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**AN INVESTIGATION OF MOTIVATIONAL SELF-SYSTEM OF STUDENTS
LEARNING ENGLISH AS A FOREIGN LANGUAGE AT A UNIVERSITY
CONTEXT**

THESIS BY

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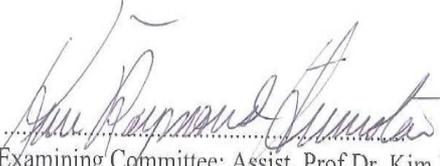
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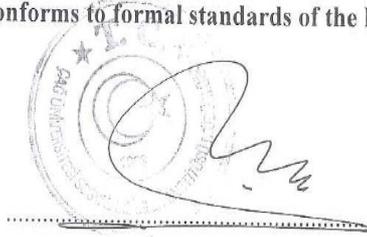


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ÖZET

BİR ÜNİVERSİTE BAĞLAMINDA YABANCI DİL OLARAK İNGİLİZCEYİ ÖĞRENEREN ÖĞRENCİLERİN ÖZ-MOTİVASYON SİSTEMİ ARAŞTIRMASI

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Bu çalışma, ikinci dilde öz-motivasyon kapsamında üniversite öğrencilerinin İngilizce dil motivasyonunu analiz edip anlamayı amaçlamaktadır. Bu çalışmada, veri toplamak için Taguchi, Magid and Papi'nin (2009) geliştirdiği ölçek kullanılmıştır. Ölçeğin ilk bölümü katılımcıların demografik bilgilerinden (cinsiyet, yaş, yurtdışında bulunma ve yabancı diller) oluşmaktadır. Ölçeğin ikinci bölümü anket içermektedir. Bu çalışma 2015-2016 akademik yılları arasında Hasan Kalyonu Üniversitesi Hazırlık okulunda yürütüldü. Anket için 125 öğrenciden (81 erkek ve 44 kadın) nicel veriler toplandı. Veriler betimsel analizle açıklandı. Ayrıca ikinci dilde öz-motivasyon faktörleri, ve bu faktörler arasında önemli bir fark olup olmadığını görmek için bağımsız grup t-testi ve tek yönlü varyant analizi yapıldı. Başlıca sonuçlar şunlardır: İlk olarak, öğrencilerin, öğrenme çabalarını sürdürmeyi sağlayan ikinci dil Ideal Self oluşturdukları ortaya çıkmıştır. Ayrıca, öğrencilerin kendilerini gelecekte başarılı bir ikinci dil kullanıcısı olarak görmeleri sonucu bunu desteklemektedir. İkinci olarak, nicel verilerin sonucu, öğrencilerin güçlü ikinci dil Ought-to Self'e sahip olduklarını ortaya koymuştur. Üçüncü olarak, öğrencilerin dil öğrenmeye karşı pozitif bir tavra sahip olduklarını göstermektedir. Dördüncü sonuca göre, İngilizce öğrenmede kadın öğrenciler, erkek öğrencilere göre daha pozitif bir yaklaşıma sahiptir. Ayrıca t-test sonucuna göre, ikinci dil Ideal Self ve dil öğrenimine karşı yaklaşım, istatistiksel olarak önemli bir farka sahiptir. Beşinci sonuç ise, İngilizce dışında başka bir dil veya dilleri bilen öğrencilerin, İngilizce öğrenmede en güçlü etkiye sahip olan ikinci dil Ideal Self'lerini arttırdığını ortaya koydu. Bununla bağlantılı t-test sonucuna göre, ikinci dil öz-motivasyon faktörleri arasında istatistiksel olarak önemli bir fark yoktur. Altıncı sonuç gösteriyor ki, altı aydan daha uzun süre yurtdışında yaşamış olmak, öğrencilerin en çok ikinci dil Ideal Self motivasyonunu etkilemiştir ve bu durum t-test sonucu açısından sadece ikinci dil Ought-to Self faktörünü etkilemiştir. Son olarak, ikinci dili öğrenmeye başlama yaşı açısından tek yönlü varyant analizinin sonuçları, öğrencilerin yaşları ile ikinci dil öz motivasyon faktörleri arasında

istatistiksel olarak önemli bir fark olmadığını göstermesine rağmen, anket ortalamaları motivasyonun yaşla beraber düştüğünü göstermiştir.

Anahtar Kelimeler: İkinci dilde öz-motivasyon, İkinci dil, İkinci dil Ideal Self, İkinci dil Ought-to Self.



ABSTRACT

AN INVESTIGATION OF MOTIVATIONAL SELF-SYSTEM OF STUDENTS LEARNING ENGLISH AS A FOREIGN LANGUAGE AT A UNIVERSITY CONTEXT

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The primary objective of this study is to understand and analyse the English language motivation of a sample of Turkish undergraduate students through the lens of L2 Motivational Self System. In this study, Taguchi et al.'s (2009) Motivational Self System scale was used to collect data. The scale was composed of two parts. The first part was the background information about the knowledge of the participants. They were primarily necessitated to supply their bio-data, such as gender, major, age at which they began to study English. The second involved a questionnaire. The current research was carried out at the Preparatory School of Hasan Kalyoncu University in the spring semester of the 2015-2016 academic years. The quantitative data was collected from 125 learners for the questionnaire, originating in 81 males and 44 females. The data was exposed to descriptive analyses. Moreover, independent samples t-test was used to see the differences in the responses of the respondents with respect to their gender, and one-way analysis of variance (ANOVA) was conducted to examine the differences in motivational factors in relation to the sub-groups of the sample based on the variables of L2 motivational self system. The major results include the following: First, the students formed an L2 component in their L2 self as responsible for their efforts to master an L2. With the answers to the statements it is evident that the students consider themselves as successful L2 learners in the future. Second, the results of quantitative data ascertained a powerful existence of L2 motivational factors relevant to ought-to L2 selves of the participants. Third, students' overall attitudes towards learning English are positive. Fourth, female learners were more positive towards learning English than male learners. Moreover, according to the t-test result, both Ideal L2 Self and Attitudes towards learning English have highly significant impact. Fifth, the findings revealed that learners who

have learned foreign language(s) aside from English enhanced their ideal L2 self which had the strongest effect on learning English. The t-test represents that there was no statistically significant difference. Sixth, living abroad for more than six months experience influenced participants' motivational selves. The result of independent samples t-test regarding the learners who had lived abroad and those who had not was significant and meaningful in terms of Ought-to L2 Self. Finally, even though the result of one-way ANOVA regarding age showed that learners' age had no significantly important difference with their L2 Motivational Self, based on the averages of mean scores, it is evident that motivation decreased with age.

Keywords: L2 Motivational Self System, L2 (Second Language), Ideal L2 Self, Ought-to L2 Self.



ABBREVIATIONS

EFL	: English as a Foreign Language
L2	: Second Language
SLA	: Second Language Acquisition
AMTB	: Attitude Motivation Test Battery
SPSS	: Statistical Package for Social Sciences
US	: United States
UK	: United Kingdom

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CHAPTER I

1. INTRODUCTION

1.1. Background of the Study

Researches dedicated to SLA (Second Language Acquisition) have laid emphasis on the significance of motivation as an essential determinant in language learning. Motivation generally makes up the deficiencies in the process of language learning (Tremblay and Gardner, 1995). Alternative determinants included in SLA can require motivation to some degree. As a consequence, motivation theory has had a place in great numbers of theories of SLA (Rajab et al., 2012).

In the 1970s, Gardner and his colleagues conducted a considerably inclusive study in this scope. According to Gardner, motivation is defined as "the content to which the person studies and tackles to master the language due to a wish to attempt so and gratifying experience in this action" (1985, p.10). Gardner (1985) discriminated integrative and instrumental motivation while working on the essential motives that encouraged learners. As a consequence of a range of research, Gardner and his associates found out that people who are integratively motivated are inclined to succeed the complicated second language (L2) assignment more. Nevertheless, alternative researchers, like Dörnyei (2009), Dörnyei, Csizer and Nemeth (2006), and Dörnyei and Ushioda (2009), criticised the opinion offered by Gardner. Dörnyei's comments revealed a new explication of integrative motivation within a more comprehensive content noted as "self system". With the extent of worldwide integration, which connects societies to one another and demands nations to communicate more than ever, there has been brought a new view on the English Language. In addition to this, English is not only used as a mother tongue in the countries such as the US or the UK, but it is also spoken as a second language in the countries like Kenya, Singapore or India. Gardner and his colleagues' hypotheses on ascription of the ownership of the English to a particular society have become unclear (Rarab et al., 2012). Hence, new visions into analysing the theory of "Integrativeness" assumed within "L2 motivational self system" were revealed by other researchers in the area.

In 2009, Dörnyei formed a notion named as "L2 motivational self-system" that was quickly appreciated by researchers and second language educators considering that this notion

marked a new epoch for L2 motivational studies. Self language learning system has three aspects: Ideal L2 Self, attributing to the second language - particular characteristics available individual's ideal self: If the individual we want to be uses a second language, the Ideal L2 Self is a strong incentive to master the second language due to the wish for decreasing the distinction between our real and ideal selves. Ought-to L2 Self, attributing to the characteristics-individual thinks they should have (i.e., various assignments, indispensability, or obligations) to abstain from potential negative results. And, Attitudes towards learning English deals with situation-specific incentives in relation to the instant learning and education atmosphere (Dörnyei, 2005).

1.2. Statement of the Problem

L2 motivational self system factors have been analysed by various researches on EFL learners who are Asian and European (Dörnyei and Ushioda, 2009). According to Dörnyei and Ushioda, four results were revealed which supported L2 motivational self system theory. Nevertheless, it is unidentified if the results remain true concerning different languages in different countries or not.

The self system theory was developed to remove the socio educational model's borders, which had surpassed the abstract framework for thirty years. The socio-educational framework offers Integrative Motivation (or Integrativeness) and Instrumental Motivation, which are two important factors (Gardner and Lambert, 1972). Educators have laid emphasis on model's restrictions, containing inapplicability in the areas of foreign language (Dörnyei, 1990), the unsuitability to separate integrative motivation from instrumental motivation (Dörnyei, 1994), unclear explanation for integrative motivation (Crookes and Schmidt, 1991), also randomly asserting more powerful forecasting ability of Integrativeness to accomplishment in consideration with instrumental motivation (Au, 1988).

In line with the socio-educational model's restrictions, L2 Motivational self system claims that society in the target language is not easefully accessible in foreign-language areas, and wider factors are required to substitute integrative and instrumental motivation (Dörnyei and Ushioda, 2009). The socio-educational framework proposes that learners are inspired through wishing to take after the people in the language targeted. As people in the target language are not accessible, L2 Motivational self system presents that the socio-educational

framework is not rational for EFL learners in mono-cultural and unilingual areas (Taguchi, Magid, and Papi, 2009). Rather, L2 motivational self system reconsiders the Integrativeness suggested in the socio-educational groundwork through offering students consider a vision of themselves named as the L2-specific self that they are struggling to achieve through mastering a foreign language (Dörnyei and Ushioda, 2009). Even though the effectiveness of L2 motivational self system had been previously proved in the second language area, more experiential researches are essential to analyse the results promoting L2 motivational self system by observing or analysing EFL learners aside from English from other environments.

1.3. Purpose of the Study

Motivation has great importance in second language learning and supplies essential stimulus to begin learning the second language and then the impetus to maintain extensive and mostly tiring learning process (Dörnyei, 2009). Nonetheless, in reality, especially out of the class, in which L2 learners are subjected, inspiration and competence are not inevitably adequate for them to establish communication. The target of the current study is to learn the students' Motivational Self-System noted as "Ideal L2 Self", "Ought-to L2 Self", "Attitudes towards learning English". In the search of this notion, the questions mentioned below will outline the study:

1. What is the students' motivational self-system in terms of their
 - a) ideal L2 Self in learning English?
 - b) ought-to L2 Self in learning English?
 - c) attitudes towards learning English?
2. Does gender have an effect on students' motivational self system?
3. Does speaking a second foreign language in addition to English have an effect on students' motivational self system?
4. Does living abroad (more than 6 months) have an effect on students' motivational self system?
5. Does starting age to learn a foreign language have an effect on students' motivational self system?

1.4. Operational Definitions

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

Self: 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.

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. Motivation in L2

Motivation ensures the main stimulus for introducing L2 learning and the impulsion for maintaining the long-lasting and frequently tiresome learning process; in fact, all the other factors included in second language acquisition (SLA) presume motivation to some degree. Without adequate motivation, even ones with the most notable skills cannot achieve long-reaching targets. However, high motivation can fulfil noticeable incapacities in the inborn ability of the individual's language and learning situations (Dörnyei, 2005).

2.1.1. The Concept of L2 Motivation

The L2 Motivational Self System introduced by Dörnyei (2009) can be explained as serving a completely different viewpoint to motivation of L2. Dörnyei formed L2 learning motivation into a "self" system reproduced from the field of psychology. He benefits the results from L2 study alongside individuality and social psychology. The benefits of forming L2 learning motivation into a "self" system in this prospect are that the groundwork underlines the learner's individuality (MacIntyre et al., 2009, p. 50). It is Dörnyei's fixed idea that language learning is a progression that has to be separated from attaining any other field. As stated by Dörnyei (2009), "Learning a language is linked to one's individual core which constitutes an essential component of a person's individuality" (p. 9). Gardner (1985) looks to concur on with Dörnyei by indicating the individual dispute, which is related to learning a second language. Second language learning contains a process which is transforming something unfamiliar into a part of one's core. In this respect, one's self perception and their eagerness to improve, besides their behaviours in the direction with other societies will impact how language learners get benefits of these materials in their repertoires of behaviours. Studying foreign language includes adopting the behavioural characteristics of societies which create implications for the one (Gardner, 1985).

The notion "motivation" is often referred to and argued in the second language learning or teaching area. Over the last few decades, many scholars think motivation is the

one aspect which arouses the progression and achievement for learning a foreign language. The description of motivation has gone through important variant translations with a large quantity of studies carried out (Dörnyei, 2005, Gardner and MacIntyre, 1993, Ellis, 1994).

According to Gardner and MacIntyre (1993), motivation is a process developed by students; namely, a student who wants to learn a foreign language "desires to achieve a specific aim, dedicates important attempt to succeed in this aim, and experiences fulfilment in the actions as correlated with succeeding this aim" (p.2). Ellis (1994) suggested a common description of motivation, assuming that motivation attributed to "the attempt learners make for learning a second language by reason of their necessity or motive for learning it" (p.715). According to Williams and Burden (as cited in Liu and Park, 2013, p.38), motivation is "a condition of cognitive and emotional revival which caused to be a deliberate verdict to take out, and which gave cause for an era of long dated intellectual and/or physical attempt for reaching the formerly identified aim (or aims)" (p. 120). Dörnyei (1994) asserted an extensive description with passive and active viewpoints of motivation, describing it as a period through a specific quantity of prompting attempt appears, gets into the act, and continues that no alternative force shows up for reducing the strength of it and thus completes action till the expected conclusion has been accomplished. In respect to the motivation points stated earlier, Dörnyei brought to a conclusion: "maybe the one and only point about motivation many researchers would admit is that motivation, undoubtedly, involves the direction and consideration of individual attitudes; namely, the decision of a specific action; the continuation with it, the attempt made on it" (Dörnyei, 2001, p.8)

2.1.2. The Classification of Motivation

Gardner and Lambert (1972) categorized two kinds of motivation: Integrative Motivation and Instrumental Motivation. Integrativeness attributes to the aspiration for mastering the aimed language for being joined prosperously into the aimed language society. Gardner and Lambert indicated that the Integrativeness contains borders of integration and manners towards the process of learning.

Motivation, as reported by Deci and Ryan (as cited in Liu and Park, 2013, p. 39), may be classified as intrinsic motivation and extrinsic motivation. There is no visible award excluding the behaviour itself for intrinsically motivated behaviours. People look as if they

join in the activities for their own good and not for the reason that they result in an extrinsic award. Intrinsically motivated activities are intended to carry out particular internally awarding outcomes; that is, emotions of proficiency and self-autonomy. In short, intrinsic motivation implies carrying out an action plainly for the self-satisfaction. Extrinsically motivated activities are generally performed in expectation of an award out of and beyond the self. They are carried out both due to intrinsic concern and some external awards. Money, grades, prize and even some positive feedback kinds are among common extrinsic awards.

In the recent times, academic consideration about mostly important conception of Integrativeness that was initially mentioned by Gardner and Lambert in the motivational area of second language has increased (1972). Dörnyei (2009) claimed that over the last two decades there has been increasing attention to the hypothetical part of this conception, as it introduced no explicit association to the current cognitive motivational theories that had been arising in the psychology of motivation (such as goal theories or self-determination theory) and as the notion "integrative" was fairly restrictive and to be rather honest, did not sound meaningful a lot in most of the language learning atmosphere (Dörnyei and Ushioda, 2009, p.10). Dörnyei, after studying a lot of experimental verities and hypothetical evaluations, brought out the "L2 motivational self system" that was constituted of the sequent contents: The Ideal L2 Self, the Ought-to L2 Self and Attitudes towards learning English, which are widely explained in detail in 2.1.4.

Accordingly, the System of L2 Motivational Self proposes three major outcomes of the incentive for acquiring an L2: the trainee's interior aspiration for turning into an active L2 speaker, external constraints stemming from the trainee's surrounding area for achieving the L2, and the authentic practice of being involved in the phase of L2 learning.

2.1.3. Historical Overview of L2 Motivation Theory

In order to comprehend second language theory of motivation, it appears important to follow the improvement from the beginning of second language motivation studies. With the studies increased, motivation studies on the second language have been impacted partially by the prevailing motivation psychology theories and partially by varied socio-cultural, circumstantial, universal and experiential matters.

Drawing upon the historical evolution of second language motivation, in agreement with Dörnyei and Ushioda (2011), L2 theory of motivation has separated into four phases:

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 process)

2.1.3.1. The Social Psychological Period

The birth of the research on second language motivation in 1959 was at the same time the origin of the social psychological period that went on prevailing L2 theory of motivation and research for the upcoming thirty years. The birth of research on second language motivation is referred to the Canada-situated research of two researchers, Gardner and Lambert (1972), who highly affected the study on second language motivation area throughout the whole social-psychological period. They regulated the traditional "individualistic" motivation study and "social psychology" to illustrate the attitudes towards language and learners' motivation intended to master the other society's language in Canadian society which is bilingual and which was individualized by the frequent contentious cohabitation of the Anglophone and Francophone societies (Dörnyei, 2005). As the social and psychological approach was taken root principally in the particular socio-cultural, political and linguistic conditions in the Canadian context, its exponents took into account the language learning of the other societies as a means of communicating positively among diversified societies. As stated by Guilloteaux (2007), Gardner and his associates' one of the most admitted improvement is that L2 learning varies from the other subjects' learning as it contains appropriating another culture into an individual's life.

Their studies contain two essential constituents: the socio-educational model of SLA and the Attitude Motivation Test Battery (AMTB). The former is a spearheading groundwork (Gardner and Smythe, 1975) to clarify second language motivation, attitudes towards language and varied factors influencing them. The socio-educational model has been reviewed and defined many times (Gardner, 1985, 2001, 2005, 2000, Tremblay and Gardner, 1995). The latter contains eleven subgroups and was developed to evaluate second language motivation and varied factors influencing it (Gardner, 2005).

In wider terms, Gardner's former model presented that second language motivation is related to two sorts of factors; attitudes towards the learning situation and Integrativeness (Gardner, 2005). The notion of Integrativeness has become the main notion of Gardner's theory that evinces a wish of learners to take part in and describe with the L2 society and its culture. In its supreme groundwork, it can contain a full mixture into the second language society. It is appropriate to comment that Gardner and Lambert (1972) have proposed that learners who are integratively inspired tend to get better scores than learners who are not as much integratively inspired in the second language classroom. In spite of plenty of arguments and studies on this issue, Integrativeness is still a greatly argued and ambiguous field (Dörnyei, 2003).

2.1.3.2. The Cognitive-Situated Period

The cognitive-situated period of the second language motivation study takes up about the past 10 years of the last century, and was started by the criticism of Crookes and Schmidt (1991) on Gardner and his colleagues' social-psychological approach and their invitation for reinitializing the research agenda of second language motivation. Nevertheless, the necessity to renew L2 motivation was also sensed in other studies (e.g., Julkunen, 1989; Brown, 1990), which claimed that second language motivation study was not in accord with the progression of educational psychology in general and second language acquisition research of the period. Crookes and Schmidt (1991) have summed up the oppositions in this way: present SL argument on the motivation issue requires currency, considering it is neither well-based in the actual world of the L2 classroom, nor is it well-attached to relevant educational research.

According to Dörnyei and Ushioda (2011) the cognitive-situated period reflected two favoured issues of the nineties in the L2 motivation research area. First of all, it provided the necessity to take the study of L2 motivation into adjustment with the fast cognitive revisions that were happening in motivational psychology in general. To illustrate, it was discussed how an individual considers his or her strengths, opportunities, secret forces, barriers and past experiences, and additionally, varied forms of the duties for accomplishing the objective (e.g., morals, prosperities and problems) is an essential part of motivation (Dörnyei, 2005). Second of all, it changed the focal point of L2 motivation from a large socio-psychological prospect into a small situated prospect.

This targeted to examine L2 motivation as it operates in real learning process, such as classroom environment (Dörnyei, 2005). Hence, this approach emphasized the necessity to contain basic looks on classroom environment- e.g. the educator, the educational program and the student group in experiential L2 motivation research (Dörnyei, 2005). Nonetheless, it must be considered that this change of approach in L2 motivation was not depended on the whole refusal of the social-psychological approach, but on a suggestion for widening it through combining the shifts occurring in dominant psychology (Dörnyei and Ushioda, 2011).

During broadening the agendum of L2 motivation and establishing new groundwork, many researchers incorporated current factors based upon cognitive theories of motivation. For example, Tremley and Gardner (1995) incorporated notions from expectancy-value and goal theories. Crookes and Schmidt (1991) accepted Keller's (1983) motivation theory. Dörnyei's (1994) three-level frames, which are learning situation level, learner level and language level, were likewise affected by the theory of Keller. Attribution and self-determination theories were accepted by William and Burden (1997) and Noels et al. (2000) correspondingly.

2.1.3.2.1. Expectancy-Value Theories

As stated in the main factors of expectancy-value theories, motivation to fulfil multiple duties has two main elements. The first one is one's achievement prospect for a duty and the second one is the importance an individual places on achieving a duty. According to the expectancy value theories, if one dedicates oneself to reach the desired goals, or if one focuses on or values the targets, then the individual will have more positive motivation. On the contrary, when the individual feels that he or she will not be able to succeed even if doing his or her best, or when the duty is not so related with the targets, the individual will not be motivated positively. Expectancy-value theories are similar to cognitive theories. The curiosity leads human-beings to be active and push them to face with the difficulties and that's why this theory leads humans to their innate motivation (Dörnyei, 1998).

2.1.3.3. The Process-oriented Period

In the recent years of the previous century, L2 motivation research entered a new period that laid emphasis on motivation which ought not to be looked as a passive factor but instead as an active attribute that shows ongoing alteration (Dörnyei, 2005). This notion of considering L2 motivation as an ongoing period caught on with Dörnyei and Otto's process model of L2 motivation (1998). The process-oriented approach was not a fundamental change from the cognitive-situated approach; however, it came out with the situated analysis of L2 motivation indeed. In this respect, the studies of William and Burden (1997), and Ushioda (1996) played a crucial role as well. They centred upon temporary formation of L2 motivation since being proficient in a second language contains a continuous process of learning which can necessitate a long time to display (Dörnyei and Ushioda, 2011).

Centring upon the temporary form of motivation, William and Burden (1997) contributed a three-phase continuation to examine the process of L2 motivation: causes to perform something, determining to perform something, and maintaining the attempt. In this continuation, the first two processes present "initiating motivation", whereas the third one reflects "sustaining motivation". Stating the energetic point of motivation, Ushioda (1996) presented the application of qualitative research approach to examine it. She applied the quantitative research approach, which was under the influence of social psychological tradition, liable for not providing enough research area in the past to centre upon the temporary formation of L2 motivation.

Dörnyei and Otto's process model is an elaborate groundwork for examining the temporary aspect of L2 motivation (Dörnyei and Ushioda, 2011). This separates motivated behaviour into three major processes: pre-actional, actional and post-actional. The pre-actional phase includes the selection of aims or duties to be fulfilled by L2 students. The actional phase reflects the application of duties or motivational effects chosen in the first phase. The final or post-actional phase includes critical assessment of the findings of actions carried out in order to realize chosen aims or duties. Such an assessment includes the development of "causal features" and "action-specific strategies" for learning and L2 in the future.

The process-oriented approach has maybe promoted new methods of research in the field of L2 motivation. To illustrate, long-term studies (Dörnyei et al., 2006; Gardner et al., 2004) and lifetime analysis (Lim, 2002; Shoaib and Dörnyei, 2005) are essential in this view. Nevertheless, it has not influenced direct research a lot yet, maybe due to its enormous scale and discouraging intricacy. Dörnyei (2005) emphasizes the subsequent two disadvantages in the process model of L2 motivation. Initially, it indicates the restraint of the actional process of a duty that is compelling to reveal in a real classroom environment. Secondly, it signifies that actional process occurs in segregation which neglects varied academic, individual and social processes working synchronously with the main actional process. Furthermore, the process model reflects L2 motivation in "linear cause-effect relationships" which do not carry out comprehensive analysis of the complicated, multifaceted and active nature of L2 motivation (Dörnyei, 2009; Dörnyei and Ushioda, 2011).

2.1.3.4. The Socio-Dynamic Period

As stated before, the socio-dynamic phase is a new improvement in the area of L2 motivation research. It is in its developmental process. This recent improvement does not only considers the complication of situated L2 motivation process depending upon its active relation with varied individual and socio-contextual factors, but it also involves wider matters of L2 motivation deriving in the modern world as well (Dörnyei and Ushioda, 2011). Hence, the increase of the socio-dynamic phase of L2 can be referred relatively to the criticism of former process-oriented L2 motivation research and relatively to a few new improvements in L2 research; the affairs of macro socio-historical identification and the evolution of English as a universal language.

In this view, a few new notions of L2 motivation respecting students' social identification and wider socio-cultural framework (Norton, 2000) necessitate non-linear and active systems of examining L2 motivation. It is depended on the opinion that language learning ought to be looked as a "socio-cultural and socio-historically situated process, instead of principally as a cognitive psycholinguistic process" (Dörnyei and Ushioda, 2011). Furthermore, the extent of English as a lingua franca in today's universal world has shifted the origin of its society (Holliday, 2005). This shift necessitates the rearrangement of a few traditional notions (e.g., Integrativeness, attitude towards L2 society, etc.) and acceptance of recent notions to satisfy the needs.

The socio-dynamic phase of L2 motivation research includes three recent conceptual approaches which vary crucially from theoretical views and frames indicated in the former phases.

- A person-in-context relational view of motivation,
- The L2 motivational Self System,
- Motivation from a complex dynamic systems view (Dörnyei and Ushioda, 2011).

Ever since the last 10 years of the former century, Ushioda (1996, 2009) has heavily opposed the restrictions of traditional generalizable models of L2 motivation research which closely complied with the positivist approach of motivational psychology. She proposed that these models centre upon foreseeing linear cause and effect relations between motivation learning attitudes; hence, becomes unsuccessful to clarify the active nature of L2 motivation and complicated contextual truths that affect students in their learning process. Due to this discontentedness with traditional approaches, Ushioda (2009) offers her "person-in-context relational view of motivation" which sees L2 learners as actual individuals with multiple identities thoroughly ingrained in a complex set of their socio-cultural and historical settings. This active and intricate (including both micro and macro) contextual facets thoroughly affect L2 motivation. Hence, Ushioda (2009) proposes that the L2 motivational research ought to "obtain an associational (aside from linear) sight of these various contextual elements, consider motivation as a natural process which comes out via this intricate system of interrelations". Nevertheless, this approach is yet in its developing phase and needs a pragmatic and inclusive plan for experiential study.

The thought of assessing L2 motivation from an intricate active system view has been offered by Dörnyei (2009). This view has been obtained from an essential notion, "active systems", within the central "complexity theory", which targets to clarify a phenomenon in intricate active systems of manifold interrelated parts and in which the manifold interferences among the components own trajectories turn out non-linear, evolving changes in the whole system behaviour (Dörnyei and Ushioda, 2011). The suggestion of containing the active systems approach in L2 motivation research is likewise depended on the discontentedness with the traditional individual differences approach that separates motivation into small components, expecting that these components may be generalized in various contexts, conditions and times. Dörnyei (2009) states that his traditional approach is opposite to the active and situated view of motivation since motivational factors, like most human being

properties, may contain collaboration or interference of the components which are different from the basic group or property of the factors under study. Hence, Dörnyei and Ushioda (2011) offer that rather than going after the traditional line of L2 motivation research, researchers ought to consider a systematic approach by defining higher-order motivational conglomerates that also contain cognitive and affective factors and which pretend as all.

With the aim of renovating former L2 motivation theory, particularly the Gardnerian approach, Dörnyei (2005, 2009) offered the "L2 Motivational Self System". This system supplies a comprehensive groundwork of examining L2 motivation with the aid of self theories in prevailing psychology. The comprehensive view of this system and its theoretical basis and experiential validity will be presented in section 2.2 of this chapter. Now, it appears essential to argue self theory where the L2 Motivational Self System is mainly depended.

2.1.3.5. Theory of Possible Selves

Markus and Nurius' (1986) "possible selves" is one of the spearheading works defining the connection between an individual's own cognitive visions of the future and motivation. That is to say, it expands on how possible selves of humans decide their future visions (aims, dreams, desires, etc.) and, hence, form their attitude. Markus and Nurius (1986) offer that possible selves represent ones' opinions of "what they could be, what they want to be, and what they are scared of being". In line with this differentiation of possible selves, the initial type of possible selves "what they could be" attributes to "expected" and "likely" selves (Carver et al., 1994). The second type "what they want to be" reflects "ideal or hoped-for" selves which can contain "the successful self, the creative self, the rich self, the thin self, or the rich and admired self". The third type "what they are scared of being" reveals "feared selves" which an individual does not like to be and can contain "the alone self, the depressed self" (Markus and Nurius, 1986). Thus, the second and third types establish the best and the worst cases subsequently, whereas the first type is the default option for persons (Dörnyei, 2009).

As stated previously, possible selves reflect future attitudes of visualized selves, however they are also impacted by the past images of the self. They are also strongly interconnected with present selves, however visibly noticeable from them. Even though possible selves are one's individual future images depending on his/her own wishes, dreams and worries, they

are closely affected by his/her socio-cultural and historical contexts, life span experiences, role-models and important others (Markus and Nurius, 1986). According to this claim, Oyserman and James (2009) presents that one can own a lot of desired and feared selves which are strongly linked with his/her varied social roles and identities. Hamman et al., (2010) indicates that as possible selves are considered to be formed within the restraints of one's social context, projections of the self are possibly obtained from what is appreciated, or comprehended to be appreciated, within one's particular social experiences.

Another significant attribute of possible selves, as suggested by Markus and Nurius (1986), contains the concreteness of future images they create. The possible selves are not fake imagination they create, however a truth depended on rational images and senses humans may see and hear a possible self (Dörnyei and Ushioda, 2011). Thus, a comprehension and analysis of possible selves lead an individual to obtain real life experiences (Markus and Ruvolo, 1989). Markus and Nurius (1986) propose that possible selves perform in two essential ways. First, they behave as motivational force for the attitude in the times to come. Secondly, they function as a criterion for assessing and defining the present situation of the self.

2.1.3.6. Possible Selves as Future Self-guides

Thanks to their main role of leading human behaviour, possible selves are also noted as future self-guides. Nevertheless, according to Dörnyei (2009, p. 13) the "could become" self reflects the default situation and thus does not so much guide to predict the likely future scenario. On the contrary, two other possible selves of Markus and Narius' (1986) theory, the Ideal L2 Self and the feared self, steers the actions of individuals in a motivated way by inspiring them. The Ideal L2 Self does not do so by requesting wishes, dreams and imaginations within people respecting the aims they want to actualize in the future. The feared selves also have an impact on individual attitude by directing people to stay away from the things they want to refrain in future. Due to these causes, Higgins (1987) also regards these two selves, ideal and feared, notably effective in deciding on future human attitude and emotional reactions. Nonetheless, he calls the feared self as "ought-to self" (Higgins, 1987). In the field of L2 motivation, Dörnyei (2005, 2009) has also developed his remarkable "L2 Motivational Self System" on ideal and ought-to selves.

2.1.3.7. Self-Discrepancy Theory

While offering a rational relations between possible selves (ideal and ought-to) and motivation, Higgins (1987) also suggested three main dimensions of the self. The first is the "actual self" that describes the characteristics an individual thinks he or she has at this moment. The second is the "ideal self" that represents those characteristics an individual aims of having in the future (dreams, desires or aspirations). The third one is the "ought-to self". It claims those characteristics one believes he or she "should have" and shows one's feeling of responsibility, responsibilities, or commitments in the future. The last two dimensions bear on possible selves or future self-guides.

Self-discrepancy theory (Higgins, 1987) claims that humans are motivated to succeed their future self-guides (ideal, ought-to) or, to put it differently, to find a situation in which their now-or actual-selves are changed into their possible selves. Hence, motivation in this sense includes the wish to decrease the conflict between one's actual self and the alleged behavioural standards of the ideal/ought-to selves (Dörnyei and Ushioda, 2011). Thus, future self-guides appear to supply a person with the essential motivational force and guidance to advance strategies for decreasing the discrepancy between the actual and the possible selves. Herein, both future guides (ideal and ought-to) appear to reflect the same inclination of obtaining specific aims or self-states in the future. Nevertheless, as Higgins (1998) proposes, the tendency connected to these future self-guides is different in nature. The ideal selves involve a promoting centre as they are connected to dreams, improvement, aspirations and achievements in the future, while ought-to self guides endure an avoidance focus since they are related to the prevention of anxieties of unfavourable results stemming from a lack of success to perform multiple necessities in the future. This motivational discrepancy between these selves seems to be in conformance with an old motivational principle: people are inspired to approach enjoyment and refrain from discomfort (Higgins, 1997).

2.1.3.8. Dissatisfaction with the Notion of Integrativeness

Generally, the research in the area of L2 motivation has widely been affected by the socio-educational model of Gardner (1985) in which integrative motivation plays an important role as the most effective factor in L2 success (Ryan, 2009; MacIntyre et al., 2009). As stated before, the notion of Integrativeness, as stated by Gardner (1985), reveals both a

student's positive attitude towards L2 society and his/her wish to take part in and associate with that L2 society and its culture (Yashima, 2009; MacIntyre et al., 2009). This notion of Integrativeness has been criticized extremely by a lot of researchers currently (Csizer and Kormos, 2009; Ryan, 2009; Yashima, 2009). They think that the Gardnerian notion of Integrativeness might not be an appropriate construct for providing a whole and clear vision of L2 motivation of students in a lot of EFL context.

In advance, a lot of studies had demonstrated that the deficiency of identification with English speakers who are native had shown up as an important stimulating factor in various settings (Lamb, 2004; Warden and Lin, 2000; Yashima, 2009). Ryan (2009) proposes that students can have a positive attitude towards the L2 society, however it has been revealed not to have the specific wish to associate with the particular objective language society and culture. This appears to be opposed by the main disagreement of Integrativeness which puts on the wish to search some kind of (powerful or powerless) alliance with the L2 society as the most crucial factor for prosperous L2 learning. It makes the general notion of Integrativeness culture-particular that is suitable only for the ones, Canada-like, EFL environments in which L2 students have chances to communicate directly with the L2 society.

The researchers (Csizer and Kormos, 2009; Ryan, 2009; Yashima, 2009) have later offered that the specific L2 society of native speakers appropriated by Gardner in his model does not represent the fluxional nature of English-speaking society in the modern universal world. Because of its extensiveness and adoption in the majority parts of the world as a universal lingua franca, the owner of English language is not anymore limited to its native speakers of Anglo-American (Holliday, 2005; Lamb, 2004; Csizer and Kormos, 2009). At present, it also incorporates the universal English speaking society of which a lot of young people around the world consider to be an essential component (Ryan, 2009). Thus, the notion of English speaking society seems to be changeable as regards to the passive and limited notion offered by Gardner. This recent globalized presentation of English speaking society can also inspire students in a lot of EFL contexts as they may value the desire to belong to this society, as soon as they master L2, while living in their own environment (Yashima, 2009; Ryan, 2009). On the contrary, the overdependence to traditional native – non-native discrimination can have opposite psychological impacts on English language speakers and learners around the world as one of the interviewee in Holiday's (2005) study said; "classifying speakers as non-native quietly deprives them of the privileges for speaking in the

language they can know best" (p. 6).

Many researchers have raised voices against the traditional discrepancy between integrative and instrumental orientations of L2 learners (Lamb 2004; Broady, 2005; Ryan, 2009; Dörnyei, 2009). They have discussed that it is very hard to divide the material grains from a wider sense of Integrativeness in the English language case that has huge socio-cultural, linguistic, and efficient worth in the modern world. Csizer and Kormos (2009) propose, in the light of Lamb (2004), that there are a lot of adjustments like interaction with the human-beings from other countries, taking part in the youth culture, moving abroad for studying, travelling and career, etc. may not be only instrumental but also integrative in the same breath. These broadening roles and uses of the English language in the fast globalizing EFL contexts have allowed a lot of researchers for promoting the claims that the traditional notion of Integrativeness should be changed for making it effective for assessing L2 motivation in various EFL contexts. To illustrate, while promoting the theoretical improvements concerning the reconsidering of integrative motivation, Ushioda (2006) stressed the necessity to improve a suitable set of conceptual tools for analysing motivational issues relating to linguistic variety, flexibility and social unification in a quickly changing and widening Europe. Likewise, a lot of applied linguists have currently offered examining L2 motivation from the students' point of view of psychological L2 selves and identities (Dörnyei, 2005, 2009; Ushioda, 2009; Ryan, 2009; Yashima, 2009). Dörnyei's L2 Motivational Self System (Dörnyei, 2009) is a considerable improvement in this way.

It may be suitable to state here that Gardner has been continuously widening claims for justifying his socio-educational model of L2 motivation, particularly the notion of Integrativeness, during the last ten years (Gardner, 2005; Gardner, 2007; Gardner, 2010). He claims that the thought of Integrativeness has been misunderstood by the researchers in the area of L2 motivation. In his new book, Gardner (2010) proposes that the notion of Integrativeness does not offer that people want to associate or become individuals of another cultural society (p. 24), instead it can be looked as an intricate of affective factors which represent a person's readiness to embrace other cultures and languages (p. 23). This readiness can incorporate obtaining features of another cultural/linguistic society and impact L2 motivation of people (Gardner, 2005). In this respect, Gardner (2007) also suggested that due to many meanings that are generally connected to Integrativeness, he, from time to time, attributes to it as "Openness, or Openness to Cultural Identification" (p. 15). This appears to

be a confirmation of the necessity for explaining the notion of Integrativeness.

Gardner (2005, 2007) also suggested that other researchers (e.g., Yashima, 2002) have also used the notions (e.g., International Posture) likewise Integrativeness demonstrating common openness to other cultures and societies in the studies connected to L2 motivation. This means that researchers in the area of L2 motivation accept that learning another language requires to obtain material which is a feature of another culture and that this has associations for the individual (Gardner, 2010). Gardner (2005) also denied another criticism on the separation between Integrativeness and Instrumentality in association with his studies. He mentioned that there is no reason to anticipate them for being independent from each other; instead they can be anticipated to be associated with one another. Nevertheless, his concluding remarks in a current work emphasize his powerful enjoyment for Integrativeness as regards to other motivational factors. Motivation of classroom learning can advance the obtaining of individual language elements, but more is required for mastering the language. From his point of view, Integrativeness supports this requirement (Gardner, 2007).

Gardner (2005) also denied admitting the criticism emphasizing the usefulness of his study only for learning contexts of second language. He claimed that his socio-educational model and AMTB are suitable for four European contexts (Croatia, Poland, Romania and Spain) in which the English language is taught and learnt as a foreign language.

2.2. L2 Motivational Self-System

Most of the L2 motivation theses and approaches are affected by Gardner's (1985) integrative motive framework as a part of the model of motivation named as socio-educational framework. This framework has been used as the best theory for describing motivational tendency of foreign language students for the last few decades. A Canadian background originated this theory (Gardner and Lambert, 1972). The basis of the groundwork designated that the socio-cultural situation affects students' behaviours to the target society, culture and language. This was considered as "Integrativeness" that is described as having encouraging behaviours in the direction of the target society and endeavouring to integrate to this specific society. This idea of motivation, nevertheless, was attacked by Dörnyei (2009) who pushed other scholars to reinterpret the definition of "Integrativeness". He also indicated that Gardner's L2 motivation theory could not contain students' motivational tendency who

did not wish to integrate and absorb a specific society, but wanted integration with the universal society instead of internalisation with native speakers. Therefore, motivation study moved to "situational" education view and direct class circumstances.

Dörnyei's (2009) L2 Motivational Self System model changed the innovative motivation conceptualisation. Active possible self-system representation is considered as the main aspect to distinguish this model. Possible self conception implies one's concepts of what they may develop into, what they wish to become and what they are not willing to become. To put it in a different way, possible selves foresee an individual's self in the forthcoming situations for instance opinions, images, and emotions and are the signs of the individual's aims and wishes. Markus and Ruvolo (1989) explained that the significance of possible selves leads us to become "phenomenologically very close to the actual thoughts and feelings that individuals experience as they are in the process of motivated behaviour and instrumental action". Moreover, Dörnyei (2009) asserted that possible selves adjoin sight, aim, freshness, and meaning to ones' desires and anxiety. More effective motivation is led by more blended and active possible self.

Higgins (1987) indicated that the educational sight of the possible self may be performed as "academic self-guide" which was conceptualized as "ideal self". It touches on to the individuality presentments that an individual specifically wishes to have. On the other hand, there is another side that is named "ought-to self" and it is the presentment of behaviours that individual should own and can actually be independent from desires. According to this type of selves notion, motivation involvement in people's wishes can diminish the contradiction between people's ideal and real selves.

Even though the outcome that ought-to self and ideal selves combine in a lot of regards, they deviate when motivation is linked with future estimations. Ideal self has a focal point of rising based on development, success, process, ambitions, and desires, whereas ought-to self has an avoiding basis, directing individuals' behaviours and is linked to liability, engagements, and preservations (Higgins, 1998).

Because of scope and liveliness, L2 Motivational Self System model of Dörnyei (2009) inspired different research lines in EFL cases. Taguchi et al (2009) took up Japanese, Chinese and Iranian EFL cases and confirmed the effectiveness of the framework and

additionally presented absolute differences of cross-culture. One of the significant cross-cultural dissimilarities was based on the impact of "attitudes towards L2 culture and its community" and "Instrumentality-promotion" in the topic of Ideal L2 Self". While in the Iranian and Chinese information "attitudes towards L2 culture and its community" and "Instrumentality-promotion" on the "Ideal L2 Self" is around to be equal, in Japanese context the influence of "attitudes towards L2 culture and its community" is almost twice as big as from "Instrumentality-promotion". In Chinese context, "attitudes towards learning English" were less vital than in Iranian and Japanese contexts in terms of impacting students' volume of endeavour for performing to learn English.

Shahbaz and Liu (2012) conducted a research on finding reasons why Pakistani students wish to learn English in Pakistan. The outcome of this study presented that there is not only one reason determining L2 studying motivation. Worldwide orientation, experience of language learning, Instrumentality and Ideal L2 Self all play vital roles in motivating learners who learn English as a second language. Pakistan being a former colony of the UK and English being a global language are the biggest impacts on Pakistani students to learn English.

Takahashi (2013) conducted an interview research for obtaining comprehension of the improvement of ideal L2 selves in Japanese context. The outcomes underlined that ideal L2 selves of interviewees altered in the topics of contents and specially exposed some kinds of ideal L2 selves that were not contained in the research questionnaire.

2.2.1. Factors Related to the L2 Motivational Self System

According to Dörnyei, "L2 motivational Self System" intends to purify the conception of L2 motivation and the study by implementing the "psychological theories of self" (2009, p.9). Dörnyei was the first who alleged this framework in 2005 and later he described it in detail in his work (2009). Throughout introducing this system, Dörnyei does not deny the results of the former L2 studies, but benefits from its hypothetical groundwork for developing L2 Motivational Self System from various views. In view of this groundwork, a few hypothetical issues (e.g. re-interpretation of Integrativeness) of former L2 motivation studies are also undertaken by Dörnyei to collate it with the variances happening in the worldwide EFL environment. By reviewing multiple aspects of one's self, it targets to concentrate on the

versatile dimensions of an L2 learner's identification, which has ever been centralized to L2 study (Dörnyei, 2009).

2.2.1.1. Ideal L2 Self

The Notion of "Ideal L2 Self" (Dörnyei, 2009) comes to light from the notion of "ideal self" that describes a variety of properties and desires one wants to possess. According to Dörnyei (2009), Ideal L2 Self puts emphasis on image relevant to the L2 or condition of one's ideal self that desires to be. He claims that ideal self if the individual gives inspiration for mastering in L2, can be an essential contributing cause. It may in addition motivate L2 learners positively as it depends on the wish for diminishing the contradiction between real and ideal selves (Dörnyei, 2009, p.29). To put it differently, it offers "the incentive of a hoped-for future self" (MacIntyre et al., 2009) and contains not only "integrative but also internalised instrumental impetus" (Dörnyei, 2009, p.29). Higgins alleges that in the learning process, ideal selves have an important position (1987, 1998). To that end, it plays a crucial role in the L2 Motivational Self System as well. As reported by Dörnyei (2009) classical Integrativeness notion can also be reconstructed as "the L2-particular aspect of one's ideal self" (p. 27). Therefore, the incorporation of Integrativeness with the Ideal L2 Self is one of the main notions of Dörnyei's notion (2009) as it offers the Ideal L2 Self as a more inclusive and descriptive system that may also contain alternative elements (e.g. internalised instrumental basis) which changes into integrally activated attitude.

2.2.1.2. Ought-to L2 Self

In order to avoid unfavourable and formidable results in forthcoming times, "Ought-to self" reveals one's tendency for enhancing specific attributes or abilities (Dörnyei, 2009). In the L2 motivation field, it is considered as one's judgement for mastering an L2 for protecting oneself from all unfavourable results occurred by the shortage of understanding an L2. It matches with one's ambitions and wills (Dörnyei et al., 2006, p.17). This type of motivational view is basically extrinsic, and restrainable in nature (Dörnyei and Ushioda, 2011). According to the arguments given by Taguchi (2009) and Kormos (as cited in Islam, 2013, p.33), Ought-to L2 self may play a significant role in Asian L2 groundwork because of the important effect of family and others in Asian cultures.

2.2.1.3. Attitudes towards learning English

Dörnyei ranked Attitudes towards learning English as number three of L2 motivational self system. It is associated with the manner of learners to "instant learning atmosphere and background" (Dörnyei, 2009, p. 29). He links this factor with Ushioda's approach of "causal" motivation which refers that motivational tendency of students differs in accordance with their learning backgrounds and learning circumstances. As reported by Dörnyei and Ushioda (2011, p.86), Attitudes towards learning English may contain "the effect of the teacher, the syllabus, the peer group or the experience of achievement". Dörnyei (2009) has suggested that favourable learning experience influences learners' activated attitude crucially.

2.2.2. Research on L2 Motivational Self System

Dörnyei (2009) suggested that L2 Motivational Self System depends on the basis of Gardner's (1985) theory based on the construct with the aim of expanding the extent of socio-educational framework and assured the practicality of the system in a multi-language learning environment. The new model is an initiative to associate many recent-improved theories on motivation containing Gardner's (as cited in Oz, et al., 2015) reviewed theory, Dörnyei and Ushioda's (2009) theory, Deci and Ryan's (as cited in Oz, et al., 2015) theory of self-determination and its extended form by Noels (2001). Except for the previous L2 motivation study, the L2 motivational self system is engrained in theory-based improvements in psychology like possible selves theory (Markus and Nurius, 1986) and more in particular, Higgin's (1987) discrepancy theory, which assumes that the basis of motivation relies on the wish for individuals to diminish the distinctness between one's actual self and ideal/ought selves (Dörnyei, 2009; Taguchi et al., 2009).

Shahbaz and Liu (2012) studied the difficulty of L2 motivation in a Pakistani context. The results showed that there are a number of motivating factors which are experience of language learning, universal adjustment, Ideal L2 Self and the opportunity to study. They also found that the learners' attitudes, situation and self-relevant factors can affect their motivation positively for a long learning process.

Papi (2010) conducted a research on the relationship among L2 motivational self system, language apprehension and desired attempt for mastering the language among learners of Iranian. The results ascertained that all the factors monitored carefully promoted to desired attempt and the Ideal L2 Self and the L2 learning background lowered learners' language apprehension, with Ideal L2 Self imposing high predicting ability.

Khan (2015) notified correlative findings in Saudi EFL context. According to his findings, the Ideal L2 Self extremely influenced both ambition for mastering the language and formal L2 performance.

Although L2 motivational self system draws too much attention because the role of the self which motivates students for mastering a second language, L2 motivational self system and its influence on learning a second language, particularly communication, has not been sufficiently researched in Turkey. Oz et al (2015) were the pioneers in this respect. They, utilising structural equation model, researched the effect of the Ideal L2 Self together with other communicative factors on L2 communication in a Turkish context.

2.3. L2 Motivation and Gender Differences

Gender is one of the factors usually studied in the matter of learning a language. The majority of the researches that examined the connection between L2 motivation and gender revealed that there are discrepancies between female and male learners in their motivation of L2. To illustrate, Williams, Burden and Lanvers (2002) showed that female British students whose ages varied from seven to nine had a higher L2 motivation than male students. Sung and Padilla' (1998) research on Chinese, Japanese and Korean students who were elementary and secondary pupils demonstrated that female students had significantly higher level of L2 motivation than male students. Dörnyei et al.'s (2006) research on Hungarian students indicated a coherent inclination for female students to perform significantly better on different motivational factors than male students. Ghazvini and Khajehpour's (2011) research indicated that Iranian female students at high school were more motivated towards English learning than males.

With regard to the types of motivation, Ghazvini and Khajehpour (2011) revealed that the female students in the study were more integratively inspired, whereas the male students

were more instrumentally inspired. Similar findings with regard to the motivation types and gender were discovered in college students of English in Japan in Mori and Gobel's (2006) research. The female students were more integratively inspired for learning English than male ones.

In spite of the results of similar research findings that show the precedence of females in discrepancies in gender for the types of motivation and motivation of L2 over and over again, some researches demonstrated completely different findings. In Polat's (2011) research on Kurdish learners who were at secondary and high school in Turkey, it was found that the male participants did significantly higher on identification, integrated orientation and two orientations of motivation, which were specified by Polat (2011) as indicating "more independence in deciding and shaping their reaction" (p.21). In the research of Kuwaiti students' learning attitudes towards English, Al-Bustan and Al-Bustan (2009) indicated a connection between the unfavourable learning experiences in the past with the unfavourable attitudes of the female students towards English learning. Unexpectedly, these unfavourable attitudes towards learning the language were not discovered in the case of male students in the research.

In L2 motivation, "gender differences" is an intricate case. To define gender differences, scholars studied on the immediate learning process and social context of the students. For instance, in Dörnyei et al.'s (2006) and Williams et al.'s (2002) researches, the researchers revealed that the reason why male students in their researches did lower than female students on the motivation of learning French was because of the perception of the society that French was looked as a language which is feminine. Similarly, Ryan's (2009) research findings demonstrated that female Japanese students had more positive attitudes towards learning English because of the perception that explaining oneself by speaking English demonstrates more independence than by speaking Japanese, which is a language having limited characteristics for female speakers.

2.4. Moving beyond two Languages

In the current situation, present studies existing in psycholinguistic areas and SLS introduce that multilingual learning may be influenced by one's intellectual authority and overall aptitude in earlier languages learned, and also that early knowledge of linguistic and

past experiences of language learning may influence one's future language learning. Especially, it has been proposed that the similarity of the L3 to any previously learned language can facilitate the learning process.

Studies on third language acquisition have inspired theoretical interests. According to Ringbom (1987), learners who learn the English language as a third language did better than learners who learn English as a second language. In the third language proficiency, other non-native languages' agile role is the feature of multilingualism. De Angelis and Dewaele (2011) emphasise that in the areas of morphology, syntax, phonology and pragmatics, a variety of researches have revealed some positive impacts of affective and cognitive factors on the learning process.

Moreover, a variety of researches have proved the positive impacts of bilingualism on the third language learning, which is referred to students, who are multilingual, cross-linguistic and meta-linguistic awareness formation (Cenoz, 2003). Both multilingual awareness and cross-linguistic awareness result from the multilingual students' earlier L2 learning experiences. While cross-linguistic awareness includes the proficiency for finding out comparisons and contrasts of distinctive languages, meta-linguistic awareness is a common ability formed especially by multilingual learners. The formation of cross-linguistic abilities implies that the student is earnestly connected to cross-reference between the third language and other non-native languages actuated as learning resources.

All in all, the requests of learning a language aside from the native one and as a matter of fact that multilingual acquisition models particularly identify the effect of affective and cognitive factors, in the acquisition of the third language it is essential to take into account individual factors. Cross-linguistic impact is the feature of multilingualism and in the third language learning process, cross-linguistic awareness has an important position (Cenoz and Jessner, 2009). As Jessner (2003) clarifies, language tutors have got to improve multilingual abilities in order that in their training, they can recognize the places in which languages coincide and in which cross-linguistic impact is possibly to be involved in the learning process.

2.5. Living Abroad

The usage of English language as a global language has become gradually widespread for people around the world. As stated by Warschauer (2000), the twenty-first century's people are in a new community where English is used by many non-native speakers instead of native speakers of Britain or America. Since people who live in the universal community in this century speak the English language to interact with one another, they might behave as intercultural speakers for casting in the universal culture (Dörnyei, 2009). Universal outcomes of this, on the one hand, are clear in the areas of technology, economics, politics, education and communication. On the other hand, the developments of universal outcomes have allowed many people to study, work and travel overseas.

A substantial rise of the people who live abroad is increasing day by day because of the new fashion on internalization and globalization (UNESCO, 2007). Leask (2004) emphasizes that living abroad for having an experience of intercultural interaction with the culture both facilitates students a considerable chance to become intercultural speakers and also improves the internalization. Moreover, Ryan (2003) stresses that people who learn a foreign language overseas have an experience of a learning process which increases intense desire to know the intercultural facets.

As living abroad framework might provide EFL speakers a lot of chances to use English as a common language and to have an experience of intercultural learning through coming across with the native ones in everyday life, they are influenced by intercultural learning process and get advantage of it.

Living abroad contributes learners many chances in language learning process and it develops and widens their understanding of the target culture. Furthermore, it contributes advantages to the learners who want to develop their overall language skills although there are a few contradictory proofs (Freed, 1998) and suspicion about that living abroad for a short time contributes important linguistic grains available (Freed, 1998; Davidson, 2007).

2.6. L2 Motivation and Age Differences

An additional factor that could impact the L2 motivation level of students is age. Even though some researches revealed the connection between motivation of L2 and age, the majority of the studies' findings show that with age, motivation is decreased. In Williams et al.'s (2002) research, seventh grade students got significantly higher points on the necessity of language, confident opinion towards their educators, integrative orientation, anticipated self-ability and achievement than ninth grade students. Baker and MacIntyre (2000) also indicated that in their research, students who are younger were more inspired than students who are older.

On the contrary, some researches on L2 motivation and age revealed opposite findings. To illustrate, Kormos and Csizer (2008) made a comparison among Hungarian students of English whose ages varied into three groups and demonstrated that the youngest group was less motivated than the older ones. The scholars of the previous study present potential causes for the results. For instance, Williams et al. (2002) thought that the reason why they discovered students who are younger to be more inspired could be that there was a common inclination for motivation in the school-based learning to diminish when students began their secondary education. According to Kormos and Csizer (2008), secondary school students had lower inspiration compared to older students because of being mandatory for learning English at school, in which the students had to make a choice for a language present for mastering and going on improving it till the years of secondary school end.

The other factor concerning age difference in learning a language frequently examined is the critical period hypothesis. It presents that to master a language, there is a critical period, after this period learning a language gets harder. In Polat's (2011) research, young learners appeared to master languages on a higher level than adult learners. Considering this, age is in fact a factor affecting L2 learning, and it is logical to add that the same factor could impact L2 motivation of students as well.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

The literature review supplied the background of L2 motivational self system and the factors related to it. In this chapter, the researcher enlarges on the research methods utilized for examining the assumptions. This chapter introduces the research design, setting and participants, data collection procedures and instruments, and finally data analysis procedure.

3.2. Research Design

The current research was performed with a quantitative research design throughout the data collection and data analysis stages of the research. The questionnaire was conducted to collect data about participants' background comprising gender, language background, been abroad, starting age, the Ideal L2 Self, Ought-to L2 self, their attitudes towards learning English. 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).

For the intention of this study, a questionnaire is the most appropriate and efficient research method. Questionnaires are frequently considered as fast and simple to conduct. A questionnaire is a confidential and effective method for gathering data. Questionnaires are unnamed which addresses that participants tend to reply more sincerely than face-to-face interviews. Also, questionnaires diminish bias. The researcher's self thoughts will not affect the participants to answer questions in a particular aspect. There are no literal or visible tips to affect them. Questionnaires are well-known to many people. Almost everybody has experienced filling questionnaires and they usually do not cause people anxiety. In closing, questionnaires are considerably easy to examine. Data entry for almost all surveys is to done by the help of most computer software programs.

3.3. Setting and Participants

The current research was carried out at the Preparatory School of Hasan Kalyoncu University in the spring semester of the 2015-2016 academic years. The students are obliged to take one-year English preparatory program at the beginning of their university education. The Department of Foreign Languages presents an intensive program for the students at the four varied levels. In the beginning of the academic year, English placement test is held and considering their scores, the learners are graded into four levels (from A- the lowest to D- the highest). The participants were from varied majors, most of them are from Engineering, English language teaching, International trade, Political Sciences and suchlike. The quantitative data was collected from 125 learners for the questionnaire, originating in 81 males and 44 females and ranging in age from 17 to 25. They were all willing to participate in the study and assented for data collection. The questionnaires were unnamed, and without any advisory amongst themselves, they accomplished the questionnaires in the course of the regular hours.

3.4. Data Collection Procedures and Instruments

In this study, Taguchi et al.'s (2009) Motivational Self System scale was used to collect data. The scale was composed of two parts. The first part was the background information about the knowledge of the participants. They were primarily necessitated to supply their bio-data, such as gender, major, age at which they began to study English, and to read the instructions attentively before answering to the questions. The second involved the questionnaire (see Appendix). The three basic factors of the questionnaire were the three aspects of the L2 Motivational Self System noted as Ideal L2 Self, Ought L2 Self and Attitudes towards Learning English. Each statement was based on a 6-point Likert scale: strongly disagree, disagree, slightly disagree, slightly agree, agree, and strongly agree. The factors in this research were examined in the sequent way: Ideal L2 Self item had nine statements to reveal whether or not and how learners were able to visualize themselves as competent English speakers. The Ideal L2 Self was evaluated by the extent of how students see themselves as English speakers in their future. Ought-to L2 Self item involved ten statements. The Ought-to L2 Self was evaluated by the feeling of indispensability and responsibilities students have so as to refrain from unfavourable results. Attitudes towards learning English item had six statements, which asserted the learning experience - the third

aspect of the L2 motivational self system. Students were questioned about their attitudes towards class ambiance and other feelings about them.

The substances of the questionnaire were translated into the Turkish language for the participants to enhance the rate of return. A back translation method was used to confirm the utility of substance translations from English to Turkish.

All questionnaires were conducted by the researcher by way of monitoring classes. Before answering, the participants were given a roundup of the aim of this study and form of the questionnaires and told that the questionnaires would be gathered unnamed and kept private. Their answers would not influence their grades in the course. They were given as much time as necessary to finish the questionnaire despite the fact that the recommended time of accomplishment was 15 minutes.

3.5. Data Analysis Procedure

First of all, all questionnaires were looked over. Those ones which included many unanswered items were picked over. In the end, 125 questionnaires were used in the statistical 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. The questionnaire's items with the answer choices ranging from strongly disagree to strongly agree were changed into digits six to one. One was designated to the most negative one and six was designated to the most positive one. As a consequent, the data was exposed to descriptive and inferential analyses. The descriptive statistics (frequencies, means, and standard deviations) offered a comprehensive analysis of the present data utilized to come up with answers to examine questions. Moreover, independent samples t-test was used for seeing the differences in the responses of the respondents with respect to their gender, and one-way analysis of variance (ANOVA) was conducted for examining the differences in motivational factors in relation to the sub-groups of the sample based on the factors of L2 motivational self system.

CHAPTER IV

4. DATA ANALYSIS

4.1. Introduction

This chapter introduces the results acquired from statistical analysis of the questionnaire, which was examined through descriptive and inferential statistics by using SPSS. In the first section, it will be centred on the results enlightening about L2 Motivational Self System. The means and standard deviations of factors are displayed. In the second section, it will be brought into focus on the inferential statistics based upon the students' demographic information such as gender, foreign languages out of school, living abroad and starting age. Independent samples t-test was used to see the differences in the responses of the respondents with respect to their demographic information. One-way analysis of variance (ANOVA) was conducted to examine the differences in motivational factors in relation to the sub-groups based on their starting age to learn a foreign language. The data acquired from the questionnaire described the overall inclination of the participants.

4.2. L2 Motivational Self System

L2 Motivational Self has three aspects: Ideal L2 Self is the desired picture of the L2 learner who wants to be a part of the future. Ought-to L2 Self comprises the characteristics an individual thinks they ought to possess so as to meet expectations or refrain from the negative results (Dörnyei, 2009). In this base, Ideal L2 Self and Ought L2 Self include possible selves in the L2 Motivational Self System (Dörnyei, 2009). And the third one, Attitudes towards learning English attributes to the situation-specific incentives connected to the instant learning atmosphere and practice (Dörnyei, 2009).

The primary objective of this part of the study was to understand and analyse the students' L2 Motivational Self System in terms of Ideal L2 Self, Ought-to L2 Self and Attitudes towards learning English. The data was gathered from 25 items, on a six-point Likert scale in the questionnaire. Descriptive statistics were used to present the means and standard deviations of the items.

4.2.1. Ideal L2 Self

Ideal L2 Self is one of the most significant motivational factors, attributing to the L2-particular characteristics of individual's ideal self: If the individual we want to be uses a second language, the Ideal L2 Self is a strong incentive to master the L2 due to the wish to decrease the distinction between our real and ideal selves (Dörnyei, 2005). The first research question investigated students' ideal self in learning English for preparatory students at Hasan Kalyoncu University. The data concerning Ideal L2 Self was collected by 9 items on a six-point Likert type rating scale, in the questionnaire which was adapted from Taguchi et al., (2009).

Table 1. Descriptive Statistics for Ideal L2 Self

Item No		Mean	S.D.	Min.	Max.
1	I can imagine myself as someone who is able to speak English.	3,92	1.17	1	6
5	I can imagine myself living abroad and having a discussion in English.	3.96	1.54	1	6
7	I can imagine myself speaking English with international friends or colleagues.	4.42	1.39	1	6
12	Whenever I think of my future career, I imagine myself using English.	4.69	1.51	1	6
15	I can imagine myself living abroad and using English effectively for communicating with the locals.	4.56	1.35	1	6
16	I can imagine myself writing English e-mails fluently.	4.32	1.37	1	6
20	I can imagine myself speaking English as if I were a native speaker of English.	4.09	1.52	1	6
21	The things I want to do in the future require me to use English.	5.04	1.44	1	6
24	I can imagine a situation where I am speaking English with foreigners.	4.58	1.47	1	6
Total		4.40	.986	1.5	6

Table 1 presents descriptive statistical analysis for Ideal L2 Self. Ideal L2 Self scale was used to evaluate the students' desired L2 self-images or their individual opinions of themselves as prospering L2 learners in the future. With the responses to the statements it is clear that the students regard themselves as successful L2 speakers in the future ($m=4.40, sd=.986$).

As it can be seen in Table 1, the highest mean pertains to item 21, which the students agree that to acquire their expectations, they are in need of speaking English ($m=5.04$). In other words, L2 learners set targets for fruitful L2 learning since they want to realize their Ideal L2 Self. Item 1 and 5 have the lowest means out of all items ($m=3.92$, 3.96 respectively). Students slightly agree with item 1 and 5, which are connected with one's own perception of oneself who lives abroad and uses English to make contact, even to have an argument in English. These items target to evaluate how proficient the students view themselves to interact in English and assess their English competence. The ideal self-images assist L2 learners for creating L2-specific perceptions, which own the secret force to encourage students towards speaking the language and achievement in learning an L2.

The students agreed with Item 12 which I believe they own the prospect that if they are fluent in speaking the language, they will be successful in their future works and career ($m=4.69$). Regarding item 7, 15 and 24, the results indicate that students tend to use the language to communicate with the locals ($m=4.42$, 4.56 , 4.58 respectively). Moreover, I believe that they have an inclination to regard themselves attached to the English speaking community.

It is worth considering that for item 15, the students seem to be able to imagine themselves living abroad and speaking with the local people there fluently ($m=4.56$). However, the mean of the item 5 is too low compared to the item 15 ($m=3.96$). This is an interesting inconsistency. On the one hand, they feel confident to make contact with the local people there effectively, but on the other hand the students slightly agree that they can imagine themselves holding a discussion in English.

As for item 20, for students being able to be in interaction with different people in different surroundings in English well is more substantial than living in a foreign country ($m=4.09$). Finally, students agreed with item 16 that they own the perception of themselves who are good at writing ($m=4.32$).

4.2.2. Ought-to L2 Self

Ought-to L2 Self is another significant factor of Dörnyei's L2 Motivational Self System, which targets to examine learners' desires to gain L2 competence to refrain from unfavourable future effects or accomplish future duties and assumptions of important others. This study also aimed to analyse the students' L2 motivation in terms of ought-to self. For this purpose, ten items were adopted from Taguchi et al., (2009).

Table 2. Descriptive Statistics for Ought-to L2 Self

Item No		Mean	S.D.	Min.	Max.
2	Studying English is important to me because an educated person is supposed to be able to speak English.	4.72	1.69	1	6
3	If I fail to learn English, I'll be letting other people down.	3.71	1.89	1	6
8	I have to study English, because, if I do not study it, I think my parents will be disappointed with me.	4.22	1.74	1	6
9	Learning English is necessary because people surrounding me expect me to do so	4.36	1.70	1	6
11	Studying English is important to me in order to gain the approval of my peers/teachers/family/boss.	4.46	1.78	1	6
14	It will have a negative impact on my life if I don't learn English.	4.59	1.74	1	6
17	My parents believe that I must study English to be an educated person.	4.72	1.53	1	6
19	Studying English is important to me because other people will respect me more if I have knowledge of English.	4.28	1.73	1	6
23	I study English because close friends of mine think it is important.	3.62	1.66	1	6
25	I consider learning English important because the people I respect think that I should do it.	4.08	1.80	1	6
Total		4.30	1.09	1.5	6

Table 2 presents descriptive statistical analysis of 125 students. The analysis of these 10 items aims to reveal students' Ought-to L2 Self. Ought-to L2 Self attributes to the aspects that an individual regards the individual ought to have varied missions, responsibilities, or necessities to abstain from potential unfavourable results.

As it can be seen in Table 2, the total mean ($m= 4.30$) proves that students slightly agree on all items. Nevertheless, if looked in the analysis of items separately, it can be seen that there are slight differences in rating of some items. For example, items 2 and 17 having the highest means ($m= 4.72$), both lay emphasis on the relationship between knowing English and being an educated person. Items 3 and 23 have the lowest means out of all items ($m= 3.71, 3.62$ respectively). Item 3 is related to learning English for not disappointing others while, Item 23 is related to thinking English as important compared to others. Therefore, the slightly agreed items represent that neither letting people down nor others' thoughts seem as important as individual interests for studying English.

Furthermore, even though total mean prove that students slightly agree on all items, some items are agreed by more students. Responses to items 11 and 14 underline if they do not learn English, they will face negative effects in their life emphasised in the statements "studying English is important to me in order to gain the approval of my peers/teachers/family/boss" ($m=4.46$) and "it will have a negative impact on my life if I don't learn English" ($m=4.59$).

Responses to items 9, 19, 25 (Respectively $m= 4.36, 4.28, 4.08$) reflect that Ought L2 Self may be concerned with the expectations and pressures of others to advance professionally or avoid negative consequences. Item 8, with the mean of 4.22 seemed to be fond of that they have to study English for not frustrating their parents.

4.2.3. Attitudes towards learning English

Attitudes towards learning English scale was adopted from Taguchi et al. (2009) with a goal of examining students' experiences of present learning context and looking whether they are pleased with their L2 learning experience. This factor was also utilized in the present study to reflect a significant component of Dörnyei's L2 Motivational Self System (2009); L2 Experience. It is significant to describe here that the scales "Attitudes towards learning English" (conducted in the present study) and "L2 Learning Experience(s)" are pretty much the same as they evaluate alike aspects of L2 motivation and utilize the same items. Furthermore, the previous one has been conceived a constituent part of the next in Dörnyei's (2005) L2 Motivational Self System (Kormos and Csizer, 2008).

Learning Experience engages in situation-specific impetus respecting the immediate learning atmosphere and knowledge (Dörnyei, 2005). The data concerning attitudes towards learning English was collected by 6 items on a six-point Likert type rating scale, in the questionnaire.

Table 3. Descriptive Statistics for Attitudes towards learning English

Item No		Mean	S.D.	Min.	Max.
4	I would like to have more English lessons at school.	3.20	1.60	1	6
6	I like the atmosphere of my English classes.	4.02	1.56	1	6
10	I find learning English really interesting.	4.51	1.63	1	6
13	I think time passes faster while studying English.	3.59	1.72	1	6
18	I always look forward to English classes.	3.27	1.63	1	6
22	I really enjoy learning English.	4.38	1.61	1	6
Total		3.69	1.07	1	6

Table 3 presents descriptive statistical analysis for Attitudes towards Learning English which interests intrinsic, "executive" impetus associated with the immediate learning environment and experience (e.g. the effect of the teacher, the curriculum, the peer group or the experience of achievement). The results of the Table 3 imply that students' overall attitudes towards learning English are average.

As can be seen in Table 3, item 4 has the lowest mean which is 3.20. Students' wish to take more English classes is above moderate. Besides item 3, the students slightly agreed with item 13 "while studying English, time passes quicker" (mean=3.59). It was found that the students exhibited favourable attitudes besides unfavourable attitudes towards learning English. The students' attention can be attributed as average, but not as high level.

It is worth considering that for item 22, students seem to spend good time on English (m=4.38). Students agreed in item 10 that they find learning English really interesting (m=4.51). Similarly, response to item 6 reflects that students are inclined to agree that they enjoy the atmosphere of their English class (m=4.02). However, the mean of item 18 is lower (m=3.27). This is a significant contradiction since from one side they enjoy learning English,

to the other side their interest for the English class is at a medium level.

4.3. Gender and L2 Motivational Self System

Gender is one of the factors widely investigated in regard to language learning. Many researches which studied the connection between gender and L2 motivation proposed that there are variations between males and females in L2 motivation. L2 Motivational Self System questionnaire was employed to 125 students, consisting of 81 males and 44 females. The data concerning gender and L2 Motivational Self System was collected to see if gender has an effect on students' motivational self system.

Table 4. Inferential Statistics for L2 Motivational Self System in terms of Gender

	Gender	N	Mean	S.D	t	P
Ought_to	Male	81	4,19	1,10	-1,50	,13
	Female	44	4,50	1,06		
Attitude	Male	81	3,53	1,11	-2,23	,02
	Female	44	3,98	,96		
Ideal_Self	Male	81	4,23	1,03	-2,59	,01
	Female	44	4,70	,82		
Total	Male	81	3,98	,831	-2.75	,007
	Female	44	4,39	,696		

Table 4 represents the inferential statistics of L2 Motivational Self System in terms of gender. The total mean of L2 Motivational Self System for males was 3.98 and for females were 4.39. As Table 4 indicates, female learners were more positive towards learning English than male learners.

For investigating the relationship between male and female students' L2 Motivational Self, an independent t-test was employed. Consequently, gender has significant impact on both Ideal L2 Self and Attitudes towards learning English. The P-value of Attitude were .02 for male students which are less than 0.05 ($p < .05$). Female learners have more positive attitude ($m=3.98$) than male learners (3.53). Similarly, the P-value of Ideal L2 Self were .01 for male learners ($p < .05$). Female learners have higher levels of Ideal L2 Self (4.70) than male learners (4.23). The findings represent that there was no statistically significant difference for Ought-to L2 Self ($t=-1,50$); $p > .05$).

4.4. Foreign Language(s) in addition to English and L2 Motivational Self System

This chapter describes the results of foreign language(s) in addition to English and L2 Motivational Self System to see if foreign language(s) in addition to English has an effect on students' motivational self system.

Table 5. Inferential Statistics for L2 Motivational Self System in terms of Foreign Language(s)

	Foreign Language	N	Mean	S.D	t	P
Ought_To	Yes	37	4,11	1,24	-1,24	,21
	No	88	4,38	1,02		
Attitude	Yes	37	3,63	1,12	-,37	,70
	No	88	3,71	1,06		
Ideal_Self	Yes	37	4,50	,81	-,73	,46
	No	88	4,35	1,05		
Total	Yes	37	4,08	,74	-,42	,66
	No	88	4,15	,83		

As seen in Table 5, out of 125 students, 37 of them have learnt a foreign language out of the school. The mean of the students who have learnt a foreign language was 4.08, while the mean of the students who have not learnt was 4.15. Having a second foreign language aside from English has an effect on students' Ideal L2 Self at most with the mean of 4.50, and then on student's Ought-to L2 Self (m=3.68). Having a second foreign language aside from English have an average effect on students' attitude towards learning English (m=3.63).

An independent samples t-test was carried out to determine whether there is a difference in terms of knowing a foreign language in addition to English on students' L2 motivation. The t-test represents the results of the main factors of L2 motivation. The findings represent that there was no statistically significant difference, (t=-42); p>.05).

4.5. Living Abroad and L2 Motivational Self System

This chapter describes the results of living abroad and L2 Motivational Self System to see whether living abroad (more than six months) has an effect on students' motivational self system or not.

Table 6. Inferential Statistics for L2 Motivational Self System in terms of Living Abroad

	Living Abroad	N	Mean	S.D	t	P
Ought_To	Yes	11	3,45	1,41	-2,75	,007
	No	114	4,38	1,02		
Attitude	Yes	11	3,65	,91	-,128	,898
	No	114	3,69	1,09		
Ideal_Self	Yes	11	4,61	,84	,756	,451
	No	114	4,38	1,00		
Total	Yes	11	3,90	,82	-,96	,338
	No	114	4,15	,80		

As the t-test illustrates, L2 Motivational Self System mean scores for those who had lived abroad and those who had not lived were ($m=3.90$, $sd=.82$) and ($m=4.15$, $sd=.80$), respectively. As seen in Table 6, living abroad for those 11 students has an effect on students' Ideal L2 Self with the mean of 4.61 at most. However, there is not a big gap between the mean scores of the students who had lived abroad and who had not lived (4.38). The result of independent samples t-test regarding the learners who had lived abroad and those who had not was significant and meaningful in terms of Ought-to L2 Self at the level of .05. As Table 6 displays, the obtained value for t is -2.75, $p=.007$.

4.6. Starting Age and L2 Motivational Self System

Another factor which may affect students' L2 motivation level is age. Even though only a few studies investigated the connection between age and L2 motivation, the outcomes of many studies appear to specify that motivation decreased with age. Table 7 and 8 provide analysis of inferential statistics and one-way analysis of variance (ANOVA) in terms of starting age. This chapter describes whether starting age to learn a foreign language has an effect on students' L2 Motivational Self System or not.

Table 7. Inferential Statistics for L2 Motivational Self System in terms of Starting Age

	Starting Age	N	Mean	S.D	Min	Max
Ought_To	before 9	20	4,28	1,02	2,45	5,82
	9-11	72	4,36	1,04	1,55	6,00
	after 11	33	4,17	1,24	1,55	6,00
	total	126	4,30	1,09	1,55	6,00
Attitude	before 9	20	3,76	1,20	1,80	5,40
	9-11	72	3,65	,97	1,40	5,60
	after 11	33	3,73	1,23	1,00	6,00
	total	125	3,69	1,07	1,00	6,00
Ideal_Self	before 9	20	4,63	,68	3,33	5,89
	9-11	72	4,36	,99	1,67	6,00
	after 11	33	4,33	1,12	1,56	6,00
	total	125	4,40	,98	1,56	6,00
Total	before 9	20	4,22	,62	2,93	5,33
	9-11	72	4,12	,79	2,19	5,73
	after 11	33	4,08	,94	1,79	5,79
	total	125	4,13	,80	1,79	5,79

The participants were divided into three groups in terms of age (Group 1: before 9 years; Group 2: 9 to 11 years; Group 3: After 11). As t-test shows, L2 Motivational Self System mean and standard deviation for the three groups were (m=4.30, sd=1.09), (m=3.69, sd=1.07) and (m=4.40, sd=.98), respectively. As Table 7 shows, Ideal L2 Self gained the highest score (m=4.40), which also indicates that most of the students started learning a foreign language before nine years old (m=4.63). Ought-to L2 Self also showed higher scores than Attitude (m=4.30). The last components which is Attitude towards learning English showed the lowest scores (m=3.69). This may indicate that the participants of the present study have weak orientations or manners towards their learning environment and experience.

Table 8. One way analysis of variance (ANOVA) in terms of Starting Age

		Sum of Squares	df	Mean Square	F	Sig.
Ought_To	Between Groups	,755	2	,378	,312	,733
	Within Groups	147,698	122	1,211		
	Total	148,453	124			
Attitude	Between Groups	,262	2	,131	,111	,895
	Within Groups	143,785	122	1,179		
	Total	144,046	124			
Ideal_Self	Between Groups	1,380	2	,690	,706	,496
	Within Groups	119,333	122	,978		
	Total	120,713	124			
Total	Between Groups	,267	2	,133	,202	,817
	Within Groups	80,619	122	,661		
	Total	80,886	124			

The result of one-way ANOVA regarding age showed that learners' age had no effect on their L2 Motivational Self. P-value of L2 Self in total was 817, which is more than 0.05 ($p > .05$). The results reveal that there is no statistically significant difference between the main factors of Motivational L2 Self. That is to say, starting age is not an important factor in motivational orientations.

CHAPTER V

5. DISCUSSION AND CONCLUSION

5.1. Introduction

This research has intended to investigate the students' Motivational Self System in the light of Dörnyei's (2009) theory. In general, the findings have revealed that the three dimensions of Motivational Self System have an effect on learning the target language, even though their impact seemed to be varied.

The research has also examined some background information about the learners. It is probable that starting age to learn a second language, living abroad for more than six months, having learned foreign language(s) aside from English and gender would give little diverse impacts on learners' L2 motivational self.

5.1.1. Research Question 1A: The students' Ideal L2 Self in learning English

The first research question asked about the students' Ideal L2 Self in learning English for preparatory students at Hasan Kalyoncu University. The data regarding the students' Ideal L2 Self was gathered by the first section of the questionnaire. With the answers to the statements it is evident that the students consider themselves as successful L2 speakers in the future (see Table 1). The data revealed that without considering how often the students really found chances for L2 communication, how they conceived these chances (e.g., if those chances were possible in their environment, how applicable they took into consideration English to be to their life, etc.) appeared to impress their improvement of ideal L2 selves. Namely, if they thought that English was something inaccessible and that they had no concern with it, it appeared considerably hard for them to clearly visualize any Ideal L2 Self. On the contrary, if students considered these chances were possible to them in their environment or could visualize a state using English, even rarely, the formation of an Ideal L2 Self appeared to be simpler. Hence, to aid learners form an attentive Ideal L2 Self, it is primarily essential to offer situations where they can use English. Nevertheless, the participants' answers concerning one of the items which has the lowest mean indicated that it looked difficult for the students to visualize themselves as someone speaking English. Further, they plainly

emphasized the targets and desires for which they desired to use English in the future. In the L2 motivational self system a certain division is done between having an Ideal L2 Self and an aim of L2 learning, in that unlike an aim in L2 learning, Ideal L2 Self contains "concrete images and senses" (Dörnyei, 2009, p. 12). Moreover, ideal L2 selves with "inadequate certainty and detail" are not regarded to use a powerful motivational force (Dörnyei, 2009, p. 19). In this regard some of the students' ideal L2 selves might have been destitute of illustration and clarity, which Dörnyei thinks to be important. In these circumstances, these ideal L2 selves may not have had a powerful motivational capability either.

The results indicated the facilitating part of Ideal L2 Self surpassed other factors. Accordingly, it is seen that there is a consistency with former studies in other contexts. Expectations can affect students' vision and success. Expectancy-value theory (see section 2.1.3.2.1), clarifies how expectancies of achievement or failure can influence learners' motivation to master a language (Oxford, 1996). As reported by Dörnyei (2001), people will merely be inclined to do something if they expect achievement and the way where people interpret favourable days and failures could additionally designate their future attitude. For this reason, expectations and past experiences probably influence learners' future vision of themselves, which is a main aspect for their success.

The findings acquired from the present study are additionally in line with the study conducted by Rajab et al., (2012). In their study, Ideal L2 self was found out higher than the other components of L2 motivational self system. The notion of the Ideal L2 Self has the makings of getting through the distinction between Instrumentality and Integrativeness (Gardner, 1985). The ideal or hoped-for self is the view L2 learners would very much want to become and may foresee themselves of being a person who is proficient in the L2. Therefore, Dörnyei (2009) claimed that Ideal L2 Self has a promotion prospect and students with powerful ideal L2 selves are probably to range their desires to L2-relevant features hoped in L2 use situations. Ideal self creates newness, vision, sense, and aim to individuals' desires and vagueness. The more energetic and complicated the possible self, the more motivationally influential it would be.

It might be discussed that the truth is that the Ideal L2 Self was the most crucial factor, which implies that the desired future self that learners own, if comprehended as "possible", ends up with motivation, and namely, if learners have intrinsic impetus for learning a

language, they will be more inspired to improve their abilities (Papi, 2010). It appears that students who have the capacity to imagine themselves as future English speakers are in tendency to have better success scores for succeeding the ideal L2 selves they desire to be (Kim and Kim, 2011).

When the findings of questionnaire were examined, it can be brought to a conclusion that those learners who study English to be a proficient L2 speaker (Ideal L2 Self) are open to new experiences, extrovert and attentive. Most of the participants in the research study English for their occupations, living abroad, communicating with foreigners and these have a powerful correlation with the Ideal L2 Self. To a great extent, I think that these EFL students are of the opinion that if they communicate in English efficiently, they will be able to travel around the world, speak to the international friends or colleagues, and be successful in their future studies and career. Furthermore, they own this Ideal L2 Self "intrinsically".

5.1.2. Research Question 1B: The students' Ought-to L2 Self in learning English

The results of quantitative data ascertained a powerful existence of L2 motivational factors relevant to ought-to L2 selves of the participants. Nevertheless, some items in the questionnaire represented that ought-to L2 assumptions (e.g. individual apprehension, future necessities, others' expectations, social constraints and requirements) can be a strong motivational force for these students. Some participants exhibited a feeling of obligation and necessity to master the English language to refrain from any feeling of failure and perform future responsibilities.

There was adequate proof in the data to infer that learners were completely conscious of the unfavourable outcomes that can increase to them, if they become unsuccessful to learn English. Additionally, there were different individual apprehensions (e.g. psychological states of inferiority complex, loss of self esteem, self assurance and character representation) and wider social constraints, forcing them to do what society confirms (e.g. seek for social approval and communal concern).

Learners who study English for necessities and compulsions to refrain potential unfavourable results have apprehension in some degree and are liable and well-organised. Learners who study English to have an ideal self-image stating the desire to become a

proficient L2 speaker and learners who study English for intrinsic causes, such as enjoying and positive attitudes towards learning English, are more competent than those learners who study English because of the "responsibilities and necessities forced by friends, parents and other authoritarian persons" (Dörnyei, 2009, p.32).

The Ought-to Self is firmly have connection with compeer group, rules and other strict constraints (e.g. ethnic communal anticipations). Hence, students' (and particularly teenagers') ought-to self can include certain compeer-induced looks about academic ability (e.g. low-succeeding expectations) that are of different opinions the persons' ideal self. Put it another way, there may be a conflict between a learner's individual and public identification.

According to the results, students appear to be conscious of the significance of studying English. It is evident that this outer constraint inspires them to reach their aims. Papi (2010) indicates that Ought-to L2 Self increases apprehension, offering that if learners are inspired through Ought-to L2 Self, they will be possibly worried about their language learning. Those learners who are anxious about what others' opinion about them are scared of frustrating others and this lays emphasis on their apprehension, which is an unfavourable factor for their triggered attitude and following language success.

5.1.3. Research Question 1C: The students' Attitudes towards learning English

The main significance of the Attitudes towards learning English, which contained items evaluating learners' comprehensions both of their current learning environment in classroom and universities (e.g. "I always look forward to my English classes") and additionally their complete English learning experiences (e.g. "Learning English is an important aspect of my life"), can be described by the great significance of English language in the Turkish education system, where it is taught as a compulsory lesson from primary school to graduation. The students have to take English preparatory program in their first year for most graduate programmes in the Turkish universities. Furthermore, for the majority of these students, classroom or university atmosphere is the sole chance for studying and using English because it is not spoken often in their homes or community in general. It can probably be students' strong wish to master English, depending upon a consciousness of its practical benefit and point in future lives, which has made them depend so much on or grow positive reaction about the classroom environment.

The total mean of the Attitudes towards learning English was weaker in comparison to the means of Ideal L2 Self or the Ought-to L2 Self. Both Islam (2013) and Taguchi et al.'s (2009) researches revealed that learners who are pleased with their English classes, due to their teacher, group or curriculum, likely to have better success grades than learners who find classes uninteresting. Because the Ideal L2 Self might have a bearing on the expectancy-value theory (see section 2.1.3.2.1), the same occurs with this dimension. In accordance with this assumption, students take part in activities that are related to their targets and at which they anticipate to achieve (Schmidt et al., 1996). This implies that if learners anticipate being successful in their language learning, they will tend to be pleased with their learning experience more, which may promote their success. Besides, as other studies have revealed (Young, 1991; Papi, 2010), learning experience may be relevant to L2 apprehension. Hence, a negative language experience can enhance L2 apprehension, while positive experiences are relevant with lower anxiety levels.

Depending upon the mean averages of the statements, it is evident that for the students learning English is enjoyable and beneficial to some degree. Gardner (1985) suggested that the manners learners adopted towards learning English were closely related to the amount of endeavour that they were eager to spend on learning the L2. The mean scores regarding the items associated with the pleasure of learning English and the atmosphere of the English lessons at school were average, which demonstrates that for the most part the participants exhibited slightly positive attitudes and feelings about learning English. Furthermore, they looked motivated in general, still depending on the mean scores for these items.

A study in a Pakistani context (Shahbaz and Liu, 2012) has indicated a powerful and direct relationship between its participants' reported learning endeavours and L2 learning attitudes. It was discovered in other areas that language learning attitudes of younger learners are mainly depended on classroom experience and are mostly formed by educators (Kormos and Csizer, 2008).

Another study in an Iranian context (Afsaneh, Najmeh and Soroor, 2015) has revealed positive attitudes towards learning English. In Iran, as a foreign language learning environment, outside of the classroom students have a small number of chances to speak the aimed language and have restricted access to English-speaking culture, the majority frequently through a vague lens like movie or music. So, it was relatively logical that EFL

learners who were more inspired to travel to English-speaking countries and became familiar with their culture, regarded the classroom as the sole opportunity for speaking the foreign language.

Moreover, the results of a study conducted by Papi (2010) showed that the Ideal L2 Self impacts learners' language learning experience, which influences their triggered behaviour. It appears that students with a positive future vision of themselves as L2 speaker like their learning experience more, while students with a weak Ideal L2 Self do not own the same opinion of their learning environment. This might be because of the fact that learners with a strong Ideal L2 Self can understand the significance of what they do in class, knowing that it will aid them succeed their ideal or future self. Nonetheless, it could also be that learners with a strong Ideal L2 Self participate in class more as they are aware of their own selves and attitudes. Besides, their past experiences may be important in respect to the effect they have to their own selves, since positive or successful experiences may produce motivation and may enhance their self-confidence. However, as Papi and Teimouri (2012) and Islam (2013) present, it is hard to find out the way of the reason, not knowing if students' learning experience and positive L2 selves affect their learning success or the other direction around. Both could influence each other.

In conclusion, it could be discussed whether students are pleased with their English classes or not bases on both their teacher or class material, and also their definite expectations about their future and their positive or negative learning experience in the past. These elements can affect their L2 learning experience.

5.1.4. Research Question 2: Gender and Self System

The findings showed some significant differences in male-female L2 motivational orientations. Female participants' more positive attitudes towards learning English is in accord with some prior studies on this subject and was a predictable result in Turkish context where females offer the more traditional side of community and can be considered to abide to the traditional concepts of special esteem for teachers and learning situations more than males. Moreover, the traditional connection of women with the subjects like arts and languages, particularly in a developing country like Turkey, can be a contributing factor. It has also been discussed in other contexts that girls demonstrate more dedication than boys in

language classrooms (Dörnyei, 2009).

Ideal L2 Self's slightly higher involvement in female participants' attempts similar to the results of Kim and Kim (2011) and can probably be defined by female students' greater capacity to shape a vibrant Ideal L2 Self. We know that the accessibility of an extensive and vibrant future self image is a significant requirement for growing the motivational capability of Ideal L2 Self (Dörnyei, 2009).

The only factor which was not significantly important for gender is Ought-to L2 Self. The participants do not appear to have Ought-to Selves related to their responsibilities in the future, concerns about career, social position, personal status and expectation of those who are around them. Both male and female learners do not seem to give priority to master the English language to comprehend the unfavourable results of not learning the language appropriately.

5.1.5. Research Question 3: Foreign Language(s) in addition to English and Self System

Relying on Dörnyei's L2 Motivational Self System (2009), this research investigates motivational self system in terms of foreign language(s) among preparatory students at Hasan Kalyoncu University. The findings showed having a second foreign language in addition to English has an effect on students' Ideal L2 Self at most, and then on students' Ought-to L2 Self. Having a second foreign language in addition to English has an average effect on students' attitudes towards learning English.

The findings revealed that learners who have learned foreign language(s) in addition to English enhanced their Ideal L2 Self which had the strongest effect on learning English, and this is in line with other studies in other contexts, such as Taguchi et al.'s (2009), Papi's (2010), Rajab et al.'s (2012), and Islam's (2013). It might be asserted that the fact that Ideal L2 Self was the most essential aspect implies that the desired future self that learners own, if conceived as "present", ends up with motivation, and that, if learners own intrinsic impetus to learn a language, they will be more inspired to enhance their abilities (Papi, 2010). It appears that students who own the capability to visualize themselves as future English speakers have a tendency to have more success to achieve the Ideal L2 selves they desire to be (Kim and Kim, 2011). As said by Dörnyei (2001, p. 12), "people will merely be inspired to do something if they

hope achievement", and the way in which people deduce past achievements and disappointments might affect their future behaviour. For this reason, expectations and past experiences probably influence learners' future visualization of themselves, which is a main aspect for their success.

The learners' strong ideal L2 selves moderate the difficulties of English language learning motivation. This emphasizes that the learners are extremely inspired to master English and there are many elements influencing on their eager to accomplish the target language. They are conscious of the conspicuousness of English in the modern period. Dörnyei's construct of the Ideal L2 Self is for that reason related to the learner's awareness of their L2 identities. Taking into account the findings of their study, the students had obvious and obtainable idealised visions of their L2 selves. In this perspective, researches including Kormos and Csizer, (2008); Yashima, (2009); and Kormos et al., (2011) found out that learners who have learned foreign language(s) in addition to English had an increasing consciousness of English to communicate. Oyserman et al.'s (2006) results demonstrated that most learners were eager to follow their English education. Many realized local and international platforms where their ideal L2 selves can increase. Their future intentions were motives to develop their ability and were thus pragmatic and attainable.

Dörnyei (2009) clarifies that the ideal and ought-to L2 selves should be in compliance in order that motivation to master the target language enhances. The students' idealised form of an L2 learner seemed to be intervened by social status, approval and apprehension. The fact that the students were impacted by social pressures proposes that their ideal selves derives from and are reconfigured by the Ought-to L2 Self. Oyserman et al. (2006) suggest that ideal and ought-to L2 selves do not really withstand one another. The interrelationship between these two notions could point to the apprehensions and pressures students sense, by this means influencing on their ideal L2 selves. When family, present learning environment and social expectations have an important place in this framework, these factors leaves an impression on a student's endeavour to make an attempt (Papi, 2010). The students' ideal L2 selves are formed by internalization of social norms which are encouraged by the environment.

Having a second foreign language in addition to English has an average effect on students' attitudes towards learning English. As the Ideal L2 Self might be associated with the expectancy-value theory, the same occurs with this aspect. Based on this theory, students occupy compete attention to actions that are related to their aims and at which they hope to achieve something (Schmidt et al., 1996). It means that if learners hope to achieve in language learning, they will be more probably pleased with their learning experience, which can promote their success. Furthermore, as previous researches have revealed (Young, 1991; Papi, 2010), learning experience can be associated with L2 apprehension. Therefore, a negative language experience can enhance L2 apprehension, while positive experiences are associated with lower apprehension levels. Learners' character can also be related to their learning experience, because Ghapanchi et al., (2011) presented that outgoing learners, in most cases, achieved better on the L2 learning experience. Accordingly, it might be explained that students like their English classes both thanks to their educators or classroom materials, and as they own definite expectations about their future, and as they have experienced a positive learning in the past. These can impact their L2 learning experience, and it could be represented in their relation with success as well.

5.1.6. Research Question 4: Living Abroad and Self System

Another goal of this study was to find out if living abroad for more than six months promotes to the development of L2 motivational self and how motivational dimensions are influenced by this. In general, the results show that mean scores for those who had been abroad were lower than who had not been abroad. However, that can be because the number of the students who had been abroad was only 11 out of 114.

When examined in detail, the results demonstrate positive changes in Ideal L2 Self. Living abroad for more than six months experience influenced participants' motivational selves. The findings reveal that L2 use in a real L2 community promoted the participants grow a brighter and more vibrant self-image as an English speaker. The rise of Ideal L2 Self discovered in this research indicates that learners can successfully increase their Ideal L2 Self while living abroad and that their image becomes more intricate and vibrant. Furthermore, the result of independent samples t-test concerning the participants who had lived abroad and those who had not was significant and meaningful in terms of Ought-to L2 Self.

Amuzie and Winkie (2009) found that living abroad experiences led to development of bigger autonomy in language learning and brought about a belief that improvement based more on students' own attempts than the teachers' attempts. Likewise, while the language gains stated by the students in the study may not have been huge, their experiences abroad also seemed to improve really their growing sense of responsibility for improving their own English and the belief that they might learn ways to do so.

Living abroad experiences served as "the best challenges" (Ushioda, 2007), extending them to improve their speaking capacity and promoting their confidence in using English. The steps that they had taken appeared to classify them as independent students: they assessed their language learning. They were also inspired by their future visions of the Ideal L2 Self (Dörnyei, 2009), proficient medical doctors whose ability with English was a significant factor of their professional structure.

Tsai (2011) ascertained that learners with integrative motivation tend to learn English to integrate into the target culture, whereas those with instrumental motivation may learn it for practical reasons such as survival in the target culture. Irrespective of the reasons to learn English, it is found that those who hold either integrative motivation or instrumental motivation are not isolated from the target culture. On this point, it can be argued that these two types of motivation are essential to understand whether EFL learners get involved in the target culture and experience intercultural learning while studying abroad. The researcher also emphasizes that these two types of motivation should even explain why intercultural learning facilitates the success in foreign language learning among EFL students studying abroad.

There has emerged a popular opinion, one shared by learners and educators, parents and administrators, that learners who lived a period abroad are those who will eventually become the most capable in the use of their language of speciality. As a result, a lot of learners leave yearly for abroad experiences with the hope that they will master unless they become proficient in the target languages they have decided to learn, coming home back with really improved language skills (Freed, 1998, p.31).

On the other hand, it was revealed that for many motivational items exceeding the temporary borders from the point of data collection to the distant future, the learners who had lived abroad before were not significantly different from students who had not lived abroad before.

5.1.7. Research Question 5: Starting Age and Self System

Another factor influencing L2 motivation of learners is age. Even though the result of one-way ANOVA regarding age showed that learners' age had no effect on their L2 Motivational Self, based on the averages of mean scores, it is evident that motivation decreased with age.

There are only a few researchers who studied the relationship between age and L2 motivation. In Williams et al.'s (2002) research, younger learners succeeded significantly more on the necessity for the language, positive attitude towards their educators, and perceived self-capability and achievement than older learners. Sung and Padilla (1998) revealed alike findings in their research demonstrating that young learners were more inspired than secondary learners towards learning Chinese, Japanese, and Korean. In addition, Baker and MacIntyre (2000) suggested that the students who are younger in their research were more inspired than the students who are older. Similarly, In Sung's (2010) research of university students of Chinese, age was discovered to be a factor affecting the students, with younger students being more positive towards Chinese language learning because of friends' thoughts about the classes and educators at school and the wish to study in a Chinese-speaking country.

On the contrary, a small number of researches on age and L2 motivation revealed opposing findings. For instance, Wong (2008) discovered that Chinese immigrant students of English older than twenty in Hong Kong demonstrated higher inspiration for studying English than those younger than fifteen. Kormos and Csizér (2008) compared three different age groups of Hungarian students of English and suggested that the youngest group, the secondary school learners, had a lower motivation level than the university learners and adult students. The researchers of the abovementioned researches proposed potential causes for their results on age variations in L2 motivation. For instance, Williams et al. (2002) suggested that the reason they discovered younger students to be more inspired can be because of the fact that there was a common inclination for motivation in school-based learning to diminish when learners began secondary school. Kormos and Csizér (2008) explained the result of the secondary students having lower motivation than older students in consequence of the obligatory nature of learning English in school where the students were necessitated to select a language obtainable to learn and go on learning the language till the secondary school year

finishes. Wong (2008) assumed that the older Chinese immigrant students had a higher motivation than younger ones since the older ones are required to pass the public university entrance exam which had English as a test subject.

Moreover, another aspect concerning age difference in language learning frequently argued is the critical period hypothesis, which verifies that there is a critical period for learning a language, after that language learning gets harder. A small number of studies found out that children appear to learn languages better than adults (Polat, 2011). If age, with regard to when one begins learning a language, is a factor affecting L2 acquisition, then it is logical to suppose that the identical factor could affect students' L2 motivation.

5.2. Educational implications and directions for future research

Motivation is an important factor in the development of language learning, and it can impact L2 competence. The current research centred upon the effect from some motivational factors (i.e., Ideal L2 Self, Ought-to L2 Self, and attitudes towards learning English). Further research is required to investigate the relationship between these L2 motivational factors and students' real attempts or behaviours. Such a study may include an observation of the learners' general attitudes in their classrooms. Furthermore, it is a little complicated to examine cause-effect relationships, and for acquiring an entire analysis, factors such as experience, anticipations and apprehension would have to be considered as well. In spite of the uncertainties, these results on the Motivational Self System might support educators centre upon the factors that have ascertained to be more important for learners in their language learning. Since the attitudes towards learning English certified to have the lowest, it offers that educators can study on the attitudes towards learning English by making their classrooms more friendly places where there is very low apprehension. They can also use teaching materials that are interesting to their learners and that improve their ideal selves, as it will promote success for the students. Known the primary role of motivation, it is essential that the educational system takes into account the importance and the ways where it is likely to inspire L2 students for accomplishing higher English competence.

Contrary to the majority of the studies, this study did not discover any L2 motivation variation relied on foreign language(s) in addition to English and starting age of learning a foreign language. Since this research did not examine the design that permitted the students to

provide consciousness in the learning context for clarifying the results, future research will be required to view the causes for the lack of difference based on foreign language(s) and starting age.

It would be remarkable to carry out qualitative research to have a more detailed result on the students' self system and their visualization of themselves, as well as to centre upon varied students with different levels for acquiring more persuasive findings. It might also help to determine the factors that make language learning achievable, such as aptitude or past experiences.

Motivation has an important role in language learning. Via examining it and practicing its results in the language learning process, not only educators but also students will be able to take advantage of it and be more satisfied with their teaching and learning experience.

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7. APPENDIX

7.1. Appendix A: L2 Motivational Self System and Attitude Questionnaire

We would like to ask you to help us by answering the following questions concerning foreign language learning. This is not a test so there are no “right” or “wrong” answers and you don’t even have to write your name on it. We are interested in your personal opinion. Please give your answers sincerely as only this will guarantee the success of the investigation.

Thank you very much for your help.

Nazlı CABİROĞLU

PART 1

Please answer these questions in the spaces provided.

1. Underline your gender: MALE FEMALE
2. What foreign language(s) are you learning at school?
3. Have you learnt any foreign languages outside school?
4. If yes, which ones?
5. At what age did you start learning a foreign language?
6. Have you ever been abroad for longer than six months (e.g. when your parents worked there)?
7. If yes, where?

PART 2

Following are statements some people agree with and some people don't. We would like to know to what extent they describe your own feelings or situation. After each statement you'll find six boxes. Please put an 'X' in the box which best expresses how you agree or disagree with the statement.

There are no good or bad answers – we are interested in your personal opinion.

		Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1.	I can imagine myself as someone who is able to speak English.						
2.	Studying English is important to me because an educated person is supposed to be able to speak English.						
3.	If I fail to learn English, I'll be letting other people down.						
4.	I would like to have more English lessons at school						
5.	I can imagine myself living abroad and having a discussion in English.						
6.	I like the atmosphere of my English classes.						
7.	I can imagine myself speaking English with international friends or colleagues.						
8.	I have to study English, because, if I do not study it, I think my parents will be disappointed with me.						
9.	Learning English is necessary because people surrounding me expect me to do so						
10.	I find learning English really interesting.						
11.	Studying English is important to me in order to gain the approval of my peers/teachers/family/boss.						
12.	Whenever I think of my future career, I imagine myself using English.						
13.	I think time passes faster while studying English.						
14.	It will have a negative impact on my life if I don't learn English.						
15.	I can imagine myself living abroad and using English effectively for communicating with the locals.						

16.	I can imagine myself writing English e-mails fluently.						
17.	My parents believe that I must study English to be an educated person.						
18.	I always look forward to English classes.						
19.	Studying English is important to me because other people will respect me more if I have a knowledge of English.						
20.	I can imagine myself speaking English as if I were a native speaker of English.						
21.	The things I want to do in the future require me to use English.						
22.	I really enjoy learning English.						
23.	I study English because close friends of mine think it is important.						
24.	I can imagine a situation where I am speaking English with foreigners.						
25.	I consider learning English important because the people I respect think that I should do it.						

Adapted from Taguchi et al. (2009)