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A COMPARATIVE STUDY ON THE L2 MOTIVATIONAL SELF SYSTEM OF SYRIAN REFUGEE AND TURKISH LEARNERS OF ENGLISH

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A COMPARATIVE STUDY ON THE L2 MOTIVATIONAL SELF SYSTEM OF SYRIAN REFUGEE AND TURKISH LEARNERS OF ENGLISH

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Zeynep Doğu

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

A COMPARATIVE STUDY ON THE L2 MOTIVATIONAL SELF SYSTEM OF SYRIAN REFUGEE AND TURKISH LEARNERS OF ENGLISH

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Master of Arts, English Language Education

Supervisor: Özlem Canaran

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June, 2023

This study aimed to compare the L2 Motivational Self System (L2MSS) of Syrian refugee and Turkish learners of English and identify the possible relationship among the eight constructs of L2MSS between the two groups. The study adopted a descriptive non-experimental correlational research design and collected data from 479 learners aged 13-18 through a structured L2MSS questionnaire. Descriptive statistics, independent samples t-test and ANOVA tests were used to calculate the mean scores and explore how the two groups differed in L2MSS. To identify potential correlations between the constructs, the Pearson Correlation Coefficient was calculated. Results showed that Syrian refugee learners had higher mean scores on each motivational construct of L2MSS than Turkish learners of English. Cultural interest and ideal L2 self-received the highest mean scores from both groups. Further results indicated a statistically significant difference between Turkish and refugee

learners with regard to integrativeness, attitudes to learning English, milieu, ideal L2 self, ought to L2 self and intended learning effort. Considering anxiety and cultural interest, the results yielded no significant difference between the groups. Lastly, integrativeness correlated positively and strongly with attitudes to learning English, ideal L2 self and intended learning effort for both Syrian refugee and Turkish learners.

Keywords: Teaching English as a foreign language, L2 motivational self-system, Refugee education, Multilingualism

ÖZET

SURİYELİ MÜLTECİ VE TÜRK ÖĞRENCİLERİN MOTİVASYONEL BENLİK SİSTEMLERİ ÜZERİNE KARŞILAŞTIRMALI BİR ÇALIŞMA

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Master of Arts, İngiliz Dili Eğitimi

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Bu çalışma, İngilizceyi yabancı dil olarak öğrenen Türk ve Suriyeli mülteci öğrencilerin İkinci Dil Motivasyonel Benlik Sistemlerini (L2MSS) karşılaştırmayı ve İkinci Dil Motivasyonel Benlik Sistemindeki sekiz alt kategori arasındaki ilişkiyi ortaya çıkarmayı amaçlamıştır. Çalışma, deneysel olmayan, betimleyici korelasyon çalışması olarak desenlenmiş olup, veriler yapılandırılmış L2MSS anketi ile 13-18 yaş arasında olan 479 katılımcıdan toplanmıştır. Ortalama değerlerin ve katılımcıların İkinci Dil Motivasyonel Benlik Sistemleri arasındaki farklılıkların hesaplanması için betimleyici analiz, bağımsız örneklem t-testi ve ANOVA testleri uygulanmıştır. İkinci Dil Motivasyonel Benlik Sistemi anketinde yer alan alt kategoriler arasındaki ilişkiyi göstermek için Pearson Korelasyon Katsayısı hesaplanmıştır. Araştırmanın bulguları, Suriyeli mülteci öğrencilerin İkinci Dil Motivasyonel Benlik Sistemlerinin her bir alt kategori için Türk öğrencilere göre daha yüksek olduğunu göstermiştir. Kültürel ilgi ve ideal ikinci dil benliği her iki grup için en yüksek değerlere sahip alt kategorilerdir. Ek olarak, bütünleştiricilik, İngilizce öğrenmeye ilişkin tutum, çevre, ideal ikinci dil benliği, gereken İngilizce benliği ve amaçlanan öğrenme çabası alt kategorilerinde, iki grup arasında anlamlı farklılıklar olduğu saptanmış, ancak İngilizce kaygısı ve kültürel ilgi kategorilerinde iki grup arasında anlamlı bir farklılık bulunmamıştır. Son

olarak, bütünleştiricilik ile İngilizce öğrenmeye karşı tutum, ideal ikinci dil benliği ve amaçlanan öğrenme çabası arasında olumlu yönde güçlü bir ilişki olduğu ortaya çıkmıştır.

Anahtar Kelimeler: Yabancı dil olarak İngilizce öğretimi, Motivasyonel Benlik Sistemi, Mülteci eğitimi, Çok dillilik

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To all the children who cannot get equal education…

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L2MSS	L2 Motivational Self Systems
UN	The United Nations
UNHCR	The United Nations High Commissioner for Refugees

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CHAPTER 1
INTRODUCTION

1.1. Background of the Study

The substantial growth in studies and literature on immigration and refugees has dominated social sciences as a natural response to the increasing wars and humanitarian crises all over the world. The Syrian Refugee Crisis, which began in 2011 because of Syria's civil war, displaced millions and was the highest level of displacement ever recorded (Erden, 2020). The United Nations High Commissioner for Refugees (UNHCR, 2017) defines a refugee as "someone who has left his or her country of origin and is unable or unwilling to return there because of a serious threat to his or her life or freedom". According to an official UNHCR report (2022), the total number of Syrian refugees exceeds 13 million, with 3.8 million of them receiving protection in Turkiye.

Although different countries have different refugee regulations, systems, and laws, there is an international standard. The 1951 Convention Relating to the Status of Refugees serves as the bedrock of international refugee law. As a signatory to the 1951 Geneva Convention, Turkiye "still maintains geographical reservation, which means that only those fleeing as a result of ‘events occurring in Europe' are granted refugee status in Turkiye” (Dereli, 2018, p.3). As a result of the reservation, Syrians are granted temporary asylum in Turkiye and have access to a variety of public services, including education (McCarty, 2018b).

Today, an entire generation of Syrian refugees faces the risk of becoming a "lost generation" (UNICEF, 2014). The Syrian refugee crisis has put all countries to the test in terms of humanitarianism. Apart from providing basic human rights such as privacy, security, or equal pay (United Nations, 2023), it is critical to act "to equip them with the necessary knowledge and skills" (Souad et al., 2022, p. 186) to prevent the whole nation from becoming lost (Smith, 2018). Education is the most difficult of these to build because it takes time and requires extensive research and understanding. Governments and local and international non-governmental organizations act by

implementing projects in and out of schools that target teachers, administrators, refugee parents, and students (UNHCR, 2019).

Although refugee education is a hot topic in academia, research is limited to holistic, macro-level studies aimed at describing and defining the current educational situation of Syrian refugee students. Research areas must be narrowed and deeper research in specific areas is needed to ensure better educational opportunities for individuals and communities. Without a doubt, all forms of education and every lesson are valuable in educating the "whole child," but teaching English as a lingua franca is critical in preparing future generations to compete in the globalized world (Nunan, 2003), which requires various language contact situations either physically, through economic development, or virtually through internet connection (Crystal, 2007).

Even though Turkiye shares the same perspective on raising global citizens who are fluent in English, and English is an important part of the Turkish National Curriculum, several factors cause English language teaching programs to fail (Eraslan, 2019; Öztürk & Aydin, 2019). First, English is considered a "foreign language" rather than a "second language" in Turkiye. Next, sociocultural, or pedagogical factors such as teacher education programs, physical environment, social environment, lack of resources, and constantly changing policies have an impact on teaching English as a Second or Foreign Language as a discipline (McInerney et al., 2001). Furthermore, students' sociocultural and motivational factors influence L2 learning (Ortega, 2013). As Turkiye struggles to implement English language teaching programs for local students, teaching in multilingual classrooms becomes more difficult.

Motivation studies in ELT have always sparked a lot of interest, and they have been extensively researched. (Yılmaz, 2017; Course & Saka, 2021; Gardner et al., 2004; Islam et al., 2013; Kantaridou & Xekalou, 2021; Lai, 2013; Lamb, 2012; Le, 2020). The reason for the constant research is that "motivation is a dynamic, ever-changing process" (Dörnyei, 2005, p. 67), which is concerned with the fundamental question of why people think and behave in the way that they do. Dörnyei and Csizér (2002) noted that human motivation to learn is a complex phenomenon influenced by a variety of factors, including the social learning environment of the students, their own aspirations, and their prior social experiences. Considering the changing nature

of motivated behaviors as well as individual, social and contextual differences, it should never be assumed that the literature has the complete answer. Therefore, motivation studies must be revisited over time with different participants to better understand the learners' social and individual conditions, needs, and expectations (Dörnyei, 2003). This will help gain a better understanding of the complex nature of motivation as well as provide socially and pedagogically relevant solutions to the problem of teaching English as a second or foreign language.

Language learning is extremely difficult for social groups that lack power, and it is affected by readiness, individual differences, social factors, and language ideologies, all of which influence motivation. According to Altınsoy (2019), "the application of a language ideology creates a discourse that expands by its own reproduction." When reproduction is considered, it is necessary to consider how disadvantaged groups perceive languages and whether or not they are motivated to learn foreign languages. Within the context of this study, participants are made of two different groups as refugee-background and Turkish students. Based on the research setting of the study, both of the groups may exercise similar behaviors while learning ESL and adopt close motivational beliefs. This is because the schools that host refugee background students are in quite disadvantaged neighborhoods of the city, and they are not accepted as well-performing urban schools. Additionally, refugee background students have their own traumatic experiences, and they bring “not only their local experiences into the classroom, but also their memories of experiences in their native country and their own visions of the future they desire in their new country” (Norton, 2013, p. 171). Because of these cumulatively negative circumstances, the motivational self-systems of refugee learners of English may be adversely constructed.

Refugee students and native learners may show different or similar motivational behaviors while learning English as a very natural consequence of globalization and global competition (Coleman, 2011). Refugee students may face additional challenges, such as language barriers, cultural differences, social inclusion process and trauma-related issues, which can affect their education and motivation to learn negatively (Kaysili et. al, 2019). However, they also may be more motivated and use their L1 as resources to acquire another language (Cruz-Ferreira, 2017). Native learners (Turkish

students in this context) may have greater access to resources and may face fewer barriers, but their motivation to learn may be influenced by other factors, such as perceived usefulness of the language, personal interests, goals or self-esteem (Kim, 2015). Conversely, multiculturalism may lead to more diverse classroom settings, where students from different cultural and linguistic backgrounds can interact and learn from each other. This can also create a positive learning environment and foster mutual respect and understanding. However, it may present challenges in terms of managing cultural and linguistic diversity, addressing cultural biases and stereotypes, and promoting social inclusion and equity.

1.2. Statement of the Problem

Sources of data about refugees often adopt case-study approaches (Thürmann et al., 2010), highlighting specific situations and personal stories rather than providing comprehensive statistical overviews. This can give a more nuanced understanding of the experiences of refugees but may not capture broader patterns or trends across different refugee populations (Falola & Yacob-Haliso, 2023). This tendency shows itself in educational studies as shown in some examples (Greaves et al., 2020; Matthews, 2008; Sunata & Abdulla, 2019). In other words, it can be commented as literature in refugee education is built on the philosophy that research 'about' refugees but not 'with' them. To address this issue in research and contribute to the representation of refugees in research, this study is designed in a way that refugee students are direct data sources.

Studies from various countries, particularly Turkiye, continue to be conducted in the hope of drawing attention to inclusive education and serving as an initiative and inspiration to policymakers to provide equal education to Syrian refugees. (Alpaydın, 2017; Aydin & Kaya, 2017; Block et al., 2014; Taylor & Sidhu, 2012) It is also encouraging to see researchers take responsibility and contribute to the literature in the field of English as a foreign language (EFL) (Adey et al., 2014; Steele, 2017). However, both in educational sciences and in EFL, students from refugee backgrounds must be more frequently used as direct data sources. According to Hynes (2003), it fosters distrust and leaves many issues unaddressed unless researchers obtain accurate data, which can only be obtained through direct contact with refugees.

Motivation in language learning is dependent on individual factors and differences as well as being socially constructed (Lamb, 2012). That's why it is crucial to collect data from the refugee-background students through data collection instruments in their native language and increase their representation in academia. When motivational factors, readiness, experiences, and attitudes of the refugees are known and evaluated within the context of existing education systems, the students can be given better chances to reach quality education.

OECD (2012) strongly suggests that to provide equity in education, disadvantaged schools must be evaluated in broader terms and student intake characteristics must be taken into consideration. Based on this suggestion, keeping native students from refugee students to assess their motivation in language learning may provide misleading results when the grouping and residential patterns of refugee families are considered. Refugee students are housed in low-income areas and enrolled in low-performing schools. "The provinces where the majority of urban refugees live are also provinces where school academic performance is below the national average" (Kirişci, 2014, p.26). These low-performing schools are not preferred in motivational studies, but they deserve equal attention as other groups of learners, such as university students or pupils with economic and cultural advantages.

Despite this, the majority of L2MSS studies conducted to date have included Turkish students learning English as a foreign language as participants. However, studies on the motivation of refugee students to learn foreign languages have not been conducted, although this is a fact of our country's education system. Beginning in the second grade of primary school, Syrian refugee and Turkish students are required to take English classes. Therefore, it is critical to identify the motivational differences among the students who study together in these multilingual and multicultural English classes. This can contribute to the literature as well as the planning, implementation, and evaluation of educational programs in this field.

1.3. Purpose of the Study

The aim of this research is to investigate the L2 Motivational Self System (L2MSS) of Syrian refugee and Turkish learners of English and see if the two groups of learners differ in terms of (i) cultural interest, (ii) integrativeness, (iii) English

anxiety, (iv) attitudes to learning English, (v) milieu, (vi) ideal L2 self, (vii) ought to L2 self, and (viii) intended learning effort. Additionally, the present research study aims to explore whether there is a difference in L2MSS of Turkish and refugee learners of English in terms of (a) age, (b) gender, (c) length of learning English, (d) perceived proficiency in English, and (e) views about the English teacher's teaching strategies.

Lastly, the research seeks to discover the relationship between the constructs in Syrian refugee and Turkish learners' L2 Motivational Self Systems. To his end, a structured questionnaire with 40 items was distributed to Syrian refugee and Turkish English learners aged 13-18, who attend middle and high schools in Ankara, Turkiye. The current study sought answers to the following questions:

1. How is the L2 Motivational Self System of Turkish learners of English different from the L2 Motivational Self System of Syrian refugee learners of English?

2. Is there a significant difference in L2MSS of Syrian refugee and Turkish learners of English in terms of (a) age, (b) gender, (c) length of learning English, (d) perceived proficiency in English, and (e) views about the teaching strategies of the English teacher?

3. What is the relationship between the constructs in Syrian refugee and Turkish EFL learners' L2 Motivational Self Systems?

1.4. Significance of the Study

As a lingua franca, English is one of the most important subjects in curricula at all levels of education, and thus societies are paying increasing attention to quality English education. To raise citizens who can easily access information personally and virtually (Nunan, 2003), and communicate with citizens from all over the world, it is critical to provide ample and equal opportunities for language learning while also motivating learners to become proficient users of English. Quality schooling and language education, on the other hand, are only available to a few privileged groups in some parts of the world, in other words, language learning is still a matter of ideology

and social power (Norton, 2013) although it must be available to all learners from diverse economic, cultural, and ethnic backgrounds. Thus, scholars and educators must be more socially responsible by placing a greater emphasis on topics concerning disadvantaged learner groups as they are confronted much more challenges than any other groups (Thürmann et al., 2010). Also, researchers must conduct more targeted research into more clearly specified issues and problems rather than keep investigating challenges and problems.

Since the 1960s, L2 researchers have been interested in the L2 Motivational Self System (L2MSS). However, both locally and internationally, the L2MSS of refugee learners has received little attention. Given that refugee students share classrooms with Turkish students, they may face a variety of challenges due to cultural differences, language barriers, financial hardships, and psychological stress. As a result, their motivation to study English as a foreign language (EFL) may differ from that of Turkish students. To the best of our knowledge, no research has been conducted on the L2MSS of refugee students in the Turkish EFL context, nor have any comparative studies on the L2MSS of Turkish and refugee students considering some variables. Thus, this study is significant in terms of exploring Syrian refugee and Turkish learners' language learning motivation for policymakers to develop relevant, effective English curricula that address students' needs and expectations.

Additionally, the findings of the study might provide better insights into the L2 learning motivations of Syrian refugees and Turkish learners studying the capital of Türkiye, as well as lead to the provision and promotion of better learning opportunities for learners. We hope that the findings will also contribute to the current L2MSS literature and encourage future L2MSS studies on refugees studying in other EFL settings, as well as aid in the development of a more inclusive education system in Türkiye that considers the needs and motivations of all learners from diverse backgrounds.

1.5. Assumptions

It is assumed that participants selected for the study represent the target population adequately. Also, it is assumed that the participants understand all of the questions in the questionnaire and provide accurate and honest responses to the

questionnaire. Another assumption is that the data collection instrument accurately measures the participants' L2MSS.

1.6. Limitations

The study is limited to students aged 13 to 18 from Turkish and Syrian refugee backgrounds and those who attend state schools in multicultural classrooms in Ankara, Türkiye. Secondly, refugee students of different ethnicities, such as Afghan or Somali, were excluded from the study. Thirdly, when the number of the participants is considered, generalizing the results may not be possible. Finally, the results are constrained by quantitative data; however, qualitative data may be required to generalize the findings.

1.7. Definitions

Refugee: "Someone who has left his or her country of origin and is unable or unwilling to return there because of a serious threat to his or her life or freedom" (UNHRC, 2017)

Cultural Interest: Having an interest in the media, artifacts, books, and music of the English-speaking countries. (Dörnyei, 2006)

Integrativeness: Powerful desire to interact with English-speaking communities. (Islam et. Al, 2013)

English Anxiety: Worry, anxiety, and negative emotional reaction that appear when using or learning English. (Nicholes, 2016)

Attitudes to Learning English: Set of beliefs and opinions about learning English.

Milieu: "the extent to which immediate social contacts encourage the learning of English" (Islam et al, 2013)

Ideal L2 Self: "The learner's personally valued vision of themselves as a competent user of the L2 in the future" (Lamb, 2017)

Ought to L2 Self: "The learner's conception of what significant others believe they 'ought to' be like in the future" (Lamb, 2017)

Intended Learning Effort: “Participants’ present and future L2 learning motivated behaviors” (Li et al., 2022)

CHAPTER 2

LITERATURE REVIEW

2.1. Motivation

There are many different definitions for the multifaceted concept of motivation, which is derived from the Latin verb movere, meaning "to move". Motivation is described by the Cambridge Dictionary as "a passion for doing something; willingness to do something or something that causes such willingness." (Cambridge Dictionary, 2023). In the Oxford Learner's Dictionary, motivation is "the feeling of wanting to do something, especially something that involves hard work and effort." (Oxford Learner's Dictionary, 2023). The motivation theory and research are at the heart of the answers to questions like what drives a person to make particular decisions, pursue dreams and goals, and stick with particular behaviors (Matušin, 2014).

Within the behavioristic framework, the effort was to understand "what moved a resting organism into a dynamic state". This method generalized the findings of animal studies to humans. In this approach, the reward system was crucial in motivating individuals to achieve the goal. Motivation is defined in Piaget's cognitive development theory as "a built-in unconscious striving towards more complex and differential development of an individual's mental structure" (Oxford & Shearin, 1994, p.23). The shift of interests from behavioristic to cognitive theories influenced the focus from 'what' to 'why'. Concepts like *stimulus*, *drive,* and *aspiration* in behavioral terms were replaced by *instrumentality, interactiveness*, and *orientation* in cognitive theories. Each of these terms later emerged as a crucial construct in the research on individual differences. Modern definitions of motivation take these constructs into account (Zareian & Jodaei, 2015).

More of a recent theory related to motivation is the Self-Determination theory, which puts forward three main dimensions of motivation as the needs for autonomy, universal psychological needs, competence and relatedness. (Ryan & Deci, 2009). Accordingly, individuals with these needs need satisfaction to achieve their goals,

which constitute their motivation. Lately, Ryan (2019, p.11) summarizes 'motivation' as a concept that is driven by cognitive and affective variables, and that "motivation refers to a process whereby goal-oriented activities are instigated and sustained."

2.1.2. L2 Motivation

Teachers and researchers have generally agreed that one of the key elements affecting how successful L2 learners are motivation (Matušin, 2014). Gardner was one of the first researchers in the field of second language acquisition (SLA) to emphasize motivation. According to Gardner (1985), L2 motivation acts as an engine, and the desire to learn the target language motivates learners to take pleasure in and exert effort in their learning (Taylan, 2017). The earliest studies on "motivation" were carried out by Gardner & Lambert (1959), and prior to their research, motivational studies were believed to be closely related to the learner. Community, consciousness, and social factors were not thought to have impacted motivation. Therefore, it would not be wrong to admit that the literature on 'motivation' in language learning started to appear after the 1950s.

L2 motivation, according to Oxford and Shearin (1994), directly affects how frequently learners use L2 learning strategies, how much they converse with native speakers, how much information they seek out or gather about the language they are learning, how well they perform on tests that are related to the curriculum, and how proficient they become in the language they are learning. Dörnyei and Ottó (1998, p.65) define L2 motivation as "the dynamically changing cumulative arousal in a person that initiates, directs, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out". According to Ellis (1994), motivation has an impact on language learners' levels of perseverance, the behaviors they exhibit, and their actual performance.

Researchers have traditionally concentrated on motivation for language learning in isolation. Many scholars have discussed and defined motivation in SLA. But they

all concur that L2 motivation is a multi-construct that incorporates elements that primarily depend on the individual differences of the L2 learners and their social environment. (Matušin, 2014). Dörnyei and Csizér (2002) noted that human motivation to learn is a complex phenomenon influenced by a variety of factors, including the social learning environment of the students, their own aspirations, and their prior social experiences.

2.1.3. Three Periods of Motivational Research

From a historical perspective, the notion of L2 motivation has gone through two developmental phases; the first phase is Gardner's (1985) Socio-educational model, and the second phase is Dörnyei's (2009a) L2 Motivational Self System. Dörnyei and Ushioda (2011) divided L2 Motivation studies into, (1) The Social Psychological Period (1959–1990), (2) the Cognitive-Situated Period (1990-2000), (3) the Process-Oriented Period (2000s-).

2.1.3.1. The Social Psychological Period / Socio-Educational Model (1959-1990)

The Social Psychological Period, which includes Gardner's (1985) socio-educational model, serves as the foundation for motivational theories. For more than three decades, Gardner's social psychological approach dominated L2 motivation research. Gardner & Lambert (1959) has demonstrated the importance of context in L2 learning motivation. The most widely accepted contribution of their work to the field has been that learning a second language is unlike learning any other subject. This is because it "involves imposing elements of another culture into one's own lifespace" (Gardner & Lambert, 1972, p. 193), and because it is easily influenced by a variety of social factors, such as prevailing attitudes toward the language, geo-political considerations, and cultural stereotypes (Dörnyei, 2005).

To Gardner (1985), motivation to learn a foreign language must not be viewed as an educational phenomenon and it has very little to do with the learning environment. The social psychologist prioritized other factors: attitudes toward the learning situation, motivation, language anxiety, and instrumental orientation in the socio-educational model that shaped further motivation studies. Gardner and his Canadian colleagues developed a model of L2 motivation and the AMTB (Attitude/Motivation Test Battery), a standardized motivation battery. This model has two components: integrative and instrumental orientation. The former is linked to positive attitudes toward L2 society and a desire to integrate into the L2 community. The latter is related to the advantages of L2 proficiency, such as a successful career, a good salary, and a good social reputation.

Gardner places 'integrativeness' at the center of his argument. Integrativeness refers to a language learner's willingness to adopt characteristics of a target language group (Gardner, 2010, p. 3). The concept of the 'integrative motive,' which is defined as a "motivation to learn a second language because of positive feelings toward the community that speaks the language" has been the most researched aspect of Gardner's integrative motivation theory. Gardner (2001) defines the integrative motive as encompassing not only orientation but also motivation (for example, attitudes toward learning the language, as well as desire and motivational intensity) and other variables involving the L2 community and the language learning context. The integrative motive is a three-part structure and Gardner contends that these three components (Figure 1) are not mutually exclusive because a truly motivated individual exhibits all three (Dörnyei & Ushioda, 2011; Gardner, 2012; Root, 1999).

> 1. Integrativeness, which is identified with integrative orientation (referring to the interest in foreign languages, openness and positive attitudes towards the L2 community)
>
> 2. Attitudes towards the learning situation including attitudes towards the language teacher and the L2 course.
>
> 3. Motivation, which includes effort, desire (will), and attitude towards learning. (Dörnyei & Ushioda, 2011, p. 42)

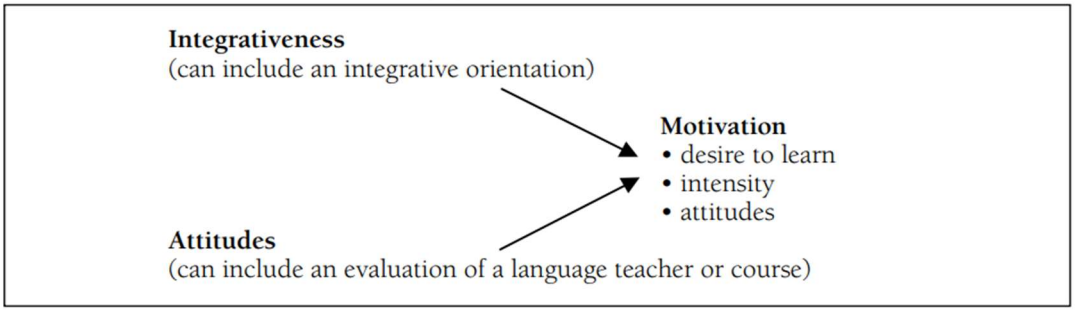

Figure 1 Gardner's Integrative Motive

(Source: Root, E. (1999). *Motivation and Learning Strategies in a Foreign Language Setting: A Look at a Learner of Korean*. CARLA, Minneapolis: University of Minnesota, 1-74)

Aside from integrativeness, instrumentality, and attitudes, there are some learner factors that influence motivation, such as effectiveness, effort, persistence, attention, desires, and self-confidence (Gardner, 2006). Other factors that influence motivation include an educational context (immediate classroom situation) and cultural context (attitudes, beliefs, personality characteristics, ideals, expectations, and so on), pedagogical factors (classroom environment, teaching techniques, and attitudes toward the language teacher and course), language anxiety, and parental influence. All of these motivators influence language achievement as shown in Figure 2.

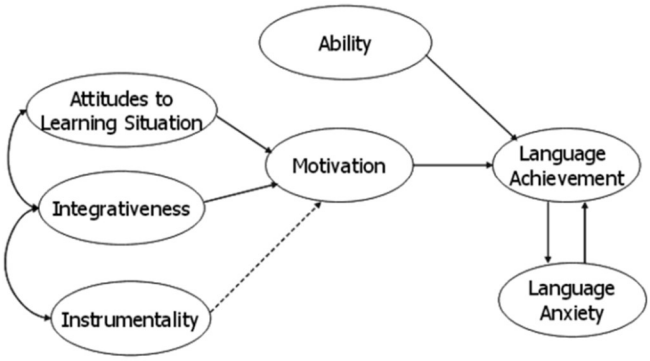

Figure 2 Gardner's Socio-Educational Model of Motivation (Gardner, 2001, p.6)

Researchers began to criticize the theoretical content of integrativeness in the early 1990s. Their main point was that it provided no conceptual links to cognitive motivational constructs found in motivational psychology, such as Self Determination Theory (Deci & Ryan, 1985) or Attribution Theory (Weiner, 1985). Dörnyei (1994a) claimed that Gardner's L2 motivation has two major flaws: insufficient elaboration and a lack of supporting empirical evidence. Because of the lack of elaboration, every L2 motivation study, including Gardner's, should construct and explain every motivational aspect or factor in concrete terms, specifying their interrelationships, and then attempt to connect them to prior knowledge. Due to a lack of supporting empirical evidence, every L2 motivation research should have solid empirical ground that will integrate old research variables so that new variables can be developed. However, Dörnyei (1994b) stated that Gardner focused too much on integrativeness in the L2 domain and thus ignored the instrumental disposition. Dörnyei claimed that instrumental orientation would have a greater impact on language learners because its aspects are also a part of the learner's L2 self. Furthermore, in his L2 Motivational System, Dörnyei gave instrumental motivation a larger role, including it in ought to L2 Self.

2.1.3.2. The Cognitive-Situated Period (1990s)

Following Gardner's socio-educational model, the Cognitive-situated phase (Dörnyei & Ushioda, 2011) of L2 motivation studies emerged with the rise of social constructivist learning theory, which emphasized the immediate classroom environment (Lamb, 2017). Cognitive perspectives honed classroom-oriented concepts of motivational studies by incorporating micro-level variables such as classroom atmosphere, tasks, and teaching methods (Dörnyei & Ushioda, 2009). In this period, attribution and social cognitive theories became major theories by emphasizing individual differences, past experiences, and self-efficacy (Mercer & Williams, 2014). During the Cognitive-situated period, some important theories included Self-determination Theory, Attribution Theory, and Task motivation. According to Self-determination Theory, there are two types of motivation: intrinsic

and extrinsic (Deci & Ryan, 1985; Noels et al., 2000). The first is based on intrinsic interest in the activity itself, while the second is based on extrinsic rewards for completing the activity. Attribution Theory emphasizes the significance of the factors that language learners attribute to the causes of their language's success or failure (Weiner, 1985). Finally, task motivation theory (Dornyei, 2009b) research focuses on L2 motivation while performing specific tasks, and it is distinguished by a shift from a macro perspective in a language community to a micro perspective in the classroom (Matušin, 2014).

2.1.3.3. The Process-Oriented Period (2000s-)

Motivation is viewed as a dynamic system in a process-oriented approach, with constant changes over time-based on learners' behavior (Dörnyei, 2009b). Dörnyei proposed the L2 Motivational Self System during this time period, which interpreted L2 motivation in relation to a theory of self and identity. The system investigates student motivation in language learning and potential success in SLA by studying the nature of L2 motivation.

Dörnyei (2000) focused on two main topics: "(a) motivational maintenance and volition, and (b) motivational evolution and fluctuation," drawing on previous theories suggesting that motivation is a mental process (Pintrich & Schunk; 1996) and is closely related to goals, emotions, and personal agency (Ford, 1992). Time, goal-oriented actions, engagements, learning experiences, and fluctuations in motivation were all emphasized (Dörnyei, 2019). In other words, learning experiences and decision-making processes (pre- and post-national phases) are effective in shaping future motivational systems and should be included in the main factors in motivation studies (Martinović & Burić, 2021)

Dörnyei and Ottó (1998) created the most detailed model of the process dimension of L2 motivation. Their model categorizes the motivators that influence motivated behavior. This model depicts the L2 motivation process in three stages. The first stage is known as the pre-actional phase, and it corresponds to "choice

motivation," which leads to the selection of the goal or task to be completed. Individual desires and hopes to influence the action plan. The second phase is known as the actional phase, and it corresponds to "executive motivation," which refers to the action itself as it is carried out. The individual is committed to taking action, making a decision and putting it into action while anticipating the possible outcomes. The third phase is known as the post-actional phase, and it entails "critical retrospection" after the action has been completed. During this phase, the main processes are evaluating the completed action, further planning, and thinking about or discussing possible ways to improve future actions (Dörnyei & Ottó, 1998; Matušin, 2014).

2.1.4. Dörnyei's Model of Motivation

In contrast to Gardner's emphasis on integrativeness, Dörnyei (1994b) asserted that instrumental orientation would have a greater influence on language learners in foreign language settings. He developed a model of FL learning motivation that could account for and incorporate some of the evolving perspectives on motivation. Three different levels of factors were included, allowing for the inclusion of not only orientations but also specific situations involving the learner and the surrounding context. As shown in Figure 3, the language level is the first level in Dörnyei's model, and it includes both integrative and instrumental motivational subsystems focused on reactions and attitudes toward the target language. The learner level, which focuses on the individual's reaction to the language and the learning situation, is the second level. Different cognitive theories of motivation are included at this level. The third level, known as the learning situation level, takes into account particular motivational elements related to the instructor, the course, and the group of language learners that a person interacts with. This level includes both intrinsic and extrinsic motivations in various contexts. Although classroom rewards occasionally combine with or result in intrinsic motivation, traditional school environments frequently promote extrinsic motivation (Brown, 1990, p. 388; Root, 1999).

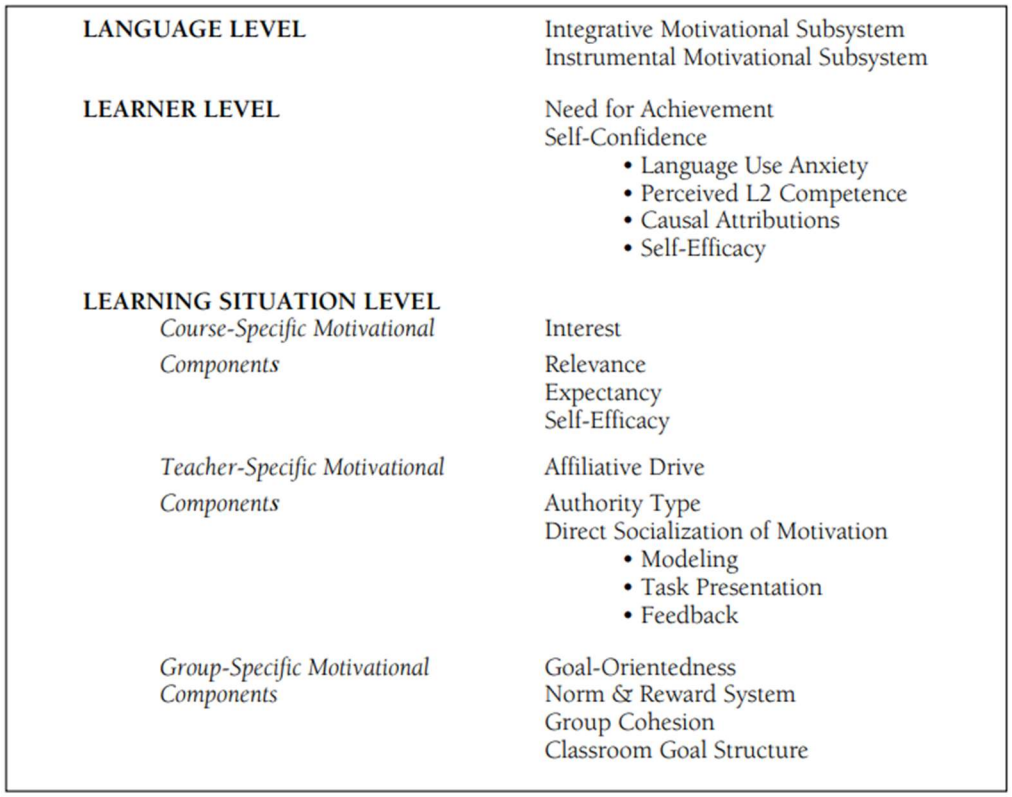

Figure 3 Dörnyei's Model of Foreign Language Learning Motivation (Gardner, 2001, p.6)

(Source: Root, E. (1999). *Motivation and Learning Strategies in a Foreign Language Setting: A Look at a Learner of Korean*. CARLA, Minneapolis: University of Minnesota, 1-74)

2.1.5. Dörnyei's Second Language (L2) Motivational Self System

Dörnyei (2005) proposed the L2 motivational self-system (L2MSS) to explain individual differences in language learning motivation. A fundamental assumption in the L2MSS is that when the learner perceives a gap between their current state and their future self-guide (i.e., ideal or ought), this gap may serve as a motivator to bridge the perceived gap and achieve the desired end-state (Al-Hoorie, 2018). The L2MSS has been influenced by a number of theories, most notably the Possible-Selves Theory (Markus & Nurius, 1986), and the Self-Discrepancy Theory (Higgins, 1987).

Possible-Selves Theory by Markus and Nurius (1986) was developed within the conceptualization of social-cognitive studies and refer to the selves that people

imagine themselves becoming in the future; the selves they hope to become, the selves they are afraid to become and the selves they fully dream of becoming (Dunkel & Kerpelman, 2006). These possible selves do not emerge all alone themselves but root in one's past accomplishments, experience, and behaviors. In this way, "possible selves are dynamic and … influenced by personal goals, interactions, and outcomes that occur within a relevant environment." (Hamman et al., 2010, p.1351). The reason why the Possible-Self Theory became groundbreaking in the field of Psychology and interdisciplinary studies is that it puts together three issues: motivation, the concept of self, and the social and cultural-based meaning we employ to interpret the world and make meaning of it (Erikson, 2007). Possible selves could be better understood when contrasted with life tasks. "In pursuing life tasks, people are likely to be guided by distinct representations of themselves in the future. Within the context of life tasks, we are suggesting that it is "possible selves that give personalized meaning to global motives" (Cantor et al., 1986, p. 99). In other words, possible selves drive one's behavior and serve as a trigger based on what the individual wants or avoids becoming in the future.

How possible selves exert as motivation is explained by Self-Discrepancy theory which "stipulates that discrepancies between what we are, what we would like to be, should be, and what others expect of us lead to tensions" (Lanvers, 2016, p.80). The Self Discrepancy Theory basically aims to predict what kinds of incompatible beliefs will induce which kinds of negative feelings (Higgins, 1987). Negative emotions arise when one perceives some kind of discrepancy between their actual selves and ideal/ought selves. These may lead to more than negative feelings and emotions, such as dissatisfaction and depression, because one's hopes and wishes have been unfulfilled (Vartanian, 2012). Nonetheless, the Self-Discrepancy theory suggests that discrepancies between the ideal self and the actual self can also be motivating. When a person perceives a discrepancy between their actual and ideal selves, they may feel dissatisfaction, which can motivate them to close the gap and become more similar to their ideal selves. This can be a positive force for personal development and growth (Higgins, 1987).

2.1.6. Motivational System- Ideal L2 Self, Ought-to L2 Self, The L2 learning experience

The Ideal L2 self, ought-to L2 self, and the Learning Experience comprise the L2MSS (Dörnyei, 2005, 2009b). The basic hypothesis is that L2 proficiency is part of the ideal and ought-to L2 self and is a powerful motivator for closing the gap between the current and future L2 self. Like the promotion-focus orientation, the ideal L2 self represents the learner's hopes and aspirations. Ought-to L2 self is shaped by the learner's expectations of what they should be in order to avoid the negative outcomes associated with the prevention-focus orientation (Middleton, 2019).

2.1.6.1. The ideal L2 self

Ideal L2 Self was suggested to shift 'motivation' to an internal process within a person's self-concept from an external process (Dörnyei & Csizér, 2002). Gardner's concept of integrative motivation fell out of favor and was challenged by the ideal L2 Self because integrative motivation focused on external factors and attitudes toward the L2 community. It was not applicable anymore when the scope of the globalization of English was considered (Dörnyei & Al-Hoorie, 2017). The ideal L2 self is the state one would ideally like to achieve, representing one's own hopes and wishes. It is a facet of one's 'ideal self' specifically in L2 learning. If the person who wants to be in the future is an L2 speaker, it constitutes a strong motivation because they want to decrease the discrepancy between their current state namely 'actual' and 'ideal' selves. (Dörnyei & Ushioda, 2011). Ideal L2 Self simply stands for the goals and aspirations that one desires to reach, and it is an image of an ideal L2 user competently.

2.1.6.2. The ought-to L2 self

The ought-to L2 self refers to the state that others would like one to achieve, thus representing the expectations projected by significant others. Ought- to L2 Self is

shaped to get the approval or acceptance of teachers, parents, or colleagues and represents external factors. They are the attribution one believes to avoid negative consequences or meet some expectations (Dörnyei, 2005). Thus, ought-to L2 self is extrinsic and preventional in nature (Islam et al., 2013) while the Ideal L2 self is promotional and intrinsic. Individuals may invest efforts to learn L2 for acceptance by significant others or stay away from unwanted results that may appear as a result of not learning L2 (Martinović & Burić, 2021). The negative outcomes may be low grades at school, the fear of unemployment, or having problems at work.

2.1.6.3. The L2 learning experience

The L2 learning experience stands for the third main construct of L2MSS. It is concerned with one's experience in the immediate learning environment (Dörnyei & Chan, 2013), which includes the elements such as the teacher, the curriculum, peers, and experience of success. It is situation specific (Dörnyei, 2005) and may vary according to the groups and their environment. According to Moskovsky et al. (2016, p.642), it "seems to overlap with Gardner's attitudes to the learning situation which, in Dörnyei's (2009b) view, play a key role in determining learners' learning experience" and it is derived from the learners' personal, immediate experience. The L2 Learning Experience is found to be the strongest predictor of L2 Learning motivation in various studies (e.g.Kong et al., 2018; Taguchi et al., 2009; You & Dörnyei 2016). In this regard, it looks promising for increasing the L2 motivation of the learners as it may enable learners to have positive, constructive experiences through instruction, classroom environment, and extra-curricular activities while learning English.

2.1.7. Research on Second Language (L2) Motivational Self System of Language Learners

Language learning motivations through L2MSS have been deeply analyzed in different settings and with various participants both in Türkiye and other countries.

2.1.7.1. Research Studies in Türkiye

Researchers in Türkiye value the effectiveness and simplicity of L2MSS in language learning and researched the concepts in various settings across different variables. Although the body of literature has not reached abundance yet, there are seriously enlightening insights for the field. L2MSS and its practical implications have been analyzed systematically in a recent meta-analysis study by Ozonder & Mirici (2021). The scholars included eight validation, and seven intervention studies in their research and concluded that L2MSS would continue to be researched to find answers to several unanswered questions by emphasizing the strong relationship between the concept of self and language learning.

Until L2MSS got widespread, motivation used to be tested and researched through integrativeness, intrinsic, and extrinsic motivation scales in Türkiye (e.g. Öztürk & Gürbüz, 2013, Kiziltepe, 2000). L2MSS was administered at the tertiary level to the pre-service teachers (e.g. Bursalı & Öz, 2017; Sak, 2020; Yılmaz, 2017), undergraduate students (e.g. Ceyhan-Bingöl et al., 2020; Course & Saka, 2021; Thompson & Erdil-Moody, 2016), and EFL learners who study at preparatory schools of the universities (eg. Öz & Bursalı, 2018; Üstünbaş & Üstünbaş, 2022).

L2MSS was investigated with regard to the correlation between Ideal L2 self, ought to L2 Self, and learning experience as a tripartite model at the tertiary level (Course & Saka, 2021), with regard to the correlation of L2MSS with willingness to communicate (WTC) (e.g. Bursalı & Öz, 2017; Öz & Bursalı, 2018; Sak, 2020). L2MSS was also investigated with regard to the correlation of the year of study (Yılmaz, 2017) and the major of the students (Ceyhan-Bingöl et al., 2020). Ceyhan-

Bingöl and others (2020) found no significant difference between the majors and Ideal L2 self/ ought to L2 self. What is interesting about their results is that the students majoring in ‘Translation and Interpreting' had very low Ideal L2 self while the students enrolled in 'International Relations' showed a higher level of L2 Ought to self than other departments. Apart from the major of the students, the year of study of the students was correlated with L2MSS by (Yılmaz, 2017) and it was found that there was a meaningful relationship between the two dimensions, ideal L2 self, and ought-to L2 self with regard to year of study in favor of third and final year students.

In terms of willingness to communicate, Sak (2020) found that there was a significant link between the ideal L2 self and L2 WTC both outside and inside the classroom. The participants were found to have a high level of Ideal L2 self as are pre-service EFL teachers but the findings contradict with the results of the study by Bursalı & Öz (2017) who found that pre-service EFL teachers had a low Ideal L2 Self. However, both in Bursalı & Öz (2017) and Öz & Bursalı (2018) ideal L2 self was found to have a positive correlation with the willingness to communicate.

Among these studies, the most broadscale one was carried out by Course and Saka (2021) through mix methods research. The number of the participants who were university students (aged 18-23) was 668 and the tool that included most of the constructs in the original study made the study highly enlightening in terms of L2MSS studies. The strong correlation was found in the study between instrumentality promotion and ideal L2 self. Also, intended learning effort correlated strongly only with attitudes to learning English, and ought to L2 self-correlated strongly with instrumentality prevention and family influence.

L2MSS were also researched in secondary education. Arslan and Çiftçi (2021) administered the questionnaire to 170 students in the 6th grade, while Yetkin and Ekin (2018) increased the variety of the participants by including 254 pupils who study in the 5th, 6th, 7th, and 8th grades. Finally, Irgatoğlu (2021) worked with 202 high school students. Yetkin and Tekin’s (2018) study included participants aged between 9 to 15 and tested age and gender as variables to understand their L2MSS. They found some significant differences between the gender in favor of males, and among the ages, in favor of the young participants. The authors concluded that language learning

experience was the most effective variance over intended effort, which was followed by Ought to L2 self and IIdeal L2 self.

Arslan and Çiftçi (2021) researched with 6th graders. They also added school type and gender as variables and compared state-run and private school students' motivation. School type had never been chosen as the setting before; however, they did not find any significant difference neither between male and female students nor public and private school students. The results of the study presented a strong positive relationship between the ideal L2 self and the L2 learning experience of the sixth graders. Although there was no significant difference in terms of gender, the relationship was evident for males while it is moderate for females. Also, the intended effort presented a strong positive correlation with the ideal L2 self and L2 learning experience.

Another recent study belongs to Irgatoğlu (2021) who tested the Learning strategies of the students by using The Student Process Questionnaire. The study set achievement and gender as variables and revealed that language learning experience, ideal L2 self, and ought to L2 self was higher for female students. However, still ideal L2 self was the least effective while ought to L2 self was the second effective component. In terms of achievement, high achievers were found to have higher levels of Ideal L2 self when compared to low achievers. When the students' learning strategies and L2MSS were analyzed, the students who showed a high level of Ideal L2 self tended to adopt deep learning strategies.

2.1.7.2. Research Studies outside Türkiye

L2MSS has grounded many leading studies in the field of EFL (Dörnyei & Chan, 2013; Papi & Teimouri, 2012; Ryan, 2009; Taguchi et al., 2009). The studies gave insight into L2MSS and represented different learners from different settings. The studies have confirmed that the Ideal L2 self is a strong predictor of motivated learning behaviors. Taguchi and his friends investigated L2MSS in a cross-cultural context and included 5000 participants in their study. In this large-scale study that contributed to

the field substantially, Dörnei was confirmed and the Ideal L2 self was found to be the strongest component of motivation. However, the study found some major differences among the countries. In the Chinese context, the promotional aspect correlated with the ideal and ought-to L2 selves equally, but in the Iranian context there was a substantial correlation between instrumentality-promotion and ought-to L2 self. “In the Japanese model, the impact from attitudes to L2 culture and community on the ideal L2 self was nearly twice as large as from instrumentality-promotion, whereas in the Chinese and the Iranian data, the contribution of the two aspects was roughly equal” (Taguchi et al., 2009, p84).

Another study that moved L2MSS to a different direction was the research conducted by Dörnyei & Chan in 2013 with Chinese multilingual students who spoke Cantonese as their mother tongue and learned English and Mandarin additionally. Another aspect that made the study different from many others was that the students’ actual grades were included as criterion measures, and it was verified one more time that the ideal L2 self correlated with motivation and it affected outcomes strongly. On the other hand, ought to L2 self-associations with the course grades were non-significant as it was presented by previous research (Taguchi et al., 2009).

Papi and Teimouri (2012) and Ryan (2009) tested age as a variable in Iran and Japan. Papi and Teimouri (2012) included participants from secondary school, high school, and university while Ryan (2009) kept it limited to tertiary and secondary education. Papi and Teimouri (2012) concluded that high school students could be considered the best-motivated group of EFL learners in Iran. “This learner group ranked first in English learning attitudes, attitudes towards L2 culture and community, and motivated behavior and their ideal L2 self was roughly equal to that of the university students, who had the strongest score in this variable.” (p. 304). Ryan (2009) divided university students into two groups: English majors and non-English majors. English major students were found to be the most motivated English learners in contrast to Iranian university students.

The interest in L2MSS was not limited to Hungary, Japan, Iran, and China (e.g. Dörnyei & Chan, 2013; Papi & Teimouri, 2012; Ryan, 2009; Taguchi et al., 2009). For example, Subetki (2018) carried out his study with 56 EAP learners in Indonesia

and found a negative correlation with ought to L2 self-achievement. However, he did not conclude any positive correlation between the ideal L2 self, learning experience, and achievement contradicting previous research.

Ueki & Takeuchi (2013) also had participants at the tertiary level, and they added a major in English and non-English as variables. They found that English-major students had a higher level of L2 motivation as Ryan (2009) indicated. The study by Moskovsky et al. (2016) was another research carried out at a university with 360 university students who majored in English. They added achievement as a variable but administered a dedicated proficiency test that showed the low proficiency of the participants. The results of the study were found to be highly unexpected as it contradicted a large body of literature in L2MSS. Ideal L2 self-predicted negative correlation with achievement. They also conceptualized Intended Learning Effort as Perceived Learning Effort and Intended Learning. The researchers speculated that respondents with low proficiency levels were likely to self-report bigger effort, because they genuinely engaged in the behavior or because of social desirability. On the other hand, the respondents with higher proficiency may not regard English language learning as effortful behavior, but rather as a pleasurable activity.

Another study that revealed unexpected results was carried out by Martinović & Burić (2021) in Crotaria with 543 university students and found no correlation between causal attributions of past English achievement outcomes and intended effort. It was seen that the L2 motivational disposition of freshman Croatian non-English university students was teleological in nature, in other words, it was generated by their visions for the future. In addition, the study tested anxiety and confirmed Papi (2010) by stating that there was a negative correlation between the Ideal L2 self and anxiety.

Although L2MSS was primarily studied in university settings, it was also explored in secondary education (e.g. Kantaridou & Xekalou, 2021; Lamb, 2012). Kantaridou & Xekalou (2021) set 'parental education' as a variable in Greece while Lamb (2012) discussed L2MSS with regard to geography by comparing urban and rural areas in Indonesia. In other words, both studies researched L2MSS in the social class domain and found interesting results. Kantaridou & Xekalou (2021, p.279) stated that "high parental educational level significantly increases ideal L2 self and

instrumentality promotion…, it seems that the more educated the parents are, the more they can project the benefits of a positive L2 self-image to their children". In a similar vein, Lamb (2012), who collected data from urban, rural, and sophisticated areas indicated a clear family influence which was found much higher in urban areas when compared to sophisticated metropolitans. About the Ideal L2 self, he stated that "The Ideal L2 self only contributes significantly to motivated learning behavior in the metropolitan group, as does peer influence" (p. 1011) Another interesting result of the study was that the pupils in the metropolitan showed more anxiety about speaking or using English which was attributed to the fact that have to speak English.

2.2. Refugees

A person who has been compelled to from their home country due to situations that pose a threat to their lives can be defined as a refugee (Shacknove, 1985). When compared to the previous century, the dynamics and scale of fleeing and displacement have significantly decreased because the rate of displacement was so high owing to the world wars (Gatrell, 2013). The 1951 Geneva Convention established the definition of a refugee as;

> a person who as a result of events occurring in European countries and owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his citizenship… (Presidency of Migration Management, 2023)

Although forced displacement has long been a significant issue in world history, taking legal action and placing them in literature within international politics was delayed until 1951 Geneva Convention. Within the context of displacement, the destination of mobility is irrelevant; what matters is that it leads to safety and release from persecution, deprivation, abject poverty, or life-threatening situations (Goodwin-Gill & McAdam, 2021).

2.2.1. Historical Overview of Syrian Refugees in Türkiye

Following the outbreak of the Syrian Civil War, the first refugee groups came to Turkiye in 2011 (Karaagac et al., 2022). After the influx of other Syrian groups, the total number of Syrian refugees reached 3.8 million, making Turkiye the host country that is home to the highest number of refugees in the world. Souad et al. (2022) divide the arrival of refugees into three stages. The period between 2011-2015 was the time when the Syrian refugees were named 'guests' and their stay was assumed to be temporary by the government and policymakers (İçduygu & Şimşek, 2016). The second stage of the Syrian refugees' residency in Turkiye is labeled as a 'crisis' that coincides with 2015-2016 (Memisoglu & Ilgit, 2016) when the movement of refugees to Europe from Turkiye reached its highest level. During this period, "this crisis was particularly alarming to European countries who started to feel the pressures of the refugee influx" (Souad et al., 2022). After these first two phases, the third phase, also known as the "integration years," officially began. As a result, regulations governing the issuance of work permits and the expansion of educational integration were made (Yılmaz et al., 2019). Due to the country's status as a transit and high-receiving nation, considerable effort was put into integration, and numerous policies and practices in various spheres of life were tried, altered, and developed. Nevertheless, ongoing uncertainty (Çelik & İçduygu, 2022) became constant for Syrian refugees as well as the Turkish populace. Long-term policy planning for integration was hampered by the uncertainties surrounding the Syrian conflict (Evran & Eryaman, 2019).

2.2.2. Education Policies for Refugees in Turkiye

Early on in the influx, there were many unanticipated problems that complicated education, such as child labor. "There was no clear educational policy for the absorption of the refugee students and their education" (Örücü et al., 2021, p. 43). However, it changed in the 2013-2014 school year with the establishment of Temporary Education Centers (TECs) for Syrian children and their acceptance to public schools a year later (Dayioglu et al., 2021). TECs used Arabic as their primary

language of instruction and followed the Syrian school curriculum (Cakir et al., 2022). The Turkish Ministry of Education and the United Nations International Children's Emergency Fund (UNICEF) have both advocated for the integration of Syrian children into Turkish schools (Atar et al., 2022). The language of instruction changed to Turkish after the refugee students were admitted to the public schools in the ”integration period", and it was extremely difficult to provide each student with instruction of a high caliber (Kirişci, 2014, p. 26).

Refugees view Turkiye favorably because it is easy for them to access public services like health and education, according to Şafak-Ayvazolu et al. (2002). In terms of high-quality education, however, social services alone are insufficient. The school setting and parental involvement are just a couple of the many other factors that affect education (Li & Fischer, 2017). Language barriers, teachers' attitudes toward refugee parents, a non-inclusive environment, and a lack of confidence all contribute to the relatively low level of parental involvement at school (Cun, 2019). Low parental involvement results from poverty itself and the parents who suffer from poverty were weak at networking with the school and other parents as well as participating in extracurricular activities (Pinderhughes et al., 2001).

Students from refugee backgrounds face numerous other difficulties. There are some distinctions between selective and non-selective educational institutions where students from refugee backgrounds are enrolled in terms of prestige, both in the public and in the private domain (Crul et al., 2019). Refugees attend schools that perform poorly and are below average. Higher-resource parents send their children to private schools for better educational attainment or when they feel threatened by the ‘others’ (Doğu ,2021), while lower-resource parents and students from minority groups are more likely to remain in public schools, "which might lead to a further reduction in the quality of peer interactions within public schools " (Tumen, 2019, p. 154).

However, it is more of an urgency but necessity to offer refugees an equal education due to the fundamental human rights. The goal of educating refugees, when the future is considered, is to "prepare refugees for transnational futures with transferable skills, knowledge, and capacities that they could apply no matter where that future might be" (Dryden-Peterson et al., 2019, p. 351). Additionally, it is essential

to develop their capacity to develop solutions for both their own problems as well as those of their host and home communities (Dereli, 2018).

2.2.3. Language Learning of Refugees

EFL classes serve as a neutral setting where local and refugee students can interact and rethink their identities, including who they can be friends with (Gözpınar, 2019). Additionally, in order to break down the language barrier and use a common language, non-governmental organizations (NGOs) conduct cohesion activities for Syrian refugees in English (Zihnioğlu & Dalkıran, 2022). Given the importance of English as a means of communication for improving refugee students' educational quality, more thorough research involving all stakeholders is needed both inside and outside of the classroom. However, there have been few studies on teaching English to students with refugee backgrounds, and there are still a lot of unanswered questions, especially about teaching English as L3 to refugee-background students.

As previously stated, having refugee status is a fixed disadvantage that must be reduced via education in order to lessen its detrimental impacts on both communities and individuals. When globalization and the current rate of mobility are considered, lingua franca really matters; and thus, refugee students must be taught English to enable them to connect with the world. Learning English as L3 is noted to be crucial for wider communication by Cenoz and Jessner (2000). Also, learning English as a lingua franca affects the refugees' well-being and integration (Phillimore, 2011), employment opportunities (Feeney, 2000), and learning other countries' languages (Yoshida & Nichols, 2022) in the short and long term.

2.2.4. Research on Second Language (L2) Motivational Self System of Refugee Language Learners

Migration and refugee studies in the educational domain continue to draw attention from all over the world. There has been an extensive body of literature addressing refugee education in Türkiye. Systematic analyses in the form of literature review (Alpaydın, 2017; Beltekin, 2016; McCarthy, 2018ab; Ozonder & Mirici, 2021; Souad et al., 2022; Unutulmaz, 2018) shed light on several studies by comparing and analyzing them. Studies investigating teachers' attitudes and perceptions towards Syrian refugees have been visited widely in Turkiye (e.g. Ekin & Yetkin, 2021; Gürel & Büyükşahin, 2020; Kardeş & Akman, 2018; Sağlam & Kanbur, 2017; Şahin & Sümer, 2018; Turnbull et al., 2022). This is due to the fact that educators are key players who can either accelerate or slow down the process of acculturation and integration. Some other research studies were carried out to comprehend how native students perceive refugee students in primary education (Karakuş, 2019) and higher education (Ergin, 2016).

EFL motivation studies also focused on refugees and minorities. However, they mostly focused on the ideologies (Rosiak, 2022), bilingualism, acculturation, and fear of assimilation (Ćatibušić et al., 2019, Iversen et al., 2012; Rice et al., 2008) in the context of minority groups learning the language of the majority in the host country. The motivation to learn the language of the host country has also been the subject of research on international learners who do not belong to minority or refugee groups. However, this field of study is still developing. A study was conducted in China and compared the factors that motivated local and international young adults to learn L2 (Yu & Downing, 2012). In a separate study conducted in the United States, the influence of cultural identity on motivation for language learning among international students was examined (Peng & Patterson, 2021). Asmali and Sayn (2021) compared the attitudes of refugees and natives toward language learning in the context of young learners. Le (2020), in another study, researched the L2 motivational selves of refugee students using digital visual representations, while Middleton (2019) analyzed L2MSS, and the language needs of refugees in his unpublished MA Thesis.

The researcher concluded that a high score on promotion-focus / ideal L2 self led to more motivated behavior than a high score on prevention-focus / ought-to L2 self did.

Refugee learners in the EFL context in Türkiye have been visited in some ways but those studies did not involve motivation and they are restricted to other stakeholders. Similar to previous studies in refugee education, the challenges and professional needs of EFL teachers while teaching refugees (Gözpınar, 2019) were investigated. What makes it different from other studies exploring 'challenges' was that it specifically focused on EFL teachers. Additionally, the needs of Syrian refugees in transit to learn English were analyzed by Steele (2017), which was another important step to improve educational practices.

In Türkiye, in the domain of English learning, regarding the motivation of refugee learners, there is no direct study. However, learning English as L3, multilingualism, and bilingualism drew attention. Motivation to learn English as L2/3 of Refugee-background learners has not been studied and published in peer-reviewed articles, but they have been visited in the field of translanguaging. Toker and Olğun Baytaş (2022) found that refugee-background learners of English can be an effective way to build good rapport, raise metalinguistic awareness and increase their academic success.

CHAPTER 3

METHODOLOGY

3.1. Research Design

This quantitative study adopted a descriptive non-experimental correlational research design. The study is quantitative in nature because data were collected from the target population via a questionnaire, and the research is based on statistical analysis in numerical form (Creswell, 2012). The aim of the study was to investigate the current motivational self-systems of Syrian Refugee and Turkish EFL learners. In this manner, it is a descriptive research because descriptive research gives a picture of a phenomenon as it actually happens, instead of focusing on the effects of the phenomenon or intervention (Tavakoli, 2012). The study used descriptive statistics and analyzed correlations in a non-experimental way as there was no intervention in the study. The study took a correlational stance as the relationships between L2MSS and (a), age, (b) gender, (c) length of learning English, (d) perceived proficiency in English, (e) views about the teaching strategies of the English teacher have been researched.

3.2. Setting and Participants

The study was conducted in Ankara, the capital city of Türkiye, at middle and high schools with the voluntary participation of Syrian and Turkish learners of English aged 13 - 18. To ensure voluntary participation, a consent form was created for both high school students aged 18 and the parents of students under the age of 18. The participants were chosen using convenience sampling, which entailed selecting the nearest individuals to serve as respondents and repeating that process until the required sample size was obtained (Cohen et al., 2002).

All participants were attending public schools where the curriculum was designed and administered by the Turkish Ministry of National Education (MONE). The number of class hours dedicated to English lessons varies by school type and grade level. In state schools, English instruction begins in the second grade at Primary

Education. Students in the second through fourth grades receive two hours of English instruction per week. Middle school students in the fifth and sixth grades receive three hours of English instruction per week, while students in the seventh and eighth grades receive English classes four hours per week. (MONE, 2017). The number of hours of English instruction in high schools is determined by the type of school, but it ranges from 2 to 4 hours per week.

A total of 479 students took part in the study as participants. With respect to the first language of the participants, Turkish speakers made up 51.36% of the population, whereas Arabic speakers made up 48.64%, as indicated in Table 1 below. The analysis of the respondents' ages revealed that 56.16% of them were between the ages of 13 and 14, 39.87% between the ages of 15 and 17, and 3.97% between the ages of 18 and 19. In terms of gender distribution, 42.80% of respondents were male and 57.20% were female. Data analysis showed 14.20 % of respondents have been learning English for less than a year, 16.28 % for two to three years, 27.35 % for four to five years, and 42.1 % for more than five years. According to the respondents' perceptions of their English proficiency, 37.58% of the participants reported having a basic level of English, 57.20% were at an intermediate level, and 5.22% were at a proficient level. 74.95% stated they benefit from their English teacher's methods of instruction, while 25.05% believed the English teacher's teaching approaches were not helpful to learn English.

Table 1 Demographic Information about the Participants

Characteristics		**n**	**%**
First Language		479	100
	Turkish	246	51.36
	Arabic	233	48.64
Age		479	100
	13-14	269	56.16
	15-17	191	39.87
	18	19	3.97

Table 1 (cont'd)

Gender		479	100
	Female	274	57.20
	Male	205	42.80
Length of Learning English		479	100
	Less than a year	68	14.20
	2-3 years	78	16.28
	4-5 years	131	27.35
	More than 5 years	202	42.17
Perceived Proficiency in English		479	100
	Basic	180	37.58
	Intermediate	274	57.20
	Proficient	25	5.22
English Teacher's Teaching Approaches Help		479	100
	Yes	359	74.95
	No	120	25.05

3.3. Data Collection Instrument

The data for this study was gathered using a 40-item L2 Motivational Self-System (L2MSS) questionnaire. The L2MSS questionnaire was based on the work of Islam, Lamb, and Chambers (2013). The original questionnaire items (Islam et al., 2013) were adapted from four recent studies, Dörnyei et al. (2006), Taguchi et al. (2009), Ryan (2009), and Yashima (2009). Although Dörnyei's model is made up three basic components as Ideal L2 Self, Ought to L2 Self and Learning Experience, the last construct was not included by Islam et al., 2013). Instead, deeper questions regarding the immediate learning environment were used under the umbrella of the constructs to analyze learning experience of the participants. The questionnaire was divided into two sections: Personal Information and L2MSS. The first section (Personal Information) of the questionnaire included demographic questions such as first

language, age, gender, duration of learning English, perceived proficiency in English and students' opinions about the effectiveness of English teachers' teaching methods.

The second section, L2MSS, is a five-point Likert-type questionnaire with 34 questions. Students were asked to rank their opinions using the Strongly Agree to Strongly Disagree categories. The L2MSS is comprised of eight constructs: (1) Cultural Interest, (2) Integrativeness, (3) English Anxiety, (4) Attitudes to Learning English, (5) Milieu, (6) Ideal L2 Self, (7) Ought to L2 Self, and (8) Intended Learning Effort. The items in each construct were distributed as follows:

Table 2 Constructs and related questions in L2MSS questionnaire

Constructs	Items
Cultural Interest	Q24. I like the music of English-speaking countries. Q25. I want to know the culture and art of English-speaking countries. Q26. I like TV programmes or movies made in English-speaking countries
Integrativeness	Q7. I like English. Q10. I think it is important to learn English in order to learn more about the culture and art of its speakers. Q33. I would like to become similar to the people of English-speaking countries by adopting their culture.
English Anxiety	Q21. I am worried that other speakers of English would find my English strange. Q37. I get nervous and confused when I am speaking in my English class. Q30. I think I am the type who would feel nervous and uneasy if I had to speak to someone in English language. Q11. I always feel that my classmates speak English better than I do.
Attitudes to Learning English	Q28. Learning English is great. Q16. I always look forward to my English classes. Q31. Learning English is one of the most important aspects in my life.
Milieu	Q8. I am often told by my parents that English is important for my future. Q15. My friends encourage me to learn English. Q39. My family encourages me to learn English.

Table 2 (cont'd)

Ideal L2 Self	Q13. When I think about my future, it is important that I use English. Q32. Whenever I think of my future career, I imagine myself being able to use English. Q22. If my dreams come true, I will use English effectively in the future. Q17. I can imagine speaking English with international friends. Q27. I can imagine myself living abroad and using English effectively for communicating with the people there. Q40. I can imagine myself studying in a university where all my courses are taught in English Q36. I can imagine myself writing English e-mails fluently.
Ought to L2 Self	Q14. I have to study English, because, if I do not study it, I think my parents or friends will be disappointed with me. Q34. I consider learning English important because the people I respect think that I should do it. Q29. Studying English is important to me in order to gain the approval of my peers/teachers/family. Q38. It will have a negative impact on my life if I do not learn English. Q18. Studying English is important to me because other people will respect me more if I have knowledge of English. Q23. Studying English is important to me because an educated person is supposed to be able to speak English.
Intended Learning Effort	Q9. It is important for me to learn English. Q35. I think that I am really doing my best to learn English. Q20. If I have access to English-speaking TV stations and movies, I would try to watch them often. Q12. I am the kind of person who is prepared to make great efforts to learn English. Q19. I would like to spend lots of time studying English.

3.4. Validity and Reliability

The questionnaire was administered to the participants in either Turkish or Arabic languages, depending on their native languages, to ensure that the questions were sufficiently clear to all. Thus, the original English-language questionnaire was also translated into Turkish and Arabic (See Appendix E and F for Turkish and Arabic Translations of the questionnaire). The researcher translated the document from Turkish to English and asked two English language lecturers to review the Turkish

translation. Arabic translation was made by a professional translator and checked by a lecturer whose native language is Arabic. The translated versions were checked through forward and backward translation. After receiving feedback about the translation of the documents, sentences that were unclear were rephrased and wording and spelling mistakes were corrected.

Exploratory factor analysis was utilized to assess the construct validity of the items in the questionnaire. The Kaiser-Meyer-Olkin (KMO) sample adequacy and Barlett sphericity tests were used to determine if the data set for this scale was appropriate for factor analysis. The AMOS package program was used to conduct a confirmatory factor analysis to increase the construct validity.

For reliability, Cronbach's Alpha test statistic was utilized, which measures internal consistency. According to Kalayc (2008), the reliability coefficient ranged from 0.00 to 0.40 (not trustworthy), 0.40 to 0.60 (with poor confidence), 0.60 to 0.80, and 0.80 to 1.00 (very reliable). Results were reported taking reliability results into account.

3.5. Data Collection Procedures

The researchers visited the schools where Turkish and refugee students study together and informed the school principals, guidance counselors, and English teachers about the purpose of the study. Following approval from the school principals, the researcher requested that English teachers distribute the print-out Invitation Letter and Parental /Informed Consent Forms (in Turkish and Arabic) (See Appendix A and B) to students so that they/their parents could share their written consent for their/their children's participation in the study. After receiving the consent forms, the researcher asked English teachers to share the questionnaire (in Turkish and Arabic languages) online with the participants and ask them to fill it out at home within two days. The questionnaire also had an information section that made it clear that only volunteers were allowed to participate in the study and what information it contained (see appendix E and F for the information sheet's content). The names of the participants were not gathered as data in order to preserve and protect privacy.

3.6. Data Collection Process

To collect data, the researcher visited 14 different schools and collected data from 8 of them. 3 schools were Secondary Schools while the rest was Hish Schools. The reason why more schools need was the higher the education level, the lower the enrollment rate. It was observed and confirmed by the principals with records that Refugee students drop out of High School. This reverse proportion was demonstrated by Güngör and Soysal (2021) in their review article discussing Refugee students in education. According to the statistics till 2021, the enrolment rate was %78.72 in secondary education while it decreased to %39.87 at the High School level. Regarding enrollment of Refugee-background students, even if they are registered at the school system on paper, they generally do not attend the classes. Therefore data from Syrian refugees were collected from the ones who could stay in the system. Based on the informal interviews with the stakeholders during the data collection process, the refugee-background students were learnt to have been involved in child labour after they reach a certain age.

Another phenomenon that deserves attention during the data collection process is that not every refugee student has access to technology such as mobile devices or the Internet. It is assumed based on their narratives and their request to fill in the questionnaire hardcopy by hand at school after school time ends. Apart from the availability of the internet, the other side of the coin may demonstrate parental involvement or the desire to allocate time to participate in a research study. As a result, although the exact reason why the students preferred to participate in the research is left unknown, it is important to know that their participation and involvement are higher in the school environment for the Syrian refugees.

During the data collection process, it was also observed that the Refugee-background students have no issue with communication in Turkish. Moreover, only 49 of 233 foreign participants preferred to respond to the questionnaire in Arabic which contradicts the results of previous recent studies (Ekin & Yetkin, 2021; Catarci et al., 2020) that refer to the uncommon languages as ‘language barrier’. The participants in this study stated that they were good at speaking, but had difficulty in

reading and writing in Arabic. The participants' language preferences and competence in Turkish and Arabic were confirmed by the teachers and principals as well.

3.7. Ethical Considerations

First, ethical permission was obtained from TED University Human Research Ethics Committee (See Appendix G for the ethical approval form). In addition, official permission from the Ministry of National Education (MONE) to conduct the study at Ankara's middle and high schools was obtained (See Appendix H for MONE's official permission).

3.8. Data Analysis

Data gathered from 479 participants was analyzed statistically. When determining whether the variables' distributions were normal, the skewness and kurtosis coefficients were used. According to Tabachnik and Fidell (2013), if the variables' skewness and kurtosis values are between -1.50 and +1.50, it is assumed that the variables come from a normal distribution. Construct validity was examined using exploratory factor analysis (EFA). The AMOS package program was used to conduct a confirmatory factor analysis (CFA) to increase the construct validity.

Descriptive statistics were used to check the mean scores and standard deviations of the L2MSS subscales for both groups of learners. When comparing the mean scores of the two groups, an Independent samples T-test and ANOVA tests were employed to explore how the groups differed from one another. If there was a difference in the ANOVA test, the differences were computed using the Tukey test while taking the homogeneity of variances into consideration. In order to identify potential correlations between the constructs for each group, the Pearson Correlation Coefficient was calculated.

0.05 was utilized as the significance threshold for interpreting the data. It was indicated that there was a significant difference in the case of $p < 0.05$ and that there was no significant difference in the case of $p > 0.05$.

CHAPTER 4

RESULTS

4.1. Exploratory Factor Analysis (EFA)

The construct validity of the questionnaire used in the study was first measured with explanatory factor analysis. The Kaiser-Meyer-Olkin (KMO) Measure of Sample Adequacy and Barlett Test of Sphericity were used to determine whether the data set was suitable for factor analysis. The data set was found to suitable for factor analysis because it was above 0.05 and 0.05 was significant. The KMO coefficient demonstrates that the data were suitable for the analysis. No statement was eliminated from the analysis since there was no item listed under the factor. 8 factors with eigenvalues of 1 or higher were found. The overall variation that could be explained was determined to be 59.75%. This value is an acceptable value. It is above 50%, which is considered the best lower limit for social sciences. Therefore, the construct validity of the model was ensured. The factors on the questionnaire were "Integrativeness", "English anxiety", "Cultural interest" "Attitude towards learning English", "Milieu", "Ideal L2 self", "Ought to L2 self" and "Intended learning effort" respectively. Table 3 shows the factor analysis results of the questionnaire. Findings from exploratory factor analysis show that the model provides construct validity.

Table 3 Exploratory Factor Analysis

Factors	Items	Loadings	Cronbach's Alpha	Total % of variance
Integrativeness	I1	0.668	0.871	16.85
	I4	0.549		
	I27	0.516		
English Anxiety	I5	0.759	0.816	10.08
	I15	0.630		
	I24	0.628		
	I31	0.727		

Table 3 (cont'd)

Cultural Interest	I18	0.683	0.798	7.44
	I19	0.517		
	I20	0.590		
Attitude towards Learning English	I10	0.544	0.768	6.01
	I20	0.547		
	I25	0.508		
Milieu	I2	0.746	0.802	5.96
	I9	0.783		
	I33	0654		
Ideal L2 Self	I7	0.718	0.763	5.92
	I11	0.578		
	I16	0.617		
	I21	0.529		
	I26	0.604		
	I30	0.593		
	I34	0.566		
Ought to L2 Self	I8	0.490	0.863	3,81
	I12	0.579		
	I17	0.549		
	I23	0.402		
	I28	0.403		
	I32	0.665		
Intended Learning Effort	I3	0.722	0.824	3.68
	I6	0.661		
	I13	0.450		
	I14	0.471		
	II9	0.421		
		Total	0.898	59.75
KMO				0.951
Barlett's Test of Sphericity		Chi-square		561
		p		0.001

4.2. Confirmatory Factor Analysis (CFA)

Confirmatory factor analysis was used to validate the factors that were discovered by exploratory factor analysis. The model offers a decent fit based on the provided fit indices shown in Table 4 below. A good-fit is indicated by a ChiSquare/sd value of 3.011 (typically, less than 5 is preferred). A good match is defined as a GFI of 0.887 (0.90 or greater is advised). The AGFI value is 0.844, which is regarded to be a good match (a value of 0.85 or above is advised). Since the NFI value is found to be 0.809, it may demonstrate a good fit (a value of 0.95 or higher is advised). IFI values

of 0.76 or above can be regarded as satisfactory fits; 0.90 or higher is preferred. The RMSEA value, which was calculated to be 0.07, may be regarded as a good fit (less than 0.08 is advised).

Table 4 Confirmatory Factor Analysis

Fit Index Type	Estimated	Cut-off
Chi-square	3.011	Good fit = <5
GFI	0.887	Good fit =>.90
AGFI	0.844	Good fit =>.85
NFI	0.809	Acceptable=>.95
IFI	0.76	Acceptable =>.90
CFI	0.862	Good fit =>.95
RMSEA	0.07	Good fit = <.08

4.3. L2 Motivational Self System of Syrian Refugee and Turkish Learners of English

The L2MSS of the participants was analyzed before examining whether there was a significant difference between Turkish and Refugee learners' L2MSS. The results are shown in Table 5 with mean scores and standard deviations for each variable on the L2MMS questionnaire.

Table 5 Means and standard deviations for L2MSS of the participants

L2MSS constructs	N	M	SD
Integrativeness	479	3.30	0.97
English Anxiety	479	3.07	0.86
Cultural Interest	479	3.43	1.03
Attitudes to Learning English	479	3.32	1.02
Milieu	479	3.10	0.95

Table 5 (cont'd)

Ideal L2 Self	479	3.38	0.95
Ought to L2 Self	479	3.18	0.92
Intended Learning Effort	479	3.34	0.93

As displayed in Table 5, *Cultural Interest* (*M*=3.43, *SD*=1.03) received the highest mean score, followed by *Ideal L2 Self (M=3.38, SD=0.95).* Descriptive statistics show that *Intended Learning Effort* (*M*= 3.34, *SD*=0.93), *Attitudes to Learning English* (*M*= 3.32, *SD*=1.02), and *Integrativeness* (*M*=3.30, *SD*=0.97) have high mean scores, indicating that they are also motivating factors in L2 learning for the students in the context of the study. English Anxiety has the lowest mean (*M*=3.07, *SD*=0.86), followed by *Milieu* (*M*=3.10, *SD*=0.95) and *Ought to L2 Self* (*M*=3.18, *SD*=0.92), which received relatively lower mean scores than the other constructs on the questionnaire.

In further data analysis, the t-test was conducted to respond to the first research question of the study; *How is the L2 Motivational Self System of Turkish learners of English different from the L2 Motivational Self System of refugee learners of English?* Table 6 below indicates that refugee learners of English had higher mean scores on each motivational construct of L2MSS than Turkish learners of English.

Table 6 T-test results comparing Syrian Refugee and Turkish Learners on L2MSS

		Learners		**t-test**	
		M	***SD***	***t***	***p***
Integrativeness	Turkish	3.11	0.93	-4.422	0.001*
	Refugee	3.49	0.96		
English Anxiety	Turkish	3.02	0.88	-1.19	0.235
	Refugee	3.12	0.84		
Cultural Interest	Turkish	3.35	1.03	-1.845	0.066
	Refugee	3.52	1.03		

Attitudes to Learning English	Turkish	3.18	1.06	-0.929	0.004*
	Refugee	3.45	0.95		
Milieu	Turkish	2.88	0.84	-5.332	0.001*
	Refugee	3.33	1.01		
Ideal L2 Self	Turkish	3.20	0.95	-4.38	0.001*
	Refugee	3.57	0.91		
Ought to L2 Self	Turkish	3.09	0.91	-2.231	0.026*
	Refugee	3.27	0.93		
Intended Learning Effort	Turkish	3.19	0.92	-3.675	0.001*
	Refugee	3.50	0.91		

**p<0.05*

The t-test results on Table 6 showed a significant difference between Turkish and refugee learners with regard to *Integrativeness* (t=-4.422, p=0.001), *Attitudes to Learning English* (t=-0.929, p= 0.004), *Milieu* (t=-5.332, p=0.001), *Ideal L2 Self* (t=-4.38, p=0.001), *Ought to L2 Self* (t=-2.231, p=0.026), and *Intended Learning effort* (t=-3.675, p=0.001). Considering the constructs of *Anxiety* (t=-1.19, p=0.235) and *Cultural Interest* (t=-1.845, p=0.066), the results yielded no significant difference between the learners.

4.4. Difference in L2MSS of Syrian refugee and Turkish learners of English in terms of the variables under investigation

Results regarding Research Question 2 were displayed under this heading. Syrian refugee and Turkish learners' answers were analyzed in accordance with criterion measures. Each construct was demonstrated separately to show the results transparently.

4.4.1. Age and L2 Motivational Self System

The study sought to determine whether there was a significant difference between the learners' ages and L2MSS. The ages of the learners are classified into three categories in the study: 13-14, 15-17, and 18 and over. One-way ANOVA with post-hoc *Tukey HSD* test was used to identify the differences in the L2MSS constructs across the age groups.

Table 7 Age and L2MSS of Turkish Learners

		Age		ANOVA		
		M	**SD**	**F**	**p**	**Tukey****
Integrativeness	13-14 (1)	3.09	0.92	0.82	0.442	-
	15-17 (2)	3.13	0.96			
	18 (3)	3.78	0.51			
English Anxiety	13-14 (1)	3.03	0.95	0.054	0.948	-
	15-17 (2)	3.01	0.78			
	18 (3)	3.17	0.58			
Cultural Interest	13-14 (1)	3.25	1.09	1.811	0.166	-
	15-17 (2)	3.48	0.91			
	18 (3)	3.78	1.02			
Attitudes to Learning English	13-14 (1)	3.13	1.10	0.558	0.573	-
	15-17 (2)	3.27	1.02			
	18 (3)	3.22	0.19			
Milieu	13-14 (1)	2.82	0.81	0.793	0.453	-
	15-17 (2)	2.96	0.88			
	18 (3)	2.78	0.69			
Ideal L2 Self	13-14 (1)	3.10	0.96	1.891	0.153	-
	15-17 (2)	3.33	0.93			
	18 (3)	3.57	0.25			

Table 7 (cont'd)

Ought to L2 Self	13-14 (1)	3.00	0.95	1.679	0.189	-
	15-17 (2)	3.22	0.85			
	18 (3)	3.06	0.54			
Intended Learning Effort	13-14 (1)	3.14	0.94	1.038	0.356	-
	15-17 (2)	3.26	0.91			
	18 (3)	3.73	0.70			

**p<0.05; **Tukey Test*

Among Turkish learners, as shown in Table 7 above, there was no statistically significant difference across the learners from different age groups in terms of *integrativeness, English anxiety*, *cultural interest, attitude to learning English, Milieu, Ideal L2 self, Ought to L2 Self*, and *Intended learning effort* (p>0.05).

Table 8 Age and L2MSS of Syrian Refugee Learners

		Age		**ANOVA**		
		M	**SD**	**F**	**p**	**Tukey****
Integrativeness	13-14 (1)	3.33	0.87	4.013	0.019*	1<2
	15-17 (2)	3.67	1.06			
	18 (3)	3.71	0.88			
English Anxiety	13-14 (1)	3.15	0.71	0.209	0.811	-
	15-17 (2)	3.08	0.98			
	18 (3)	3.14	0.83			
Cultural Interest	13-14 (1)	3.33	0.97	4.363	0.014*	1<2
	15-17 (2)	3.71	1.09			
	18 (3)	3.79	0.90			
Attitudes to Learning English	13-14 (1)	3.33	0.91	2.361	0.097	-
	15-17 (2)	3.59	1.00			
	18 (3)	3.60	0.90			
Milieu	13-14 (1)	3.21	0.97	5.864	0.003*	3>1,3>2
	15-17 (2)	3.36	1.07			
	18 (3)	4.10	0.55			

Table 8 (cont'd)

Ideal L2 Self	13-14 (1)	3.35	0.88	8.152	0.001*	1<2,1<3
	15-17 (2)	3.77	0.91			
	18 (3)	3.99	0.70			
Ought to L2 Self	13-14 (1)	3.16	0.88	1.837	0.162	-
	15-17 (2)	3.40	1.00			
	18 (3)	3.34	0.65			
Intended Learning Effort	13-14 (1)	3.35	0.86	3.581	0.029*	1<2
	15-17 (2)	3.64	0.98			
	18 (3)	3.78	0.56			

**p<0.05; **Tukey Test*

As to the refugee learners of English, Table 8 shows that there was no significant difference among the age groups (13-14, 15-17, and 18+) in terms of *English anxiety, attitudes to learning English,* and *ought to L2 Self* whereas ANOVA test results indicated a significant difference regarding *integrativeness, cultural interest, ideal L2 Self*, *intended learning effort,* and *milieu* (p<0,05). Results showed that refugee learners aged above 15 seem to be more motivated than those who are aged 13-14 regarding *integrativeness, cultural interest, ideal L2 Self*, *intended learning effort,* and *milieu.* The most significant difference between the age groups of learners was identified in the constructs *Milieu* (p=0.003*) and *Ideal L2 Self* (p=0.001*). The results indicate that refugee background learners over the age of 15 were more likely to be impacted by significant figures or key persons in their life and to develop English-speaking identities relevant to their future.

4.4.2. Gender and L2 Motivational Self System

As a second variable, gender was selected, and a t-test was used to determine any statistically significant differences between the gender of the participants and the L2MSS constructs. Turkish learners' gender differences are shown in Table 9, while refugee learners' gender differences are shown in Table 10. The statistics show some significant differences in certain constructs for both groups. For both the Turkish and Refugee groups, female participants were shown to be more motivated in each

construct. For Turkish learners, there were significant differences in six constructs, but for refugee learners, there were only significant differences in two constructs.

Table 9 Gender and L2MSS of Turkish Learners

		Gender		t test	
		M	**SD**	**t**	**p**
Integrativeness	Female	3.24	0.93	2.314	0.022*
	Male	2.97	0.92		
English Anxiety	Female	3.18	0.88	2.953	0.003*
	Male	2.85	0.85		
Cultural Interest	Female	3.55	1.03	3.438	0.001*
	Male	3.1	0.98		
Attitudes to Learning English	Female	3.29	1.04	1.714	0.088
	Male	3.06	1.08		
Milieu	Female	2.95	0.84	1.398	0.163
	Male	2.80	0.83		
Ideal L2 Self	Female	3.32	0.92	2.249	0.025*
	Male	3.05	0.96		
Ought to L2 Self	Female	3.25	0.89	3.011	0.003*
	Male	2.90	0.90		
Intended Learning Effort	Female	3.36	0.90	3	0.003*
	Male	3.01	0.92		

**p<0.05*

Table 9 above shows that female Turkish language learners were shown to exhibit greater degrees of *integrativeness* (p=0.022*), *English anxi*ety (p=0.003*), *cultural interest* (p=0.001*), *ideal L2 self* (p=0.025*), *ought to L2 self* (p=0.003*), and *intended learning effort* (p=0.003*). There was no statistically significant difference in the *attitudes toward learning English* and *milieu* in terms of gender. (p >.05). Male students scored lower in other constructs except for *attitudes toward learning English* and *milieu.* Female participants' being more motivated but having more anxiety is a serious issue and the results are same for Syrian female participants, which is shown in the next table.

Table 10 Gender and L2MSS of Syrian Refugee Learners

		Gender		t test	
		M	**SD**	**t**	**p**
Integrativeness	Female	3.57	0.91	1.475	0.142
	Male	3.38	1.04		
English Anxiety	Female	3.21	0.79	2.082	0.038*
	Male	2.98	0.90		
Cultural Interest	Female	3.63	1.01	2.064	0.040*
	Male	3.34	1.05		
Attitudes to Learning English	Female	3.52	0.93	1.358	0.176
	Male	3.35	0.99		
Milieu	Female	3.32	1.03	-0.256	0.799
	Male	3.35	0.99		
Ideal L2 Self	Female	3.65	0.87	1.742	0.083
	Male	3.44	0.96		
Ought to L2 Self	Female	3.29	0.90	0.376	0.707
	Male	3.24	0.98		
Intended Learning Effort	Female	3.59	0.86	1.875	0.062
	Male	3.36	0.96		

$p<0.05$

Table 10 above reveals that female refugee learners tend to be more motivated than male learners. The results show there was a significant difference between male and female learners regarding *English anxiety* (p=0.038*) and *cultural interest* (p=0.040*). No significant difference was found between male and female students in other L2MSS constructs.

4.4.3. Length of Learning English and L2 Motivational Self System

ANOVA with post-hoc Tukey HSD was performed to examine whether the learners with various English learning durations exhibit statistically significant differences in their L2MSS. The length of learning English was divided in 4 categories in the study (1 year, 2-3 years, 4-5 years, 5 years and above). Table 11 shows the

analysis for Turkish learners and Table 12 stands for the responses of refugee background learners.

Table 11 Length of Learning English and L2MSS of Turkish Learners

		Length of Learning English		ANOVA		
		M	**SD**	**F**	**p**	**Tukey****
Integrativeness	1 year – (1)	3.23	0.93	0.735	0.532	-
	2-3 years (2)	3.17	1.06			
	4-5 years (3)	2.97	0.79			
	5 years+ (4)	3.15	0.98			
English Anxiety	1 year – (1)	3.22	0.61	1.434	0.233	-
	2-3 years (2)	2.93	0.94			
	4-5 years (3)	2.86	0.87			
	5 years+ (4)	3.09	0.91			
Cultural Interest	1 year – (1)	3.58	0.79	3.769	0.011*	3<4
	2-3 years (2)	3.45	1.14			
	4-5 years (3)	3.00	0.93			
	5 years+ (4)	3.46	1.06			
Attitudes to Learning English	1 year – (1)	3.24	0.82	0.691	0.558	-
	2-3 years (2)	3.23	1.17			
	4-5 years (3)	3.02	1.10			
	5 years+ (4)	3.25	1.06			
Milieu	1 year – (1)	2.85	0.88	0.784	0.504	-
	2-3 years (2)	2.98	0.79			
	4-5 years (3)	2.75	0.79			
	5 years+ (4)	2.93	0.87			
Ideal L2 Self	1 year – (1)	3.15	0.81	0.852	0.467	-
	2-3 years (2)	3.18	1.09			
	4-5 years (3)	3.05	0.85			
	5 years+ (4)	3.28	0.99			
Ought to L2 Self	1 year – (1)	3.01	0.67	1.315	0.27	-
	2-3 years (2)	2.92	1.03			
	4-5 years (3)	2.96	0.91			
	5 years+ (4)	3.19	0.91			
Intended Learning Effort	1 year – (1)	2.99	0.79	2.146	0.095	-
	2-3 years (2)	3.20	1.00			
	4-5 years (3)	3.01	0.90			
	5 years+ (4)	3.32	0.93			

**p<0.05; **Tukey Test*

As indicated in Table 11, among Turkish learners, there was a statistically significant difference between the length of time spent learning English and culture interest levels of the learners ($p<0.05$). Turkish learners who have been learning English for 4-5 years showed much lower levels of cultural interest than students who have been learning English for more than 5 years. There was no statistically significant difference between the length of learning English and other L2MSS constructs ($p>0.05$).

Table 12 Length of Learning English and L2MSS of Syrian Refugee Learners

		Length of Learning English		ANOVA		
		M	**SD**	**F**	**p**	**Tukey****
Integrativeness	1 year – (1)	3.56	1.21	0.155	0.926	-
	2-3 years (2)	3.46	0.84			
	4-5 years (3)	3.53	0.90			
	5 years+ (4)	3.45	0.95			
English Anxiety	1 year – (1)	2.98	1.07	0.991	0.398	-
	2-3 years (2)	3.14	0.78			
	4-5 years (3)	3.25	0.66			
	5 years+ (4)	3.07	0.86			
Cultural Interest	1 year – (1)	3.39	1.27	0.689	0.559	-
	2-3 years (2)	3.67	0.91			
	4-5 years (3)	3.54	0.93			
	5 years+ (4)	3.46	1.05			
Attitudes to Learning English	1 year – (1)	3.54	1.14	0.759	0.518	-
	2-3 years (2)	3.46	0.85			
	4-5 years (3)	3.53	0.88			
	5 years+ (4)	3.31	0.97			
Milieu	1 year – (1)	3.15	1.27	0.829	0.479	-
	2-3 years (2)	3.40	0.93			
	4-5 years (3)	3.44	0.90			
	5 years+ (4)	3.29	0.97			
Ideal L2 Self	1 year – (1)	3.73	1.05	1.027	0.381	-
	2-3 years (2)	3.56	0.90			
	4-5 years (3)	3.60	0.82			
	5 years+ (4)	3.43	0.90			

Table 12 (cont'd)

Ought to L2 Self	1 year – (1)	3.38	1.07	1.15	0.33	-
	2-3 years (2)	3.31	0.90			
	4-5 years (3)	3.34	0.90			
	5 years+ (4)	3.10	0.86			
Intended Learning Effort	1 year – (1)	3.57	1.14	0.093	0.964	-
	2-3 years (2)	3.48	0.78			
	4-5 years (3)	3.48	0.80			
	5 years+ (4)	3.49	0.94			

**p<0,05; **Tukey Test*

The findings presented in Table 12 indicated no statistically significant difference between the length of learning English and L2MSS constructs for refugee learners (p>0.05).

4.3.4. Perceived Proficiency Level and L2 Motivational Self System

Another criterion was perceived English proficiency level. A one-way ANOVA was used to determine whether there was a significant difference between perceived English proficiency of the learners and L2MSS constructs.

Table 13 Perceived Proficiency and L2MSS of Turkish Learners

		Perceived Proficiency		**ANOVA**		
		M	**SD**	**F**	**p**	**Tukey****
Integrativeness	Basic (1)	2.86	0.94	6.406	0.002*	1<2
	Intermediate	3.26	0.88			
	Proficient (3)	3.57	1.27			
English Anxiety	Intermediate	2.99	0.85	1.252	0.288	-
	Proficient (3)	2.61	0.81			

Table 13 (cont'd)

Cultural Interest	Intermediate	3.47	0.97	3.488	0.032*	1<2
	Proficient (3)	3.67	1.33			
Attitudes to Learning English	Intermediate	3.28	1.07	3.668	0.027*	1<2
	Proficient (3)	3.86	1.30			
Milieu	Intermediate	2.99	0.82	5.8	0.003*	1<2
	Proficient (3)	3.38	1.18			
Ideal L2 Self	Intermediate	3.37	0.88	7.198	0.001*	1<2
	Proficient (3)	3.45	1.16			
Ought to L2 Self	Intermediate	3.18	0.80	3.297	0.039*	1<2
	Proficient (3)	3.48	1.18			
Intended Learning Effort	Intermediate	3.35	0.87	9.039	0.001*	1<2
	Proficient (3)	3.89	1.16			

**p<0.05; **Tukey Test*

The results presented in Table 13 indicate that the perceived level of English proficiency in Turkish learners differed statistically significantly ($p < 0.05$) in terms of *integrativeness*, *cultural interest, attitude toward learning English*, *milieu, ideal L2 self, ought to L2 self*, and *intended learning effort*. The L2MSS of Turkish learners with basic level perceived English proficiency was found significantly lower than those with intermediate level perceived English proficiency. *English anxiety* was the only L2MSS construct that did not show significant difference across the proficiency levels of Turkish learners. Although more proficient participants reported less English anxiety, the difference was not statistically significant.

Table 14 Perceived Proficiency and L2MSS of Syrian Refugee Learners

		Perceived Proficiency		**ANOVA**		
		M	**SD**	**F**	**p**	**Tukey****
Integrativeness	Basic (1)	3.47	1.01	0.631	0.533	-
	Intermediate	3.47	0.93			

	Proficient (3)	3.74	0.99			
English Anxiety	Intermediate	3.07	0.79	3.763	0.025*	1>3
	Proficient (3)	2.72	0.94			
Cultural Interest	Intermediate	3.51	1.03	0.834	0.435	-
	Proficient (3)	3.81	0.95			
Attitudes to Learning English	Intermediate	3.39	0.92	2.507	0.084	-
	Proficient (3)	3.93	0.79			
Milieu	Intermediate	3.31	0.94	0.488	0.514	-
	Proficient (3)	3.56	1.20			
Ideal L2 Self	Intermediate	3.45	0.89	3.288	0.059*	-
	Proficient (3)	3.94	0.96			
Ought to L2 Self	Intermediate	3.22	0.90	1.319	0.269	-
	Proficient (3)	3,59	0.95			
Intended Learning Effort	Intermediate	3.47	0.88	2.35	0.098	-
	Proficient (3)	3.94	0.96			

**p<0.05; **Tukey Test*

Table 14 shows that for refugee learners of English, there was a statistically significant difference across English language proficiency levels in terms of *English anxiety.* The learners with perceived basic English proficiency scored significantly higher levels of anxiety than those who perceived themselves as proficient English learners. In terms of *integrativeness, cultural interest, attitude toward learning English, milieu, ideal L2self, ought to L2self* and *intended learning effort* levels, there was no statistically significant difference among the refugee learners ($p>0.05$).

4.3.5. Views about the teaching strategies of the English teacher and L2 Motivational Self System

The last criterion measure that was analyzed using a t-test was the learners' views about the English teacher's teaching methods.

Table 15 Views about the teaching strategies of the English teacher and L2MSS of Turkish Learners

		Views about the teaching strategies of the English teacher		t test	
		M	**SD**	**t**	**p**
	Yes	3.21	0.88		
Integrativeness	No	2.74	1.03	3.255	0.001*
	Yes	3.05	0.85		
English Anxiety	No	2.95	0.98	0.711	0.478
	Yes	3.39	0.98		
Cultural Interest	No	3.19	1.19	1.083	0.283
Attitudes to	Yes	3.31	1.03		
Learning English	No	2.70	1.04	3.814	0.001*
	Yes	2.96	0.82		
Milieu	No	2.58	0.86	2.884	0.004*
	Yes	3,25	0.91		
Ideal L2 Self	No	2.99	1.08	1.781	0.076
	Yes	3.14	0.83		
Ought to L2 Self	No	2.88	1.13	1.518	0.134
Intended Learning	Yes	3.23	0.88		
Effort	No	3.07	1.08	0.943	0.349

$p<0.05$

The results in Table 15 demonstrated that a statistically significant difference in terms of *Integrativeness* (p=0.001), *Attitudes to Learning English* (p=0.001) and *Milieu* (p=0.004) between the students who considered the English teacher's teaching strategies helped them learn English than those who thought otherwise for Turkish learners. *For English Anxiety* (p=0.478)*, Cultural Interest* (p=0.283)*, Ideal L2 Self* (p=0.076)*, Ought to L2 Self* (p=0.134) *and Intended Learning Effort* (p=0.349) there no statistically significant difference was found (p>0.05). SD was lowest for Milieu for Turkish learners and it was highest for Attitudes to Learning English. Cultural Interest of the students was not effected by their views about the teacher.

Table 16 Views about the teaching strategies of the English teacher and L2MSS of Syrian Refugee Learners

		Views about the teaching strategies of the English teacher		t test	
		M	**SD**	**t**	**p**
	Yes	3.56	0.98		
Integrativeness	No	3.33	0.91	1.698	0.091
	Yes	3.13	0.84		
English Anxiety	No	3.08	0.85	0.477	0.634
	Yes	3.56	1.01		
Cultural Interest	No	3.43	1.08	0.833	0.405
Attitudes to	Yes	3.50	0.95		
Learning English	No	3.34	0.96	1.2	0.231
	Yes	3.41	1.01		
Milieu	No	3.13	0.99	1.932	0.055
	Yes	3.56	0.92		
Ideal L2 Self	No	3.59	0.88	-0.191	0.849
	Yes	3.31	0.95		
Ought to L2 Self	No	3.19	0.87	0.842	0.401
Intended Learning	Yes	3.53	0.92		
Effort	No	3.44	0.88	0.72	0.472

*$p<0.05$

As to the refugee learners, Table 16 shows that there was no statistically significant difference between the learners' opinions regarding *Integrativeness, English anxiety, cultural interest, attitude towards learning English, milieu, ideal L2self, ought to L2 self* and *intended learning effort* ($p> 0.05$).

4.5. Relationship between the constructs of L2MSS

The final research question aimed to measure the relationship between the L2MSS constructs. To achieve this, a Pearson Correlation Coefficient (PCC) was calculated to identify the relationship between the constructs in Turkish and refugee English learners' L2MSS. Table 17 and Table 18 demonstrate correlation matrix of

Syrian refugee and Turkish learners. The correlation results of the study indicate similarities and differences between the groups. However, for both groups all the correlations were in positive direction.

Table 17 Correlation Matrix of Turkish Learners' L2MSS Constructs

		I Turk.	EA Turk.	CI Turk.	ALE Turk.	M Turk.	IL2S Turk.	OL2S Turk.	ILE Turk.
I	r	1							
EA	r	.189**	1						
CI	r	.551**	0.109	1					
ALE	r	.687**	.162*	.539**	1				
M	r	.434**	0.040	.269**	.464**	1			
IL2S	r	.636**	.201**	.636**	.717**	.468**	1		
OL2S	r	.588**	.303**	.490**	.630**	.481**	.658**	1	
ILE	r	.653**	.145*	.609**	.734**	.516**	.756**	.656**	1

**P<0, 05, **correlation coefficient, I: Integrativeness; EA: English Anxiety, CI: Cultural Interest, ALE: Attitudes to Learning English, M: Milieu, IL2S: Ideal L2 Self, OL2S: Ought to L2 Self, ILE: Intended Learning Effort*

Table 18 Correlation Matrix of Syrian Refugee Learners' L2MSS Constructs

		I Ref.	EA Ref.	CI Ref.	ALE Ref.	M Ref.	IL2S Ref.	OL2S Ref.	ILE Ref.
I	r	1							
EA	r	.279**	1						
CI	r	.612**	.296**	1					
ALE	r	.611**	.309**	.574**	1				
M	r	.485**	.280**	.428**	.485**	1			
IL2S	r	.714**	.317**	,660**	.689**	.533**	1		
OL2S	r	.608**	.442**	,544**	.666**	.587**	.743**	1	
ILE	r	.680**	.338**	.675**	.732**	.563**	.780**	.729**	1

**P<0, 05, **correlation coefficient, I: Integrativeness; EA: English Anxiety, CI: Cultural Interest, ALE: Attitudes to Learning English, M: Milieu, IL2S: Ideal L2 Self, OL2S: Ought to L2 Self, ILE: Intended Learning Effort*

Table 17 indicates, for Turkish learners' L2MSS, there was a weak positive correlation between Integrativeness and English Anxiety (r= .189, p= 0.003) while a

moderate level correlation was found between Integrativeness and Cultural Interest (r= .551, p=0.000), Integrativeness and Milieu (r= .434, p= 0.000), Integrativeness and Ought to L2 Self (r=.588, p=0.000). Additionally, there was a strong relationship between Integrativeness and Attitudes to Learning English (r= .687, p=0.000), Integrativeness and Ideal L2 Self (r= .636, p= 0.000), and Integrativeness and Intended Learning Effort (r= .653, p= 0.000).

The results of the refugee learners were quite similar to those of Turkish learners as demonstrated in Table 18. There was a weak positive correlation between *Integrativeness* and *English Anxiety* (r= .279**, p=0.000) The findings indicated a moderate level correlation between *Integrativeness* and *Milieu* (r= .485, p=0.000). *Integrativeness* correlated with five constructs strongly; *Cultural Interest* (r= .612, p=0.000), *Attitudes to Learning English* (r= .611, p=0.000), *Ideal L2 Self* (r=.714, p=0.000), *Ought to L2 Self* (r= .608,p= 0.000), and *Intended Learning Effort* (r=.680, p=0.000).

The correlation results for *English Anxiety* and its relation to other constructs were mainly weak for both Turkish and refugee learners. Nonetheless, the results were not identical. For Turkish learners, there was no statistically significant correlation between *English Anxiety* and *Cultural Interest* (r=0.109, p= 0.088), however; there was a weak correlation between the constructs (r=.296, p= 0.000) for the refugee learners. The correlation results showing the relationship between *English Anxiety* and *Attitudes to Learning English* were different in both groups. *English Anxiety* correlated with *Attitudes to Learning English* weakly for Refugee learners (r= .162, p=0.011) while they were moderately correlated for the Turkish (r= .309, p= 0.000). Another difference between the groups was found in the correlation of *English Anxiety* and *Milieu*. The correlation level was weak for the Syrian refugees (r=.280, p=0.000), while it was moderate for the Turkish (r= 0.040, p= 0.528). The relationship between *English Anxiety* and *Ideal L2 Self* was reported weak for both Turkish (r= .201, p=0.002) and refugee learners (r= .317, p= 0.000). Finally, anxiety correlated with *ought to L2 Self* and *Intended Learning Effort* differently for both groups. There was a moderate level correlation between *Anxiety* and *Ought to L2 self* (r= .442, p= 0.000), whereas it was low for the Turkish (r= .303, p=0.000). In a similar vein, Anxiety

correlated with *Intended Learning Effort* weakly for the Turkish learners (r=.145, p= 0.023) while it demonstrated a moderate level of correlation for the Syrian refugees (r=.338, p= 0.000).

Cultural Interest and its correlation to other measures were quite different for the groups. For the Turkish learners, *Cultural Interest* and *Attitudes to Learning English* (r= .539, p=0.000), *Ought to L2 Self* (r= .490, p=0.000) correlated at a moderate level. *Cultural Interest* had a strong correlation with *Ideal L2 Self* (r=.636, p=0.000), and *Intended Learning Effort* (r=.609, p=0.000). However, the results showed *Cultural Interest* and *Milieu* correlated weakly (r= .269, p=0.000).

For Syrian refugee learners, *Cultural Interest* correlated with *Attitudes to Learning English* (r=.574, p=0.000), *Milieu* (r= .428, p=0.000) and *ought to L2 Self* (r=.544, p=0.000) positively and moderately. On the other hand, *Ideal L2 Self* (r= .660, p=0.000) and *Intended Learning Effort* (r=.675, p=0.000) correlated with *Cultural Interest* at a strong level.

Attitudes to Learning English correlated with other constructs in the same pattern for both Syrian refugee learners and Turkish learners except for *English Anxiety*. *Attitude to Learning English* correlated with *Milieu* moderately for the Syrian refugees (r= .485, p=), and the Turkish (r=.464, p=0.000). There was strong correlation between *Attitude to Learning English* and *Ideal L2 Self* (r=.717, p=0.000), *ought to L2 Self* (r=.630, p=0.000) and *Intended Learning Effort* (r=.734, p=0.000) for the Turkish learners. As to the Syrian refugees, the construct was found to be strongly correlated with *Ideal L2 Self* (r=.689, p=0.000), ought *to L2 Self* (r= .666, p=0.000) and *Intended Learning Effort* (r=.732, p=0.000).

Another similar pattern was found in the correlation results of *Milieu* for both groups. For the Turkish participants, *Milieu* correlated with *Ideal L2 Self* (r=.468, p=0.000), *ought to L2 Self* (r=.481, p=0.000) and *Intended Learning Effort* (r= .516, p=0.000) positively and moderately. Similarly, the refugee background participants' responses indicated moderate level of correlation regarding *Ideal L2 Self* (r=.533, p=0.000), *ought to L2 Self* (r=.587, p=0.000), and *Intended Learning Effort* (r= .563, p=0.000).

Ideal L2 Self and *Ought to L2 Self* that ground the L2MSS were found to be correlating with each other prominently for both groups. The correlation level was strong for both the Turkish (r=.658, p=0.000) and Syrian refugees (r= .743, p=0.000). *Ideal L2 Self* and its relationship with other constructs were all higher for Refugee learners except for *Attitudes to Learning English* which was found to be correlating more strongly for Turkish learners. (r= .417, p=0.000) than Refugee learners (r= .689, p=0.000). The most notable correlation was between Ideal L2 Self and Intended Learning Effort for Turkish and Refugee learners, respectively (r= .756, p=0.000). (r= .780, p=0.000).

Another strong correlation appeared in the same level for two groups was between *ought to L2 Self* and *Intended Learning Effort*, the correlation was significant both for the Turkish (r= .656** p=0.000) and for the Syrian refugees (r=.729, p=0.000). Ought to L2 Self correlation was found that it correlated more strongly with all constructs for Refugee Learners than Turkish learners. Similar to Ideal L2 correlation, Ought to L2 Self also correlated most strongly with Attitudes to Learning English both for Turkish and Refugee learners, respectively (r= .630, p=0.000), (r= .666, p=0.000).

The strongest correlation was between Intended Learning Effort and Ideal L2 Self both for Turkish Learners (r=.756, p=0.000) and Refugee learners (r=.780, p=0.000). Another strong correlation was found for the between *Intended Learning Effort* and *Ought to L2 Self*. The correlation was significant both for the Turkish (r= .656, p=0.000) and the Refugee learners (r=.729, p=0.000). Other constructs also contributed to Intended Learning Effort positively and strongly except for Milieu which stayed moderate (r=.516, p=0.000) for Turkish students and (r=.563, p=0.000) for Syrian refugee learners and also English Anxiety that was found weak (r=.145, p=0.000) for Turkish participants and (r=.338, p=0.000) for Syrian refugees

CHAPTER 5

DISCUSSION AND CONCLUSION

The purpose of the study was to compare the L2 Motivational Self System (L2MSS) of Syrian refugee and Turkish learners studying in middle and high schools in Ankara, Türkiye. The study sought to answer the following research questions:

1. How is L2MSS of Turkish learners of English different from the L2MSS of Syrian refugee learners of English?
2. Is there a significant difference in L2MSS of Syrian refugee and Turkish learners of English in terms of (a) age, (b) gender, (c) length of learning English, (d) perceived proficiency in English, and (e) views about the teaching strategies of the English teacher?
3. What is the relationship between the constructs in Syrian refugee and Turkish EFL learners' L2 Motivational Self Systems?

5.1. Discussion of the L2MSS of Syrian refugee and Turkish learners of English

Results of the study revealed that Syrian refugee students were more motivated in learning English as a foreign language (EFL) than their Turkish peers within the context of the study. Findings indicated Syrian refugee learners aged 13-18 scored higher than Turkish learners on each motivational construct of the L2MSS. Data analysis showed a statistically significant difference between the participants with regard to integrativeness, attitudes to learning English, milieu, ideal L2 self, ought to L2 self, and intended learning effort, with the exception of English anxiety and cultural Interest. Although the reality of displacement and uncertainty has been a prominent issue for many refugee learners, along with integration problems (Çelik & İçduygu, 2018), and the views of significant others (Ekin & Yetkin, 2021; Örücü et al., 2021; Turan et al., 2022; Turnbull et al., 2022), the results of this study have proved that refugee students aged 13-18 have developed a good attitude toward learning English.

Syrian refugee students in our research context proved to have high levels of motivation for L2 learning. Even though they may have been displaced from their native lands, the fact that they have traveled to other countries may have improved their vision for the future and career. As Dörnyei and Chan (2013, p. 437) suggest that "motivation is the function of the vision" and it may indicate that intensity of motivation is determined by the potential of generating mental imagery. Developing vision and generating mental imagery of future state and self might be a contributing aspect to the students' overall L2MSS (Dörnyei & Kubanyiova, 2014; You et al., 2015). Along with other constructs, they also scored higher on the ideal L2 self. This might mean that refugee students' "imagined communities" (Darvin, 2013) are more likely to be English-speaking environments, which enables them to adopt a more positive attitude to learning English. This further supports the idea that thanks to their previous experiences and awareness of mobility, refugee students might envision themselves as more skilled language users in the future than Turkish learners.

According to Bourdieusian approach, acquiring a language in any setting is closely tied to the desire to ascend to power and gain legitimacy (Bourdieu, 1991). In the context of this study, Turkish students are highly likely to learn English as L2, whereas refugee background students are multilinguals and learning English as their L3. The literature highlights the value of multilingualism and how it impacts general language learning habits and motivation (Hennebry-Leung & Gao, 2022; Teng & Lixun, 2020). The findings indicating that refugee learners are more driven to learn English can be explained by their desire to appear legitimate and have easier access to information despite their disadvantaged status in the society as highlighted by Thompson and Liu (2018). In other words, they might be more motivated to study English as L3 because building their language capital is an effort to survive in the host nation and the world. This was supported by Thompson & Erdil-Moody (2016), who discovered that multilinguals exhibited a stronger ideal L2 self than bilinguals. The findings of Ahar's (2014) study were also comparable to those of this study in that minority learners were more motivated to learn English than majority learners.

In terms of English anxiety cultural interest, the findings revealed no significant difference between Syrian refugee and Turkish learners. This could be related to both

groups' low perceived proficiency levels. In this regard, refugee students' multilingual status may not have lowered their anxiety level, as Thomson and Lee (2013) compared high and low-level multilinguals and discovered that low-level multilinguals had greater levels of English anxiety. Furthermore, there was no statistically significant difference in Cultural Interest between the groups, showing that neither refugees nor Turkish students differed in their interest in English-speaking countries. However, both groups had fairly high mean scores for cultural interest, which could be a sign of their acceptance of globalization of English.

5.2. Discussion of the differences in L2MSS of Syrian refugee and Turkish learners of English in terms of the variables under investigation

In terms of age, the findings revealed no difference between Turkish and refugee learners in terms of integrativeness, cultural interest, ideal L2 self, intended learning effort, and milieu. The results further indicate refugee learners become more motivated and the impact of the significant other becomes stronger as they get older. The age comparison reflects the findings of a previous study by Papi & Teimouri (2012), who discovered increasing motivation levels with age in ideal L2 self and attitudes to L2 community and culture in an Iranian context. Although their study aslo included university level participants, they discovered a substantial difference between secondary and high school students. On the other hand, the Papi & Teimouri (2012) found that the influence of family decreased with age, which contradicts this study. Similarly, You & Dörnyei (2014) also found increasing ideal L2 self in tertiary level students when compared to secondary school students.

Additionally, the results showed Milieu increased with age, demonstrating that refugee learners' interactions with their social environments and their sense of responsibility resulted in an upward motivational trend, and that significant others around refugee learners pay more attention to learning English. According to Magid (2009), parents feel compelled to provide their kids the best education possible, and as a result, when kids get older, they feel more pressure to live up to their parents' expectations.

Unlike the relationship between age and L2MSS, the relationship between gender and L2MSS suggested a significant difference for Turkish and refugee students. For both groups, female participants were found to be more motivated in foreign language learning. Considering Turkish learners, there were significant differences between male and female students in six L2MSS constructs, integrativeness, English anxiety, cultural interest, ideal L2 self, ought to L2 self, and intended learning effort but for refugee learners, there were only significant differences in English anxiety and cultural interest. The fact that male and female Syrian refugees are equally motivated to learn English should be emphasized, in contrast to male Turkish students who were much less interested. Gender has been frequently tested in motivation studies. Although the abundance of the literature built on the gender difference in L2 motivation, there is no consensus on the significance of the relationship between gender and L2MSS due to the effects of anxiety and other socio-cultural variables. While some studies (Irgatoğlu, 2021; Üstünbaş, 2022; Yılmaz, 2017; Üstünbaş, 2022; Yetkin & Ekin, 2018) reported higher motivation in favor of female learners, some others (Bursalı & Öz, 2017; You & Dörnyei, 2016) found little disparity between the genders.

Findings on the cultural Interest stand out among the other L2MSS structures. In this study, male students in both groups showed less interest in the target culture. It can illustrate the male students' comparatively lower cultural and educational aspirations regarding L2. The results may further be explained by males' higher tendency for local behavior, and as Morris (2012) suggested, their preference for physical activity over scholastic pursuits that need more mental effort. Gardner and Lambert (1972) also argue that female learners have more positive attitude and interest towards the target culture while learning L2. Findings also revealed female learners are more anxious L2 learners than male learners. Although they were more motivated than male students in general, Turkish and refugee female participants were found to have higher English anxiety. This has been confirmed by the previous studies (Dewaele et al., 2016; Park & French, 2013; Sokolov & Šuplatová, 2018) indicating that female learners are more anxious about L2 learning. Another explanation for this condition could be gender-specific sociocultural differences (Yan & Horwitz, 2008), which is a clear sign of male dominance in the community. Male dominance of

classrooms show itself in female students' communication strategies as well, asking questions in private, avoiding speaking aloud are some of these (Arnot et. Al, 1998). The situation becomes even more severe when the fact that although female students are more motivated and have higher interest, they perform larger amount of anxiety and avoidance.

Concerning the findings on the length of learning English and L2MSS, there was a statistically significant difference between the length of time spent learning English and the cultural interest levels of Turkish learners. Turkish learners learning English for 4-5 years showed much lower levels of cultural Interest than the ones studying English for more than 5 years. This may indicate that Turkish students who study English for a longer period of time become more exposed to the target culture and, as a result, they may start to take more interest in it. On the other hand, data analysis indicated no significant difference between the length of learning English and L2MSS constructs for refugee learners. The findings corresponded with those of Martinović (2018) and Kim (2021), who reported that the length of studying English did not significantly influence the motivational disposition of students. In contrast to this finding, Yılmaz (2017) took into account the year of study and discovered a significant correlation between the ideal L2 self and ought-to L2 self with regard to the length of learning English.

Significant differences between Turkish and refugee students were found in terms of L2MSS and perceived English proficiency. Perceived English proficiency of Turkish students was found to have a greater influence on their L2 motivation, whereas refugee learners' L2 motivation did not differ based on English proficiency. For all L2MSS constructs, Turkish students' motivation was found to be stronger, with the exception of English anxiety, which declined as students' perceived proficiency increased. Similarly, Dörnyei & Chan (2013) have shown that L2 motivation was influenced by learners' proficiency, which confirms the current findings. On the other hand, the results for the refugee learners did not indicate any relationship between perceived English proficiency and L2 motivation in contrast to Thompson & Erdil-Moody's (2014) research on multilinguals and their L2MSS. The opposite results for Turkish and refugee students imply that refugee learners, regardless of their perceived

proficiency in English, are more motivated to study L2. It might come from their visions for future, imagined communities, and multilingual identities, whereas Turkish students of lower levels of English might not yet be persuaded of the value of speaking English.

Finally, there was a statistically significant difference in integrativeness, attitudes to learning English, and milieu between Turkish students who thought the English teacher's teaching strategies helped them learn English and those who did agree with it. These findings revealed that Turkish participants who thought their English teacher's teaching techniques were effective seemed to like English more, enjoyed English lessons more, and desired to be integrated into the target culture, in addition to appreciating their friends and parents' support for their English learning. Similar to this, earlier research (Guilloteaux & Dörnyei, 2008; Papi & Abdollahzadeh, 2012) highlighted the importance of teaching practices and the power of teachers to influence student motivation. More specifically, Hennebry-Leung & Xiao (2023) confirmed that teaching practice was significant in predicting integrative orientation of learners. On the other hand, Syrian refugee students' motivation was stronger in connection to their views about the teacher's teaching techniques, but there was no statistically significant relationship between their motivation and perceptions of their teacher's teaching style. It may indicate that Syrian refugees' resilience is relatively stronger (Gatt et al., 2020) and that they have survival instincts in education regardless of the quality of instruction offered to them.

5.3. Discussion of the relationship between the constructs in Syrian refugee and Turkish learners' L2 Motivational Self System

Findings of the study revealed that integrativeness correlated strongly with attitudes to learning English, ideal L2 self and intended learning effort for both Syrian refugee and Turkish groups. Similarly, integrativeness was found in strong correlation with ideal L2 self (Özönder & Mirici, 2021) and intended learning effort (Aslan & Çiftçi, 2021; Taguchi et al., 2009). This could mean that students with more favorable attitudes toward learning English, regardless of their backgrounds, tend to attach

greater value to the target language and have more aspirations about their future where they will utilize English for their professional career and further education. Additionally, refugee learners' integrativeness was discovered to strongly correlate with cultural interest (Taguchi et al., 2009) and ought to L2 self (Kim & Kim, 2012). This demonstrates refugee students, in contrast to Turkish learners, are more interested in the music, art, and culture of the target language, in addition to paying attention to earning the respect of important people in their environment.

For both groups, Milieu was found to be a moderate predictor of ideal L2 self, ought to L2 self, and intended learning effort. Kormos & Csizér (2008), on the other hand, discovered a strong association between milieu and ideal L2 self and concluded that learners' social settings may be influential in developing their perspectives and beliefs about themselves. In contrast to the findings of this study, Islam et al. (2013) discovered that milieu was substantially linked with intended learning effort. Although milieu and other L2MSS dimensions were found to be positively correlated, the social environment's role in predicting future behavior is still debatable and falls short of adequately describing the influence of other stakeholders on students' L2 motivation. According to Dörnyei & Ushioda (2009), milieu plays a significant impact onL2 motivation, but sociopolitical factors should not be avoided.

In contrast to the previous studies by Papi (2010) and Islam et al. (2013), very strong relationship between intended learning effort and ought to L2 self was found in this study for both groups. This finding is similar to the one by Moskovsky et al. (2016), reporting that intended learning effort was associated with to ought to L2. Despite previous studies suggesting that responsibilities and obligations do not motivate learners, the participants of this study showed the opposite pattern and were found to be impacted by their commitments. This implies Syrian and Turkish students with strong extrinsic motivation tend to be more motivated learners and they struggle to understand the L2 learning process. Findings showed relatively greater correlation for Syrian refugee students, indicating that their social environment might place more emphasis on their language acquisition and that they are more dependent on the rules set by the significant others. Correlation between cultural interest and milieu was found to be weak for Turkish learners but moderate for Syrian refugee learners. The

significance of their social surroundings in shaping their creative and cultural interest in the target language was revealed by the relatively stronger association between milieu and cultural interest among Syrian students. It also shows how important their desire to learn English is to them and how their desire to acquire a second language is closely related to their interest in different cultures. Additionally, when compared to Turkish students, Syrian refugee students' cultural interests were shown to be more closely related to integrativeness. This means that motivation to learn target culture has become part of their daily life as similarly observed by Kormos &Csizér (2008).

In both groups, there was weak correlation between cultural interest and ought-to L2 self, but it was relatively stronger for Syrian refugee students. The limited association between the two constructs reminds one of Weber's (2003) explanation that cultural interest is not predicted by external motivation. Weaker correlation scores for Turkish learners may indicate that L2 learning environment doesn't not support them much to embrace English-speaking nations' cultural practices. The higher level of correlation among Syrian refugee students may potentially be a sign of their comparatively broader worldview and sense of community.

In this study, the relationship between ideal L2 self and ought to L2 self was found to be strongly correlated for both groups. This demonstrates students have internalized their duties and other people's opinions motivate them to perform better in English. Additionally, it shows that these students can succeed if coordinated support is offered within the framework of inclusive education. This finding confirms Islam et al. (2013) but contradicts Ceyhan-Bingöl et al. (2020) and Rajab (2012) who found no correlation between ideal L2 self and ought to L2. Both constructs correlated most strongly with attitudes to learning English for both groups. Attitudes to learning English was best predicted by ideal L2 self and ought to L2 constructs, meaning that the students may be ready to develop positive attitude either intrinsically or extrinsically to learn English. English anxiety was reported to correlate weakly or moderately with other L2MSS constructs. Turkish students were found to be more affected by anxiety than Syrian students. It appears that Turkish students' relatively safer and more pleasant environment than Syrian refugees did not help lessen their

anxiety about learning English and Syrian students' advantage of multilingualism did not prevent them much from being nervous while using English.

5.4. Pedagogical Implications

The study has revealed a number of important implications. First, despite the common belief which assumes Syrian refugees as a disadvantaged group in the community, the present study has shown that Syrian refugee learners at middle and high schools are more motivated in English language learning than Turkish students. Although previous studies indicated language as a barrier for Syrian refugees, today, when their years spent in Türkiye is considered, Syrian refugee learners seem to be included in the system and are now competent multilinguals. Findings imply that Turkish students do not view English language courses as an integral component of their education. They seem to require additional language support and counseling in order to create an envisioned community and form ideal L2 selves who speak English well.

Implications of the study also address issues related to the language curriculum, teacher education, extracurricular activities, and parental support. When the impact of the ideal L2 self and internalization processes are considered, it is crucial to supplement the English language curriculum with motivational activities and teaching methods that allow students to construct their future selves, and generate language learning visions. Designing national language curriculum in light of multilingualism or L3 could also be a significant step that help boost students' L2MSS.

Furthermore, the importance of teachers' teaching techniques and the ability of to affect motivational transformation were well documented in previous studies (Guilloteaux & Dörnyei, 2008; Papi & Abdollahzadeh, 2012) similar to this study. The planning of teacher education must therefore support pre-service teachers in acquiring knowledge and abilities linked to L2 motivation. In order to effectively meet the specific local conditions, needs, and aspirations of their students, teachers must be adept at modifying their approaches. Also, it is important to remember that motivation

is the function of vision. The students should be supported in terms of generating mental imagery of themselves as L2/ L3 speakers by the teachers through classroom activities that enable them to visualize themselves in English-speaking environments. Eradicating inequalities or providing equal learning environment for all the members of the education system may not be possible at once, however; guiding the students to develop vision is an option. Sparing some class hours to let the students write, draw or record their possible future selves can be a highly motivating and despite its simplicity it can definitely be really effective for raising awareness and give the students the chance to see their future selves from a different perspective.

Findings imply all students' L2MSS may increase through extracurricular activities. It may be effective to increase their appreciation of English as a lingua franca and interest in the target culture by creating programs, assignments, and activities outside the classroom. Additionally, integrating parental and peer support in the language learning process may contribute to students' motivation within the context of the study. Due to their reported sensitivity to their responsibilities and significant others, creation of a soci0-educational environment that promotes language acquisition can benefit their motivation in language learning.

5.5. Recommendation for Future Studies

More comprehensive research studies can be carried out by implementing interventions such as translanguaging practices, parental participation projects, or extracurricular activities in light of the findings and pedagogical implications of the study. Additionally, longitudinal studies can advance the field of EFL research and shed light on the L2MSS in various multicultural settings. Through longitudinal research, it may be feasible to determine whether the Turkish Education system supports students' willingness to learn foreign languages and how their L2MSS is impacted by specific approaches and teaching methods. Although it is fair enough to consider refugee background students in the domain of learning English as L3 or multilingualism, because of their perceived disadvantaged status, possible traumas, and interrupted education, refugee groups deserve to be researched more. Otherwise,

underrepresentation of the group contributes to social and educational inequalities and makes it harder to take immediate action and provide solutions for the creation of a better community.

5.6. Conclusion

This study aimed to compare the L2 Motivational Self System (L2MSS) of Syrian refugee and Turkish learners of English and identify the possible relationship among the eight constructs of L2MSS between the two groups. The study included Syrian refugee students, generally regarded as 'disadvantaged', and Turkish students living in the relatively lower-income neighborhoods of the capital city of Türkiye, as its research participants.

Results showed that Syrian refugee learners had higher mean scores on each motivational construct of L2MSS than Turkish learners of English. Cultural interest and ideal L2 obtained the highest mean scores from both groups. Further results indicated a statistically significant difference between Turkish and refugee learners in terms of integrativeness, attitudes to learning English, milieu, ideal L2 self, ought to L2 self and intended learning effort. Considering anxiety and cultural interest, the results yielded no significant difference between the groups. Lastly, the findings revealed integrativeness correlated strongly with attitudes to learning English, ideal L2 self and intended learning effort for both Syrian refugee learners.

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APPENDICES

A. Turkish Parental Consent Form

VELİ ONAM FORMU

Sayın Veli,

Ben Zeynep Doğu. TED Üniversitesi İngilizce Öğretmenliği Bölümü'nde yüksek lisans öğrencisiyim. Tez danışmanım Dr. Özlem Canaran ile birlikte "İngilizce Öğrenen Türk ve Mülteci Öğrencilerin İkinci Dil Motivasyonel Benlik Sistemi üzerine Karşılaştırmalı Bir Çalışma" başlıklı bir araştırma yürütüyoruz. Türkiye'de bu alanda yapılacak ilk karşılaştırmalı çalışma olması açısından da önem arz eden bu araştırmaya çocuğunuzun katılımı için siz değerli ebeveynlerin onayını talep ediyoruz.

Çalışmaya katılım tamamen gönüllülük esasına dayalıdır ve çalışma okul idaresinin bilgisi dahilindedir. Çalışmaya katılımını onayladığınız taktirde, çocuğunuz (…) tarihleri arasında araştırmanın katılımcısı olacak ve İngilizce öğretmeni tarafından size iletilecek olan ve iki bölümden oluşan toplam 40 soruluk "İkinci Dil Motivasyonel Benlik Sistemi" anketi uygulamasına katılacaktır. Anket soruları çocuğunuzun anadilinde sorulacaktır. Anket sorularının cevaplanması yaklaşık olarak 15-20 dakikanızı alacaktır.

Çocuğunuzun kimliği ve ankete vermiş olduğu cevaplar gizli tutulacaktır. Katılanlar ya da katılmayanlar için herhangi bir ödül ya da yaptırım olmamakla birlikte, çalışmaya katılmanın sınav, performans, ders vb. nota yansıyacak herhangi bir riski bulunmamaktadır. Anket soruları çocuğunuza rahatsızlık verecek nitelikte değildir. Ancak herhangi bir nedenden ötürü çocuğunuz ya da siz rahatsızlık hissederseniz, nedenini açıklamaksızın anketi cevaplamayı yarıda bırakabilirsiniz. Çalışmaya katılmak istemeyen ya da ayrılmak isteyen veli / öğrencilerin isimleri araştırmacılar tarafından gizli tutulacaktır.

Çalışma kapsamında elde edilecek olan bilgiler sadece araştırmacılar tarafından yapılan bilimsel yayınlarda ve sunumlarda paylaşılacaktır. Çalışma süresince sizin ve çocuklarınızın kimlik bilgisi araştırma ekibi dışındaki hiç kimseyle izniniz dışında paylaşılmayacaktır. Süreç içerisinde çocuğunuzun paylaşımda bulunduğu bilgiler gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Toplanan veriler isimler silinerek, bilgisayarda şifreli bir dosyada tutulacaktır. Böyle bir durumda çocuğunuzun vermiş olduğu bilgilerin araştırmacı tarafından kullanılması ancak çocuğunuzun ve sizin onayınızla mümkün olacaktır.

Bu onam formunun iki nüshası bulunmaktadır. Onam formunda gerekli alanları doldurup, imzaladıktan sonra bir nüshası sizde kalacak şekilde diğer nüshasını okula geri göndermeniz ve İngilizce öğretmenine teslim etmeniz önemle rica olunur.

Değerli katılımlarınız için şimdiden teşekkür ederiz.

Araştırmacı	Tez Danışmanı
Zeynep Doğu	Dr. Özlem Canaran
ANKARA	ANKARA

Bu çalışmaya çocuğumun katılmasına izin veriyorum. Çocuğumun, istediği zaman bu çalışmadan ayrılabileceğini biliyorum. Bu araştırma kapsamında çocuğumun anket uygulamasına katılacağını biliyorum. Araştırma süresince elde edilen bilimsel bilgilerin bilimsel makaleler ve akademik sunumlar dışında kesinlikle kullanılmayacağını biliyorum.

Yukarıda açıklamasını okuduğum çalışmaya, velisi olduğum _____'nin anket uygulaması katılımına izin veriyorum.

Velinin Adı, soyadı: _____
İmzası: _____
Tarih:

Çocuğunuzun katılımı ya da haklarının korunmasına yönelik sorularınız varsa ya da çocuğunuzun herhangi bir şekilde risk altında olabileceğine, strese maruz kalacağına inanıyorsanız TED Üniversitesi İnsan Araştırmaları Etik Kurulu'na (05) telefon numarasından veya i posta adresinden ulaşabilirsiniz.

B. Arabic Parental Consent Form

استمارة موافقة لولي الأمر

عزيزي ولي الأمر،

أنا زينب دوغو، طالبة ماجستير في قسم تعليم اللغة الإنكليزية في جامعة **TED**، أنا ومشرفتي الدكتورة أوزلم جاناران نقوم ببحث بعنوان: "دراسة مقارنة حول نظام التحفيز الذاتي في تعلم اللغة الثانية عند الطلاب الأتراك والطلاب اللاجئين من متعلمي اللغة الإنكليزية". ولأن هذا البحث يُعد الأول من نوعه كبحث مقارن في هذا المجال فإننا نطلب منكم الموافقة على اشتراك أبناءكم في هذا البحث.

كما نريد أن نعلمكم أن الاشتراك في هذه الاستمارة مبنية على أساس الرضا الكامل وتُقام بعلم من إدارة المدرسة، وفي حال وافقتم على الانضمام فسيقدم لكم معلم اللغة الإنكليزية استبانة بعنوان "نظام التحفيز الذاتي في تعلم اللغة الثانية" وهو استبانة مؤلفة من قسمين وتتضمن 40 سؤالا وستبدؤون بالجواب عنها متى شئتم. ستكون الأسئلة بلغتكم الأم، وستستمر الإجابة عن هذه الاستبانة حوالي 15-20 دقيقة.

ستكون معلوماتكم والأجوبة التي تعطونها سرية. كما نعلكم أنه لن يكون هناك أية عواقب سيئة أو أية جوائز بسبب الانضمام أو عدمه، كما أن المشاركة في هذه الاستبانة لن تؤثر على درجات أبنائكم أو التقييم الخاص بالمدرسة. بالإضافة لذلك فإن الأسئلة ليس فيها ما يزعجكم، ولكن إذا ما أحسستم بأي إزعاج أثناء الإجابة عن الأسئلة في هذه الاستبانة فيمكنكم تركها في أي مرحلة شئتم. وفي حال رفض أي طالب المشاركة في هذه الاستبانة أو ترك الإجابة عنها في أي مرحلة فيها فلن يصرح الباحث باسمه أو يعطي معلومات عنه.

إن المعلومات التي سنحصل عليها ضمن هذا العمل سيشاركها الباحث ضمن أعمال ومنشورات علمية فقط. ولن تُشارك أيا من معلوماتكم الشخصية دون إذنكم مع أي شخص خارج فريق البحث. فالمعلومات التي ستشاركوننا إياها ستكون بكامل السرية ولن تعطى لأي طرف. والمعطيات التي سنجمعها سنمسح من عليها الأسماء وسنحفظها في جهاز الحاسوب بشكل آمن. وبهذا لن يمكن لأي أحد أن يحصل على هذه المعلومات دون إذن منكم أنتم حصرا.

سيكون هناك نسختان من هذه الموافقة، وبعد أن تملؤا الأماكن الضرورية فيها واحدة يمكن أن تحتفظوا بها أنتم، ونرجو منكم أن ترسلوا الثانية بعد توقيعها إلى المدرسة من أجل تسليمها إلى معلمة اللغة الإنكليزية.

نشكركم جزيل الشكر على مساهمتكم القيمة.

Araştırmacı
Zeynep Doğu زينب دوغرو

Danışmanı
Özlem Canaran الدكتورة أوزلم آجار

د

أوافق على انضمام طفلي إلى هذا البحث. وأعلم أنه يمكنه أن يترك هذه الاستبانة متى ما شاء. وأعرف أنني سيجاوب على استبانة ضمن هذا البحث. وأعرف أن المعلومات التي شاركها في هذا البحث لن تشارك بشكل قاطع في أي مكان سوى لأغراض البحث العلمي في منشورات وأعمال علمية.

أوافق على تطبيق استبانة البحث التي قرأت توضيحاتها في الأعلى أنا ولي أمر الطالب ..... .

اسم ولي الأمر ونسبته :_____

التوقيع :_____

التاريخ_ :_____

إذا ما كنتم تريدون طرح أي أسئلة تتعلق بحماية حقوقك أطفال أو انضمامهم لهذا البحث أو كنتم تعتقدون بأنكم تحت خطر أو ضغط نفسي يمكنكم التواصل مع اللجنة الأخلاقية للبحث العلمي الدراسات الإنسانية في جامعة عبر الهاتف) أو البريد الالكتروني

C. Turkish Participant Consent Form

KATILIMCI ONAM FORMU

Sayın Katılımcı,

Ben Zeynep Doğu. TED Üniversitesi İngilizce Öğretmenliği Bölümü'nde yüksek lisans öğrencisiyim. Tez danışmanım Dr. Özlem Canaran ile birlikte "İngilizce Öğrenen Türk ve Mülteci Öğrencilerin İkinci Dil Motivasyonel Benlik Sistemi üzerine Karşılaştırmalı Bir Çalışma" başlıklı bir araştırma yürütüyoruz. Türkiye'de bu alanda yapılacak ilk karşılaştırmalı çalışma olması açısından da önem arz eden bu araştırmaya çocuğunuzun katılımı için siz değerli katılımcıların onayını talep ediyoruz.

Çalışmaya katılım tamamen gönüllülük esasına dayalıdır ve çalışma okul idaresinin bilgisi dahilindedir. Çalışmaya katılımı onayladığınız taktirde, araştırmanın katılımcısı olacak ve İngilizce öğretmeni tarafından size iletilecek olan ve iki bölümden oluşan toplam 40 soruluk "İkinci Dil Motivasyonel Benlik Sistemi" anketi uygulamasına katılacaksınız. Anket soruları anadilinizde sorulacaktır. Anket sorularının cevaplanması yaklaşık olarak 15-20 dakikanızı alacaktır.

Kimliğiniz ve ankete vermiş olduğunuz cevaplar gizli tutulacaktır. Katılanlar ya da katılmayanlar için herhangi bir ödül ya da yaptırım olmamakla birlikte, çalışmaya katılmanın sınav, performans, ders vb. nota yansıyacak herhangi bir riski bulunmamaktadır. Anket soruları size rahatsızlık verecek nitelikte değildir. Ancak herhangi bir nedenden ötürü rahatsızlık hissederseniz, nedenini açıklamaksızın anketi cevaplamayı yarıda bırakabilirsiniz. Çalışmaya katılmak istemeyen ya da ayrılmak isteyen öğrencilerin isimleri araştırmacılar tarafından gizli tutulacaktır.

Çalışma kapsamında elde edilecek olan bilgiler sadece araştırmacılar tarafından yapılan bilimsel yayınlarda ve sunumlarda paylaşılacaktır. Çalışma süresince kimlik bilgileriniz araştırma ekibi dışındaki hiç kimseyle izniniz dışında paylaşılmayacaktır. Süreç içerisinde paylaşımda bulunduğunuz bilgiler gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Toplanan veriler isimler silinerek, bilgisayarda şifreli bir dosyada tutulacaktır. Böyle bir durumda vermiş olduğunuz bilgilerin araştırmacı tarafından kullanılması ancak sizin onayınızla mümkün olacaktır.

Bu onam formunun iki nüshası bulunmaktadır. Onam formunda gerekli alanları doldurup, imzaladıktan sonra bir nüshası sizde kalacak şekilde diğer nüshasını okula geri getirmeniz ve İngilizce öğretmenine teslim etmeniz önemle rica olunur.

Değerli katılımlarınız için şimdiden teşekkür ederiz.

Araştırmacı	Tez Danışmanı
Zeynep Doğu	Özlem Canaran
	0
ANKARA	ANKARA

Bu çalışmaya katılmaya izin veriyorum. İstediği zaman bu çalışmadan ayrılabileceğimi biliyorum. Bu araştırma kapsamında anket uygulamasına katılacağımı biliyorum. Araştırma süresince elde edilen bilimsel bilgilerin bilimsel makaleler ve akademik sunumlar dışında kesinlikle kullanılmayacağını biliyorum.

Yukarıda açıklamasını okuduğum çalışmanın anket uygulaması katılımına onay veriyorum.

Katılımcının Adı, soyadı: _____
İmzası: _____
Tarih:

Katılımınız ya da haklarınızın korunmasına yönelik sorularınız varsa ya da herhangi bir şekilde risk altında olabileceğinizi, strese maruz kalacağınıza inanıyorsanız TED Üniversitesi İnsan Araştırmaları Etik Kurulu'na telefon numarasından veya eposta adresinden ulaşabil

D. Arabic Participant Consent Form

استمارة موافقة للمشاركين

عزيزي المشارك،

أنا زينب دوغو، طالبة ماجستير في قسم تعليم اللغة الإنكليزية في جامعة **TED**، أنا ومشرفتي الدكتورة أوزلم جاناران نقوم ببحث بعنوان: "دراسة مقارنة حول نظام التحفيز الذاتي في تعلم اللغة الثانية عند الطلاب الأتراك والطلاب اللاجئين من متعلمي اللغة الإنكليزية". ولأن هذا البحث يُعد الأول من نوعه كبحث مقارن في هذا المجال فإننا نطلب منكم الموافقة على اشتراك أبناءكم في هذا البحث.

كما نريد أن نعلمكم أن الاشتراك في هذه الاستمارة مبنية على أساس الرضا الكامل وتُقام بعلم من إدارة المدرسة، وفي حال وافقتم على الانضمام فسيقدم لكم معلم اللغة الإنكليزية استبانة بعنوان "نظام التحفيز الذاتي في تعلم اللغة الثانية" وهو استبانة مؤلفة من قسمين وتتضمن 40 سؤالا وستبدؤون بالجواب عنها متى شئتم. ستكون الأسئلة بلغتكم الأم، وستستمر الإجابة عن هذه الاستبانة حوالي 15-20 دقيقة.

ستكون معلوماتكم والأجوبة التي تعطونها سرية. كما نعلكم أنه لن يكون هناك أية عواقب سيئة أو أية جوائز بسبب الانضمام أو عدمه، كما أن المشاركة في هذه الاستبانة لن تؤثر على درجات أبنائكم أو التقييم الخاص بالمدرسة. بالإضافة لذلك فإن الأسئلة ليس فيها ما يزعجكم، ولكن إذا ما أحسستم بأي إزعاج أثناء الإجابة عن الأسئلة في هذه الاستبانة فيمكنكم تركها في أي مرحلة شئتم. وفي حال رفض أي طالب المشاركة في هذه الاستبانة أو ترك الإجابة عنها في أي مرحلة فيها فلن يصرح الباحث باسمه أو يعطي معلومات عنه.

إن المعلومات التي سنحصل عليها ضمن هذا العمل سيشاركها الباحث ضمن أعمال ومنشورات علمية فقط. ولن تُشارك أيا من معلوماتكم الشخصية دون إذنكم مع أي شخص خارج فريق البحث. فالمعلومات التي ستشاركوننا إياها ستكون بكامل السرية ولن تعطى لأي طرف. والمعطيات التي سنجمعها سنمسح من عليها الأسماء وسنحفظها في جهاز الحاسوب بشكل آمن. وبهذا لن يمكن لأي أحد أن يحصل على هذه المعلومات دون إذن منكم أنتم حصرا.

سيكون هناك نسختان من هذه الموافقة، وبعد أن تملؤا الأماكن الضرورية فيها واحدة يمكن أن تحتفظوا بها أنتم، ونرجو منكم أن ترسلوا الثانية بعد توقيعها إلى المدرسة من أجل تسليمها إلى معلمة اللغة الإنكليزية.

نشكركم جزيل الشكر على مساهمتكم القيمة.

مشرفة البحث الباحثة

أوافق على الانضمام إلى هذا البحث. وأعلم أنه يمكنني أن أترك هذه الاستبانة متى ما شئت. وأعرف أنني سأجاوب على استبانة ضمن هذا البحث. وأعرف أن المعلومات التي شاركته في هذا البحث لن تشارك بشكل قاطع في أي مكان سوى لأغراض البحث العلمي في منشورات وأعمال علمية.

أوافق على تطبيق استبانة البحث التي قرأت توضيحاتها في الأعلى.

اسم المشارك ونسبته **:**_____
التوقيع **:**_____
التاريخ_ **:**_____

إذا ما كنتم تريدون طرح أي أسئلة تتعلق بحماية حقوقكم أو انضمامكم لهذا البحث أو كنتم تعتقدون بأنكم تحت خطر أو ضغط نفسي يمكنكم التواصل مع اللجنة الأخلاقية للبحث العلمي الدراسات الإنسانية في جامعة *TED* عبر الهاتف أو البريد الالكتروني:

E. Turkish Version of L2MSS Questionnaire

İKİNCİ DİL MOTİVASYONEL BENLİK SİSTEMİ ANKETİ

Sevgili Öğrencimiz,

İKİNCİ DİL MOTİVASYONEL BENLİK SİSTEMİ ANKETİ

I. BÖLÜM **KİŞİSEL BİLGİLER**					
1. Anadiliniz	Türkçe	Arapça	Diğer		
2. Yaşınız	13-14	15-17	18		
3. Cinsiyetiniz	Kız	Erkek			
4. Ne kadar süredir İngilizce öğreniyorsunuz?	1 yıldan az	2-3 yıl	4-5 yıl	5 yıldan fazla	
5. İngilizce seviyenizi nasıl tanımlarsınız?	Temel	Orta	İleri		
6. İngilizce öğretmeninizin öğretim yöntemlerinin İngilizce öğrenmenize yardımcı olduğunu düşünüyor musunuz?	Evet	No			
II. BÖLÜM **İKİNCİ DİL MOTİVASYONEL BENLİK SİSTEMİ**	**Kesinlikle katılmıyorum (1)**	**Katılmıyorum (2)**	**Kararsızım (3)**	**Katılıyorum (4)**	**Kesinlikle katılıyorum (5)**
7. İngilizceyi seviyorum.					
8. Ebeveynlerim, İngilizcenin geleceğim için önemli olduğunu sıklıkla vurgular.					
9. İngilizce öğrenmek benim için önemlidir.					
10. İngilizceyi konuşanların kültürü ve sanatı hakkında daha fazla bilgi edinmek için İngilizce öğrenmenin önemli olduğunu düşünüyorum.					
11. Sınıf arkadaşlarımın İngilizceyi benden daha iyi konuştuklarını düşünüyorum.					
12. İngilizce öğrenmek için büyük çaba sarf etmeye hazır bir insanım.					
13. Geleceğimi düşündüğümde, İngilizceyi kullanmanın önemli olduğunu hissediyorum.					
14. İngilizce çalışmam gerek, çünkü çalışmazsam, ailemi hayal kırıklığına uğratacağımı düşünüyorum.					
15. Arkadaşlarım beni İngilizce öğrenmeye teşvik eder.					
16. İngilizce derslerini her zaman dört gözle bekliyorum.					
	Kesinlikle katılmıyorum (1)	**Katılmıyorum (2)**	**Kararsızım (3)**	**Katılıyorum (4)**	**Kesinlikle katılıyorum (5)**
17. Farklı uluslardan arkadaşlarla İngilizce konuştuğumu hayal edebiliyorum.					
18. Bence İngilizce çalışmak önemli, çünkü İngilizce bilirsem diğer insanlar bana daha çok saygı duyacaktır.					
19. İngilizce çalışmak için çok zaman ayırmak isterim.					

20. İngilizce konuşulan TV kanallarına ve filmlere erişimim varsa, onları sık sık izlemeye çalışırım.					
21. İngilizce konuşanların İngilizcemi garip bulmasından endişeleniyorum.					
22. Hayallerim gerçekleşirse, gelecekte İngilizceyi etkili bir şekilde kullanacağım.					
23. Bence İngilizce çalışmak önemli, çünkü eğitimli biri İngilizce konuşabilmelidir.					
24. İngilizce konuşulan ülkelerin müziklerini severim.					
25. İngilizce konuşulan ülkelerin kültür ve sanatını bilmek isterim.					
26. İngilizce konuşulan ülkelerde yapılan TV programlarını veya filmleri severim.					
27. Yurtdışında yaşadığımı ve oradaki insanlarla iletişim kurmak için İngilizceyi etkin bir şekilde kullandığımı hayal edebiliyorum.					
28. İngilizce öğrenmek çok güzel.					
29. Akranlarımın / öğretmenlerimin / ailemin onayını almam adına İngilizce çalışmak benim için önemlidir.					
30. İngilizce konuşmak zorunda kalırsam, kendimi gergin ve huzursuz hisseden biriyim.					
31. İngilizce öğrenmek hayatımdaki en önemli şeylerinden biridir.					
32. Gelecekteki kariyerimi düşünürken, kendimi İngilizceyi kullanabilen biri olarak hayal ediyorum.					
33. İngilizce konuşulan ülkelerin kültürlerini benimseyerek onlara benzemek isterim.					
34. İngilizce öğrenmeyi önemli buluyorum, çünkü saygı duyduğum insanlar bunu yapmam gerektiğini düşünüyorlar.					
35. İngilizce öğrenmek için elimden gelenin en iyisini yaptığımı düşünüyorum.					
36. Kendimi akıcı bir şekilde İngilizce e-posta yazarken hayal edebiliyorum.					
37. İngilizce dersinde konuşurken gergin olurum ve kafam karışır.					
38. İngilizce öğrenmezsem bu benim hayatımı olumsuz etkiler.					
39. Ailem beni İngilizce öğrenmeye teşvik eder.					
40. Kendimi bütün derslerin İngilizce işlendiği bir üniversitede okurken hayal edebiliyorum.					

F. Arabic Version of L2MSS Questionnaire

استبانة حول نظام التحفيز الذاتي في تعلم اللغة الثانية

عزيزي الطالب،

إن هدف هذه الاستبانة هو المقارنة بين أنظمة التحفيز الذاتي في تعلم اللغة الثانية للطلاب الأتراك واللاجئين بين أعمار 13و18 سنة ممن يتلقون التعليم في المدارس المتوسطة والثانوية في محافظة أنقرة. إن الاستبانة تتألف من قسمين و40 سؤالا. هناك ستة أسئلة في القسم الأول تتعلق باللغة الأم والعمر والجنس ومستوى اللغة الإنكليزية. كما أن هناك 34 عبارة تتعلق بـ "نظام التحفيز الذاتي في تعلم اللغة الثانية" تحتوي على نموذج الاستبانة المنظمة بأجوبة متسلسلة تضمن خمس خيارات تبدأ بـ "أرفض بشدة" إلى "أوافق بشدة".

إن الإجابة عن أسئلة هذه الاستبانة سيستغرق حوالي 20 دقيقة. كما أن مشاركتكم في ملئ هذه الاستبانة هو اختياريٌ تماما ويمكنكم ترك الإجابة عن أسئلة هذه الاستبانة متى ما شئتم. بالإضافة لذلك، فإن معلوماتكم الشخصية وإجاباتكم ستُستعمل لأهداف علمية فقط من قبل الباحثين ولن يُشارك بدون إذنكم أيُّ شيء من هذا مع أحد خارج الفريق العلمي.

يمكنكم التواصل معنا من أجل معلومات أكثر عن هذه الاستبانة أو لأجوبة تودون الاستفسار عنها عبر وسائل التواصل التالية: (البريد الالكتروني: zeynep.dogu@tedu.edu.tr ، الهاتف: 0312 585 00 91 ، البريد الالكتروني: ozlem.canaran@tedu.edu.tr، الهاتف: 0312 585 0410).

تفضلوا بقبول احترامنا،

زينب دوغو والدكتورة أوزلم جاناران

استبانة حول نظام التحفيز الذاتي

القسم الأول: **المعلومات الشخصية**						
1. اللغة الأم	التركية		العربية	أخر		
2. العمر	14-13		17-15	18		
3. الجنس	أنثى		ذكر			
4. منذ متى تتعلم اللغة الإنكليزية؟	أقل من سنة		3-2 سنة	أكثر من 5 سنوات		
5. كيف تقيمون مستواكم في اللغة الإنكليزية؟	مبتدئ		متوسط	متقدم		
6. هل تعتقدون أن طرق التعليم التي يستعملها معلمكم تسهم في تعلمكم للغة الإنكليزية؟	نعم		لا			
القسم الثاني: **نظام التحفيز الذاتي في تعلم اللغة الثانية**	أرفض بشدة (1)		أرفض (2)	لست متأكدا (3)	أوافق (4)	أوافق بشدة (5)
7. أحب اللغة الإنكليزية.						
8. يحفزني والديَّ على تعلم اللغة الإنكليزية من أجل مستقبلي.						
9. تعلم اللغة الإنكليزية مهم بالنسبة لي.						
10. أعتقد أن تعلم اللغة الإنكليزية مهم من أجل الحصول على معلومات أكثر حول ثقافة وفنون متحدثي هذه اللغة.						

11. أعتقد دائما أن زملائي في الصف يتكلمون اللغة الإنكليزية بشكل أفضل مني.					
12. أنا جاهز دائما للعمل بجد من أجل تعلم اللغة الإنكليزية.					
13. عندما أفكر في المستقبل أعتقد أن اللغة الإنكليزية مهمة.					
14. يجب عليّ أن أتعلم اللغة الإنكليزية لأنني أعتقد أنني إن لم أتعلم فسأصيب أهلي بخيبة أمل.					
15. يحفزني أصدقائي على تعلم اللغة الإنكليزية.					
16. أنتظر دروس اللغة الإنكليزية بفارغ الصبر دائما.					
17. أحلم وأنا أتكلم باللغة الإنكليزية مع أصدقاء من جنسيات مختلفة.					
18. أعتقد أن دراسة اللغة الإنكليزية مهمة لأني إذا ما امتلكت لغة انكليزية جيدة فالناس ستحترمني بشكل أكثر.					
19. أريد أن أقضي وقتا طويلا في تعلم اللغة الإنكليزية.					
20. إذا ما كان هناك باستطاعتي الوصول إلى قنوات وأفلام ناطقة باللغة الإنكليزية فسأشاهدها بشكل دائم.					
21. عندي قلق من أن يجد متحدثو اللغة الإنكليزية لغتي غريبة نوعا ما.					
22. سأستخدم اللغة الإنكليزية بشكل فعال في المستقبل إذا ما تحققت أحلامي.					
23. برأيي أن دراسة اللغة الإنكليزية مهمة لأنه يجب على الإنسان المتعلم أن يتكلم اللغة الإنكليزية.					
24. أحب موسيقا الدول الناطقة باللغة الإنكليزية.					
25. أريد أن أتعرف على الثقافة والفن الموجودَين في الدول الناطقة باللغة الإنكليزية.					
26. أحب البرامج التلفزيونية أو الأفلام المُنتجة في الدول الناطقة باللغة الإنكليزية.					
27. أحلم بأنني أعيش خارج تركيا وأنني أستطيع أن أتكلم اللغة الإنكليزية بشكل جيد للتواصل مع الناس هناك.					
28. تعلم الإنكليزية صعب جدا.					
29. تعلم الإنكليزية مهم بالنسبة لي لأني أريد أن أكبر في عين زملائي ومعلميّ وعائلتي.					
30. أعتقد بأنني أشعر بأنني متوتر وغير مرتاح عندما أضطر للتكلم باللغة الإنكليزية مع أحدهم.					
31. تعلم اللغة الإنكليزية هو من أهم أهدافي في الحياة.					
32. عندما أفكر بحياتي المهنية في المستقبل أتخيل أنني أتكلم اللغة الإنكليزية في مكان عملي.					

33. أريد أن أشبه الناس في الدول الناطقة باللغة الإنكليزية عبر تبني ثقافة تلك الدول.					
34. أجد أن تعلم اللغة الإنكليزية مهم لأن الناس التي أحترمها تعتقد أنه يجب عليّ القيام بهذا.					
35. أعتقد بأنني قمت بأفضل ما بوسعي لتعلم اللغة الإنكليزية.					
36. أتخيل أنني أكتب رسالة بالبريد الإلكتروني باللغة الإنكليزية بطلاقة.					
37. أتوتر في درس اللغة الإنكليزية وأشعر بالارتباك عندما أتكلم اللغة الإنكليزية.					
38. إن لم أتعلم اللغة الإنكليزية فهذا سيؤثر على حياتي سلبا.					
39. تحفزني عائلتي على تعلم اللغة الإنكليزية.					
40. أتخيل بأنني أدرس في جامعة تُدرس جميع الدروس فيها باللغة الإنكليزية.					

G. Human Research Ethics Committee Approval

İnsan Araştırmaları Etik Kurulu
Etik Kurul Kararları 2022/08

TED ÜNİVERSİTESİ
İNSAN ARAŞTIRMALARI ETİK KURULU
ETİK KURUL KARARLARI

Toplantı Tarihi	10.10.2022
Toplantı Sayısı	2022/08
Toplantı Yeri	Dekanlık Toplantı Odası
Toplantı Saati	10:00
Toplantıya Katılanlar	

G.11 : TED Üniversitesi, Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı Öğretim Ü Özlem Canaran'ın " A Comparative Study on the L2 Motivational Self System of Turkish and Refugee Learners of English " başlıklı çalışmasının araştırma etiğine uygunluğu görüşüldü.

Karar 2022-08/11 : TED Üniversitesi, Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı Öğretim Ü Özlem Canaran'ın " A Comparative Study on the L2 Motivational Self System of Turkish and Refugee Learners of English" başlıklı çalışmasına,

ONAY KARARI VERİLDİ.

H. Ministry of National Education Research Approval Form

TEDÜ Gelen Evrak Tarihi ve Sayısı: 16.01.2023-24046

T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

Sayı : E-14588481-605.99-68090456 11.01.2023
Konu : Araştırma İzni

TED ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi: a) 04.01.2023 tarihli ve 23674 sayılı yazınız.
b) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2020/2 nolu Genelgesi.

Üniversiteniz Sosyal Bilimler Enstitüsü Yüksek Lisans Öğrencisi Zeynep DOĞU'nun **"İngilizce Öğrenen Türk ve Suriyeli Mülteci Öğrencilerin İkinci Dil Motivasyonel Benlik Sistemi üzerine Karşılaştırmalı Bir Çalışma"** konulu tezi kapsamında merkez ilçelere bağlı okul ve kurumlarda uygulanacak olan veri toplama araçları ilgi (b) Genelge çerçevesinde incelenmiştir.

Yapılan inceleme sonucunda, söz konusu araştırmanın Müdürlüğümüzde muhafaza edilen ölçme araçlarının; Türkiye Cumhuriyeti Anayasası, Millî Eğitim Temel Kanunu ile Türk Milli Eğitiminin genel amaçlarına uygun olarak, ilgili yasal düzenlemelerde belirtilen ilke, esas ve amaçlara aykırılık teşkil etmeyecek, eğitim-öğretim faaliyetlerini aksatmayacak şekilde okul ve kurum yöneticilerinin sorumluluğunda gönüllülük esasına göre uygulanması Müdürlüğümüzce uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Harun FATSA
Vali a.
Milli Eğitim Müdürü

Ek:
Uygulama araçları (3 sayfa)
Dağıtım:
Gereği:
TED Üniversitesi
Bilgi:
9 Merkez İlçe MEM

Bu belge güvenli elektronik imza ile imzalanmıştır.
Adres : Emniyet Mah. Alparslan Türkeş Cad. 4/A Yenimahalle
Belge Doğrulama Adresi : https://www.turkiye.gov.tr/meb-obys
Bilgi için: Emine Konuk
Unvan : Şef
Telefon No : 0 (312) 306 89 30
E-Posta: istatistik06@meb.gov.tr
İnternet Adresi: ankara.meb.gov.tr
Faks:_____
Kep Adresi : meb@hs01.kep.tr

I. Permission from the Authors to Use L2MSS Questionnaires

Kimden: Muhammad Islam

Konu: Re: Permission Request to use MFQ

Dear Zeynep,
My apologies for a late reply.
You can use this instrument as Martin has advised. Thanks Martin for your reply.
Best Regards

Get Outlook for Android

Dear Islam, Lamb and Chambers;

I hope this e-mail finds you in good health. I am Zeynep Doğu and currently doing my MA Degree at TED University, Ankara, Turkey where I also work as an English Instructor.

I am writing this e-mail to request permission to use the Motivational Factors Questionnaire (MFQ), which you developed to conduct the research titled "The L2 Motivational Self System and National Interest: A Pakistani perspective", in order to administer in English Language classes in Ankara, Turkey as a data collection tool for my MA Thesis which will be conducted under the supervision of Dr. Özlem Canaran. I am planning to adapt the questionnaire in accordance with my research questions. My research aims to explore whether refugee learners of English differ in their L2 Motivational Self System (L2MSS) from Turkish EFL learners.

I look forward to your response and hope I will have a chance to conduct my research and contribute to the literature.

Best Regards,

Zeynep Doğu