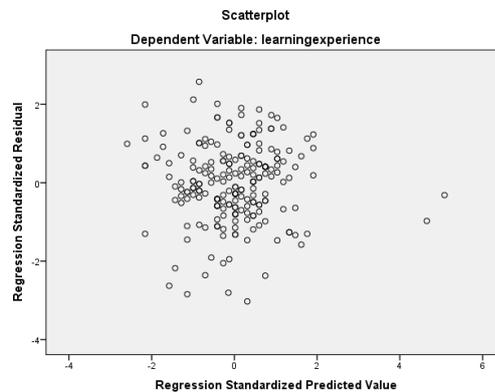


Figure 14. Scatter analysis for L2 learning experience concerning during class related emotions

For the assumption of independent errors, Durbin Watson was carried out. Since the test value was found as 1.84, the assumption of independent errors was fulfilled. Furthermore, linearity was tested by conducting scatter analysis as shown in Figure 14. In the scatterplots, the points were randomly scattered, therefore the assumption of linearity was met. Since there were not any obvious outliers and residuals were dispersed evenly in the scatterplots, the assumption of homoscedasticity was also met.

Hence, all the assumptions were met before conducting multiple regression analysis; the next part shows the findings of the multiple regression analysis for L2 learning experience regarding the during class related emotions.

4.3.1.2.4.2. Findings of Multiple Regression Analysis for L2 Learning Experience

The last multiple regression analysis was conducted in order to find out the effects of emotions learners have experienced in the class on their motivation in terms of learning experience. R^2 of the analysis was found .19. As a result, that the emotions learners have had have a significant effect on their learning experience ($R=.44$; $R^2=.19$; $F=17.84$; $p>.05$).

Table 13 demonstrates the unstandardized regression coefficients and associated standard errors, standardized coefficients and significance of the slope with t values.

Table 13
Results of Multiple Regressions for L2 Learning Experience Concerning During Class Related Emotions

	Unstandardized		Standardized	Significance of the	
	Coefficients		Coefficients	slope	
	B	Std. Error	Beta	<i>t</i>	Sig.
(Constant)	21,94	1,10		19,94	,000
Enjoyment	,44	,08	,35	5,50	,000
(Constant)	16,62	1,64		10,10	,000
Enjoyment	,40	,07	,32	5,19	,000
Hope	1,63	,38	,26	4,22	,000

a. Dependent variable: learning experience * $p < .05$,

The results displayed that enjoyment ($\beta = .32$, $p < .01$) and hope ($\beta = .26$, $p < .01$) made the significant contribution to learners' motivation in term of learning experience.

4.3.1.3. The Effects of After Class Related Emotions on Motivation in Terms of Ideal L2 Self, Ought-to Self And L2 Learning Experience

After class related emotions includes the feelings learners may experience after having been in class. There are five after class related emotions which are pride, enjoyment, hopelessness, shame and anger assessed by the Achievement Emotions Questionnaire (AEQ). In this section, descriptive statistics and correlations between these emotions are given. Afterwards, multiple regression analysis used to find out the effects of after class related emotions on learners' L2 Motivational Self System in terms of Ideal L2 Self, Ought-to L2 Self and L2 Learning Experience are presented respectively.

4.3.1.3.1. Descriptive Statistics and Correlations

Results of descriptive statistics regarding the emotions, enjoyment, pride, anger, shame and hopelessness assessed by the after part of the class related emotions and ideal L2 self, ought to self and learning experience are presented in Table 14.

Table 14
Descriptive Statistics of After Class Related Emotions

Variables	Mean	SD
Pride	3,23	1,13
Enjoyment	3,06	1,02
Hopelessness	2,74	1,16
Shame	2,53	1,15
Anger	2,46	1,18

Findings of descriptive statistics of after class related emotions revealed that participants considered pride ($M=3.23$, $SD=1.13$) as the most effective emotion followed by enjoyment ($M=3.06$, $S=1.02$). However, negative emotions, hopelessness ($M=2.74$, $SD=1.16$), shame ($M=2.53$, $SD=1.15$) and anger ($M=2.46$, $SD=1.18$) are the less experienced emotions by the participants. Hence, it is seen that positive emotions experienced after the class are more common than the negative ones.

Furthermore, correlations among the emotions of enjoyment, shame, anger, pride and hopelessness and learners' L2 motivations were calculated using Pearson as seen in Table 15.

Table 15
Correlations of After Class Related Emotions and L2 Motivational Self System

Variables	Enjoyment	Shame	Anger	Pride	Hopelessness
Ideal l2self	,35	-,00	-,10	,38**	-,06
Ought to self	,18**	,21**	,02	,22**	,09
L2 learning experience	,35**	,04	-,13*	,27**	-,04
Enjoyment	1	,16**	-,01	,55**	,04
Shame		1	,31**	,05	,40**
Anger			1	,06	,60**
Pride				1	,13*
Hopelessness					1

* $p<.05$; ** $p<.01$

The results of correlation indicated that hopelessness and anger ($r=.60$) and pride and enjoyment ($r=.55$) had the significantly highest correlation among other emotions followed by hopelessness and shame ($r=.40$) and shame and anger ($r=.31$). On the other hand, the correlations between enjoyment and shame ($r=.16$) and pride and hopelessness ($r=.13$) are found to be low, but significant. Moreover, for ideal L2 self,

correlation of pride ($r=.38$) was found significant; for ought to self, while pride ($r=.22$) and shame ($r=.21$) were correlated moderately, enjoyment ($r=.18$) was very low; for learning experience, while enjoyment ($r=.35$) and pride ($r=.27$) were correlated positively and significantly, anger ($r=-.13$) was correlated negatively.

4.3.1.3.2. The Effects of After Class Related Emotions on Ideal L2 Self

The first multiple regression analysis in this part was carried out to find out the effects of emotions learners have experienced after being in the class on their motivation in terms of ideal L2 self.

4.3.1.3.2.1. Assumptions of Multiple Regression Analysis

Before conducting the multiple regression analysis, the assumptions (homoscedasticity, multicollinearity normality, linearity and independent errors) were examined. Histogram and normal probability plot for residuals presented in Figure 15 were tested to control the normality of residuals. Histogram and p-p plot for normality residuals represents an acceptable pattern.

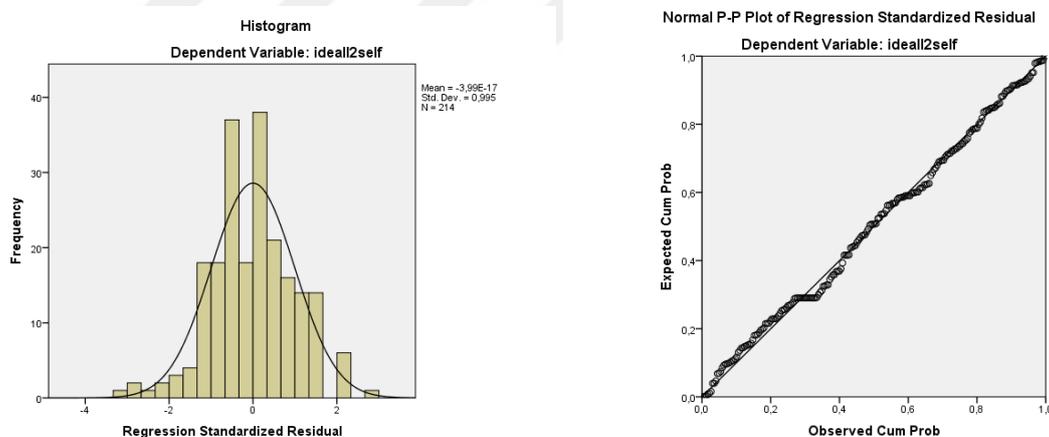


Figure 15. Histogram and normal p-p plot of normally distributed residuals for ideal L2 self concerning after class related emotions

Additionally, Durbin-Watson test was implemented to look for the assumption of independent errors. The test value for the present analysis was 1.55, so the assumption of independent errors was fulfilled.

Linearity one of the important assumptions was also checked to decide if it was met by examining the scatterplots. Field (2009) proposes that “linearity is acceptable when the mean of the outcome variable for each increment of the predictor(s) li along a

straight line” (p. 221). Since the points in the scatterplots were randomly and evenly distributed throughout the plot, the assumption of linearity was fulfilled as seen in Figure 16.

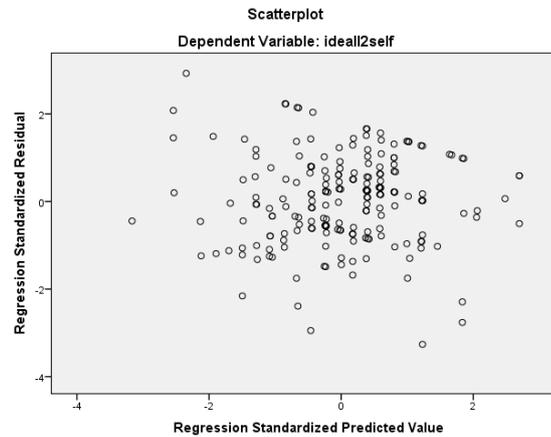


Figure 16. Scatterplot for ideal L2 self concerning after class related emotions

As for the assumption of homoscedasticity, scatterplots were examined. It is claimed that the variance of the residuals ought to be stable at each level of the predictor variables (Field, 2009). Evenly distributed residuals seen in the scatterplots showed that the assumption was acceptable.

Lastly, in order to see if there is a strong relationship between variables, multicollinearity was checked by scanning the correlation matrix of all variables presented in Table 15, and it was found that there were not any correlations higher than .90. In addition to this, when the VIF values were checked, it was found that they were between 1 and 2, so it was acceptable to run the multiple regression analysis.

Hence, all the assumptions were met before conducting multiple regression analysis; the next part shows the findings of the multiple regression analysis for ideal L2 self in terms of the after class related emotions.

4.3.1.3.2.2. Findings of Multiple Regression Analysis for Ideal L2 Self

The first multiple regression analysis in this part was run to find out the effect of emotions learners have experienced after being in the class on their ideal L2 self. Therefore, ideal L2 self was the dependent variable of the analysis while the emotions were independent ones. R^2 explains how much variability in the dependent variable predicted by the independent variables. In the current study, R^2 was found .17, which

means the variables share 17% variance. In addition, the results showed that the emotions learners have experienced when being in the class significantly affected their ideal L2 self ($R=.42$; $R^2=.17$; $F=22.83$; $p<.05$).

Table 16 displays the unstandardized regression coefficients and associated standard errors, standardized coefficients and significance of the slope with t values.

Table 16
Results of Multiple Regression for Ideal L2 Self Concerning After Class Related Emotions

	Unstandardized Coefficients		Standardized Coefficients	Significance of the slope	
	B	Std. Error	Beta	t	Sig.
(Constant)	17,17	1,86		9,23	,000
Pride	,85	,14	,38	6,11	,000
(Constant)	14,50	2,09		6,93	,000
Pride	,60	,16	,27	3,66	,000
Enjoyment	,63	,23	,20	2,67	,008

a. Dependent variable: ideal L2 self * $p<.05$, ** $p<.01$

The results displayed that pride ($\beta = .27$, $p < .01$) and enjoyment ($\beta = .20$, $p < .01$) made the significant contribution to learners' motivation in term of ideal L2 self.

4.3.1.3.3. The Effects of After Class Related Emotions on Ought-to Self

The second multiple regression analysis in this part was carried out to find out the effects of emotions learners have experienced after being in the class on their motivation in terms of ought to self.

4.3.1.3.3.1. Assumptions of Multiple Regression Analysis

Before conducting the analysis, the assumptions involving homoscedasticity, normality, linearity and independent errors were tested for the dependent variable, ought to self. As the same independent variables were utilized, multicollinearity was not tested.

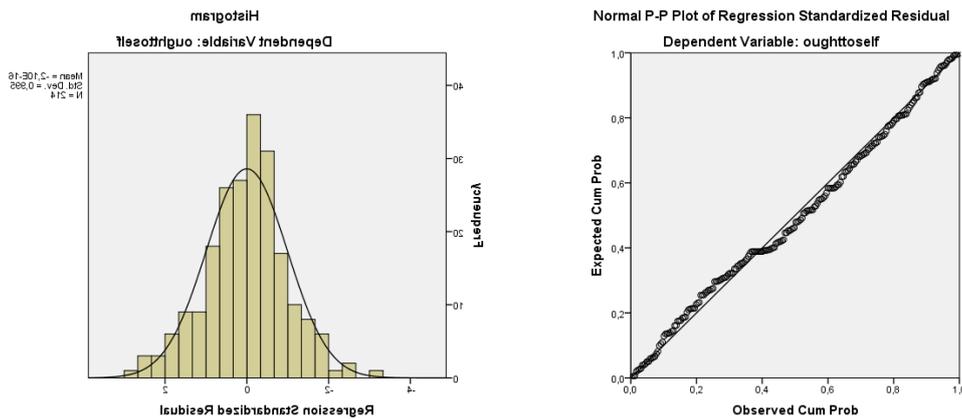


Figure 17. Histogram and normal p-p plot of normally distributed residuals for ought-to self concerning after class related emotions

The histogram and normal P-P plot of normally distributed residuals are shown in Figure 17. The shape of the histogram and the p-p plot met the normality assumption. The points on the line showed an appropriate spread in the normal p-p plot.

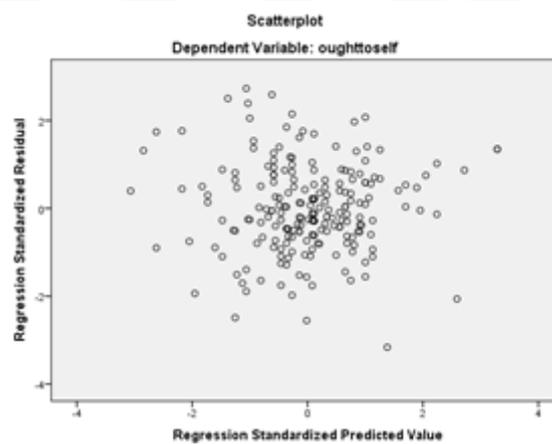


Figure 18. Scatter analysis for ought- to self concerning after class related emotions

For the assumption of independent errors, Durbin Watson was carried out. Since the test value was found as 1.75, the assumption of independent errors was met. Furthermore, linearity was tested by conducting scatter analysis as shown in Figure 18. In the scatterplots, the points were randomly scattered, therefore the assumption of linearity was met. Since there were not any obvious outliers and residuals were dispersed evenly in the scatterplots, the assumption of homoscedasticity was also fulfilled.

Hence, all the assumptions were met before conducting multiple regression analysis; the next part shows the findings of the multiple regression analysis for ought to self in terms of the after class related emotions.

4.3.1.3.3.2. Findings of Multiple Regression Analysis for Ought to Self

The second multiple regression analysis was conducted in order to find out the effects of emotions learners have experienced after being in the class on their motivation in terms of ought to self. R^2 of the analysis was found .09. As a result, that the emotions learners have a significant effect on their motivation type of ought to self. ($R=.30$; $R^2=.09$; $F=10.76$; $p<.05$).

Table 17 demonstrates the unstandardized regression coefficients and associated standard errors, standardized coefficients and significance of the slope with t values.

Table 17
Results of Multiple Regressions for Ought to Self Concerning After Class Related Emotions

	Unstandardized Coefficients		Standardized Coefficients	Significance of the slope	
	B	Std. Error	Beta	t	Sig.
(Constant)	19,68	1,77		11,11	,000
Pride	,45	,13	,22	3,38	,001
(Constant)	16,53	2,01		8,22	,000
Pride	,42	,13	,21	3,29	,001
Shame	,67	,21	,20	3,09	,002

a. Dependent variable: ought to self * $p<.05$, ** $p<.01$

The results displayed that pride ($\beta = .21$, $p < .01$) and shame ($\beta = .20$, $p < .01$) made the significant contribution to learners' motivation in term of ought to self.

4.3.1.3.4. The Effects of After Class Related Emotions on L2 Learning Experience

The last multiple regression analysis in this part was carried out to find out the effects of emotions learners have experienced after being in the class on their motivation in terms of L2 learning experience.

4.3.1.3.4.1. Assumptions of Multiple Regression Analysis

Before conducting the analysis, the assumptions involving homoscedasticity, normality, linearity and independent errors were tested for the dependent variable, learning experience. As the same independent variables were utilized, multicollinearity was not controlled.

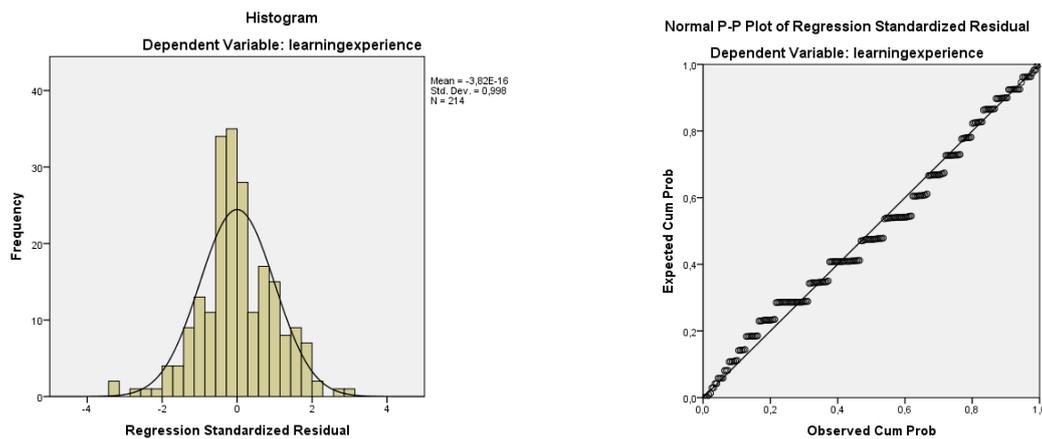


Figure 19. Histogram and normal p-p plot of normally distributed residuals for L2 learning experience concerning after class related emotions

The histogram and normal P-P plot of normally distributed residuals are shown in Figure 19. The shape of the histogram and the p-p plot met the normality assumption. The points on the line showed an appropriate spread in the normal p-p plot.

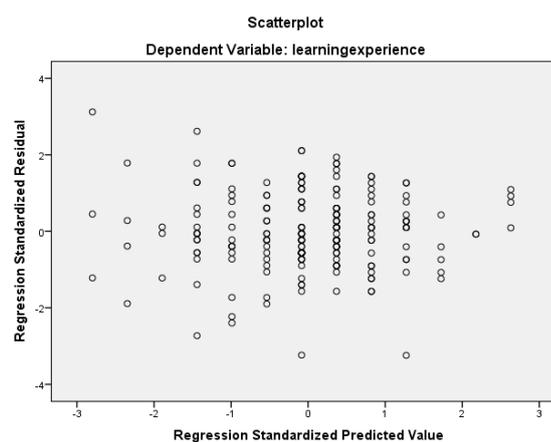


Figure 20. Scatter analysis for L2 learning experience concerning after class related emotions

For the assumption of independent errors, Durbin Watson was carried out. Since the test value was found as 1.84, the assumption of independent errors was fulfilled.

Furthermore, linearity was tested by conducting scatter analysis as shown in Figure 20. In the scatterplots, the points were randomly scattered, therefore the assumption of linearity was met.

Hence, all the assumptions were met before conducting multiple regression analysis; the next part shows the findings of the multiple regression analysis for learning experience in terms of the after class related emotions.

4.3.1.3.4.2. Findings of Multiple Regression Analysis for L2 Learning Experience

The last multiple regression analysis was conducted in order to find out the effects of emotions learners have experienced in the class on their motivation in terms of learning experience. R^2 of the analysis was found .12. As a result, that the emotions learners have had a significant effect on their learning experience ($R=.35$; $R^2=.12$; $F=29.79$; $p>.05$).

Table 18 demonstrates the unstandardized regression coefficients and associated standard errors, standardized coefficients and significance of the slope with t values.

Table 18
Results of Multiple Regressions for L2 Learning Experience Concerning After Class Related Emotions

	Unstandardized Coefficients		Standardized Coefficients	Significance of the slope	
	B	Std. Error	Beta	T	Sig.
(Constant)	18,256	1,754		10,409	,000
Enjoyment	1,013	,186	,351	5,458	,000

a. Dependent variable: learning experience $p<.05$

The results displayed that only enjoyment ($\beta = .18$, $p < .01$) made a significant contribution to learners' motivation in term of learning experience after being in class.

4.3.2. The Effects of the Learning Related Emotions on Motivation in terms of Ideal L2 Self, Ought to Self and L2 Learning Experience

To find out the effects of learning related emotions which are enjoyment, anxiety, hope anger, boredom, shame, hopelessness and pride learners experienced when before, during and after studying English at university on their motivation in terms of ideal L2 self, ought to self and learning experience, series of multiple regression analyses were used.

4.3.2.1. The Effects of Before Learning Related Emotions on Motivation in Terms of Ideal L2 Self, Ought-to Self And L2 Learning Experience

Before learning related emotions involve the feelings learners may experience before studying English. There are seven before learning related emotions which are hope, boredom, shame anger, enjoyment, anxiety and hopelessness assessed by the Achievement Emotions Questionnaire (AEQ). In this section, descriptive statistics and correlations between these emotions are given. Afterwards, multiple regression analysis used to find out the effects of before learning related emotions on learners' L2 Motivational Self System in terms of Ideal L2 Self, Ought-to L2 Self and L2 Learning Experience is presented respectively.

4.3.2.1.1. Descriptive Statistics and Correlations

Results of descriptive statistics regarding the emotions learners experienced before studying are presented in Table 19.

Table 19
Descriptive Statistics of Before Learning Related Emotions

Variables	Mean	SD
Hope	3,36	1,01
Boredom	2,81	1,16
Shame	2,78	1,20
Anger	2,74	1,14
Enjoyment	2,69	1,09
Anxiety	2,58	1,17
Hopelessness	2,41	1,14

Findings of descriptive statistics of before learning related emotions revealed that participants regarded the emotion of hope ($M=3.36$, $SD=1.01$) as the most experienced emotion before studying. In addition, the second most affective emotion experienced by the participants was found to be boredom ($M=2.81$, $SD=1.16$) followed by shame ($M=2.78$, $SD=1.20$), anger ($M=2.74$, $SD=1.14$), and enjoyment ($M=2.69$, $SD=1.09$). In addition, anxiety ($M=2.58$, $SD=1.17$) and hopelessness ($M=2.41$, $SD=1.14$) were found as the least experienced emotions of all.

To further analyze the data, correlations among the emotions of enjoyment, anxiety, hope anger, boredom, shame and hopelessness learners' L2 motivational self system were calculated using Pearson as seen in Table 20.

Table 20
Correlations of the Before Learning Related Emotions and L2 Motivational Self System

Variables	Boredom	Enjoyment	Anxiety	Hope	Anger	Shame	Hopelessness
Ideal L2 Self	-0,03	,19**	-0,04	,29**	0	0,06	0,01
Ought To Self	0,02	,22**	0,04	,25**	0	0	,16**
L2 Learning Experience	-,12*	,27**	-0,06	,28**	0	0,1	-,12*
Boredom	1	-,28**	,52**	-,27**	,54**	,21**	,49**
Enjoyment		1	-,15*	,39**	-,19**	-0,01	,12*
Anxiety			1	-,2**	,57**	,22**	,44**
Hope				1	-,11*	-0,02	-,16**
Anger					1	,12*	,52**
Shame						1	0,16**
Hopelessness							1

* $p < .05$; ** $p < .01$

The results indicated that the highest correlation is between anxiety and anger ($r=.57$), followed by anger and boredom ($r=.54$), boredom and anxiety ($r=.52$), hopelessness and anger ($r=.52$), boredom and hopelessness ($r=.49$) and anxiety and hopelessness ($r=.44$). Therefore, it was observed that there was a significant correlation among negative emotions. On the other hand, the correlation between enjoyment and hope ($r=.39$) was found to be significant. Other significant correlations seemed to be around or under .20. Moreover, the correlations between depended and independent variables showed that while ideal L2 self was significantly correlated with hope ($r=.29$), ought to self was correlated with hope ($r=.25$) and enjoyment ($r=.22$) and learning experience was significantly correlated with hope ($r=.28$) and enjoyment ($r=.27$).

4.3.2.1.2. The Effects of Before Learning Related Emotions on Ideal L2 Self

The result of multiple regression analysis conducted to find out the effects of before learning related emotions on ideal L2 self is presented after the results of the assumptions of the analysis.

4.3.2.1.2.1. Assumptions of Multiple Regression Analysis

Before conducting the multiple regression analysis, the assumptions (homoscedasticity, multicollinearity normality, linearity and independent errors) were examined. Histogram presented and normal probability plot for residuals presented in Figure 21 were tested for the normality of residuals. They represent an acceptable pattern. In other words, it shows that it is possible to carry out multiple regression analysis.

Additionally, Durbin-Watson test was implemented to look for the assumption of independent errors. It was used to see whether a serial correlation among errors exists in the regression model. The test value for the present analysis was 1.56, so the assumption of independent errors was fulfilled.

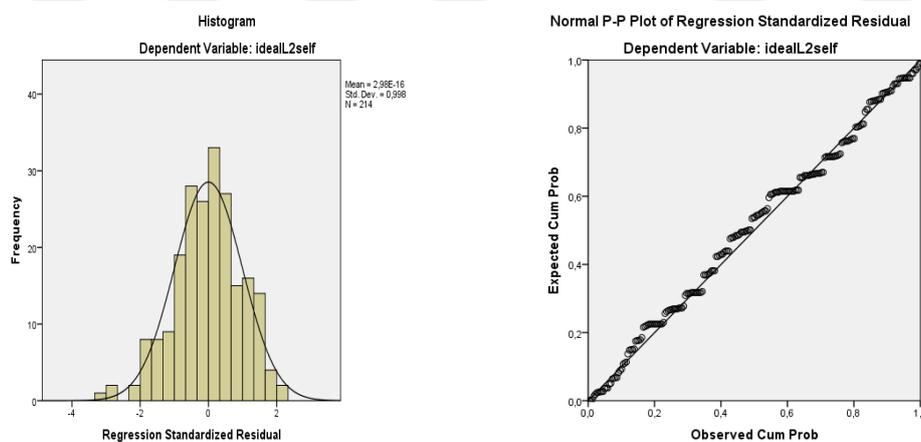


Figure 21. Histogram and normal p-p plot of normally distributed residuals for ideal L2 self concerning before learning related emotions

Linearity one of the important assumptions was also checked to decide if it was met by examining the scatterplots. Since the points in the scatterplots were randomly and evenly distributed throughout the plot, the assumption of linearity was fulfilled as seen in Figure 22.

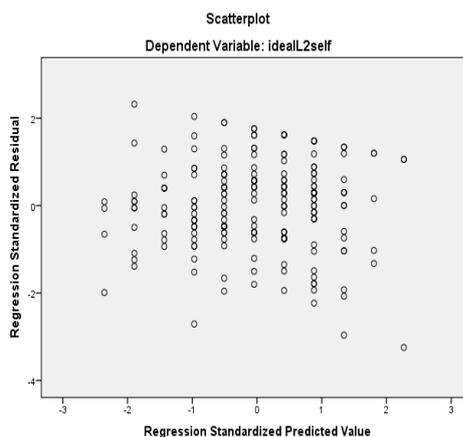


Figure 22. Scatter analysis for ideal L2 self concerning before learning related emotions

As for the assumption of homoscedasticity, scatterplots were examined. Evenly dispersed residuals seen in the scatterplots showed that the assumption was fulfilled.

Lastly, in order to check if a strong relationship among variables exists, multicollinearity was checked by scanning the correlation matrix of all variables presented in Table 20. It was obvious that there were not any correlations higher than .90. In addition to this, Myers, (1994) proposes that if the VIF values are higher than 10, it can be a problem for collinearity. However, when the VIF values were checked, it was found that they were acceptable.

Therefore, all the assumptions were met before conducting multiple regression analysis; the next part shows the findings of the multiple regression analysis for ideal L2 self in terms of the before learning related emotions.

4.3.2.1.2.2. Findings of Multiple Regression Analysis for Ideal L2 Self

The first multiple regression analysis was run to find out the effect of emotions learners have experienced before studying on their ideal L2 self. Therefore, ideal L2 self was the dependent variable of the analysis while the emotions were independent ones. R^2 explains how much variability in the dependent variable predicted by the independent variables. In the current study, R^2 was found .08, which means the variables share 08% variance. In addition, the results showed that the emotions learners have experienced before being in the class have an effect on their ideal L2 self ($R=.29$; $R^2=.08$; $F=19.59$; $p<.05$).

Table 21 displays the unstandardized regression coefficients and associated standard errors, standardized coefficients and significance of the slope with t values.

Table 21
Results of Multiple Regressions for Ideal L2 Self Concerning Before Learning Related Emotions

	Unstandardized Coefficients		Standardized Coefficients	Significance of the slope	
	B	Std. Error	Beta	T	Sig.
(Constant)	18,682	2,207		8,467	,00**
Hope	0,946	0,214	0,291	4,426	,00**

a. Dependent variable: ideal L2 self p<.05

The results showed that only the emotion hope ($\beta = .29$, $p < .01$) contributed significantly to learners' motivation in terms of ideal L2 self.

4.3.2.1.3. The Effects of Before Learning Related Emotions on Ought to Self

The second multiple correlation analysis was carried out to find out the effects of emotions learners have experienced before studying English on their motivation in terms of ought to self.

4.3.2.1.3.1. Assumptions of Multiple Regression Analysis

Before conducting the analysis, the assumptions involving homoscedasticity, normality, linearity and independent errors were tested for the dependent variable, ought to self. As the same independent variables were utilized, multicollinearity was not tested.

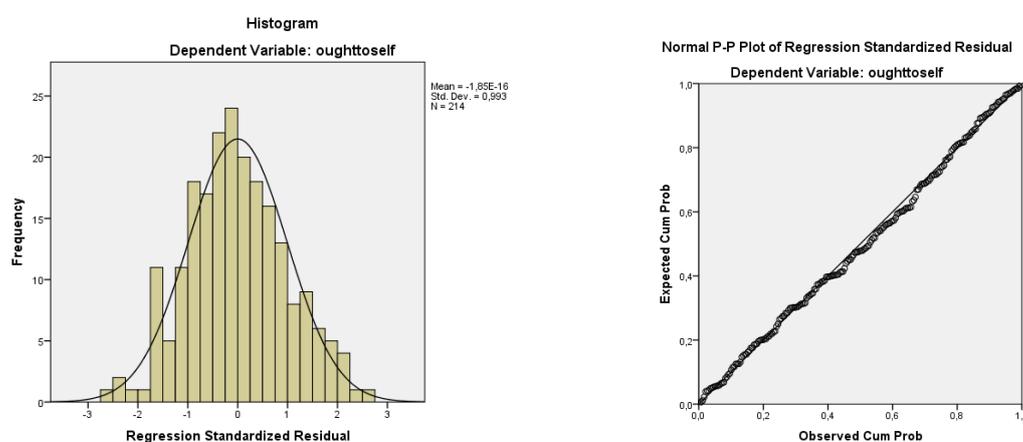


Figure 23. Histogram and normal p-p plot of normally distributed residuals for ought-to self concerning before learning related emotions

The histogram and normal P-P plot of normally distributed residuals are shown in Figure 23. The shape of the histogram and the p-p plot met the normality assumption. The points on the line showed an appropriate spread in the normal p-p plot.

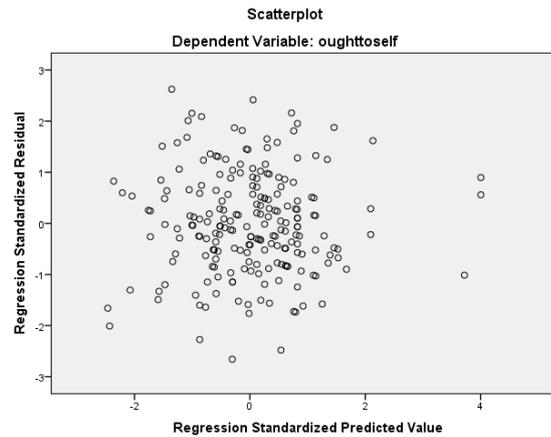


Figure 24. Scatter analysis for ought-to self concerning before learning related emotions

As for the assumption of independent errors, Durbin Watson was conducted. Since the test value was found as 1.83, the assumption of independent errors was fulfilled. Furthermore, linearity was tested by conducting scatter analysis as shown in Figure 24. In the scatterplots, the points were randomly scattered, therefore the assumption of linearity was met. In addition, scatterplots were examined in order to check homoscedasticity. Since there were not any obvious outliers and residuals were dispersed evenly, this assumption was also fulfilled.

Therefore, all the assumptions were met before conducting multiple regression analysis; the next part shows the findings of the multiple regression analysis for ought to self in terms of the before learning related emotions.

4.3.2.1.3.2. Findings of Multiple Regression Analysis for Ought to Self

Ought to self was the dependent variable of the analysis while the emotions experienced before studying were independent ones. In the current analysis, R^2 was found .13 which means the variables share .13% variance. As a result, that the emotions learners have experienced before studying have a significant effect on their motivation in terms of ought to self. ($R=.36$; $R^2=.13$; $F=10.53$; $p>.01$).

In order to clarify the results, Table 22 displays the unstandardized regression coefficients and associated standard errors, standardized coefficients and significance of

the slope with t values. The results showed that hope ($\beta = .22$, $p < .01$), hopelessness ($\beta = .22$, $p < .01$) and enjoyment ($\beta = .16$, $p < .05$) made the significant contribution to learners' motivation in term of ought to self.

Table 22

Results of Multiple Regressions for Ought to Self Concerning Before Learning Related Emotions

	Unstandardized Coefficients		Standardized Coefficients	Significance of the slope	
	B	Std. Error	Beta	T	Sig.
(Constant)	18,06	2,01		8,98	,00
Hope	,73	,19	,25	3,78	,00
(Constant)	13,68	2,39		5,72	,00
Hope	,83	,19	,28	4,34	,00
Hopelessness	,69	,21	,21	3,22	,00
(Constant)	12,80	2,39		5,35	,00
Hope	,65	,20	,22	3,16	,00
Hopelessness	,72	,21	,22	3,40	,00
Enjoyment	,96	,40	,16	2,38	,01

a. Dependent Variable: Ought to Self * $p < .05$, ** $p < .01$

4.3.2.1.4. The Effects of Before Learning Related Emotions on L2 Learning Experience

The last multiple correlation analysis in this part was carried out to find out the effects of emotions learners have experienced before studying on their motivation in terms of learning experience.

4.3.2.1.4.1. Assumptions of Multiple Regression Analysis

Before conducting the analysis, the assumptions involving homoscedasticity, normality, linearity and independent errors were tested for the dependent variable, learning experience. As the same independent variables were utilized, multicollinearity was not controlled.

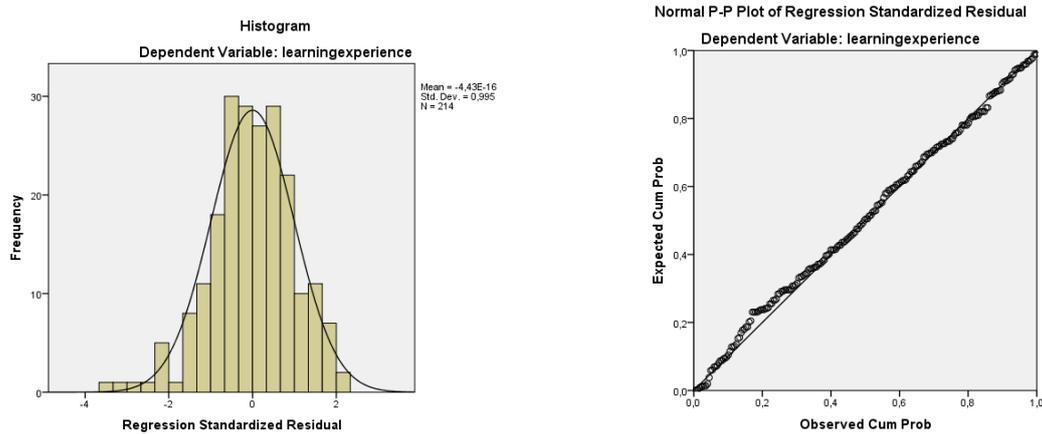


Figure 25. Histogram and normal p-p plot of normally distributed residuals for L2 learning experience concerning before learning related emotions

The histogram and normal P-P plot of normally distributed residuals are shown in Figure 25. The shape of the histogram and the p-p plot met the normality assumption. The points on the line showed an appropriate spread in the normal p-p plot.

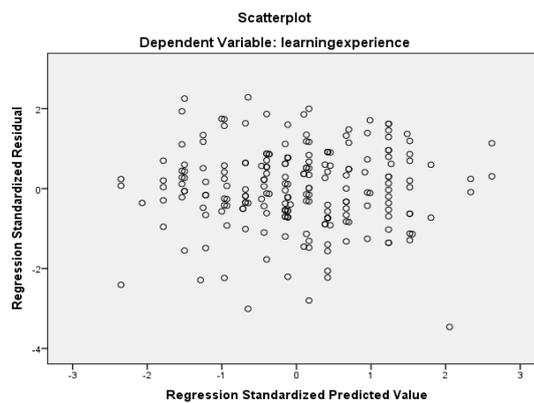


Figure 26. Scatter analysis for 12 learning experience concerning before L2 learning related emotions

For the assumption of independent errors, Durbin Watson was conducted. Since the test value was found as 1.80, the assumption of independent errors was fulfilled. Furthermore, linearity was tested by conducting scatter analysis as shown in Figure 26. In the scatterplots, the points were randomly scattered, therefore the assumption of linearity was met. Since there were not any obvious outliers and residuals were dispersed evenly in the scatterplots, the assumption of homoscedasticity was also met.

Therefore, all the assumptions were met before conducting multiple regression analysis; the next part shows the findings of the multiple regression analysis for learning experience in terms of the before learning related emotions.

4.3.2.1.4.2. Findings of Multiple Regression Analysis for L2 Learning Experience

The last multiple regression analysis in this part was conducted in order to find out the effects of emotions learners have experienced before studying on their motivation in terms of learning experience. R^2 of the analysis was found .11. As a result, that the emotions learners have experienced before studying have a significant effect on their motivation with a specific reference to learning experience. ($R=.33$; $R^2=.11$; $F=7.67$; $p>.05$).

Table 23 demonstrates the unstandardized regression coefficients and associated standard errors, standardized coefficients and significance of the slope with t values.

Table 23

Results of Multiple Regressions for L2 Learning Experience Concerning Before Learning Related Emotions

	Unstandardized Coefficients		Standardized Coefficients	Significance of the slope	
	B	Std. Error	Beta	t	Sig.
(Constant)	19,20	2,00		9,55	,000**
Hope	,82	,19	,28	4,25	,000**
(Constant)	18,41	1,99		9,21	,000**
Hope	,60	,20	,20	2,90	,004**
Enjoyment	1,13	,40	,19	2,77	,006**

a. Dependent Variable: L2 Learning experience * $p<.05$, ** $p<.01$

The results showed that hope ($\beta = .20$, $p < .01$) and enjoyment ($\beta = .19$, $p < .01$) made the significant contribution to learners' motivation in term of learning experience.

4.3.2.2. The Effects of During Learning Related Emotions on Motivation in terms of Ideal L2 Self, Ought-to Self and L2 Learning Experience

During learning related emotions pertain to feelings learners may experience during studying English. There are eight during learning related emotions which are pride, hope, enjoyment, boredom, anxiety, anger, shame and hopelessness assessed by the Achievement Emotions Questionnaire (AEQ). In this section, descriptive statistics and correlations between these emotions are given. Afterwards, multiple regression analysis used to find out the effects of during learning related emotions on learners' L2

Motivational Self System in terms of Ideal L2 Self, Ought-to L2 Self and L2 Learning Experience is presented respectively.

4.3.2.2.1. Descriptive Statistics and Correlations

Results of descriptive statistics regarding the emotions, enjoyment, hope, pride, anger, anxiety, shame, hopelessness and boredom assessed by the during part of the learning related emotions are presented in Table 24.

Table 24
Descriptive Statistics for During Learning Related Emotions

Variables	Mean	SD
Pride	3,55	1,11
Hope	3,48	1,01
Enjoyment	3,36	1,09
Boredom	3	1,16
Anxiety	2,85	1,20
Anger	2,62	1,19
Shame	2,56	1,21
Hopelessness	2,51	1,22

Results of descriptive statistics of during learning related emotions demonstrated that learners considered pride ($M=3.55$, $SD= 1. 11$) as the dominant emotion experienced while studying followed by hope ($M=3.48$, $SD=1.01$), enjoyment ($M=3.36$, $SD=1.09$). Therefore, it is seen that positive emotions are mostly experienced by the learners. However, negative emotions especially boredom ($M=3$, $SD=1.16$), anxiety ($M=2.85$, $SD=1.20$) and anger ($M=2.62$, $SD=1.19$) are stated as the most felt emotional experiences in learning. On the other hand, shame ($M=2.56$, $SD=1.21$) and hopelessness ($M=2.51$, $SD=1.22$) are found less experienced ones by the learners.

To further analyze the data, correlations among the emotions of enjoyment, hope, pride, anger, anxiety, shame, hopelessness and boredom and learners' L2 motivational self system were calculated using Pearson as seen in Table 25.

Table 25
Correlations of the During Learning Related Emotions and L2 Motivational Self System

Variables	Anxiety	Boredom	Enjoyment	Hope	Pride	Anger	Shame	Hopelessness
Ideal L2 self	,14*	,04	,35**	,35**	,40**	-,04*	-,07*	-,01*
Ought to self	,21**	,74	,29**	,12*	,20**	,04	,20**	,08
Learning experience	,05	-,12*	,33**	,32**	,16**	-,17**	-,02	-,07
Anxiety	1	,50**	,27**	,02	,11*	,47**	,61**	,55**
Boredom		1	,01	-,04	,20**	,67**	,36**	,47**
Enjoyment			1	,54**	,62**	-,18**	,04	-,16**
Hope				1	,59**	-,21**	-,23**	-,36**
Pride					1	-,08	-,10	-,25**
Anger						1	,40**	,63**
Shame							1	,62**
Hopelessness								1

* $p < .05$; ** $p < .01$

The results indicated that the highest correlation is between boredom and anger ($r=.67$), followed by anger and hopelessness ($r=.63$), shame and hopelessness ($r=.62$), enjoyment and pride ($r=.62$), shame and anxiety ($r=.61$), hope and pride ($r=.59$), anxiety and hopelessness ($r=.55$), enjoyment and hope ($r=.54$) boredom and anxiety ($r=.50$), anger and anxiety ($r=.47$), hopelessness and boredom ($r=.47$), shame and anger ($r=.40$) and shame and boredom ($r=.36$). As a result, it was seen that negative emotions were correlated with each other significantly as did the positive ones. However, negative and positive emotions were correlated with each other in a negative way.

4.3.2.2.2. The Effects of During Learning Related Emotions on Ideal L2 Self

The result of multiple regression analysis conducted to find out the effects of during learning related emotions on ideal L2 self is presented after the results of the assumptions of the analysis.

4.3.2.2.2.1. Assumptions of Multiple Regression Analysis

Before conducting the multiple regression analysis, the assumptions (homoscedasticity, multicollinearity normality, linearity and independent errors) were

controlled. Histogram presented and normal probability plot for residuals given in Figure 27 were tested for the normality of residuals. They represent an acceptable pattern. In other words, it shows that it is possible to carry out multiple regression analysis.

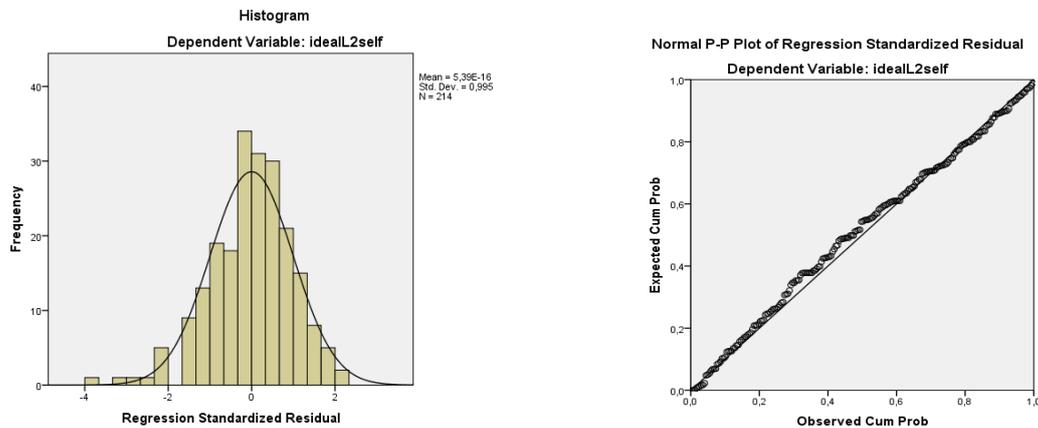


Figure 27. Histogram and normal p-p plot of normally distributed residuals for ideal L2 self concerning during learning related emotions

Additionally, Durbin-Watson test was implemented to look for the assumption of independent errors. It was used to see whether a serial correlation among errors exists in the regression model. The test value for the present analysis was 1.72, so the assumption of independent errors was acceptable.

Linearity one of the important assumptions was also checked to decide if it was met by examining the scatterplots. Since the points in the scatterplots were randomly and evenly dispersed throughout the plot, the assumption of linearity was acceptable as seen in Figure 28.

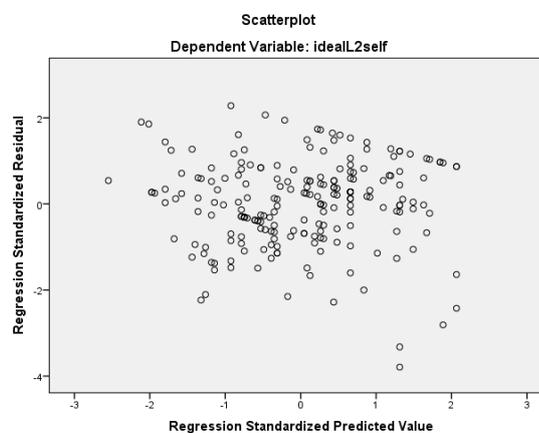


Figure 28. Scatter analysis for ideal L2 self concerning during learning related emotions

As for the assumption of homoscedasticity, scatterplots were examined. Evenly distributed residuals seen in the scatterplots showed that the assumption was fulfilled.

Lastly, in order to check if a strong relationship exists among variables, multicollinearity was checked by scanning the correlation matrix of all variables presented in Table 25. It was obvious that there were not any correlations higher than .90. In addition to this, Myers, (1994) proposes that if the VIF values are higher than 10, it can be a problem for collinearity. However, when the VIF values were checked, it was found that they were acceptable.

Hence, all the assumptions were met before conducting multiple regression analysis; the next part shows the findings of the multiple regression analysis for ideal L2 self in terms of during learning related emotions.

4.3.2.2.2. Findings of Multiple Regression Analysis for Ideal L2 Self

The first multiple regression analysis was run to find out the effect of emotions learners have experienced during studying on their ideal L2 self. Therefore, ideal L2 self was the dependent variable of the analysis while the emotions were independent ones. R^2 explains how much variability in the dependent variable predicted by the independent variables. In the current study, R^2 was found .18, which means the variables share 18% variance. In addition, the results showed that the emotions learners have experienced during studying have an effect on their ideal L2 self ($R=.42$; $R^2=.18$; $F=23.79$; $p<.05$).

Table 26 displays the unstandardized regression coefficients and associated standard errors, standardized coefficients and significance of the slope with t values.

Table 26
Results of Multiple Regressions for Ideal L2 Self Concerning During Learning Related Emotions

	Unstandardized Coefficients		Standardized Coefficients	Significance of the slope	
	B	Std. Error	Beta	t	Sig.
(Constant)	15,86	1,95		8,11	,000
Pride	,87	,13	,40	6,49	,000
(Constant)	13,26	2,27		5,81	,000
Pride	,65	,16	,30	3,98	,000
Hope	,53	,24	,16	2,17	,031

a. Dependent Variable: ideal L2 self, $p<0.5$

The results showed that pride ($\beta = .30, p < .01$) and hope ($\beta = .16, p < .01$) contributed significantly to learners' motivation in terms of ideal L2 self.

4.3.2.2.3. The Effects of During Learning Related Emotions on Ought-to Self

The second multiple correlation analysis was carried out to find out the effects of emotions learners have experienced during studying English on their motivation in terms of ought to self.

4.3.2.2.3.1. Assumptions of Multiple Regression Analysis

Before conducting the analysis, the assumptions involving homoscedasticity, normality, linearity and independent errors were tested for the dependent variable, ought to self. As the same independent variables were utilized, multicollinearity was not controlled.

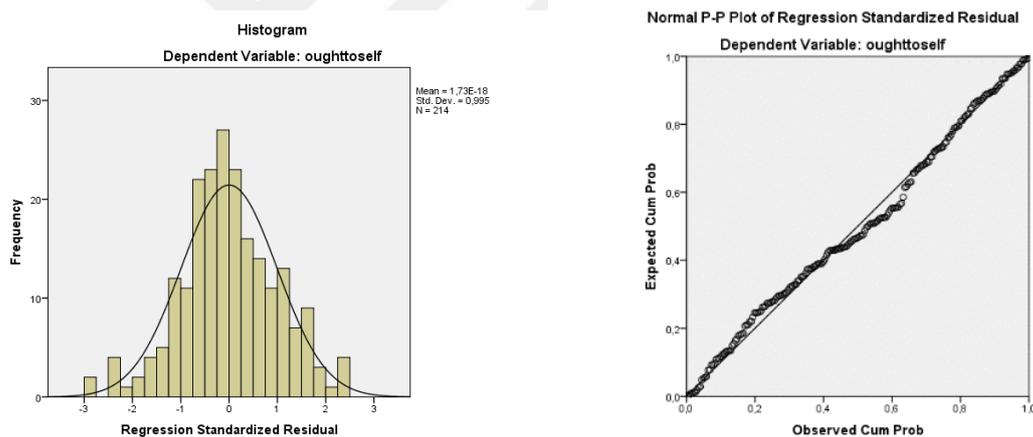


Figure 29. Histogram and normal p-p plot of normally distributed residuals for ought-to self concerning during learning related emotions

The histogram and normal P-P plot of normally distributed residuals are shown in Figure 29. The shape of the histogram and the p-p plot met the normality assumption. The points on the line showed an appropriate spread in the normal p-p plot.

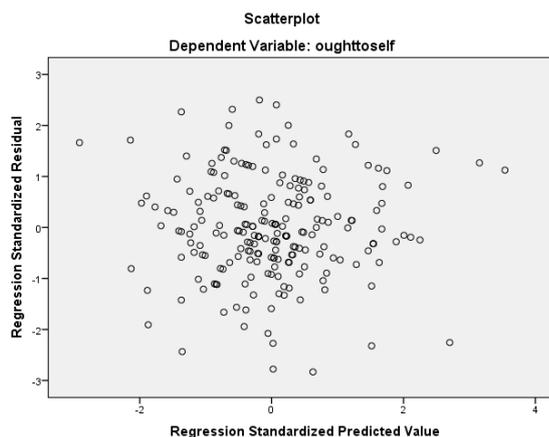


Figure 30. Scatter analysis for ought-to self concerning during learning related emotions

As for the assumption of independent errors, Durbin Watson was carried out. Since the test value was found as 1.79, the assumption of independent errors was acceptable. Furthermore, linearity was tested by conducting scatter analysis as shown in Figure 30. In the scatterplots, the points were randomly scattered, therefore the assumption of linearity was met. In addition, scatterplots were examined in order to check homoscedasticity. Since there were not any obvious outliers and residuals were dispersed evenly, this assumption was also met.

Hence, all the assumptions were met before conducting multiple regression analysis; the next part shows the findings of the multiple regression analysis for ought to self in terms of during learning related emotions.

4.3.2.2.3.2. Findings of Multiple Regression Analysis for Ought to Self

Ought to self was the dependent variable of the analysis while the emotions experienced before studying were independent ones. In the current analysis, R^2 was found .12 which means the variables share .12% variance. As a result, that the emotions learners have experienced during studying have a significant effect on their motivation in terms of ought to self. ($R=.34$; $R^2=.12$; $F=14.54$; $p < .01$).

In order to clarify the results, Table 27 displays the unstandardized regression coefficients and associated standard errors, standardized coefficients and significance of the slope with t values.

Table 27
Results of Multiple Regressions for Ought to Self Concerning During Learning Related Emotions

	Unstandardized Coefficients		Standardized Coefficients	Significance of the slope	
	B	Std. Error	Beta	<i>t</i>	Sig.
(Constant)	16,01	2,16		7,41	,000
Enjoyment	,46	,10	,29	4,47	,000
(Constant)	12,72	2,41		5,28	,000
Enjoyment	,45	,10	,28	4,40	,000
Shame	,19	,06	,18	2,89	,004

a. Dependent Variable: ought to self, $p < 0.5$

The results showed that enjoyment ($\beta = .28$, $p < .01$) and shame ($\beta = .18$, $p < .01$) made the significant contribution to learners' motivation in term of ought to self.

4.3.2.2.4. The Effects of During Learning Related Emotions on L2 Learning Experience

The last multiple correlation analysis in this part was carried out to find out the effects of emotions learners have experienced during studying on their motivation in terms of learning experience.

4.3.2.2.4.1. Assumptions of Multiple Regression Analysis

Before conducting the analysis, the assumptions involving homoscedasticity, normality, linearity and independent errors were tested for the dependent variable, learning experience. As the same independent variables were utilized, multicollinearity was not controlled.

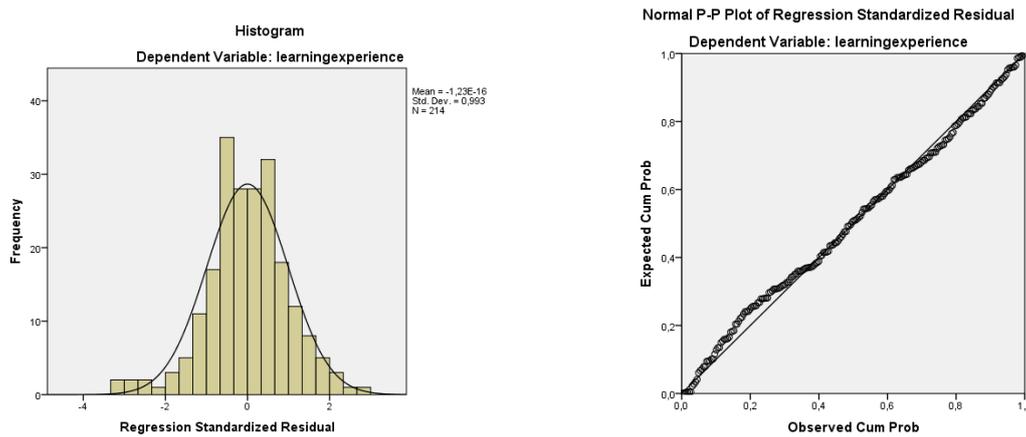


Figure 31. Histogram and normal p-p plot of normally distributed residuals for L2 learning experience concerning during learning related emotions

The histogram and normal P-P plot of normally distributed residuals are shown in Figure 31. The shape of the histogram and the p-p plot met the normality assumption. The points on the line showed an appropriate spread in the normal p-p plot.

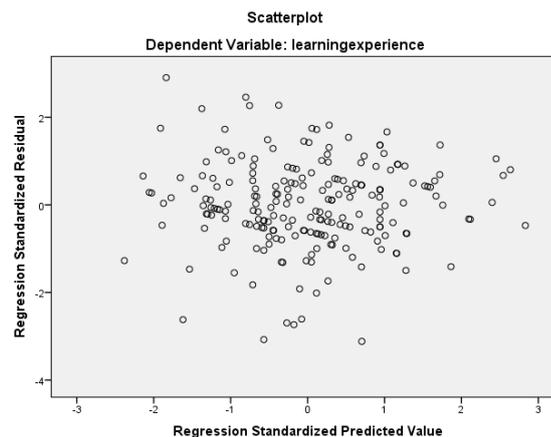


Figure 32. Scatter analysis for L2 learning experience concerning during learning related emotions

For the assumption of independent errors, Durbin Watson was carried out. Since the test value was found as 1.83, the assumption of independent errors was acceptable. Furthermore, linearity was tested by conducting scatter analysis as shown in Figure 32. In the scatterplots, the points were randomly scattered, therefore the assumption of linearity was met. Since there were not any obvious outliers and residuals were dispersed evenly in the scatterplots, the assumption of homoscedasticity was also met.

Hence, all the assumptions were met before conducting multiple regression analysis; the next part shows the findings of the multiple regression analysis for learning experience in terms of during learning related emotions.

4.3.2.2.4.2. Findings of Multiple Regression Analysis for L2 Learning Experience

The last multiple regression analysis in this part was conducted in order to find out the effects of emotions learners have experienced during studying on their motivation in terms of learning experience. R^2 of the analysis was found .15. As a result, that the emotions learners have experienced during studying have a significant effect on their motivation with a specific reference to learning experience. ($R=.39$; $R^2=.15$; $F=13.26$; $p>.05$).

Table 28 demonstrates the unstandardized regression coefficients and associated standard errors, standardized coefficients and significance of the slope with t values.

Table 28
Results of Multiple Regressions for L2 Learning Experience Concerning During Learning Related Emotions

	Unstandardized Coefficients		Standardized Coefficients	Significance of the slope	
	B	Std. Error	Beta	T	Sig.
(Constant)	16,62	2,14		7,74	,000
Enjoyment	,54	,10	,33	5,19	,000
(Constant)	14,09	2,32		6,05	,000
Enjoyment	,36	,12	,22	2,98	,003
Hope	,58	,22	,20	2,62	,009
(Constant)	14,58	2,31		6,29	,000
Enjoyment	,49	,13	,30	3,65	,000
Hope	,77	,23	,26	3,26	,001
Pride	-,36	,17	-,18	-2,14	,033

a. Dependent Variable: Learning experience * $p<.05$, ** $p<.01$

The results showed that enjoyment ($\beta = .30$, $p < .01$), hope ($\beta = .26$, $p < .01$) and pride ($\beta = .18$, $p < .05$) made the significant contribution to learners' motivation in term of learning experience during studying.

4.3.2.3. The Effects of After Learning Related Emotions on Motivation in terms of Ideal L2 Self, Ought-to Self and L2 Language Learning

After learning related emotions involve the feelings learners may experience after having studied English. There are six after learning related emotions that are enjoyment, pride, anxiety, anger, shame and hopelessness assessed by the Achievement Emotions Questionnaire (AEQ). In this section, descriptive statistics and correlations between these emotions are given. Afterwards, multiple regression analysis used to find out the effects of after learning related emotions on learners' L2 Motivational Self System in terms of Ideal L2 Self, Ought-to L2 Self and L2 Learning Experience is presented respectively.

4.3.2.3.1. Descriptive Statistics and Correlations

Results of descriptive statistics regarding the emotions, enjoyment, pride, anger, anxiety, shame and hopelessness learners experienced after studying are presented in Table 29.

Table 29
Descriptive Statistics of After Learning Related Emotions

Variables	Mean	SD
Enjoyment	3,54	1,09
Pride	3,38	1,08
Anxiety	2,96	1,15
Anger	2,91	1,09
Shame	2,71	1,11
Hopelessness	2,68	1,16

Findings of descriptive statistics of after learning emotions revealed that the emotion of enjoyment ($M=2.54$, $SD=1.09$) and pride ($M=3.38$, $SD=1.08$) as the most effective emotions they have felt after studying, followed by the negative emotions; anxiety ($M=2.96$, $SD=1.15$), anger ($M=2.91$, $SD=1.09$), and shame ($M=2.71$, $SD=1.11$). Furthermore, it was found out that hopelessness ($M=2.68$, $SD=1.16$) had the lowest mean among all the emotions learners experienced after studying.

To further analyze the data, correlations among the emotions of enjoyment, pride, anger, anxiety, shame and hopelessness and learners' L2 motivational self system in terms of ideal L2 self, ought to self and learning experience were calculated using Pearson as seen in Table 30.

Table 30
Correlations of the After Learning Related Emotions

Variables	Anxiety	Shame	Anger	Pride	Hopelessness	Enjoyment
Ideal L2self	,25**	-,03	,10	,42**	-,18**	,51**
Ought to self	,26**	,30**	,08	,17**	,17**	,17**
L2 Learning experience	,19**	,04	-,03	,22**	-,04	,38**
Anxiety	1	,53**	,42**	,14*	,29**	,37**
Shame		1	,26**	-,03	,66**	-,01
Anger			1	,10	,22**	,10
Pride				1	-,13*	,53**
Hopelessness					1	-,15*
Enjoyment						1

* $p < .05$; ** $p < .01$

The results indicated that there is a positive and significant correlation between ideal L2 self and the emotion of enjoyment ($r=.51$) followed by pride ($r=.28$), and anxiety ($r=.25$). However, the correlation with hopelessness ($r=-.18$) is negatively significant. For ought to self, the significantly highest correlation is observed with shame ($r=.30$) followed by anxiety ($r=.26$), enjoyment ($r=.17$), pride ($r=.17$) and hopelessness ($r=.17$). Learning experience is seen correlated with enjoyment ($r=.38$), pride ($r=.22$) and anxiety ($r=.19$).

As for the correlations among the independent variables, the highest significant correlation is between shame and hopelessness ($r=.66$), shame and anxiety ($r=.53$), pride and enjoyment ($r=.53$) and anger and anxiety ($r=.42$). It is seen that not only negative emotions but positive emotions are significantly correlated with each other as well. However, anxiety and enjoyment ($r=.37$) are positively correlated with each other.

4.3.2.3.2. The Effects of After Learning Related Emotions on Ideal L2 Self

The result of multiple regression analysis conducted to find out the effects of after learning related emotions on ideal L2 self is presented after the results of the assumptions of the analysis.

4.3.2.3.2.1. Assumptions of Multiple Regression Analysis

Before conducting the multiple regression analysis, the assumptions (homoscedasticity, multicollinearity normality, linearity and independent errors) were controlled. Histogram and normal probability plot for residuals given in Figure 33 were controlled for the normality of residuals. Histogram and p-p plot for normality residuals represents an acceptable pattern. In other words, it shows that it is possible to carry out multiple regression analysis.

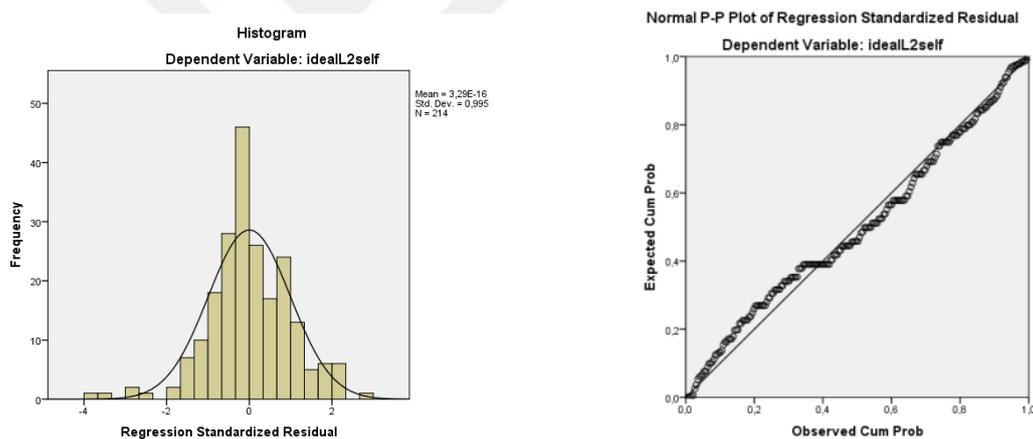


Figure 33. Histogram and normal p-p plot of normally distributed residuals for ideal l2 self concerning after learning related emotions

Additionally, Durbin-Watson test was implemented to look for the assumption of independent errors. The test value for the present analysis was 1.88, so the assumption of independent errors was acceptable.

Linearity one of the important assumptions was also checked to decide if it was met by examining the scatterplots. Since the points in the scatterplots were randomly and evenly dispersed throughout the plot, the assumption of linearity was fulfilled as seen in Figure 34.

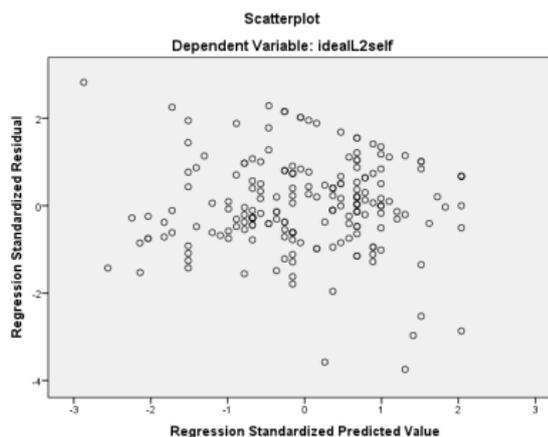


Figure 34. Scatterplot analysis for ideal L2 self concerning after learning related emotions

As for the assumption of homoscedasticity, scatterplots were examined. Evenly distributed residuals seen in the scatterplots showed that the assumption was fulfilled.

Lastly, in order to check if a strong relationship exists among variables, multicollinearity was checked by scanning the correlation matrix of all variables presented in Table 30. When the correlation matrix was examined, it was obvious that there were not any correlations higher than .90. In addition to this, when the VIF values were checked, it was found that they were between 1 and 2, so it was acceptable to run the multiple regression analysis.

Hence, all the assumptions were met before conducting multiple regression analysis; the next part shows the findings of the multiple regression analysis for ideal L2 self in terms of after learning related emotions.

4.3.2.3.2.2. Findings of Multiple Regression Analysis for Ideal L2 Self

The first multiple regression analysis in this part was run to find out the effect of emotions learners have experienced after studying on their ideal L2 self. Therefore, ideal L2 self was the dependent variable of the analysis while the emotions were independent ones. R^2 explains how much variability in the dependent variable predicted by the independent variables. In the current study, R^2 was found .29, which means the variables share 29% variance. In addition, the results showed that the emotions learners have experienced when being in the class significantly affected their ideal L2 self ($R=.54$; $R^2=.29$; $F=44.08$; $p<.05$).

Table 31
Results of Multiple Regressions for Ideal L2 Self Concerning After Learning Related Emotions

	Unstandardized Coefficients		Standardized Coefficients	Significance of the slope	
	B	Std. Error	Beta	t	Sig.
(Constant)	11,92	1,92		6,20	,000
Enjoyment	1,53	,17	,51	8,70	,000
(Constant)	10,10	1,97		5,12	,000
Enjoyment	1,19	,20	,40	5,83	,000
Pride	,79	,26	,21	3,07	,002

Table 31 displays the unstandardized regression coefficients and associated standard errors, standardized coefficients and significance of the slope with t values. The results displayed that enjoyment ($\beta = .40$, $p < .01$) and pride ($\beta = .21$, $p < .05$) made the significant contribution to learners' motivation in term of ideal L2 self.

4.3.2.3.3. The Effects of After Learning Related Emotions on Ought to Self

The second multiple regression analysis in this part was carried out to find out the effects of emotions learners have experienced after studying on their motivation in terms of ought to self.

4.3.2.3.3.1. Assumptions of Multiple Regression Analysis

Before conducting the analysis, the assumptions involving homoscedasticity, normality, linearity and independent errors were tested for the dependent variable, ought to self. As the same independent variables were utilized, multicollinearity was not controlled.

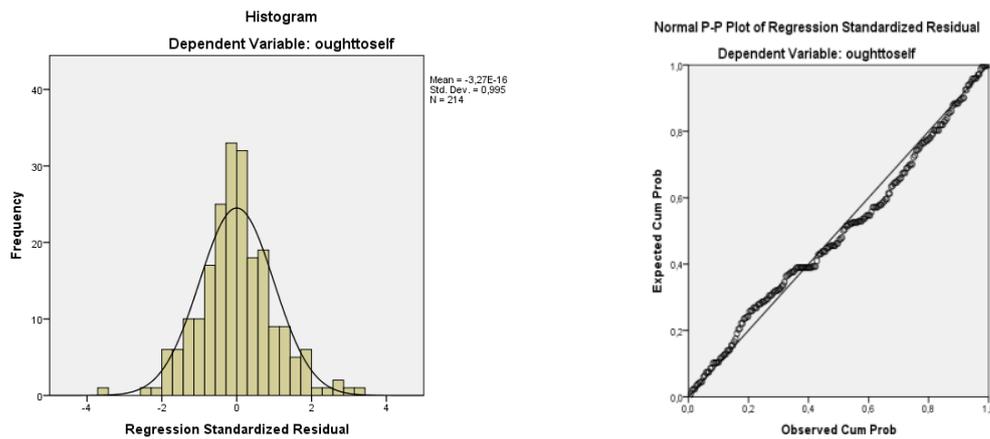


Figure 35. Histogram and normal p-p plot of normally distributed residuals for ought-to-self concerning after learning related emotions

The histogram and normal P-P plot of normally distributed residuals are shown in Figure 35. The shape of the histogram and the p-p plot met the normality assumption. The points on the line showed an appropriate spread in the normal p-p plot.

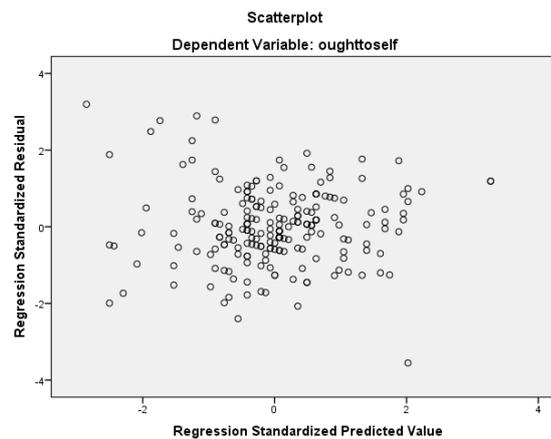


Figure 36. Scatter analysis for ought-to-self concerning after learning related emotions

For the assumption of independent errors, Durbin Watson was conducted. Since the test value was found as 1.80, the assumption of independent errors was acceptable. Furthermore, linearity was tested by conducting scatter analysis as shown in Figure 36. In the scatterplots, the points were randomly scattered, therefore the assumption of linearity was met. Since there were not any obvious outliers and residuals were dispersed evenly in the scatterplots, the assumption of homoscedasticity was also met.

Hence, all the assumptions were met before conducting multiple regression analysis; the next part shows the findings of the multiple regression analysis for ought to self in terms of after learning related emotions.

4.3.2.3.3.2. Findings of Multiple Regression Analysis for Ought to Self

The second multiple regression analysis was conducted in order to find out the effects of emotions learners have experienced after studying on their motivation in terms of ought to self. R^2 of the analysis was found .12. As a result, that the emotions learners have a significant effect on their motivation type of ought to self. ($R=.35$; $R^2=.12$; $F=15.54$; $p<.05$).

Table 32 demonstrates the unstandardized regression coefficients and associated standard errors, standardized coefficients and significance of the slope with t values.

Table 32
Results of Multiple Regressions for Ought-to Self Concerning After Learning Related Emotions

	Unstandardized Coefficients		Standardized Coefficients	Significance of the slope	
	B	Std. Error	Beta	t	Sig.
(Constant)	19,17	1,41		13,59	,000
Enjoyment	,77	,16	,30	4,69	,000
(Constant)	14,76	2,06		7,14	,000
Enjoyment	,79	,16	,31	4,86	,000
Pride	,63	,22	,18	2,87	,004

a. Dependent variable: ought to self * $p<.05$, ** $p<.01$

The results displayed that enjoyment ($\beta = .31$, $p < .01$) and pride ($\beta = .18$, $p < .01$) significantly contributed to learners' motivation in term of ought to self.

4.3.2.3.4. The Effects of After Learning Related Emotions on L2 Learning Experience

The last multiple regression analysis in this part was carried out to find out the effects of emotions learners have experienced after studying on their motivation in terms of L2 learning experience.

4.3.2.3.4.1. Assumptions of Multiple Regression Analysis

Before conducting the analysis, the assumptions involving homoscedasticity, normality, linearity and independent errors were tested for L2 learning experience. As the same independent variables were utilized, multicollinearity was not controlled.

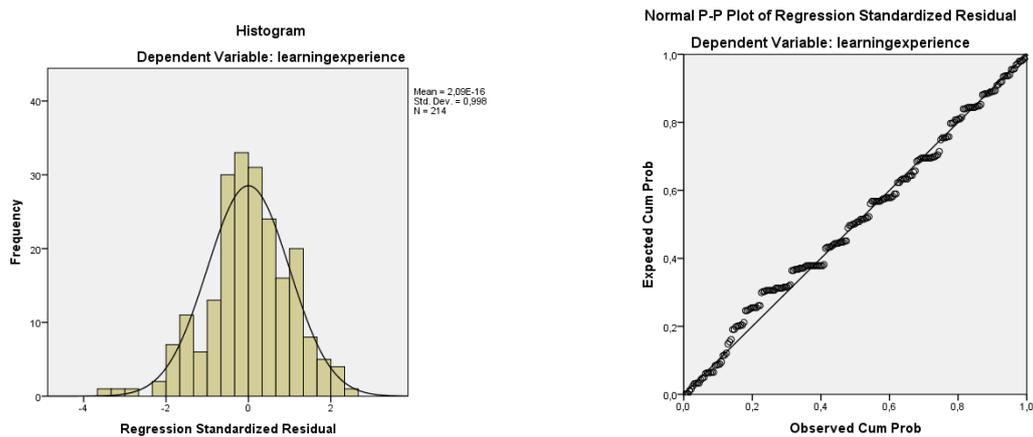


Figure 37. Histogram and normal p-p plot of normally distributed residuals for L2 learning experience concerning after learning related emotions

The histogram and normal P-P plot of normally distributed residuals are shown in Figure 37. The shape of the histogram and the p-p plot met the normality assumption. The points on the line showed an appropriate spread in the normal p-p plot.

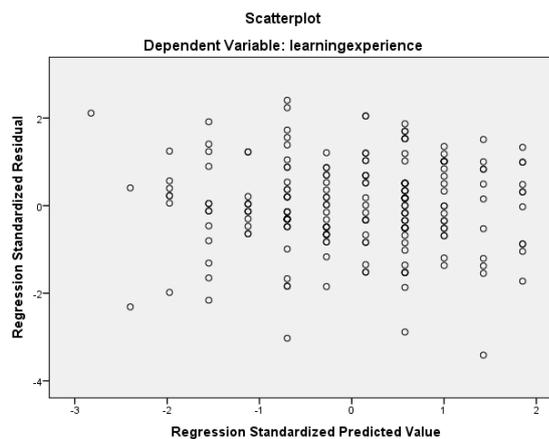


Figure 38. Scatter analysis for L2 learning experience concerning after learning related emotions

For the assumption of independent errors, Durbin Watson was conducted. Since the test value was found as 1.94, the assumption of independent errors was acceptable. Furthermore, linearity was tested by conducting scatter analysis as shown in Figure 38. In the scatterplots, the points were randomly scattered, therefore the assumption of linearity was met. Since there were not any obvious outliers and residuals were dispersed evenly in the scatterplots, the assumption of homoscedasticity was also met.

Hence, all the assumptions were met before conducting multiple regression analysis; the next part shows the findings of the multiple regression analysis for learning experience in terms of after learning related emotions.

4.3.2.3.4.2. Findings of Multiple Regression Analysis for L2 Learning Experience

The last multiple regression analysis was conducted in order to find out the effects of emotions learners have experienced after studying on their motivation in terms of learning experience. R^2 of the analysis was found .15. As a result, that the emotions learners have had have a significant effect on their learning experience ($R=.38$; $R^2=.15$; $F=37.74$; $p>.05$).

Table 33 demonstrates the unstandardized regression coefficients and associated standard errors, standardized coefficients and significance of the slope with t values.

Table 33
Results of Multiple Regressions for L2 Learning Experience Concerning After Learning Related Emotions

	Unstandardized Coefficients		Standardized Coefficients	Significance of the slope	
	B	Std. Error	Beta	t	Sig.
(Constant)	16,34	1,87		8,73	,000**
Enjoyment	1,05	,17	,38	6,14	,000**

a. Dependent variable: learning experience * $p<.05$, ** $p<.01$

The results displayed that enjoyment ($\beta = .38$, $p < .01$) made the significant contribution to learners' motivation in term of learning experience.

4.3.3. The Effects of the Test Related Emotions on Motivation in terms of Ideal L2 Self, Ought to Self and Learning Experience

To find out the effects of test related emotions which are enjoyment, anxiety, hope anger, shame, hopelessness, pride and relief learners experienced before, during and after taking test at university on their motivation in terms of ideal L2 self, ought to self and learning experience, series of multiple regression analyses were used.

4.3.3.1. The Effects of the Before Taking a Test Related Emotions on Motivation in terms of Ideal L2 Self, Ought to Self and L2 Learning Experience

Before taking a test related emotions pertain to feelings learners may experience before taking a test or an exam. There are seven before test related emotions which are hope, shame, anxiety, enjoyment, anger, pride and hopelessness assessed by the Achievement Emotions Questionnaire (AEQ). In this section, descriptive statistics and correlations between these emotions are given. Afterwards, multiple regression analysis used to find out the effects of before test related emotions on learners' L2 Motivational Self System in terms of Ideal L2 Self, Ought-to L2 Self and L2 Learning Experience is presented respectively.

4.3.3.1.1. Descriptive Statistics and Correlations

Results of descriptive statistics regarding the emotions learners experienced before taking test are presented in Table 34.

Table 34.
Descriptive Statistics of Before Test Related Emotions

Variables	Mean	SD
Hope	3,35	1,09
Shame	3,11	1,25
Anxiety	3,05	1,18
Enjoyment	2,90	1,13
Anger	2,77	1,10
Pride	2,64	1,14
Hopelessness	2,46	1,13

Findings of descriptive statistics of before test related emotions revealed that participants regarded hope ($M=3.35$, $SD=1.09$) as the most effective emotion while shame ($S=3.11$, $SD=1.25$) and anxiety ($M=3.05$, $SD=1.18$) are the dominant negative emotions. In addition, enjoyment ($M=2.90$, $SD=1.13$), anger ($M=2.77$, $SD=1.10$), pride ($M=2.64$, $SD=1.14$) and hopelessness ($M=2.46$, $SD=1.13$) are the other emotions experienced by the learners before taking a test or exam.

To further analyze the data, correlations among the emotions of enjoyment, anxiety, hope anger, shame, hopelessness and pride and learners' L2 motivational self system were calculated using Pearson as seen in Table 35.

Table 35
Correlations of the Before Test Related Emotions and L2 Motivational Self System

Variables	Enjoyment	Anxiety	Hope	Anger	Pride	Hopelessness	Shame
Ideal L2 self	,14*	,08	,24**	-,04	,07	-,14*	-,02
Ought to self	,11*	,15*	,13*	,00**	,09	,06	,17**
L2 Learning experience	,22**	,03	,27**	-,14*	,06	-,07	-,00*
Enjoyment	1	-,07	,50**	-,17**	,41**	-,04	,11*
Anxiety		1	-,04	,42**	-,31**	,47**	,17**
Hope			1	-,04	,14*	-,21**	,10
Anger				1	-,12*	,55**	,26**
Pride					1	0	-,09
Hopelessness						1	,21
Shame							1

*p<.05; **p<.01

The results indicated that the highest significant correlations are between hopelessness and anger ($r=.55$), followed by hope and enjoyment ($r=.50$), hopelessness and anxiety ($r=.47$), anger and anxiety ($r=.42$). On the other hand, anxiety and pride ($r=-.31$) and hopelessness and hope ($r=-.21$) are correlated in a negative way. Moreover, the correlations between depended and independent variables showed that while ideal L2 self was significantly correlated with hope ($r=.24$), ought to self was correlated with shame ($r=.17$), and learning experience was significantly correlated with hope ($r=.27$) and enjoyment ($r=.22$).

4.3.3.1.2. The Effects of Before Test Related Emotions on Ideal L2 Self

The result of multiple regression analysis conducted to find out the effects of before test related emotions on ideal L2 self is presented after the results of the assumptions of the analysis.

4.3.3.1.2.1. Assumptions of Multiple Regression Analysis

Before conducting the multiple regression analysis, the assumptions (homoscedasticity, multicollinearity normality, linearity and independent errors) were controlled. Histogram presented and normal probability plot for residuals presented in Figure 39 were analyzed for the normality of residuals. They represent an acceptable pattern. In other words, it shows that it is possible to carry out multiple regression analysis.

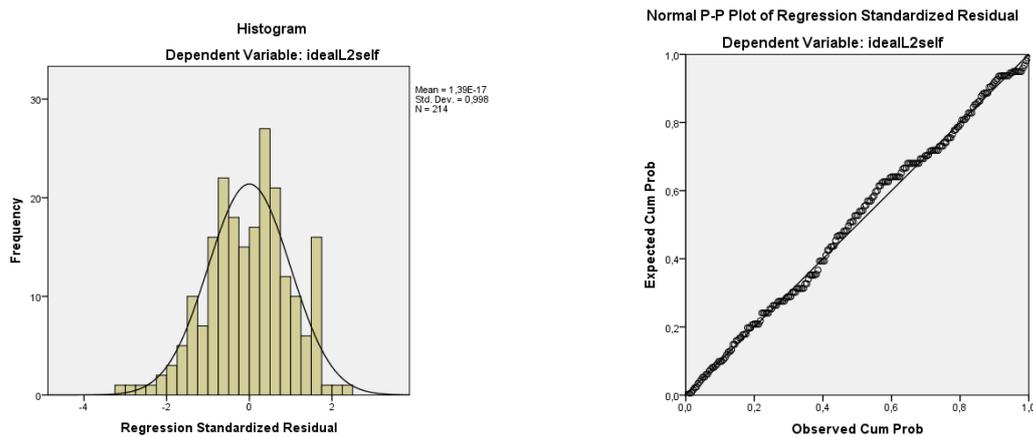


Figure 39. Histogram and normal p-p plot of normally distributed residuals for ideal 12 self concerning before test related emotions

Additionally, Durbin-Watson test was implemented to look for the assumption of independent errors. It was used to see whether a serial correlation exists among errors in the regression model. The test value for the present analysis was 1.55, so the assumption of independent errors was acceptable.

Linearity one of the important assumptions was also checked to decide if it was met by examining the scatterplots. Since the points in the scatterplots were randomly and evenly dispersed throughout the plot, the assumption of linearity was fulfilled as seen in Figure 40.

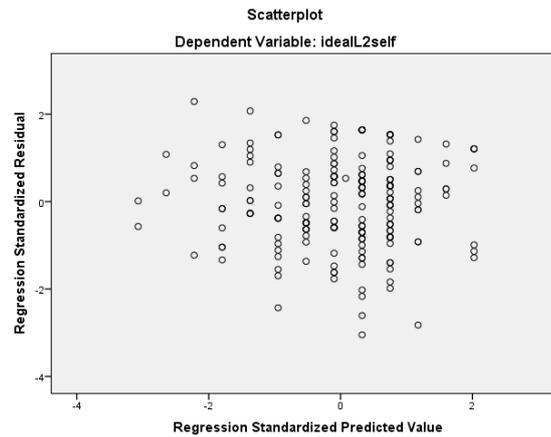


Figure 40. Scatter analysis for ideal L2 self concerning before test related emotions

As for the assumption of homoscedasticity, scatterplots were examined. Evenly distributed residuals seen in the scatterplots showed that the assumption was acceptable.

Lastly, in order to analyze if a strong relationship exists among variables, multicollinearity was checked by scanning the correlation matrix of all variables presented in Table 35. It was obvious that there were not any correlations higher than .90. In addition to this, Myers, (1994) proposes that if the VIF values are higher than 10, it can be a problem for collinearity. However, when the VIF values were checked, it was found that they were acceptable.

Hence, all the assumptions were met before conducting multiple regression analysis; the next part shows the findings of the multiple regression analysis for ideal L2 self in terms of before test related emotions.

4.3.3.1.2.2. Findings of Multiple Regression Analysis for Ideal L2 Self

The first multiple regression analysis was run to find out the effect of emotions learners have experienced before taking a test on their ideal L2 self. In the current study, R^2 was found .06, which means the variables share 06% variance. In addition, the results showed that the emotions learners have experienced before taking a test have an effect on their ideal L2 self ($R=.24$; $R^2=.06$; $F=13.84$; $p<.05$).

Table 36 displays the unstandardized regression coefficients and associated standard errors, standardized coefficients and significance of the slope with t values.

Table 36

Results of Multiple Regressions for Ideal L2 Self Concerning Before Test Related Emotions

	Unstandardized Coefficients		Standardized Coefficients	Significance of the slope	
	B	Std. Error	Beta	T	Sig.
(Constant)	20,67	2,08		9,91	,000
Hope	,73	,19	,24	3,72	,000

a. Dependent variable: ideal L2 self * $p < .05$, ** $p < .01$

The results showed that only the emotion hope ($\beta = .24$, $p < .01$) contributed significantly to learners' motivation in terms of ideal L2 self.

4.3.3.1.3. The Effects of Before Test Related Emotions on Ought to Self

The second multiple correlation analysis was carried out to find out the effects of emotions learners have experienced before taking a test on their motivation in terms of ought to self.

4.3.3.1.3.1. Assumptions of Multiple Regression Analysis

Before conducting the analysis, the assumptions involving homoscedasticity, normality, linearity and independent errors were analyzed ought to self. As the same independent variables were utilized, multicollinearity was not controlled.

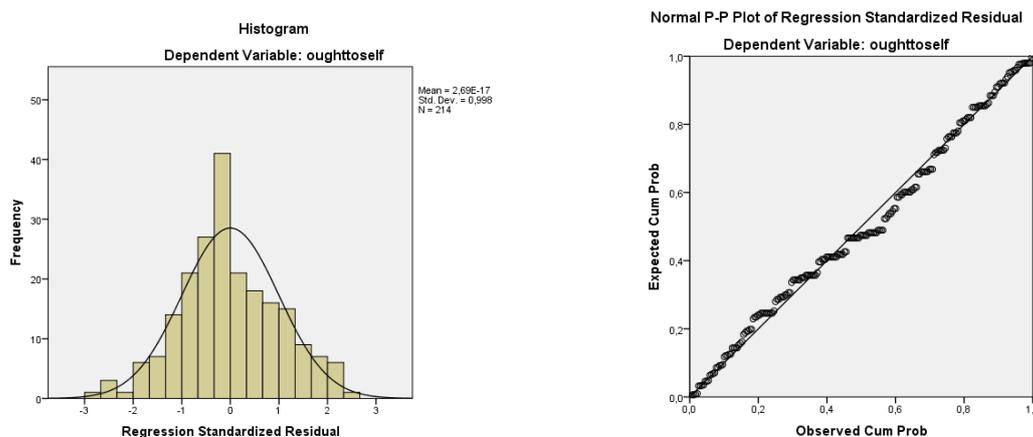


Figure 41. Histogram and normal p-p plot of normally distributed residuals for ought-to self concerning before test related emotions

The histogram and normal P-P plot of normally distributed residuals are shown in Figure 41. The shape of the histogram and the p-p plot met the normality assumption. The points on the line showed an appropriate spread in the normal p-p plot.

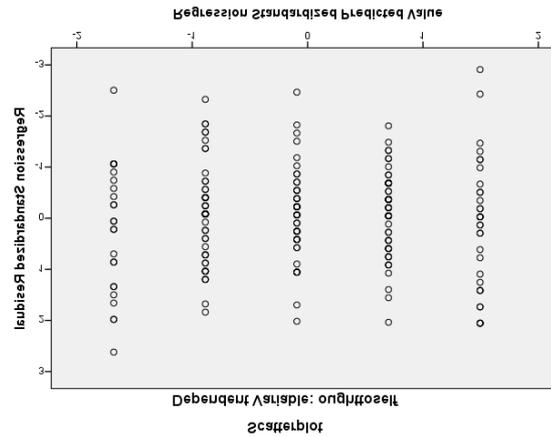


Figure 42. Scatter analysis for ought-to self concerning before test related emotions

As for the assumption of independent errors, Durbin Watson was conducted. Since the test value was found as 1.81, the assumption of independent errors was acceptable. Furthermore, linearity was tested by conducting scatter analysis as shown in Figure 42. In the scatterplots, the points were randomly scattered, therefore the assumption of linearity was met. In addition, scatterplots were examined in order to check homoscedasticity. Since there were not any obvious outliers and residuals were dispersed evenly, this assumption was also met.

Hence, all the assumptions were met before conducting multiple regression analysis; the next part shows the findings of the multiple regression analysis for ought to self in terms of before test related emotions.

4.3.3.1.3.2. Findings of Multiple Regression Analysis for Ought to Self

Ought to self was the dependent variable of the analysis while the emotions experienced before taking a test were independent ones. In the current analysis, R^2 was found .03 which means the variables share .03% variance. As a result, that the emotions learners have experienced before studying have a significant effect on their motivation in terms of ought to self. ($R=.17$; $R^2=.03$; $F=6.75$; $p<.05$).

In order to clarify the results, Table 37 displays the unstandardized regression coefficients and associated standard errors, standardized coefficients and significance of

the slope with t values. The results showed that shame ($\beta = .17$, $p < .05$) made the significant contribution to learners' motivation in terms of ought to self.

Table 37

Results of Multiple Regressions for Ought to Self Concerning Before Test Related Emotions

	Unstandardized Coefficients		Standardized Coefficients	Significance of the slope	
	B	Std. Error	Beta	t	Sig.
(Constant)	22,75	1,14		19,93	,000
Shame	,88	,34	,17	2,59	,010

a. Dependent variable: ought to self * $p < .05$, ** $p < .01$

4.3.3.1.4. The Effects of Before Learning Related Emotions on L2 Learning Experience

The last multiple correlation analysis in this part was carried out to find out the effects of emotions learners have experienced before taking a test on their motivation in terms of learning experience.

4.3.3.1.4.1. Assumptions of Multiple Regression Analysis

Before conducting the analysis, the assumptions involving homoscedasticity, normality, linearity and independent errors were tested for L2 learning experience. As the same independent variables were utilized, multicollinearity was not controlled.

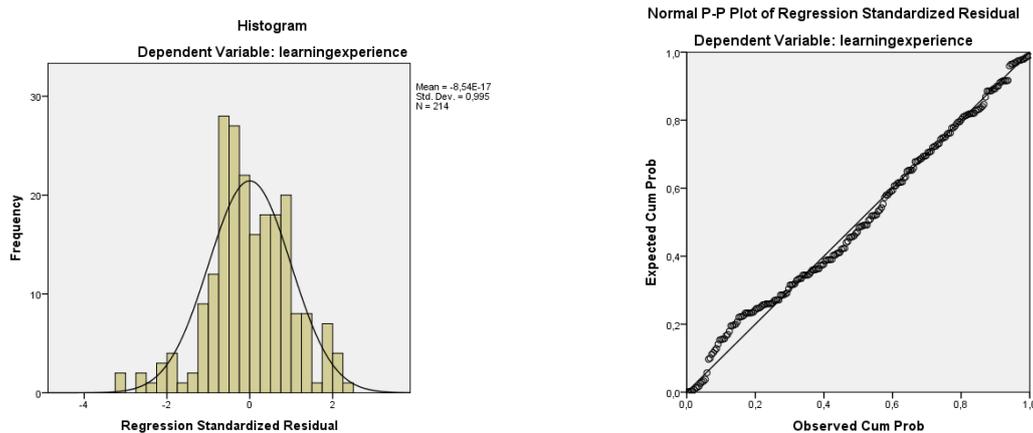


Figure 43. Histogram and normal p-p plot of normally distributed residuals for L2 learning experience concerning before test related emotions

The histogram and normal P-P plot of normally distributed residuals are shown in Figure 43. The shape of the histogram and the p-p plot met the normality assumption. The points on the line showed an appropriate spread in the normal p-p plot.

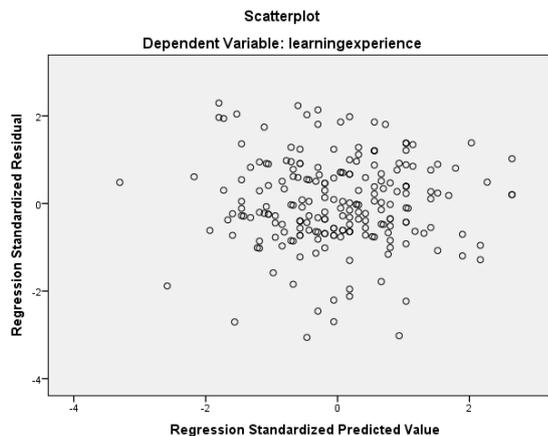


Figure 44. Scatter analysis for 12 learning experience concerning before test related emotions

For the assumption of independent errors, Durbin Watson was conducted. Since the test value was found as 1.80, the assumption of independent errors was acceptable. Furthermore, linearity was tested by conducting scatter analysis as shown in Figure 44. In the scatterplots, the points were randomly scattered, therefore the assumption of linearity was met. Since there were not any obvious outliers and residuals were dispersed evenly in the scatterplots, the assumption of homoscedasticity was also met.

Hence, all the assumptions were met before conducting multiple regression analysis; the next part shows the findings of the multiple regression analysis for learning experience in terms of before test related emotions.

4.3.3.1.4.2. Findings of Multiple Regression Analysis for L2 Learning Experience

The last multiple regression analysis in this part was conducted in order to find out the effects of emotions learners have experienced before taking a test on their motivation in terms of learning experience. R^2 of the analysis was found .09. As a result, that the emotions learners have experienced before taking a test have a significant effect on their motivation with a specific reference to learning experience. ($R=.30$; $R^2=.09$; $F=11.09$, $p<.01$).

Table 38 demonstrates the unstandardized regression coefficients and associated standard errors, standardized coefficients and significance of the slope with t values.

Table 38
Results of Multiple Regressions for Learning Experience Concerning Before Test Related Emotions

	Unstandardized Coefficients		Standardized Coefficients	Significance of the slope	
	B	Std. Error	Beta	t	Sig.
(Constant)	19,84	1,87		10,58	,000
Hope	,75	,17	,27	4,22	,000
(Constant)	22,62	2,31		9,77	,000
Hope	,74	,17	,27	4,16	,000
Anger	-,47	,23	-,13	-2,02	,044

a. Dependent variable: ought to self *p<.05, **p<.01

The results showed that hope ($\beta = .27$, $p < .01$) and anger ($\beta = -.13$, $p < .05$) made the significant contribution to learners' motivation in term of learning experience.

4.3.3.2. The Effects of During Test Related Emotions on Motivation in terms of Ideal L2 Self, Ought-to Self and L2 Learning Experience

During test related emotions involve feelings learners may experience during taking a test or an exam. There are seven during test related emotions which are pride, hope, enjoyment, anxiety, anger, shame and hopelessness assessed by the Achievement Emotions Questionnaire (AEQ). In this section, descriptive Statistics and Correlations between these emotions are given. Afterwards, multiple regression analysis used to find out the effects of during test related emotions on learners' L2 Motivational Self System in terms of Ideal L2 Self, Ought-to L2 Self and L2 Learning Experience are presented respectively.

4.3.3.2.1. Descriptive Statistics and Correlations

Results of descriptive statistics regarding the emotions, enjoyment, hope, pride, anger, anxiety, shame and hopelessness assessed by the during part of the test related emotions and L2 motivational self system in terms of ideal L2 self, ought to self and learning experience are presented in Table 39.

Table 39
Descriptive Statistics for During Test Related Emotions

Variables	Mean	SD
Pride	3,43	1,09
Hope	3,36	1,06
Enjoyment	2,84	1,10
Anxiety	2,81	1,19
Anger	2,77	1,13
Hopelessness	2,57	1,13
Shame	2,40	1,15

Findings of descriptive statistics of during test related emotions revealed that participants considered positive emotions, pride (M=3.43, SD=1.09) and hope (M=3.36, SD=1.06) and enjoyment (M=2.84, SD=1.10) as the most dominant emotions. On the other hand, negative emotions, anxiety (M=2.81, SD=1.19), anger (M=2.77, SD=1.13), hopelessness (M=2.57, SD=1.13), and shame (M=2.40, SD=1.15) are regarded as less experienced emotions during taking a test or exam than the positive ones.

Furthermore, correlations among the emotions of enjoyment, hope, pride, anger, anxiety, shame and hopelessness and learners' L2 motivation in term of ideal L2 self, ought to self and learning experience were calculated using Pearson as seen in Table 40.

Table 40
Correlations of During Test Related Emotions and L2 Motivational Self System

Variables	Enjoyment	Hope	Pride	Anger	Anxiety	Shame	Hopelessness
Ideal L2 self	,15*	,40**	,36**	-,02	,01	-,15*	-,1
Ought to self	,04	,19**	,16**	,12*	,18**	,14*	,18**
L2 learning experience	,10	,26	,21**	-,06**	-,01	-,07	,00
Enjoyment	1	,48**	,47**	,07	-,04	,07	-,03
Hope		1	,57**	-,05	0	-,18**	-,13*
Pride			1	,15*	,05	-,06	-,07
Anger				1	,38**	,45**	,54**
Anxiety					1	,62**	,71**
Shame						1	,67**
Hopelessness							1

*p<.05; **p<.01

The results of correlation indicated that anxiety and hopelessness ($r = .71$), hopelessness and shame ($r = .67$) and anxiety and shame ($r = .62$) had the significantly highest correlation among other emotions followed by hopelessness and anger ($r = .54$), shame and anger ($r = .45$), and anxiety and anger ($r = .38$). Therefore, it can be said that negative emotions had significant correlation during taking a test or an exam in language learning process. For positive emotions, the highest correlations are observed between pride and hope ($r = .57$), enjoyment and hope ($r = .48$) and pride and enjoyment ($r = .47$). Hence, all positive emotions were significantly correlated within themselves, as well. Furthermore, when the correlation of depended and independent variables are examined, it is seen that ideal self was correlated significantly with hope ($r = .40$) and pride ($r = .36$); ought to self was correlated with hope ($r = .19$), anxiety ($r = .18$) and hopelessness ($r = .18$), but the correlation values are really low; learning experience was correlated with pride ($r = .21$).

4.3.3.2.2. The Effects of During Test Related Emotions on Ideal L2 Self

The first multiple regression analysis in this part was carried out to find out the effects of emotions learners have experienced during taking a test or exam on their motivation in terms of ideal L2 self.

4.3.3.2.2.1. Assumptions of Multiple Regression Analysis

Before conducting the multiple regression analysis, the assumptions (homoscedasticity, multicollinearity normality, linearity and independent errors) were controlled. Histogram and normal probability plot for residuals given in Figure 45 were analyzed for the normality of residuals. Histogram and p-p plot for normality residuals represents an acceptable pattern.

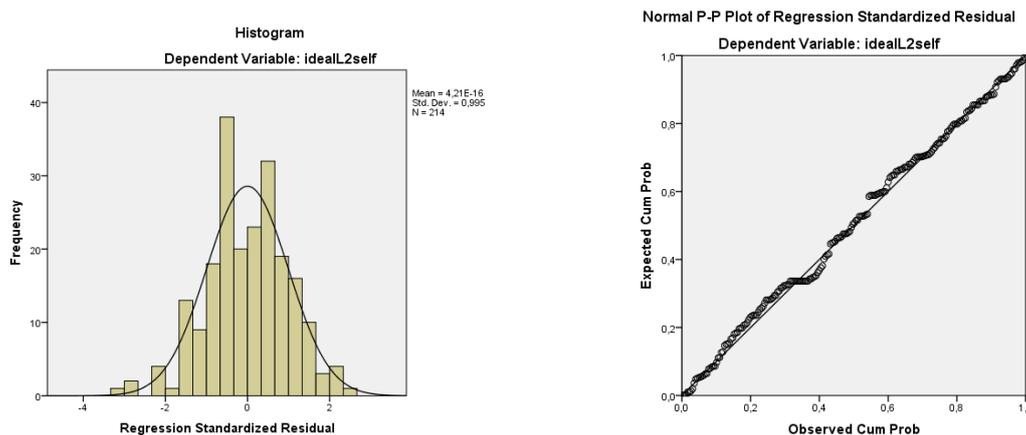


Figure 45. Histogram and normal p-p plot of normally distributed residuals for ideal l2 self concerning during test related emotions

Additionally, Durbin-Watson test was implemented to look for the assumption of independent errors. The test value for the present analysis was 1.64, so the assumption of independent errors was acceptable.

Linearity one of the important assumptions was also checked to decide if it was met by examining the scatterplots. Since the points in the scatterplots were randomly and evenly distributed throughout the plot, the assumption of linearity was fulfilled as seen in Figure 46.

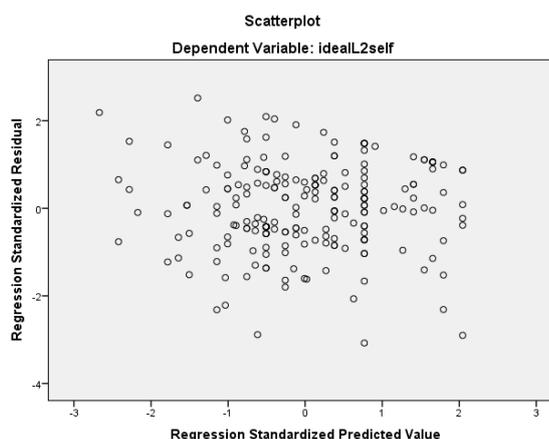


Figure 46. Scatterplot analysis for ideal l2 self concerning during test related emotions

As for the assumption of homoscedasticity, scatterplots were examined. Evenly distributed residuals seen in the scatterplots showed that the assumption was fulfilled.

Last, in order to check if a strong relationship exists among variables, multicollinearity was analyzed by scanning the correlation matrix of all variables given in Table 40, and it was found that there were not any correlations higher than .90. In

addition to this, when the VIF values were checked, it was found that they were between 1 and 2, so it was acceptable to run the multiple regression analysis.

Hence, all the assumptions were met before conducting multiple regression analysis; the next part shows the findings of the multiple regression analysis for ideal L2 self in terms of during taking test related emotions.

4.3.3.2.2. Findings of Multiple Regression Analysis for Ideal L2 Self

The first multiple regression analysis in this part was run to find out the effect of emotions learners have experienced after being in the class on their ideal L2 self. In the current study, R^2 was found .18, which means the variables share 18% variance. In addition, the results showed that the emotions learners have experienced when being in the class significantly affected their ideal L2 self ($R=.43$; $R^2=.18$; $F=24.44$; $p<.05$).

Table 41 displays the unstandardized regression coefficients and associated standard errors, standardized coefficients and significance of the slope with t values. The results displayed that hope ($\beta = .28$, $p < .01$) and pride ($\beta = .20$, $p < .05$) made the significant contribution to learners' motivation in term of ideal L2 self.

Table 41
Results of Multiple Regressions for Ideal L2 Self Concerning During Test Related Emotions

	Unstandardized Coefficients		Standardized Coefficients	Significance of the slope	
	B	Std. Error	Beta	T	Sig.
(Constant)	16,99	1,82		10,58	,000
Hope	1,66	,26	,40	4,22	,000
(Constant)	15,01	1,94		9,77	,000
Hope	1,18	,31	,28	4,16	,000
Pride	,76	,28	,20	-2,02	,044

a. Dependent variable: ideal L2 self * $p<.05$, ** $p<.01$

4.3.3.2.3. The Effects of During Test Related Emotions on Ought to Self

The second multiple regression analysis in this part was carried out to find out the effects of emotions learners have experienced during taking a test on their motivation in terms of ought to self.

4.3.3.2.3.1. Assumptions of Multiple Regression Analysis

Before conducting the analysis, the assumptions involving homoscedasticity, normality, linearity and independent errors were tested for ought to self. As the same independent variables were utilized, multicollinearity was not analyzed.

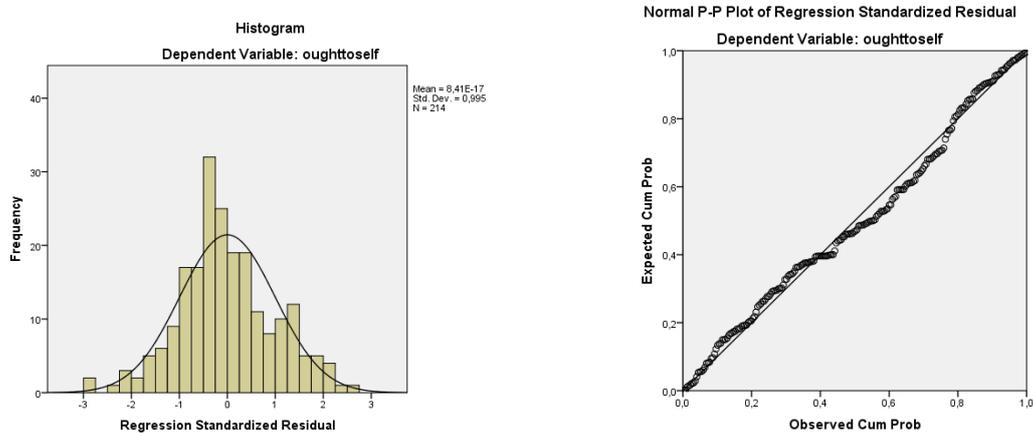


Figure 47. Histogram and normal p-p plot of normally distributed residuals for ought-to self concerning during test related emotions

The histogram and normal P-P plot of normally distributed residuals are shown in Figure 47. The shape of the histogram and the p-p plot met the normality assumption. The points on the line showed an appropriate spread in the normal p-p plot.

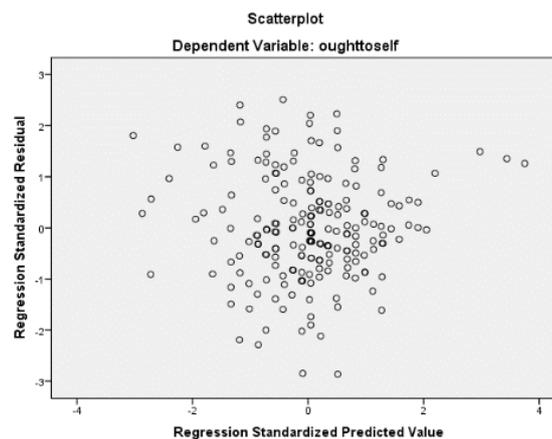


Figure 48. Scatter analysis for ought-to self concerning during test related emotions

For the assumption of independent errors, Durbin Watson was conducted. Since the test value was found as 1.82, the assumption of independent errors was acceptable.

Furthermore, linearity was tested by conducting scatter analysis as shown in Figure 48. In the scatterplots, the points were randomly scattered, therefore the assumption of linearity was met. Since there were not any obvious outliers and residuals were dispersed evenly in the scatterplots, the assumption of homoscedasticity was also fulfilled.

Hence, all the assumptions were met before conducting multiple regression analysis; the next part shows the findings of the multiple regression analysis for ought to self in terms of during taking test related emotions

4.3.3.2.3.2. Findings of Multiple Regression Analysis for Ought to Self

The second multiple regression analysis was conducted in order to find out the effects of emotions learners have experienced after being in the class on their motivation in terms of ought to self. R^2 of the analysis was found .08. As a result, that the emotions learners have a significant effect on their motivation type of ought to self. ($R=.28$; $R^2=.08$; $F=9.50$; $p<.05$).

Table 42 demonstrates the unstandardized regression coefficients and associated standard errors, standardized coefficients and significance of the slope with t values. The results displayed that hope ($\beta = .22$, $p < .01$) and hopelessness ($\beta = .21$, $p < .01$) made the significant contribution to learners' motivation in term of ought to self.

Table 42
Results of Multiple Regressions for Ought-to Self Concerning During Test Related Emotions

	Unstandardized Coefficients		Standardized Coefficients	Significance of the slope	
	B	Std. Error	Beta	t	Sig.
(Constant)	20,61	1,75		11,74	,000
Hope	,72	,25	,19	2,86	,005
(Constant)	15,52	2,33		6,65	,000
Hope	,83	,25	,22	3,33	,001
Hopelessness	,28	,08	,21	3,22	,001

a. Dependent variable: ought to self * $p<.05$, ** $p<.01$

4.3.3.2.4. The Effects of During Test Related Emotions on L2 Learning Experience

The last multiple regression analysis in this part was carried out to find out the effects of emotions learners have experienced during taking a test on their motivation in terms of learning experience.

4.3.3.2.4.1. Assumptions of Multiple Regression Analysis

Before conducting the analysis, the assumptions involving homoscedasticity, normality, linearity and independent errors were controlled for L2 learning experience. As the same independent variables were utilized, multicollinearity was not analyzed.

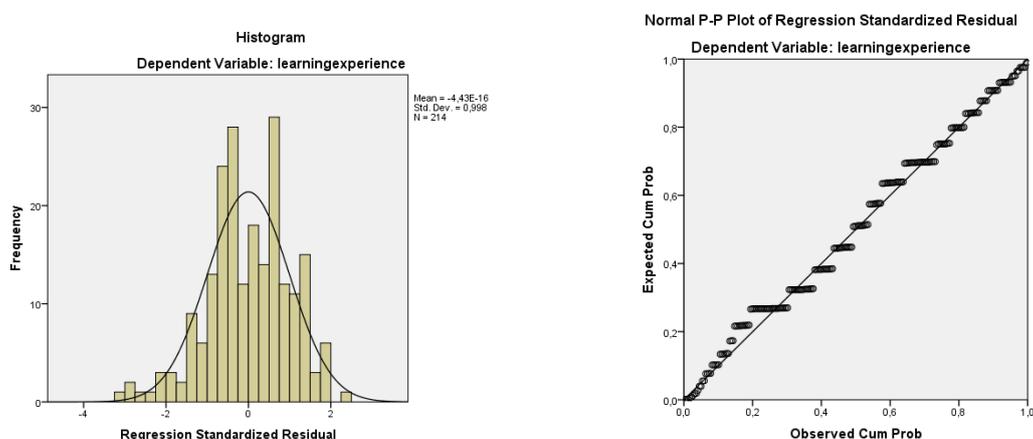


Figure 49. Histogram and normal p-p plot of normally distributed residuals for L2 learning experience concerning during test related emotions

The histogram and normal P-P plot of normally distributed residuals are shown in Figure 49. The shape of the histogram and the p-p plot met the normality assumption. The points on the line showed an appropriate spread in the normal p-p plot.

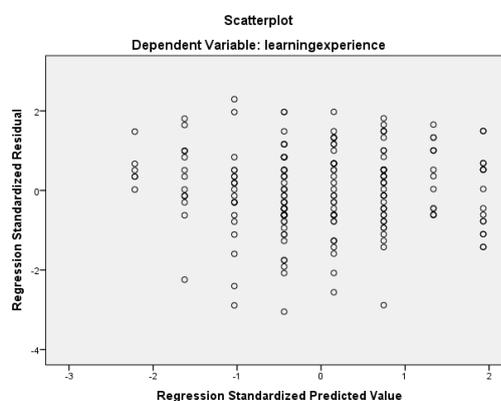


Figure 50. Scatter analysis for L2 learning experience concerning during test related emotions

For the assumption of independent errors, Durbin Watson was conducted. Since the test value was found as 1.76, the assumption of independent errors was acceptable. Furthermore, linearity was tested by conducting scatter analysis as shown in Figure 50. In the scatterplots, the points were randomly scattered, therefore the assumption of linearity was fulfilled.

Hence, all the assumptions were met before conducting multiple regression analysis; the next part shows the findings of the multiple regression analysis for learning experience in terms of during taking test related emotions.

4.3.3.2.4.2. Findings of Multiple Regression Analysis for L2 Learning Experience

The last multiple regression analysis was conducted in order to find out the effects of emotions learners have experienced during taking a test on their motivation in terms of learning experience. R^2 of the analysis was found .06. As a result, that the emotions learners have had a significant effect on their learning experience ($R=.26$; $R^2=.06$; $F=15.51$; $p<.05$).

Table 43 demonstrates the unstandardized regression coefficients and associated standard errors, standardized coefficients and significance of the slope with t values.

Table 43

Results of Multiple Regressions for L2 Learning Experience Concerning During Test Related Emotions

	Unstandardized Coefficients		Standardized Coefficients	Significance of the slope	
	B	Std. Error	Beta	t	Sig.
(Constant)	20,90	1,74		12,00	,000
Hope	,98	,25	,26	3,93	,000

a. Dependent variable: ought to self * $p<.05$, ** $p<.01$

The results displayed that only hope ($\beta = .26$, $p < .01$) made a significant contribution to learners' motivation in term of learning experience during taking a test or an exam.

4.3.3.3. The Effects of After Test Related Emotions on Motivation in terms of Ideal L2 Self, Ought-to Self and L2 Learning Experience

After test related emotions include feelings learners may experience after taking a test or an exam. There are five after test related emotions which are relief, enjoyment, pride, anger and shame assessed by the Achievement Emotions Questionnaire (AEQ). In this section, descriptive statistics and correlations between these emotions are given. Afterwards, multiple regression analysis used to find out the effects of after test related emotions on learners' L2 Motivational Self System in terms of Ideal L2 Self, Ought-to L2 Self and L2 Learning Experience are presented respectively.

4.3.3.3.1. Descriptive Statistics and Correlations

Results of descriptive statistics regarding the emotions, anger, pride, relief, shame and enjoyment, learners experienced after taking a test or exam are presented in Table 44.

Table 44
Descriptive Statistics of After Test Related Emotions

Variables	Mean	SD
Relief	3,35	1,07
Enjoyment	3,28	1,05
Pride	3,19	1,05
Anger	2,70	1,19
Shame	2,62	1,15

Findings of descriptive statistics of after test related emotions revealed that the emotion of relief (M=3.35, SD=1.07), enjoyment (M=3.28, SD=1.05) and pride (M=3.19, SD=1.05) as the most effective emotions the learners have had after taking a test, followed by negative emotions of anger (M=2.70, SD=1.19) and shame (M=2.62, SD=1.15). Based on the mean of the emotions, it is possible to claim that learners have had positive emotions rather negative ones after taking tests.

To further analyze the data, correlations among the emotions of anger, pride, relief, shame and enjoyment, and learners' L2 motivational self system in terms of ideal L2 self, ought to self and learning experience were calculated using Pearson as seen in Table 45 .

Table 45
Correlations of the After Test Related Emotions and L2 Motivational Self System

Variables	Anger	Pride	Relief	Shame	Enjoyment
idealL2self	-0,03	,41**	,37**	-0,1	,31**
Ought to self	0,08	,13*	0,11	,29**	0,07
Learning Experience	-0,09	,20**	,20**	0,07	,25**
Anger	1	0,07	0,02	,57**	-0,06
Pride		1	,53**	0,02	,51**
Relief			1	-0,07	,58**
Shame				1	-,11*
Enjoyment					1

* $p < .05$; ** $p < .01$

The results of correlations among the independent variables, the highest significant correlation is between enjoyment and relief ($r=.58$), anger and shame ($r=.57$), pride and relief ($r=.53$) and pride and enjoyment ($r=.51$). It is seen that not only negative emotions but positive emotions are significantly correlated with each other as well.

As for the correlations among the independent variables, it is found that there is a positive and significant correlation between ideal L2 self and the emotion of pride ($r=.41$) followed by relief ($r=.37$), and enjoyment ($r=.31$). For ought to self, the significantly highest correlation is observed with shame ($r=.29$). Also, learning experience was observed as correlated with enjoyment ($r=.25$), pride ($r=.20$) and relief ($r=.20$). Therefore, it is found out that ideal L2 self and learning experience are correlated with positive emotions while ought to self is correlated with the negative one.

4.3.3.3.2. The Effects of After Test Related Emotions on Ideal L2 Self

The result of multiple regression analysis conducted to find out the effects of after test related emotions on ideal L2 self is presented after the results of the assumptions of the analysis.

4.3.3.3.2.1. Assumptions of Multiple Regression Analysis

Before conducting the multiple regression analysis, the assumptions (homoscedasticity, multicollinearity normality, linearity and independent errors) were analyzed. Histogram and normal probability plot for residuals given in Figure 51 were

analyzed for the normality of residuals. Histogram and p-p plot for normality residuals represents an acceptable pattern. In other words, it shows that it is possible to carry out multiple regression analysis.

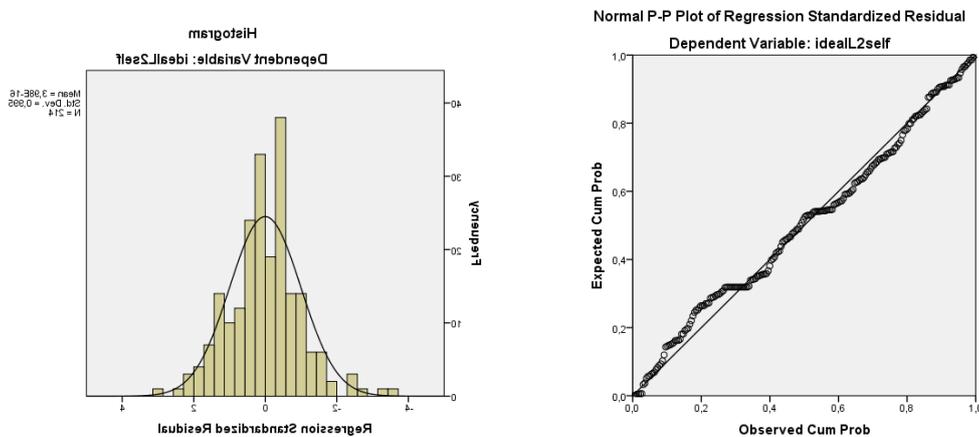


Figure 51. Histogram and normal p-p plot of normally distributed residuals for ideal 12 self concerning after test related emotions

Additionally, Durbin-Watson test was implemented to look for the assumption of independent errors. The test value for the present analysis was 1.58, so the assumption of independent errors was acceptable.

Linearity one of the important assumptions was also controlled to decide if it was met by examining the scatterplots. Since the points in the scatterplots were randomly and evenly dispersed throughout the plot, the assumption of linearity was fulfilled as seen in Figure 52.

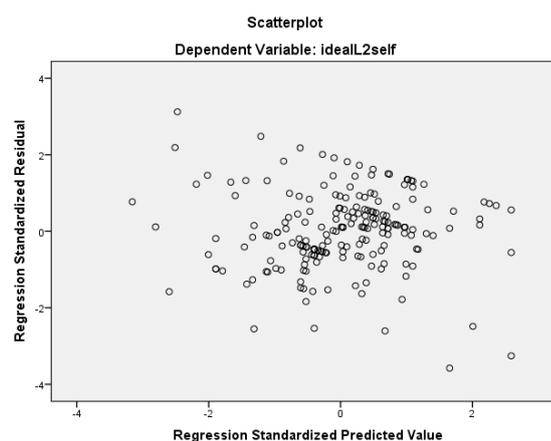


Figure 52. Scatterplot analysis for ideal 12 self concerning after test related emotions

As for the assumption of homoscedasticity, scatterplots were examined. Evenly distributed residuals seen in the scatterplots showed that the assumption was acceptable.

Lastly, in order to check if a strong relationship exists among variables, multicollinearity was analyzed by scanning the correlation matrix of all variables presented in Table 45. When the correlation matrix was examined, it was obvious that there were not any correlations higher than .90. In addition to this, when the VIF values were checked, it was found that they were between 1 and 2, so it was acceptable to run the multiple regression analysis.

Hence, all the assumptions were met before conducting multiple regression analysis; the next part shows the findings of the multiple regression analysis for ideal L2 self in terms of after taking test related emotions.

4.3.3.3.2. Findings of Multiple Regression Analysis for Ideal L2 Self

The first multiple regression analysis in this part was run to find out the effect of emotions learners have experienced after taking a test on their ideal L2 self. Therefore, ideal L2 self was the dependent variable of the analysis while the emotions were independent ones. R^2 explains how much variability in the dependent variable predicted by the independent variables. In the current study, R^2 was found .20, which means the variables share 20% variance. In addition, the results showed that the emotions learners have experienced when being in the class significantly affected their ideal L2 self ($R=.45$; $R^2=.20$; $F=27.39$; $p<.05$).

Table 46 displays the unstandardized regression coefficients and associated standard errors, standardized coefficients and significance of the slope with t values.

Table 46

Results of Multiple Regressions for Ideal L2 Self Concerning After Test Related Emotions

	Unstandardized Coefficients		Standardized Coefficients	Significance of the slope	
	B	Std. Error	Beta	T	Sig.
(Constant)	15,83	1,91		8,28	,000
Pride	,55	,08	,41	6,66	,000
(Constant)	12,65	2,16		5,85	,000
Pride	,39	,09	,30	4,12	,000
Relief	,32	,11	,21	2,96	,003

a. Dependent variable: ideal L2 self * $p<.05$, ** $p<.01$

The results displayed that pride ($\beta = .30, p < .01$) and relief ($\beta = .21, p < .05$) made the significant contribution to learners' motivation in term of ideal L2 self.

4.3.3.3.3. The Effects of After Test Related Emotions on Ought to Self

The second multiple regression analysis in this part was carried out to find out the effects of emotions learners have experienced after taking a test on their motivation in terms of ought to self.

4.3.3.3.3.1. Assumptions of Multiple Regression Analysis

Before conducting the analysis, the assumptions involving homoscedasticity, normality, linearity and independent errors were analyzed for ought to self. As the same independent variables were utilized, multicollinearity was not controlled.

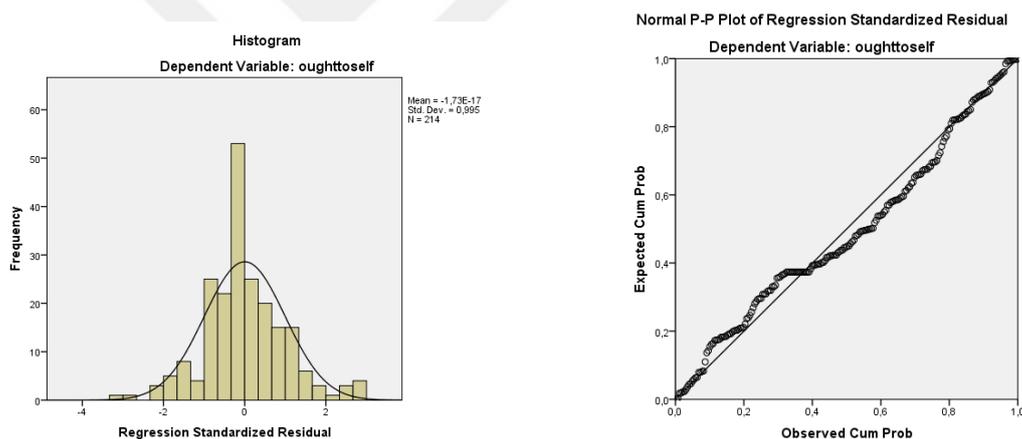


Figure 53. Histogram and normal p-p plot of normally distributed residuals for ought-to self concerning after test related emotions

The histogram and normal P-P plot of normally distributed residuals are shown in Figure 53. The shape of the histogram and the p-p plot met the normality assumption. The points on the line showed an appropriate spread in the normal p-p plot.

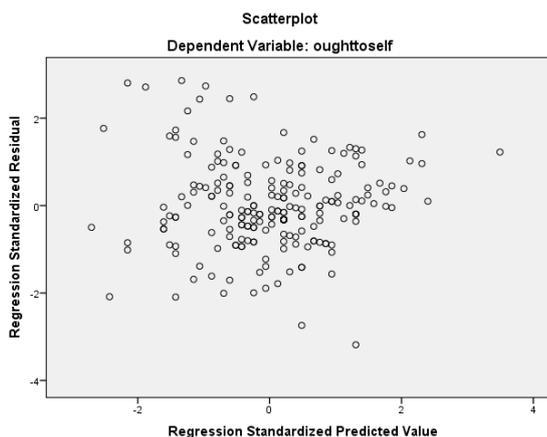


Figure 54. Scatter analysis for ought-to self concerning after test related emotions

For the assumption of independent errors, Durbin Watson was conducted. Since the test value was found as 1.80, the assumption of independent errors was acceptable. Furthermore, linearity was tested by conducting scatter analysis as shown in Figure 54. In the scatterplots, the points were randomly scattered, therefore the assumption of linearity was met.

Hence, all the assumptions were met before conducting multiple regression analysis; the next part shows the findings of the multiple regression analysis for ought to self in terms of after taking test related emotions.

4.3.3.3.2. Findings of Multiple Regression Analysis for Ought to Self

The second multiple regression analysis was conducted in order to find out the effects of emotions learners have experienced after taking a test or exam on their motivation in terms of ought to self. R^2 of the analysis was found .10. As a result, that the emotions learners have a significant effect on their motivation type of ought to self. ($R=.32$; $R^2=.10$; $F=12.20$; $p<.05$).

Table 47 demonstrates the unstandardized regression coefficients and associated standard errors, standardized coefficients and significance of the slope with t values.

Table 47

Results of Multiple Regressions for Ought-to Self Concerning After Test Related Emotions

	Unstandardized Coefficients		Standardized	Significance of the slope	
	B	Std. Error	Coefficients	T	Sig.
(Constant)	19,86	1,33		14,90	,000
Shame	,53	,12	,29	4,45	,000
(Constant)	15,91	2,32		6,84	,000
Shame	,55	,12	,30	4,63	,000
Relief	,18	,09	,13	2,06	,040

a. Dependent variable: ought to self *p<.05, **p<.01

The results displayed that shame ($\beta = .30$, $p < .01$) and relief ($\beta = .13$, $p < .05$) significantly contributed to learners' motivation in term of ought to self.

4.3.3.3.4. The Effects of After Test Related Emotions on L2 Learning Experience

The last multiple regression analysis in this part was carried out to find out the effects of emotions learners have experienced after taking a test or an exam on their motivation in terms of learning experience.

4.3.3.3.4.1. Assumptions of Multiple Regression Analysis

Before conducting the analysis, the assumptions involving homoscedasticity, normality, linearity and independent errors were analyzed for L2 learning experience. As the same independent variables were utilized, multicollinearity was not controlled.

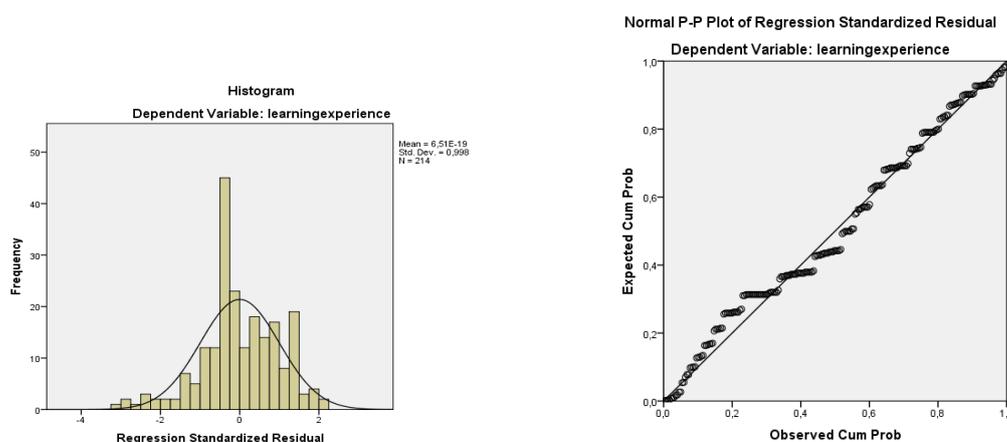


Figure 55. Histogram and normal p-p plot of normally distributed residuals for L2 learning experience concerning after test related emotions

The histogram and normal P-P plot of normally distributed residuals are shown in Figure 55. The shape of the histogram and the p-p plot met the normality assumption. The points on the line showed an appropriate spread in the normal p-p plot.

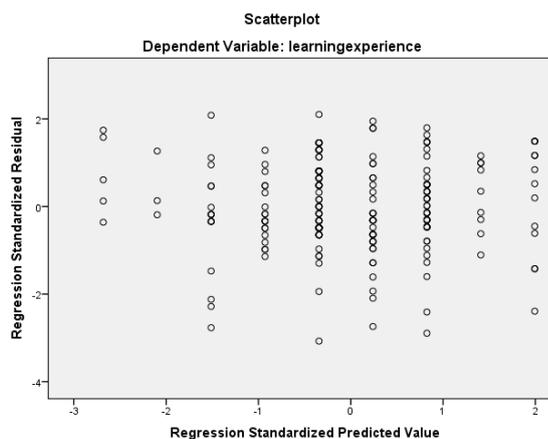


Figure 56. Scatter analysis for L2 learning experience concerning after test related emotions

For the assumption of independent errors, Durbin Watson was conducted. Since the test value was found as 1.78, the assumption of independent errors was acceptable. Furthermore, linearity was controlled by conducting scatter analysis as shown in Figure 56. In the scatterplots, the points were randomly scattered, therefore, the assumption of linearity was fulfilled. Since there were not any obvious outliers and residuals were dispersed evenly in the scatterplots, the assumption of homoscedasticity was also met.

Hence, all the assumptions were met before conducting multiple regression analysis; the next part shows the findings of the multiple regression analysis for learning experience self in terms of after taking test related emotions.

4.3.3.3.4.2. Findings of Multiple Regression Analysis for L2 Learning Experience

The last multiple regression analysis was conducted in order to find out the effects of emotions learners have experienced after taking a test or exam on their motivation in terms of learning experience. R^2 of the analysis was found .06. As a result, that the emotions learners have had have a significant effect on their learning experience ($R=.25$; $R^2=.06$; $F=14.57$; $p>.05$).

Table 48 demonstrates the unstandardized regression coefficients and associated standard errors, standardized coefficients and significance of the slope with t values.

Table 48
Results of Multiple Regressions for L2 Learning Experience Concerning After Test Related Emotions

	Unstandardized		Standardized	Significance of the slope	
	Coefficients		Coefficients		
	B	Std. Error	Beta	<i>t</i>	Sig.
(Constant)	21,33	1,68		12,65	,000
Enjoyment	,94	,24	,25	3,81	,000

a. Dependent variable: learning experience * $p < .05$, ** $p < .01$

The results displayed that enjoyment ($\beta = .25$, $p < .01$) made the significant contribution to learners' motivation in terms of L2 Learning experience.

4.4. Summary

The first purpose of the present study was to investigate the L2 Motivational Self System profiles of the learners in terms of Ideal L2 Self, Ought-to L2 Self and L2 Learning experience. This study also focused on the emotional experiences that learners have experienced when attending class, studying and taking tests or exam, and their effects on their motivations to learn L2 with particular reference to ideal L2 self, ought to self and learning experience. Based on this purpose, AEQ developed by Pekrun et al. (2002) and LLQ developed Taguchi et al. (2009) were used. The data on emotional experiences of learners were collected through AEQ including three sections (class-related, learning-related and test-related) consisting of three blocks (before, during and after) and the data on L2 motivational Self System were collected through LLQ consisting of three sections (Ideal L2 Self, Ought-to L2 Self and L2 Learning experience).

Findings regarding the learners' L2 Motivational Self System showed that the variable that seems to be the most linked to the learners L2 motivational self system is Ideal L2 self ($M=3,52$). This demonstrates that learners mostly consider using English effectively as their dreams, which shows that they are motivated to learn it intrinsically. L2 learning experience was found to have the second highest mean indicating that the learners were content with their learning experiences in their English class and the experiences they had positively affected their motivations to learn ($M=3,44$). The lowest mean pertains to Ought- to Self ($M= 3, 18$); therefore, it seems that obligations do not

have a significant effect on the learners' motivation as ideal L2 self and L2 Learning experience have.

In addition, the results of the descriptive statistics regarding the emotional experiences of learners experience when attending class, studying English and taking a test indicated that learners experience in most settings. For class related emotions, three positive emotions (hope, pride and enjoyment) had the highest mean, which shows that learners have positive feelings towards to their English class and atmosphere of the class. On the other hand, the analysis for the learning related emotions revealed that while most of the learners have hope before studying, negative emotions such as boredom, shame and anger were found to have high scores. However, when it comes to during and after learning related emotions, it was seen that positive emotions (enjoyment, pride and hope) had higher means than the negative ones (boredom, anxiety, shame, hopelessness and anger). This shows that even though learners have had more negative emotions and feelings towards studying English, after they have started their emotional reactions have changed. As for the test related emotions, findings related to before test related emotions showed that hope was found to have the highest mean, but the next two emotions with the highest mean were found as shame and anxiety. This demonstrates that even though most of the learners were hopeful about the test, the number of the learners with negative emotions is not less. On the other hand, the results for during and after test related emotions displayed that learners had more positive emotions both during (pride, hope, enjoyment) and after (relief, enjoyment and pride) taking the test.

Moreover, in order to find out the effects of the emotional experiences of learner when attending, studying and taking a test on their L2 motivations, multiple regression analyses whose the independent variables consisted of emotions and dependent variables consisted of motivational aspects were conducted. The summary of the results of multiple regression analysis are presented in Table 49.

Table 49
Summary of Multiple Regression Analyses

	Class Related Emotions			Learning Related Emotions			Test Related Emotions		
	Ideal L2 self	Ought-to L2 Self	L2 Learning Experience	Ideal L2 self	Ought-to L2 Self	L2 Learning Experience	Ideal L2 self	Ought-to L2 Self	L2 Learning Experience
Before	Hope ($\beta = .48$)	Enjoyment ($\beta = .27$)	Hope ($\beta = .21$)	Hope ($\beta = .29$)	Hope ($\beta = .22$)	Hope ($\beta = .20$)	Hope ($\beta = .24$)	Shame ($\beta = .17$)	Hope ($\beta = .27$)
		Anxiety ($\beta = .14$)	Enjoyment ($\beta = .18$)		Enjoyment ($\beta = .16$)	Enjoyment ($\beta = .19$)			Anger ($\beta = -.13$)
During	Pride ($\beta = .34$)	Pride ($\beta = .24$)	Enjoyment ($\beta = .32$)	Pride ($\beta = .30$)	Enjoyment ($\beta = .28$)	Enjoyment ($\beta = .30$)	Hope ($\beta = .28$)	Hope ($\beta = .22$)	Hope ($\beta = .26$)
	Anger ($\beta = -.27$)	Anxiety ($\beta = .17$)	Hope ($\beta = .26$)	Hope ($\beta = .16$)	Shame ($\beta = .18$)	Hope ($\beta = .26$)	Pride ($\beta = .20$)	Hopelessness ($\beta = .21$)	
	Boredom ($\beta = .24$)					Pride ($\beta = .18$)			
After	Pride ($\beta = .27$)	Pride ($\beta = .21$)	Enjoyment ($\beta = .18$)	Enjoyment ($\beta = .40$)	Enjoyment ($\beta = .31$)	Enjoyment ($\beta = .38$)	Pride ($\beta = .30$)	Shame ($\beta = .30$)	Enjoyment ($\beta = .25$)
	Enjoyment ($\beta = .20$)	Shame ($\beta = .20$)		Pride ($\beta = .21$)	Pride ($\beta = .18$)		Relief ($\beta = .21$)	Relief ($\beta = .13$)	

The first nine analyses were done to find out the effects of class related emotions (before, during, after) on learners' motivation (ideal L2 self, ought to self, learning experience). As seen in Table 49, hope ($\beta = .48, p < .01$) learners have experienced before attending the class is the most effective emotion in their L2 motivation development in terms of ideal L2 self; for ought to self, enjoyment ($\beta = .27, p < .01$) and anxiety ($\beta = .14, p < .01$); for learning experience, hope ($\beta = .21, p < .01$), enjoyment ($\beta = .18, p < .05$) and hopelessness ($\beta = -.15, p < .05$). As for during class related emotions, the results showed that pride ($\beta = .34, p < .01$), anger ($\beta = -.27, p < .01$) and boredom ($\beta = .24, p < .01$) significantly contributed to learners' ideal L2 self; pride ($\beta = .24, p < .01$) and anxiety ($\beta = .17, p < .01$) to their ought to selves; enjoyment ($\beta = .32, p < .01$) and hope ($\beta = .26, p < .01$) to their learning experience. Lastly, for after class related emotions, it was found that pride ($\beta = .27, p < .01$) and enjoyment ($\beta = .20, p < .01$) made significant contribution to learners' ideal L2 self; pride ($\beta = .21, p < .01$) and shame ($\beta = .20, p < .01$) to their ought to selves; enjoyment ($\beta = .18, p < .01$) to their learning experience.

Next nine multiple regression analyses were conducted to find out the relationship between learning related emotions and motivation. The results presented that among the before learning related emotions, hope ($\beta = .29, p < .01$) affected their ideal L2 selves significantly while hope ($\beta = .22, p < .01$), enjoyment ($\beta = .16, p < .01$) and hopelessness ($\beta = .22, p < .01$) affected their ought-to selves and hope ($\beta = .20, p < .01$) and enjoyment ($\beta = .19, p < .01$) affected learning experience. In addition, among the during studying related emotions, pride ($\beta = .30, p < .01$) and hope ($\beta = .16, p < .01$) made significant contribution to learners' motivation in terms of ideal L2 self; enjoyment ($\beta = .28, p < .01$) and shame ($\beta = .18, p < .01$) to ought to self; enjoyment ($\beta = .30, p < .01$), hope ($\beta = .26, p < .01$) and pride ($\beta = .18, p < .05$) to learning experience. In the last part of this part's multiple regression analyses, it was showed that enjoyment ($\beta = .40, p < .01$) and pride ($\beta = .21, p < .01$) were found to be the most effective after learning related emotions for ideal L2 self; enjoyment ($\beta = .31, p < .01$) and pride ($\beta = .18, p < .01$) for ought to self; and for learning experience enjoyment ($\beta = .38, p < .01$).

The last part of the multiple regression analyses was run for the effects of test related emotions on motivation. The analyses showed that hope ($\beta = .24, p < .01$) was the most significant emotions affecting learners' ideal L2 self before taking a test or an exam; shame ($\beta = .17, p < .05$) for ought to self; hope ($\beta = .27, p < .01$) and anger ($\beta = -$

.13, $p < .05$) for learning experience. Furthermore, when the emotions learners have experienced during taking a test and their motivation were analyzed, it was displayed that hope ($\beta = .28$, $p < .01$) and pride ($\beta = .20$, $p < .05$) significantly contributed to ideal L2 self; hope ($\beta = .22$, $p < .01$) and hopelessness ($\beta = .21$, $p < .01$) to ought to self; only hope ($\beta = .26$, $p < .01$) to learning experience. As for after test related emotions, pride ($\beta = .30$, $p < .01$) and relief ($\beta = .21$, $p < .05$) were found to be contributed to ideal L2 self; shame ($\beta = .30$, $p < .01$) and relief ($\beta = .13$, $p < .05$) to ought to self; enjoyment ($\beta = .25$, $p < .01$) to L2 learning experience.



CHAPTER V

5. DISCUSSION

5.1. Introduction

In this section, the discussion of the findings is presented using the research questions as a framework. Data analyses and findings in Chapter 4 will comprise a basis for the interpretations of findings.

5.2. Discussion of the Findings in Reference to Research Questions

Research Question 1

What are the learners' L2 motivational self-system profiles in terms of ideal L2 self, ought to self and L2 learning experience?

The first research question of the study aimed to find out the L2 motivational self system profiles of preparatory students regarding ideal L2 self, ought-to self and L2 learning experience. The results showed that the variable that seems to be the most linked to the learners L2 motivational self system is ideal L2 self followed by L2 learning experience and then Ought-to self.

The results showed that the ideal L2 self had the highest mean indicating that it had the highest contribution to the learners' motivation to learn English. From the responses given to the related items, it is evident that learners regarded using English effectively as their dreams, which shows that they are motivated to learn it intrinsically. According to Dörnyei et al. (2006, p.92), the Ideal L2 self is a "vivid and real image: one can see, hear and feel one's ideal self". In this regard, the native speaker of the L2 is the ultimate ideal self. Therefore, if learners' attitude toward these speakers is a positive, their idealization of the L2 self is broader. The responses to items 1, 2, and 6 show that they could imagine themselves speaking English as a native speaker, communicating with international friends, colleagues and locals indicating that their idealization of the L2 self is broad.

The findings of the study revealing that ideal L2 self has the highest mean in the learners' L2 motivational self system parallel with other studies conducting in different contexts (Taguchi et al., 2009, Papi, 2010, Rajab et al., 2012, and Islam et al., 2013). According to Papi (2010), Ideal L2 self is the most important factor because the desired

future self the learners, if they have, increases motivation. He also adds that, if learners are motivated to study a language intrinsically, they tend to improve their skills more. Moreover, Kim and Kim (2014) found that learners who can imagine themselves as future English speakers tend to have better achievement scores in order to achieve the Ideal L2 selves they desire. However, the mean of the item 4 "I can imagine myself studying at a university where all my courses are taught in English" was found to have the lowest mean, which indicates that even though they have high ideal L2 selves, they are not so sure that they can be successful in an English medium context. This can be explained by the expectancy-value theory which is explained as the effects of expectancies of success or failure on students' motivation to learn L2 (Oxford, 1996). Dörnyei (2001, p. 12) states that "people will only be motivated to do something if they expect success", and their future behaviors could also be determined by the way people perceive previous successes and failures. In this respect, previous experiences and expectations might have effects on the students' future vision of themselves.

According to the findings, L2 Learning experience which concerns the attitudes of L2 learners towards "immediate learning environment and experience" (Dörnyei, 2009, p. 29) has the second highest mean. From the responses, it is clear that the learners were content with their learning experiences in the classroom and the experiences they had positively affected their motivational orientations, which can also be explained by the "causal motivation" proposed by Ushioda's (2001, p.107). In the studies conducted by Islam et al. (2013) and Taguchi et al. (2009) it was found that this L2 Learning experience predicted intended effort, which suggests that students that enjoy their English classes, because of their teacher, group, peer or curriculum, are likely to have more motivation than the ones who consider classes unenjoyable.

Dörnyei (2009) argues that if the learner has a positive learning experience, motivated behavior increases in a positive way. Furthermore, L2 Learning experience can also be explained by the expectancy-value theory which claims that learners tend to participate in activities which are related to their aims or goals and at which they hope to succeed (Schmidt, Boraie & Kassabgy, 1996). Therefore, it can be said that the students tend to enjoy their learning experience more if they think they will succeed. On the other hand, the studies conducted by Young (1991) and Papi (2010) found that the students' learning experience might be related to anxiety, which suggests that anxiety of students can be increased by negative learning experiences or vice versa. On the other hand, Ghapanchi, Khajavy and Asadpour (2011) found that the scores of extrovert

students in L2 Learning experience were higher, which suggests that personality types also affect the learning experiences. As a result, it can be claimed that students enjoy their language learning process not just because of “teacher, the curriculum, the peer group or the experience of success” (Dörnyei & Ushioda, 2011, p. 86), but also because of their expectations for their future selves and previous positive learning experiences they had.

The least scored dimension of L2 motivational Self System was found to be Ought-to self in the current study, which parallels to the studies conducted by Islam et al. (2013), Papi (2010) and Rajab et al. (2012). They all found that Ought-to self had the least impact on intended effort. Hence, it seems that obligations and responsibilities do not have a significant effect on the students’ motivation in terms of ideal L2 self and L2 Learning experience. Although learning English are considered as important by the students, the pressure coming from the external forces does not motivate them.

As in the L2 learning experience, it was found that anxiety and Ought-to self are related (Papi, 2010; Ghapanchi et al., 2011; Papi & Teimouri, 2014). Papi (2010) argues that the Ought-to self increases anxiety. It implies that if students are motivated through their Ought-to self, they tend to be anxious about their language learning. The students who care about what others think about them are nervous about whether they will disappoint others or not, which lays the foundation of anxiety. Hence, because of this anxiety related to the Ought-to self, students might feel less motivated to participate in learning experiences.

Additionally, the compulsory situation of English at universities might decrease the students’ motivation and interest in language learning, as well. In that sense, Dörnyei (2001) argues that in his self-determination theory, “we will be more motivated to do something of our own will than something that we are forced to do” (p. 12). Hence, students who are motivated through ideal L2 self and L2 Learning experience are more competent than the ones motivated because of the “responsibilities and necessities forced by friends, parents and other authoritarian persons” (Dörnyei, 2009, p.32). However, it seems difficult to make a clear distinction between Ideal L2 self and Ought-to self when the controlling power of social environment influences on students’ perceptions of their selves. Taguchi et al. (2009) argue that the ideal self of a student is influenced by others in the environment, and his or her beliefs and expectations, therefore, can be shaped by the aspects of Ought-to self dimension.

Research Question 2

What are the emotional profiles of L2 learners when attending class, studying and taking tests and exams?

In order to answer the second research question, descriptive statistics were run separately for each block of Achievement Emotions Questionnaire which examines students' emotions experienced in academic achievement situations that are attending class, studying and taking tests and exams. While class related and learning related emotions include enjoyment, hope, pride, anger, anxiety, shame, hopelessness, and boredom, test related emotions consists of enjoyment, hope, pride, relief, anger, anxiety, shame, and hopelessness. The findings showed that the students had more positive emotional experiences (e.g., enjoyment and hope) in the English learning process than negative emotional experiences (e.g., shame and hopelessness).

The results of the study displayed that hope, enjoyment and pride are the positive emotions especially experienced in the class related (before, during and after), learning related (during and after) and test related (during and after) settings. This demonstrates that for these mentioned settings, the students experienced positive emotions. While hope is found to be the most rated emotion in the before part of each setting, pride and enjoyment are experienced in during and after parts. In seven out of nine situations, most of the students experienced positive emotions. It is claimed that positive emotions like enjoyment and pride increase interest and motivation of learners (Pekrun et al., 2007). From the responses, it is clear that the students are really optimistic about their learning process and willing to participate and make contributions in class. Also, Pekrun, Goetz, Titz and Perry (2002) established that pleasant or positive emotions like enjoyment, hope, and pride provide learners flexible thought, engagement in self-regulative and metacognitive strategies and the ability to elaborate ideas. Accordingly, MacIntyre (2002) found in his study that the difference between the engaged and unengaged learners can be explained by the emotions they have experienced during the language learning process. According to his findings, the students who experience positive emotions are more willing to participate and contribute throughout the learning process. Similarly, the study conducted by Bolitho et al. (2003) argues that if students are affectively involved in the learning process, and willingly use their energy and attention, they learn.

On the other hand, negative emotions, anxiety, boredom, anger, shame and hopelessness, were found to be significantly scored by the students as well. It is claimed

that negative emotions negatively affect students' motivation, attention, and use of learning strategies (Zeidner, 1998). Also, Golemon (1995) states that "students who are anxious, angry, or depressed do not learn; people who are caught in these states do not take in information efficiently or deal with it well" (p. 78). Anxiety, for instance, which is the most frequently studied emotion in academic domains (Pekrun et al., 2002), is found to be experienced by the students in almost all of the settings, but it is most felt in the before class, the during and after studying and before and during taking a test. The students declared that they feel anxious when participating in classroom activities based on different language skills and they think that they will fail. Therefore, they try to avoid from doing any kind of activities. In this regard, Horwitz et al. (1986) confirm that anxiety affects language learners' achievement and performance in language skills related tasks. In addition, it has been found that anxiety has negative effects on both the students' productive language skills (Cheng, 2002; Daly & Wilson, 1983; Spielmann & Radnofsky, 2001) and receptive skills like reading and listening comprehension (Bacon, 1989; Lund, 1991; Sellers, 2000). Additionally, shame is another negative emotion which is experienced in the learning process. From the answers of the students, it is understood that they feel ashamed and always compare themselves with others in the class. Since they do not have self-confidence; they think they will fail in doing tasks and test, understanding the materials, subjects and exercises in the classroom and also in meeting the others' expectations. In that sense, Cook (2006) claims that shame occurs when students consider that they will fail to perform simple language tasks and are always at risk of showing competency failures and looking foolish.

In addition, the students' answers showed that they experienced boredom especially in learning related setting. They stated that the materials they have to study bore them and in fact the idea of studying is boring. As for hopelessness, it is found as the least scored emotion by the students. In this respect, Pekrun et al. (2002) states that boredom and hopelessness are related to external guidance and regulation. This demonstrates that the materials and methods a teacher uses in class are of great importance to decrease the detrimental effects of such negative emotions. The last negative emotion that needs to be mentioned is anger which is experienced in all settings to some extent. Perhaps, anger is one of the most dangerous emotions since it may even involve physical violence and swearing. For instance, some students declared that they wish to tell the teacher off or throw the textbook out of the window. Although there is a lack of study investigating the role of anger in language learning, Deweale

(2012) investigated how multilinguals express anger, and he points out that “. . . anger, cursing and swearing involve a certain amount of loss of control over one’s emotions, and may very well include a similar lack of control over linguistic resources, which makes it all the more challenging in the foreign language” (p. 109).

The results of the present study regarding the emotional profiles of the students indicate that the students experience more positive emotions rather than negative ones. This demonstrates that not only negative but also positive emotional experiences should be taken into consideration. Oxford (1990) points out “the affective side of the learner is probably one of the very biggest influences on language learning success or failure” (p. 140). Accordingly, López and Aguilar (2013) emphasize that the role of emotional experiences in language learning process should never be underestimated since classrooms are full of emotions and they are involved at every level of the learning process. However, it is proven that while negative emotions affect the learning process negatively and decrease learners' motivation to learn, positive ones prepare the brain for the best position to learn (Arnold, 1999).

All in all, emotional experiences are so significant that they can affect an individual’s decision on studying a foreign or second language, doing a task in the classroom and participation in the activities during the learning process (Lopez & Aguilar, 2013). In this regard, the findings of the present study showed that learners experience both positive and negative emotions. However, among the negative emotions, not just anxiety but also boredom is especially found to be experienced mostly by the learners. It is found that the materials used in the classroom and the load of works to study bore the learners; hence, they lose their attention to class and they just sit in class and wait for class to end. Since these are regarded as external variables affecting learners’ emotional states, it should be taken into account as well. This demonstrates that not just learners’ internal emotional states towards language learning but also external factors experienced during language learning process are significant. Therefore, teachers need to take their students’ academic emotions into account and consider them as a part of language learning process if they want to increase the positive emotions and create a positive atmosphere in the classroom by reducing negative emotions.

Research Question 3

To what extent the emotions L2 learners experienced affect their L2 motivational self-system in terms of ideal L2 self, ought to self and L2 learning experience?

The third and last question of the present study seeks to find out the effect of emotions on L2 learners' ideal L2 selves, Ought-to selves and Language Learning experiences which are the main constituents of L2 motivational self-system of Dörnyei (2009). In order to answer this research question, multiple regression analyses were utilized in which the emotions the learners experienced before, during and after the class, studying and taking a test were taken as independent and their L2 motivational self system profiles were dependent variables.

The results of the multiple regression analyses suggest that while positive emotions (hope, pride, enjoyment) significantly contributed to the learners' ideal L2 selves and L2 Learning experience, Ought-to selves of the learners were affected by both positive emotions (hope, pride, enjoyment, relief) and negative emotions (shame, anxiety and hopelessness). Therefore, it demonstrates that learners who are motivated to learn L2 intrinsically and have positive attitudes towards the learning environment have more positive emotions than the ones who are motivated to learn L2 because of the external factors. The findings are consistent with the previous studies in the literature (Teimouri, 2017; Deweale et al., 2017; Lopez & Aguilar, 2013, MacIntyre & Vincze, 2017; Papi, 2010).

First and foremost, ideal L2 self was found to be affected by positive emotions in all achievement settings. Learners' ideal self including personal and social wishes, desires and hopes set by themselves is the most intrinsic type of motivation. Also, the learners with strong ideal L2 self actively engage in activities and tasks in order to reach their ideal image of a competent language user (Teimouri, 2017) since they have strongly internalized future guides (Deweale et al., 2017). Therefore, these learners are expected to be successful language learners who have positive emotional experiences, attitudes and feelings towards the target language. However, it was found that one negative emotion, boredom, is found to be effective in ideal L2 self in the during class related setting. According to Pekrun et al. (2002), boredom is related to external guidance and regulation, which means the materials and methods a teacher uses in class affect the motivation of the learners. Therefore, even if the learners are motivated

intrinsically, the learning experiences and environment might decrease their motivation, which makes ideal L2 self and L2 Learning experience intertwined.

Furthermore, it was found that positive emotions experienced by the learners positively affect their L2 learning experiences. This finding is parallel with the studies of Aida (1994), and Young (1991). They found that the more positive emotions exist, the more positive learning experiences occur. Furthermore, Dörnyei (2009) argues that L2 Learning experience is associated with the self-internalized and intrinsic motivational types, in which positive emotions are supposed to be higher than the negative ones. According to the results of multiple regression analyses, hopelessness (before class) and anger (before taking a test) are found effective in L2 learning experience, but they negatively contributed, which means if negative emotions exist in the classroom, L2 learning experiences is affected negatively.

Last but not least, Ought-to self which involves imposed obligations by significant others to learn the target language are found to be affected by both negative and positive emotions. In the previous studies in the literature, Ought-to self is usually found as related to negative ones like anxiety (Papi, 2010; Ghapanchi et al., 2011; Papi & Teimouri, 2014) as this study does. The results of the study conducted by Papi (2010) demonstrate that the learners with Ought-to self have a high level of anxiety. It implies that if students are motivated through their Ought-to self, they tend to be anxious about their language learning. The students who care about what other others think about them are nervous about whether they disappoint others or not, which lays the foundation of anxiety. Hence, because of this anxiety related to the Ought-to self, students might feel less motivated to participate in learning experiences.

Beyond the previous studies in the literature, the findings of the present study also showed that shame and hopelessness are the other negative emotions which are significantly contributed to Ought-to self. Hopelessness which is seen as related to external guidance and regulation (Pekrun, 2002) is found to be effective in the learners' Ought-to selves. From the responses, it is understood that they do not have self-confidence and they believe they will fail in fulfilling the activities and answering the questions. Therefore, they feel like giving up. In other words, a learner who feels hopeless may have no expectation of future improvement or success in language learning since he or she is not motivated intrinsically. Accordingly, Dörnyei (2001) argues in his self-determination theory, "we will be more motivated to do something of our own will than something that we are forced to do" (p. 12). Furthermore, Higgins

(1987) asserts that L2 learners who have different types of self-discrepancies are sensitive to experience the shame to some extent, but learners with strong prevention concerns (ought-to self) tend to experience shame more intensely than the ones with promotional focus (ideal L2 self). Therefore, the finding related to shame is in line with the Higgins' theory to some extent.



CHAPTER VI

6. CONCLUSION AND IMPLICATIONS

6.1. Introduction

In this chapter, an overview of the study in line with the research questions, the limitations and the implications of the study are presented.

6.2. Overview of the Study

The present study was carried out with the aim of portraying the L2 Motivational Self System profiles in terms of ideal L2 self, ought-to self and L2 learning experience and emotional profiles of English language learners when attending class, studying and taking tests and exams. Also, it was aimed to investigate the emotional experiences of learners through the lens of L2 motivational self-system. In addition, the extent of how emotional experiences of learners affect their L2 Motivational Self System was investigated. In this respect, Dörnyei's L2 motivational self system was chosen as a theoretical framework in order to relate learners' emotions to their L2 selves. The study was conducted with 214 preparation class students at a foundation university in Gaziantep, Turkey. The study adopted a quantitative research design in which the data was collected through the AEQ (Pekrun et al., (2002) and LLQ (Taguchi et al., 2009). AEQ consists of three sections; the class-related, learning-related, and test-related emotion scales and each section are ordered in three blocks assessing emotional experiences before, during, and after being in achievement situations addressed by the section. LLQ consists of 3 sections assessing L2 motivational self system in terms of ideal L2 self, ought to self and learning experience. The data collected through these instruments were analyzed by SPSS (Statistical Package for the Social Sciences). First, descriptive statistics were utilized to answer the first two questions, and then multiple regression analyses were conducted for the third question in which the independent variables were emotions, and dependent variables were motivational aspects of the learners. Since the data on emotional experiences were collected through three sections consisting of three blocks and the data on L2 motivation were collected through three sections, twenty seven different multiple regression analyses were conducted.

Returning the research questions presented at the beginning of the study, the findings regarding the first research question related to L2 Motivational Self System profiles of the students participated in the study indicated that the participants had different motives to learn L2. Most of them stated that they wanted to learn it because of their desires, wishes and hopes regarding the target language, which shows that they have strong ideal L2 selves. Also, L2 Learning experience which concerns the attitudes of L2 learners towards “immediate learning environment and experience” (Dörnyei, 2009, p. 29) has the second highest mean. This shows that the learners were content with their learning experiences in the classroom and the experiences they had positively affected their motivational orientations. The last dimension, Ought-to self, was found to have the lowest mean indicating that obligations and responsibilities do not have a significant effect on the students’ motivation as ideal L2 self and L2 learning experience have.

As for the second research question which aims to investigate the emotional profiles of the learners who study English, it was found that the students experience more positive emotions rather than negative ones in all academic achievement settings. Till now, studies concerning the emotional sides of the language learners have mostly focused on the effects of negative emotions (Cheng, 2002; Daly & Wilson, 1983; Spielmann & Radnofsky, 2001; Bacon, 1989; Lund, 1991; Sellers, 2000; Deweale (2012), but it is possible to claim that positive emotional experiences should also be taken into consideration when evaluating the language learning process of the learners because positive emotions prepare the brain for the best position to learn (Arnold, 1999).

Last but not least, the third research question concerning the effects of emotional experiences of the learners on their L2 Motivational Self System suggested that while positive emotions (hope, pride, enjoyment) significantly contributed to the learners’ ideal L2 selves and L2 learning experience, Ought-to selves of the learners were affected by both positive emotions (hope, pride, enjoyment, relief) and negative emotions (shame, anxiety and hopelessness. Therefore, it demonstrates that learners who are motivated to learn L2 intrinsically and have positive attitudes towards the learning environment have more positive emotions than the ones who are motivated to learn L2 because of the external factors.

6.3. Implications

As the present study highlighted the effects of emotions language learners experience before, during and after language learning process on their motivation, these findings have pedagogical implications. The results suggest that learners' Ideal L2 selves had the highest contribution to the learners' motivation to learn English, followed by L2 learning experience. Therefore, the language learning process of learners mostly benefits from both their internalized motivations and immediate L2 learning experiences. Furthermore, the number of the learners who have a strong Ought-to self is not less, which shows that they consider learning English as an obligation. Hence, language teachers should integrate activities which increase learners' motivation into their lessons, and they should adopt both promotion (ideal L2 self) and prevention (Ought-to self) motivational strategies in their teaching (Dörnyei & Kubanyiova, 2014).

Another implication of the present study is that more studies should be done to understand the various emotions learners experience in their language learning journey since they are crucial to understand learning processes, student motivation and effective teaching (Pekrun, Goetz, Titz & Perry, 2002; Meyer & Turner, 2006). However, it should be noted that not just negative emotions but also positive emotions need to be investigated since this study highlighted that learners experience positive emotions (enjoyment, hope, pride) more than the negative ones anxiety, shame, hopelessness, anger). According to Pekrun (2000), emotions and feelings are the product of the evaluation learners make of specific situations during learning. Learners' previous experiences, personal goals and the social context affect these evaluations (Pekrun et al., 2002). It is relevant to language learning; learners come with their previous negative or positive experiences. Therefore, they might have various reasons to learn the target language. According to Do and Schallert (2004), the interplay of these factors in an emotional experience during learning process might have various meanings for each learner and affect their motivations in a different way. The amount of motivation learners have also affect their decision to carry out the tasks (Shoaib & Dörnyei, 2004). Then, both positive and negative emotions experienced during language learning are significant to understand, so teachers need to take their students' emotions into account and consider them as a part of language learning process. Also, they should increase positive emotions of their students and create a positive atmosphere in the classroom by reducing negative emotions. In addition, for future research into emotional experiences

in language learning, it can be suggested that a sociolinguistic approach based on context-sensitive and participant-sensitive method can contribute a lot to the field (Long, 1997).

Last but not least, of the current study underlines that while learners' motivational dimensions (Ideal L2 self, Ought-to self, L2 Learning experience) are affected mostly by positive emotions, Ought-to self is affected negative emotions (anxiety, shame, hopelessness) as well. Therefore, by integrating such a balanced motivational practice mentioned above and focusing on increasing positive emotions rather than focusing on negative ones can help learners to gradually internalize their obligations and move toward having ideal L2 selves.

All in all, emotional experiences are so significant that they can affect an individual's decision on studying a foreign or second language, doing a task in the classroom and participation in the activities during the learning process (Lopez & Aguilar, 2013). Additionally, when the students experience positive emotions in the classroom, it increases their motivations. Therefore, more studies focusing on the effects of positive emotions on the motivation during the English learning process need to be conducted.

6.4. Limitations

The present study clearly has some limitations. First, this study provided quantitative evidence on the learners' emotional experiences and L2 Motivational Self System profiles assessed through two existing questionnaires (AEQ and LLQ). However, the findings need to be complemented by qualitative perspective. It has been argued that L2 motivation is a complex, dynamic, emergent and adaptive system, and it bonds to change and develop depending on contextual, psychological and cultural factors (Dörnyei, 2009). Hence, future studies are suggested to use mixed-method approached to illustrate how learners' motivation and emotions change over time, and how they affect each other during the learning process. Second, the study was conducted with a limited number of participants. Even though the results are encouraging, following studies might be done with a bigger number of participants to generalize the findings. Also, the participants of the present study were studying in various departments such as engineering, international trade and logistics, English language teaching, and political sciences. Therefore, participants from both hard and

soft sciences such as psychology and sociology can be included in further studies in order to compare and contrast the results of two groups related to their emotional experiences and motivation. Finally, since it is one of the few studies aimed to explain the effects of emotional experiences of L2 learners on their motivation in language learning process, more studies are needed to elaborate this topic.



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8. APPENDICES

Appendix 1. Achievement Emotions Questionnaire (Pekrun et al., 2005)

Dear students,

This questionnaire aims to find out individual emotional reactions experienced in learning English. The information you provide to the survey will be kept strictly confidential by the researcher. Many thanks for your cooperation and help.

PART I - Class-Related Emotions

This part of the questionnaire refers to emotions you may experience when being in class at university. Before answering the questions on the following pages, please recall some typical situations of being in class which you have experienced during the course of your studies. Read each item carefully and respond using the scale provided.

BEFORE CLASS

The following questions pertain to feelings you may experience **BEFORE** being in class. Please indicate how you feel, typically, before you go to class.

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I get excited about going to class.					
2. It's pointless to prepare for class since I don't understand the material anyway.					
3. Even before class, I worry whether I will be able to understand the material.					
4. Being confident that I will understand the material motivates me.					
5. I am looking forward to learning a lot in this class.					
6. Because I'm so nervous I would rather skip the class.					
7. I am confident when I go to class.					
8. I wish I didn't have to attend class because it makes me angry.					
9. I am full of hope.					
10. Even before class, I am resigned to the fact that I won't understand the material.					
11. I am motivated to go to this class because it's exciting.					
12. I worry whether I'm sufficiently prepared for the lesson.					
13. My confidence motivates me to prepare for class.					
14. The thought of this class makes me feel hopeless.					
15. I worry whether the demands might be too great.					
16. My hopes that I will be successful motivate me to invest a lot of effort					
17. Thinking about class makes me feel uneasy.					
18. Because I've given up, I don't have energy to go to class.					
19. When I think about class, I get queasy.					
20. I am optimistic that I will be able to keep up with the material.					
21. I feel scared.					
22. I'd rather not go to class since there is no hope of understanding the material anyway.					
23. I am hopeful that I will make good contributions in class.					

DURING CLASS

The following questions pertain to feelings you may experience **DURING** class. Please indicate how you feel, typically, during class.

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
24. I enjoy being in class.					
25. I worry the others will understand more than me.					
26. I'm tempted to walk out of the lecture because it is so boring.					
27. When I say something in class I feel like I turn red.					
28. I feel frustrated in class.					
29. Because the time drags I frequently look at my watch.					
30. I take pride in being able to keep up with the material.					
31. Because I don't understand the material I look disconnected and resigned.					
32. My enjoyment of this class makes me want to participate.					
33. I get restless because I can't wait for the class to end.					
34. When I say anything in class I feel like I am making a fool of myself.					
35. I get tense in class.					
36. I get bored.					
37. I am confident because I understand the material.					
38. After I have said something in class I wish I could crawl into a hole and hide.					
39. I feel anger welling up in me.					
40. I am proud that I do better than the others in this course.					
41. It's so exciting that I could sit in class for hours listening to the professor.					
42. I get so bored I have problems staying alert.					
43. I get embarrassed.					
44. Thinking about the poor quality of the course makes me angry.					
45. I start yawning in class because I'm so bored.					
46. When I make good contributions in class, I get even more motivated.					
47. I'm embarrassed that I can't express myself well.					
48. I feel hopeless.					
49. I enjoy participating so much that I get energized.					
50. I feel nervous in class.					
51. The lecture bores me.					
52. Because I get embarrassed, I become tense and inhibited.					
53. I am proud of the contributions I have made in class.					
54. Because I'm angry I get restless in class.					
55. I have lost all hope in understanding this class.					
56. I get scared that I might say something wrong, so I'd rather not say anything.					
57. During class I feel like I could sink into my chair.					
58. I am ashamed.					
59. Thinking about all the useless things I have to learn makes me irritated.					
60. When I do well in class, my heart throbs with pride.					
61. Because I get bored my mind begins to wander.					
62. When I talk in class I start stuttering.					
63. I find this class fairly dull.					
64. If the others knew that I don't understand the material I would be embarrassed.					
65. When I don't understand something important in class, my heart races.					
66. I think about what else I might be doing rather than sitting in this boring class					

AFTER CLASS

The following questions pertain to feelings you may experience **AFTER** having been in class. Please indicate how you feel, typically, after class.

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
67. After class I start looking forward to the next class.					
68. I am ashamed because others understood more of the lecture than I did.					
69. I wish I could tell the teachers off.					
70. I am proud of myself.					
71. I am happy that I understood the material.					
72. I'd rather not tell anyone when I don't understand something in class.					
73. I am angry.					
74. I think that I can be proud of what I know about this subject.					
75. I feel so hopeless all my energy is depleted.					
76. I am glad that it paid off to go to class.					
77. Because I take pride in my accomplishments in this course, I am motivated to continue.					
78. When I think of the time I waste in class I get aggravated.					
79. I feel hopeless continuing in this program of studies.					
80. I would like to tell my friends about how well I did in this course.					

PART II - LEARNING-RELATED EMOTIONS

This part of the questionnaire refers to emotions you may experience when studying. Before answering the questions on the following pages, please recall some typical situations of studying which you have experienced during the course of your studies. Read each item carefully and Respond Using the Scale Provided.

BEFORE STUDYING

The following questions pertain to feelings you may experience **BEFORE** studying. Please indicate how you feel, typically, before you begin to study.

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
81. I look forward to studying.					
82. I get so nervous that I don't even want to begin to study.					
83. I feel confident that I will be able to master the material.					
84. Because I get so upset over the amount of material, I don't even want to begin studying.					
85. When I have to study I start to feel queasy.					
86. When I look at the books I still have to read, I get anxious.					
87. Because I'm bored I have no desire to learn.					
88. I have an optimistic view toward studying.					
89. I feel ashamed about my constant procrastination.					
90. I get angry when I have to study.					
91. My lack of confidence makes me exhausted before I even start.					
92. I'm annoyed that I have to study so much.					
93. I would rather put off this boring work till tomorrow.					
94. I feel optimistic that I will make good progress at studying.					
95. I feel hopeless when I think about studying.					

DURING STUDYING

The following questions pertain to feelings you may experience DURING studying. Please indicate how you feel, typically, during studying.

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
96. I worry whether I'm able to cope with all my work.					
97. Because I'm bored I get tired sitting at my desk.					
98. I feel confident when studying.					
99. I feel ashamed that I can't absorb the simplest of details.					
100. I get so angry I feel like throwing the textbook out of the window.					
101. My hopelessness undermines all my energy.					
102. While studying I feel like distracting myself in order to reduce my anxiety.					
103. The material bores me so much that I feel depleted.					
104. The thought of achieving my learning objectives inspires me.					
105. I feel ashamed because I am not as adept as others in studying.					
106. When I sit at my desk for a long time, my irritation makes me restless.					
107. I'm proud of my capacity.					
108. I feel so helpless that I can't give my studies my full efforts.					
109. I find my mind wandering while I study.					
110. I study more than required because I enjoy it so much.					
111. As time runs out my heart begins to race.					
112. The material bores me to death.					
113. My sense of confidence motivates me.					
114. When somebody notices how little I understand I avoid eye contact.					
115. Studying makes me irritated.					
116. I wish I could quit because I can't cope with it.					
117. When my studies are going well, it gives me a rush.					
118. I get tense and nervous while studying.					
119. While studying this boring material, I spend my time thinking of how time stands still.					
120. I turn red when I don't know the answer to a question relating to the course material.					
121. I get angry while studying.					
122. When I solve a difficult problem in my studying, my heart beats with pride.					
123. I'm resigned to the fact that I don't have the capacity to master this material.					
124. I enjoy the challenge of learning the material.					
125. The subject scares me since I don't fully understand it.					
126. While studying I seem to drift off because it's so boring.					
127. I feel ashamed.					
128. I get annoyed about having to study.					
129. Because I want to be proud of my accomplishments, I am very motivated.					
130. I feel helpless.					
131. I enjoy dealing with the course material.					
132. Worry about not completing the material makes me sweat.					
133. Studying for my courses bores me.					
134. I feel embarrassed about not being able to fully explain the material to others.					
135. When I excel at my work, I swell with pride.					
136. I get physically excited when my studies are going well.					
137. Studying is dull and monotonous.					
138. I feel ashamed when I realize that I lack ability.					
139. I enjoy acquiring new knowledge.					
140. The material is so boring that I find myself daydreaming.					

AFTER STUDYING

The following questions pertain to feelings you may experience **AFTER** having studied. Please indicate how you feel, typically, after having studied.

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
141. I worry whether I have properly understood the material.					
142. Because I have had so much troubles with the course material, I avoid discussing it.					
143. After extended studying, I'm so angry that I get tense.					
144. I'm proud of myself.					
145. After studying I'm resigned to the fact that I haven't got the ability.					
146. I am so happy about the progress I made that I am motivated to continue studying.					
147. When I can't keep up with my studies it makes me fearful.					
148. My memory gaps embarrass me.					
149. I'm discouraged about the fact that I'll never learn the material.					
150. Reflecting on my progress in coursework makes me happy.					
151. I don't want anybody to know when I haven't been able to understand something.					
152. I think I can be proud of my accomplishments at studying.					
153. I feel resigned.					
154. Certain subjects are so enjoyable that I am motivated to do extra readings about them.					
155. I worry because my abilities are not sufficient for my program of studies.					

PART III - Test Emotions

This part of the questionnaire refers to emotions you may experience when taking tests or exams at university. Before answering the questions on the following pages, please recall some typical situations of test-taking or exams which you have experienced during the course of your studies. Read each item carefully and Respond Using the Scale Provided.

BEFORE TAKING THE TEST / EXAM

The following questions pertain to feelings you may experience **BEFORE** taking a test or an exam. Please indicate how you feel, typically, before taking a test or an exam.

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
156. I look forward to the exam.					
157. I worry whether I have studied enough.					
158. I start studying for the exam with great hope and anticipation.					
159. I get angry over time pressures which don't leave enough time to prepare.					
160. I'm so proud of my preparation that I want to start the exam now.					
161. My hopelessness robs me of all my energy.					
162. I can't even think about how embarrassing it would be to fail the exam.					
163. Because I enjoy preparing for the test, I'm motivated to do more than is necessary.					
164. I have lost all hope that I have the ability to do well on the exam.					
165. I feel sick to my stomach.					
166. I am optimistic that everything will work out fine.					
167. I get angry about the amount of material I need to know.					
168. I feel so resigned about the exam that I can't start doing anything.					
169. Before taking the exam, I sense a feeling of eagerness.					
170. Before the exam I feel nervous and uneasy.					
171. I have great hope that my abilities will be sufficient.					
172. I'd rather not write the test because I have lost all hope.					
173. I look forward to demonstrating my knowledge.					
174. I get so nervous I wish I could just skip the exam.					
175. I'm quite confident that my preparation is sufficient.					
176. I think about my exam optimistically.					
177. Because I look forward to being successful, I study hard.					
178. I get depressed because I feel I don't have much hope for the exam.					
179. I worry whether the test will be too difficult.					
180. My confidence motivates me to prepare well.					

DURING TAKING THE TEST / EXAM

The following questions pertain to feelings you may experience **DURING** taking a test or an exam. Please indicate how you feel, typically, during taking a test or an exam.

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
181. I enjoy taking the exam.					
182. I worry whether I will pass the exam.					
183. Hoping for success, I'm motivated to invest a lot of effort.					
184. At the beginning of the test, my heart starts pounding.					
185. I start to think that no matter how hard I try I won't succeed on the test.					
186. I get angry.					
187. I think that I can be proud of my knowledge.					
188. I am very nervous.					
189. I feel like giving up.					
190. My hands get shaky.					
191. I am ashamed of my poor preparation.					
192. I get so nervous I can't wait for the exam to be over.					
193. I think the questions are unfair.					
194. I am very confident.					
195. I start to realize that the questions are much too difficult for me.					
196. Pride in my knowledge fuels my efforts in doing the test.					
197. I feel panicky when writing the exam.					
198. I feel so resigned that I have no energy.					
199. I feel humiliated.					
200. I am happy that I can cope with the test.					
201. I am so anxious that I'd rather be anywhere else.					
202. I have given up believing that I can answer the questions correctly.					
203. I get so embarrassed I want to run and hide.					
204. For me the test is a challenge that is enjoyable.					
205. I feel hopeless.					
206. Because I am ashamed my pulse races.					
207. I get embarrassed because I can't answer the questions correctly.					

AFTER TAKING THE TEST / EXAM

The following questions pertain to feelings you may experience **AFTER** taking a test or an exam. Please indicate how you feel, typically, after taking a test or an exam.

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
208. I get angry about the teacher's grading standards.					
209. When I get the test results back, my heart beats with pride.					
210. The tension in my stomach is dissipated.					
211. I feel ashamed.					
212. I'm proud of how well I mastered the exam.					
213. My heart beats faster with joy.					
214. I am fairly annoyed.					
215. To think about my success makes me feel proud.					
216. I finally can breathe easy again.					
217. My marks embarrass me.					
218. I feel very relieved.					
219. I wish I could tell the teacher off.					
220. After the exam I feel ten feet taller because I'm so proud.					
221. I feel relief.					
222. When I get a bad mark I would prefer not to face my teacher again.					
223. My anger makes the blood rush to my head.					
224. I am very satisfied with myself.					
225. I can finally laugh again.					
226. I wish I could freely express my anger.					
227. I walk out of the exam with the look of a winner on my face.					
228. I feel freed.					
229. When others find out about my poor marks I start to blush.					
230. I glow all over.					
231. I get so angry, I start feeling hot and flushed.					
232. I am proud of myself.					

Appendix 2. Language Learning Questionnaire (Taguchi et al., 2009)

Dear Students,

This questionnaire aims to investigate your motivation regarding English learning. The information you provide will be kept strictly confidential by the researcher. Many thanks for your cooperation and help.

Items	not at all	not really	so-so	quite a lot	very much
1. I can imagine myself speaking English as if I were a native speaker of English.					
2. I can imagine myself speaking English with international friends or colleagues.					
3. Whenever I think of my future career, I imagine myself using English.					
4. I can imagine myself studying in a university where all my courses are taught in English.					
5. I can imagine myself writing English e-mails fluently.					
6. I can imagine myself living abroad and using English effectively for communicating with the locals					
7. I imagine myself as someone who is able to speak English					
8. If my dreams come true, I will use English effectively in the future					
9. I study English because close friends of mine think it is important.					
10. If I fail to learn English, I will disappoint other people.					
11. Studying English is important to me in order to gain the approval of my teachers.					
12. Studying English is important to me in order to gain the approval of my family.					
13. Learning English is necessary because people surrounding me expect me to do so.					
14. Studying English is important to me because other people will respect me more if I have the knowledge of English.					
15. My parents believe that I must study English to be an educated person					
16. Studying English is important to me because an educated person is supposed to be able to speak English.					
17. Do you like the atmosphere of your English classes?					
18. Do you find learning English really interesting?					
19. Do you think time passes faster while studying English?					
20. Do you find the topics covered in your English course book interesting?					
21. Would you like to have more English lessons at school?					
22. Do you volunteer answers in your English classes?					
23. Do you consider that your teacher motivates you to learn English?					
24. Would you like to have more alternative activities in your English classes? (e.g. group speaking activities, oral presentations, etc)					

Appendix 3. Consent Form

CONSENT FORM

Title of the study: An Investigation into the Relationship between EFL Learners' Emotional Experiences and L2 Motivational Self System

I voluntarily agree to take part in the study conducted by Mrs. Seda SIVACI. I am going to take a copy of this form after I signed it.

Name of the Participant:

Date:

Signature:



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



T.C.
HASAN KALYONCU ÜNİVERSİTESİ
YABANCI DİLLER YÜKSEKOKULU

Sayı : 48062659-022
Konu : Seda SIVACI'nın Doktora Anket Talebi Hk.

16.01.2019

Sayın Seda SIVACI
Eğitim Fakültesi, İngilizce Öğretmenliği Bölümü

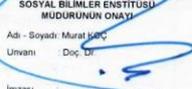
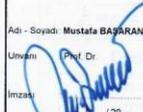
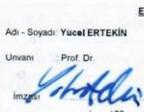
İlgi : 20.02.2018 tarihli talebiniz.

İlgi yazınız ile 20.02.2018 tarihinde "Öğrencilerin Dil Öğrenimindeki Duygu ve Motivasyonu Değerlendirme" adlı doktora çalışmanız için yüksekokulumuz hazırlık düzeyi öğrencilerine yönelik anket uygulaması için talebiniz 21.02.2018 tarihinde yüksekokul yönetimince değerlendirilmiş olup dilekçeniz üzerinden uygunluk verilmiştir.

Bilgilerini rica ederim.

Öğr. Gör. Mehmet Salih YÖĞÜN
Müdür

Appendix 5. Ethics Committee Permit Document

T.C. ÇAĞ ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU			
ÖĞRENCİ BİLGİLERİ			
T.C. NOSU	11423253966		
ADI VE SOYADI	Seda SIVACI		
ÖĞRENCİ NO	201412014		
TEL. NO / LARI	5548742245		
E - MAİL ADRESLERİ	sedasivaci@hku.edu.tr		
ANA BİLİM DALI	İngiliz Dili Eğitimi		
PROGRAM ADI	İngiliz Dili Eğitimi		
BİLİM DALININ ADI	İngiliz Dili Eğitimi		
HANGİ AŞAMADA OLDUĞU (ÖRS / TEZ)	Tez		
İTEKDE BULUNDUĞU DÖNEME AIT DÖNEMLİK KAYDININ YAPILUP-YAPILMADIĞI	2018 /2019 -GÜZ DÖNEMİ KAYDINI YENİLEMEDİM / YENİLEDİM		
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER			
TEZİN KONUSU	An Investigation into the EFL Learners' Emotional Experiences and L2 Motivational Self System		
TEZİN AMACI	The main purpose of the present study is to gain an understanding of the emotional experiences learners experience when attending class, studying and taking tests and exams. The secondary purpose is attempting to investigate how these emotional experiences impact upon or relate to motivation to learn English.		
TEZİN TÜRKÇE ÖZETİ	Bu çalışmanın amacı, öğrencilerin ideal L2 self, ought-to L2 self ve L2 öğrenme deneyimi açısından ikinci dil öz-motivasyon profillerini ve dil öğrenme süreci öncesinde, sırasında ve sonrasında yaşadıkları duygusal deneyimlerini incelemektir. Buna ek olarak, öğrencilerin İngilizce dersine katılmaya, ders çalışmaya ve sınav çıktıkları yapıldıkları bu duygusal deneyimlerin ideal L2 self, ought-to self ve L2 öğrenme deneyimlerini kapsayacak şekilde ikinci dil öz-motivasyon sistemleri üzerindeki etkisini araştırmayı amaçlamaktadır. Bu kapsamda, bölümün hazırlık sınıfında İngilizce öğrenen 214 yetkin öğrenci çalışmaya dahil edilmiştir. Verilerin toplanması için Başarı Duyguları Anketi (Pekrun ve ark. (2002) ve Dil Öğrenme Anketi (Taguchi ve ark. 2009) uygulanmıştır. Her iki anketde toplanan verilerin analize belirsiz analizler ve çoklu regresyon analizleri kullanılmıştır. Araştırmanın sonuçları, öğrencilerin ikinci dil öz-motivasyon sistemi ile en fazla bağlantılı olduğu düşünülen değişkenin ideal L2 self olduğunu ve bunu L2 öğrenme deneyimi ve ought-to L2 self'in takip ettiği göstermiştir. Bununla beraber, öğrencilerin İngilizce öğrenme sürecinde negatif duygularında (utanc ve umutsuzluk gibi) pozitif duyguların (zek ve umut gibi) daha çok deneyimledikleri bulunmuştur. Öğrencilerin deneyimledikleri duyguların kendi öz-motivasyonları üzerindeki etkisi incelendiğinde ise, yapılan çoklu regresyon analizleri öğrencilerin ideal L2 self ve L2 öğrenme deneyimlerine pozitif duyguların (umut, gurur, zek) anlamlı bir şekilde katkı sağladığını gösterirken, ought-to L2 self motivasyonlarının hem pozitif (umut, gurur, zek,		
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER / KURUMLARIN ADLARI	Hasan Kalyoncu Üniversitesi Yabancı Diller Yüksekokulu		
İZİN ALINACAK OLAN KURUMA AIT BİLGİLER (KURUMUN ADI - SUBESİ / MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Hasan Kalyoncu Üniversitesi Yabancı Diller Yüksekokulu Şahinbey / Gaziantep		
YAPILANMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ ÖLÇELERİNE HANGİ KURUMUN HANGİ BÖLÜMÜNDE/ HANGİ ALANINA HANGİ KONULARDA/ HANGİ ÖZGÜRLÜK İZİNİNE NE UYGULANACAK/ GİBİ AYRINTILI BİLGİLER	Hasan Kalyoncu Üniversitesi Yabancı Diller Yüksekokulu Öğrencileri		
UYULANACAK OLAN ÇALIŞMAYA AIT ANKETLERİN ÖLÇELERİN BAŞLIKLARI/ HANGİ ANKETLERİN ÖLÇELERİN UYGULANACAKI	Achievement Emotions Questionnaire (Pekrun et al. 2005), Language Learning Questionnaire (Taguchi et al. 2009)		
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR GİBİ EVRANLARIN İSİMLERİLE BİRLİKTE KAÇ SAYFA OLARAK OLANA AIT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) Achievement Emotions Questionnaire (Pekrun et al. 2005) 13 sayfa 2) Language Learning Questionnaire (Taguchi et al. 2009) 1 sayfa		
ÖĞRENCİNİN ADI - SOYADI: SEDA SIVACI	ÖĞRENCİNİN İMZASI: 	TARİH: 11 / 01 / 2019	
TEZ / ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU			
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.			
2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisinde girmektedir.			
1. TEZ DANIŞMANININ ONAYI	2. TEZ DANIŞMANININ ONAYI (VARSA)	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNÜN ONAYI	A. B. D. BAŞKANININ ONAYI
Adı - Soyadı: Jülide İNOZU Unvanı: Prof. Dr. İmzası:  / 20	Adı - Soyadı: _____ Unvanı: _____ İmzası: _____ / 20	Adı - Soyadı: Murat KİÇİÇ Unvanı: Doç. Dr. İmzası:  / 20	Adı - Soyadı: Şehnaz SAHİN KARAKAŞ Unvanı: Prof. Dr. İmzası:  / 20
ETİK KURULU ASIL ÜYELERİNE AIT BİLGİLER			
Adı - Soyadı: Mustafa BAĞARAN Unvanı: Prof. Dr. İmzası:  / 20 Etik Kurulu Jüri Başkanı - Asil Üye	Adı - Soyadı: Yücel ERTEKİN Unvanı: Prof. Dr. İmzası:  / 20 Etik Kurulu Jüri Asil Üyesi	Adı - Soyadı: Deniz Aynur GÜLER Unvanı: Prof. Dr. İmzası:  / 20 Etik Kurulu Jüri Asil Üyesi	Adı - Soyadı: Ali Engin OBA Unvanı: Prof. Dr. İmzası: _____ / 20 Etik Kurulu Jüri Asil Üyesi
Adı - Soyadı: _____ Unvanı: _____ İmzası: _____ / 20 Etik Kurulu Jüri Yedek Üyesi	Adı - Soyadı: _____ Unvanı: _____ İmzası: _____ / 20 Etik Kurulu Jüri Yedek Üyesi	Adı - Soyadı: _____ Unvanı: _____ İmzası: _____ / 20 Etik Kurulu Jüri Yedek Üyesi	Adı - Soyadı: _____ Unvanı: _____ İmzası: _____ / 20 Etik Kurulu Jüri Yedek Üyesi
<input type="radio"/> OY BİRLİĞİ İLE <input checked="" type="radio"/> OY ÇOKLUĞU İLE			
Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/ Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asil Jüri Üyelerine İnceletmiş olup, 11/01/2019 tarihinde yapılan toplantıda uygulanmak üzere gerekli izin ve kararları almışlardır.			
AKTILAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR.			
(EKLER): (1-13) Sayfa Achievement Emotions Questionnaire (Pekrun et al. 2005) Anket (13-14) Sayfa Language Learning Questionnaire (Taguchi et al. 2009) Anket			

508E-112

9. BIOGRAPHY



Seda SIVACI was born in Gaziantep in 1986. She graduated from American Culture and Literature, Ege University in 2009. Upon graduation, she completed her pedagogical formation in Gaziantep University in 2010. Then she completed her MA in 2014 and PhD in 2019 at Çağ University. She worked as an instructor for 5 years at School of Foreign Languages. Since 2015, she has been working as a lecturer in the department of English Language Teaching at Education Faculty of Hasan Kalyoncu University.

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