



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Teaching Program

THE IMPACT OF REGULATORY FOCUS ON SECOND LANGUAGE
LEARNERS' ORAL PRODUCTION AND MOTIVATION

Fulda Karaazmak

Ph.D. Dissertation

Ankara, (2021)

With leadership, research, innovation, high quality education and change,

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DÜZENLEYİCİ ODAĞIN İKİNCİ DİL ÖĞRENENLERİN SÖZEL BECERİ VE
GÜDÜLENMESİNE ETKİSİ

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Abstract

The present study aims primarily to find out whether different instructional framing conditions named as promotion and prevention and learners' inherent regulatory orientations affect second language (L2) learners' speaking task performance in individual speaking tasks. The general design of the study is based on regulatory focus theory (Higgins, 1997, 1998) and regulatory fit theory (Higgins, 2000). A total of 70 B2 level English learners studying at an English preparatory unit of a foundation university in Ankara participated in the study. A mixed method research design consisting of quantitative and qualitative data collection procedures was implemented. For the quantitative part, initially, survey methodology was used. As a part of the experimental design, L2 learners were assigned to the promotion and prevention instructional conditions to carry out the speaking tasks. Semi-structured interviews and teacher diary keeping methods were implemented as parts of the qualitative data collection. The results showed that L2 learners' regulatory foci influenced their performance in the speaking tasks in the prevention experimental condition. However, this result was not clear in the promotion experimental condition. Some performance differences were realized between students in the prevention and promotion conditions in terms of pronunciation, grammar, vocabulary, fluency and comprehensibility. It was found out that students in the prevention condition had better performance in terms of vocabulary usage and grammatical accuracy, whereas students in the promotion condition had better performance in terms of fluency. The implications of the study are applicable to the areas of L2 curriculum, syllabi and material preparation processes, individual learner differences, L2 testing and assessment.

Keywords: regulatory focus, regulatory fit, prevention focus, promotion focus, L2 motivation and success, L2 speaking skill

Öz

Bu çalışma temel olarak, kazanç ve kayıp odaklı öğretim koşullarının ve öğrencilerde var olan düzenleyici odak tiplerinin ikinci dil olarak İngilizce öğrenenlerin bireysel konuşma performanslarını etkileyip etkilemediğini tespit etmeyi amaçlamaktadır. Çalışmanın genel tasarımı, düzenleyici odak (Higgins, 1997) ve düzenleyici uyum teorilerine (Higgins, 2000) dayanmaktadır. Ankara'daki bir vakıf üniversitesinin İngilizce Hazırlık Birimi'nde eğitim gören 70 adet B2 İngilizce yeterlik düzeyine sahip öğrenci araştırmaya katılmıştır. Bu çalışmada nicel ve nitel veri toplamadan oluşan karma araştırma yöntemi uygulanmıştır. Nicel kısım için ilk olarak anket uygulama yöntemi kullanılmıştır. Çalışmada kullanılan deneysel tasarımın bir parçası olarak öğrenciler, onların ikinci dilde konuşma performansını değerlendirmeyi amaçlayan konuşma alıştırmalarına katılmak için yönelimci ve kaçınmacı öğretim koşullarına atanmıştır. Çalışmada nitel veri toplama amaçlı yarı yapılandırılmış görüşmeler ve öğretmen günlükleri kullanılmıştır. Çalışmanın sonuçları göstermiştir ki öğrencilerin düzenleyici odakları (kaçınmacı/yönelimci odak) konuşma alıştırmalarındaki performanslarını özellikle kaçınmacı odak doğrultusunda oluşturulan deneysel durumda etkilemiştir. Ancak, bu sonuç yönelimci odak doğrultusunda oluşturulan deneysel durumda açıkça gözlemlenememiştir. Yönelimci ve kaçınmacı odaklar doğrultusunda hazırlanmış deney durumlarında öğrencilerin konuşma başarılarında sesletim, kelime ve dil bilgisi kullanımı, akıcılık, anlaşılabilirlik konularında farklar bulunmuştur. Kaçınmacı odak doğrultusunda hazırlanan deneysel durumdaki öğrencilerin dil bilgisi ve kelime kullanımı açısından daha iyi sonuçlar aldığı gözlemlenirken, yönelimci odak deneysel durumundaki öğrencilerin konuşma akıcılığı konusunda daha iyi sonuçlar aldıkları gözlemlenmiştir. Çalışmanın sonuçları, ikinci dil öğretimi için müfredat, ders programı ve materyal hazırlama, bireysel farklılıklar, sınav hazırlama ve değerlendirme alanlarına uygulanabilirliğe sahiptir.

Anahtar sözcükler: düzenleyici odak, düzenleyici uyum, kaçınmacı odak, yönelimci odak, ikinci dil güdülenmesi ve başarısı, ikinci dil konuşma becerisi

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Dedicated to my mother...

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Symbols and Abbreviations

CEFR: Common European Framework of References

DMC: Directed motivational current

DST: Dynamic systems theory

EFL: English as a foreign language

ELF: English as a lingua franca

ESL: English as a second language

L2: Second language

QDA: Qualitative Data Analysis

RFT: Regulatory Focus Theory

SDT: Self-determination theory

SLA: Second language acquisition

WE: World Englishes

Chapter 1

Introduction

Each person has a unique way of learning and making sense of anything new. This is not different for second language (L2) or foreign language learners, who have unique expectations, feelings, opinions or worries about their language learning goals in general. Like all human beings, L2 learners have distinct beliefs that they bring into L2 teaching classrooms. Being aware of these differences among L2 learners can open new doors to acknowledge them and to develop better language learning and teaching contexts. One of these distinctions among L2 learners is related to their distinct motivational and affective states. In this regard, arranging L2 teaching conditions that are in line with L2 learners' expectations, motivational and emotional states is significant for L2 learning to take place successfully. Learners' attitudes towards L2 learning have utmost importance from many aspects such as achieving teaching and learning goals, learners' success in L2 and their engagement with the whole learning process. If teaching English as a second language is considered specifically, it may not be wrong to state that with the spread of English across the world as a lingua franca, motivational factors have become more and more significant for English language instruction all around the globe.

If the history of second or foreign language teaching is examined, it can be seen that the literature is divided into some periods in which different aspects of second language teaching become more prominent. To begin with, cognitive accounts of L2 learning have attracted researchers' attention (Skehan, 1996, 1998; Swain, 2013) since the early stages of second language acquisition (SLA) research. Cognitive factors such as memory, analytic thinking and learning have been included in L2 research literature (Kim, Payant, & Pearson, 2015; Mackey, Philp, Egi, Fujii, & Tatsumi, 2002; Mackey & Sachs, 2012). On the other hand, the inherent relation between cognitive and affective factors in L2 learning has remained somewhat ambiguous in SLA research. To this end, it can be asserted that there is a scarcity of research about integrating L2 learning motivation and cognitive perspectives together in SLA research literature. For this reason, interpreting the true nature of the relationship between cognitive mechanisms and

the motivational factors involved in L2 learning process has utmost importance for both L2 learners and teachers at the same time.

Over the last few decades, motivational components of L2 teaching and learning have drawn attention (Dörnyei, 2005; Gardner, 1985; Noels, 2001) in the research literature. Some studies were conducted to make sense of different affective factors in L2 learning and teaching processes. The knowledge of L2 learners' motivational dispositions can be used to improve L2 teaching practices but for this to happen, more empirical research is needed to shed light on the consequences and effects of different motivational manipulations in L2 teaching classrooms (Papi, 2016). In this sense, research studies conducted in specific classroom environments can be highly valuable to have a greater understanding of the context specificity of L2 motivation.

Gardner and Lambert's (1959, 1972) view of motivation is generally accepted among the earliest motivational perspectives proposed in SLA research literature. This view is concerned with the amount of energy that L2 learners spend to begin, continue and finish a goal directed action. This description was recognized as motivation as energy perspective which had important influences on L2 teaching and learning research in the past decades. However, it is criticized because of providing too much attention to the amount of motivation for completing a task or an action and for not placing enough emphasis on the quality of the energy that is spent during the course of action. Another criticism is that this type of motivational view in L2 learning may not have enough power to cover all the complex aspects of L2 learning process.

According to the assumptions of motivation as energy perspective, everyone learns in the same way when their motivational energy is directed towards a goal. For this reason, this view ignores that motivation may have a qualitative aspect which can change from person to person. It also disregards the possibility of the context dependency of motivational factors. The last criticisms mentioned here are quite important to acknowledge the deficiencies of this motivational perspective. Although this view of motivation had a lot of attention in SLA field, it began to lose its strength because of the aforementioned concerns.

In the light of these criticisms, motivation as a quality perspective has gained importance initially in the psychology field (Higgins, 2000) then in L2 learning and teaching research areas (Dörnyei, 2005, 2009a). This view of motivation covers wider aspects of L2 learning and it can be more responsive to the changeable nature of motivational beliefs in different contexts. When different L2 teaching and learning contexts are considered, it becomes quite significant to observe L2 learners' motivational behaviors in the classroom environment and it requires adopting a micro-analytical approach (Han, 2017) in L2 motivation research. Many previous research studies conducted on L2 motivation were carried out in large scale contexts with the purpose of collecting information about learners' generalizable learning behaviors and self-reported motivational beliefs. In addition to this, it should not be ignored that defining L2 learners' context specific motivational beliefs can provide significant knowledge regarding the changeable nature of motivational and emotional factors involved in L2 learning. This awareness can help L2 teachers and educators to be more prepared to cater to the context specific learner needs.

With the purpose of acknowledging context specific nature of motivation, some motivational theories that have quite important places in the research literature have been developed. As a form of explanation for individuals' distinct affective states, Higgins (1997) argues that people can have two different motivational dispositions as prevention and promotion foci in the regulatory focus theory (RFT). According to their inherent motivational preferences, each individual approaches to a goal differently. In this regard, if their affective preferences are identified and recognized, people can be directed towards their goals accordingly and it is expected that they can become more successful in reaching their goals.

Higgins (2000) also states that individuals can reach a regulatory fit state when their inherent motivational dispositions match the ways they use to achieve their goal-directed actions in the regulatory fit theory. People feel at ease, motivated and eager to achieve their goals in this state because they think whatever action they are engaged in is correct for them. On the contrary, if they can't reach a regulatory fit state, they may lose their desire to be successful in their goals and quite likely, they will give up. To this end, L2 learners' affective states are significant in L2 teaching classrooms because learners having distinct

motivational orientations continue the process of L2 learning differently with following distinct motivational paths (Papi & Teimouri, 2014). In this regard, it is necessary to acknowledge L2 learners' distinct motivational states to cater for individual learner differences in different L2 learning contexts.

There is a growing research literature about motivational dispositions unique to each individual and their effects on individuals' goal pursuit in some areas such as marketing, management, psychology, human relations etc. However, the incorporation of this view of motivation to L2 research and teaching is quite new and there is insufficient research to observe and evaluate the applicability of this different interpretation of motivation in different L2 teaching contexts. It may not be wrong to state that this research area in L2 instruction is still in its infancy. More research studies can bring new ways of understanding and interpreting the effects of motivational dispositions in individuals' L2 learning performance.

In addition to the previous issued mentioned, it can also be stated that most of the research studies conducted to evaluate the regulatory focus effects on individuals' task performance or on their goal attainment are in the western cultural contexts. More studies are necessary to evaluate the regulatory focus effects on other cultural contexts. It is quite important to acknowledge the lack of research in eastern cultures about the applicability of the regulatory focus theory in eastern cultural values. In this sense, cross cultural studies can shed light on the broader regulatory focus effects in different cultures. It can be valuable to investigate culture specific characteristics of prevention and promotion foci with the purpose of explaining motivational and behavioral implications.

L2 learners' motivational dispositions can influence both their goal directed behavior and the ways to achieve their goals. In this sense, how L2 learners draw on language learning and how they pursue their language related goals in line with their motivational preferences can be used to acknowledge individual differences among L2 learners. This knowledge can be implemented to prepare language teaching and learning atmospheres which cater to these individual differences. It may lead to successful outcomes in terms of learners' success and involvement in L2 learning and teaching process. L2 learners can be more motivated towards learning a language if their motivational preferences and beliefs are taken into

consideration to prepare more appropriate language learning environments for them. Ultimately, it can increase their success and engagement in L2 learning.

Statement of the Problem

L2 learners' motivational states are influential for them to achieve or give up their L2 learning goals. In this regard, motivational factors can be considered among the cornerstones of L2 teaching and learning process. As stated earlier, motivation in L2 learning was previously viewed according to the quantity perspective which considered the quantity of the energy used to begin, continue and achieve L2 learning goals. This view of motivation was stated in terms of instrumental and integrative orientations (Gardner, 1985) or intrinsic and extrinsic motivation types (Noels, 2001). On the other hand, motivation as quality perspective (Elliot, 1999; Higgins, 1997, 2012) proposes that human chronic beliefs motivate them differently from each other to pursue their goals in any goal directed task. The proponents of this view also state that language learners' chronic motivational states are influential on their approach to L2 learning and how they pursue their learning goals.

A review of the related literature shows that motivation as quality perspective is somewhat neglected in SLA research. There are a few studies conducted to observe learners' in-class motivated behaviors (Guilloteaux & Dörnyei, 2008; Papi & Abdollahzadeh, 2012) and to see the relation between learners' motivational tendencies and the specific task conditions (Papi, 2016, 2018). There is also lack of research to explain the relation between the motivational and cognitive aspects of L2 learning (Han, 2017). Cognitive processes involved in L2 learning are investigated thoroughly, whereas the application of L2 motivational theories to actual classroom environments has attracted less attention in SLA research. If the context specific nature of L2 learning and teaching is considered, it becomes precise that more research studies are needed to shed light on these affective aspects of L2 teaching that remain partially hidden or somewhat neglected.

Taken together, it is necessary to interpret how L2 learners' individual motivational orientations affect their L2 learning performance and their eagerness to continue to pursue their L2 learning goals. In this sense, not only learners'

chronic motivational tendencies but also their task-induced or context related affective states are significant to have a broad understanding of L2 motivation in different contexts. It becomes even more significant if cognitively demanding nature of L2 learning is taken into consideration. L2 learning requires a significant amount of attention, determination and motivation to become successful at the end of this hard process.

It should not be forgotten that L2 learning requires higher levels of learner concentration and motivation to reach a successful L2 learning state. As mentioned earlier, it is necessary to acknowledge that successful L2 learning is not only about learners' cognitive abilities but also about their emotional states. For all these reasons, the current study aims to contribute to filling the previously stated research gap in the literature with expressing the motivation as quality perspective. It also aims to show the effectiveness of this perspective on L2 learners' speaking task performance and their attitudes towards language learning in a specific L2 teaching context. It should not be forgotten that productive skills like speaking in a second language necessitate important levels of attentional allocation and motivational readiness.

Aim and Significance of the Study

One of the main purposes of the present study is to find out whether or not the assumptions of Regularity Fit Theory (Higgins, 2000) and Regulatory Focus Theory (RFT) (Higgins, 1997) are applicable to L2 learners' language learning experience and development of their speaking skills in English. In RFT, Higgins (1997) states that individuals have different motivational tendencies named as prevention and promotion. People are engaged in any goal directed action with these motivational dispositions which affect their success and performance in reaching their goals in any aspect of life. Regularity Fit Theory asserts that people will be more engaged and pleased about what they are doing when they feel right about their task. These theories are initially proposed in the psychology field and like many other social science fields, L2 teaching and learning is also closely related to the field of psychology. Therefore, evaluating the applicability of the predictions of these theories to L2 teaching can be quite beneficial to enhance L2 research and teaching area.

It is believed that investigating regulatory focus effects on L2 learners' attitudes towards speaking tasks used in L2 teaching classrooms, their perceptions of their task performance and their real success can provide valuable insights to clarify the applicability of RFT predictions to L2 teaching. If the motivational aspects of L2 learning process are taken into consideration, the value of preparing L2 teaching classrooms in line with L2 learners' specific affective states can be better recognized with the help of the results of this study. The present study also seeks to find out whether or not specific task conditions pointing to different regulatory foci (prevention and promotion) affect learners' performance in their L2 speaking skills. To this end, the study employs a micro-analytical approach to explain the relations between L2 learners' motivational orientations and specifically prepared task conditions. Identifying L2 learners' not only context specific motivational preferences but also their chronic motivational dispositions are among the aims of this study.

Seeing the research gap in the current SLA research literature, this study took Regulatory Focus Theory (Higgins, 1997) and Regulatory Fit Theory (Higgins, 2000) as frameworks to investigate the relationship between L2 learners' chronic/inherent and task-induced motivational orientations. Higgins (2000) mentions that "task instructions that frame outcome contingencies in terms of gains/non-gains versus losses/non-losses can also induce promotion or prevention concerns, respectively" (p. 1219). Within this context, English learners' dominant motivational preferences and their task-induced motivational behaviors were explored in terms of their performance in three speaking tasks. To sum up, this study aims to observe how the relation between two forms of framing conditions (loss framed/prevention vs. gain framed/promotion) for two different inherent motivational dispositions (prevention vs. promotion) affect L2 learners' oral skills and language learning experience in three separate speaking tasks. Therefore, the main purpose of the current study is to contribute to filling the previously stated research gap by evaluating participants' L2 speaking performance in each of these two conditions and the possible relation between their task performance and their dominant and task specific motivational orientations.

There is a lack of regulatory focus related research in the non-western cultures as lots of the previous studies were conducted in the western countries. Generally, prevention focus is associated with collectivist cultures whereas promotion focus is more related with individualistic cultures (Higgins, 1996a). To test this assumption, more studies need to be conducted in the non-western cultures to make cross cultural comparisons possible. To this end, the present study sheds light on the regulatory focus effects in a non-western culture. Via evaluating RFT assumptions in Turkish context, the results of this study can provide valuable information to observe the cultural functions of individuals' self-regulatory orientations. This study can make it possible to see whether the same results gained in the studies conducted in western cultures can be replicated in Turkish culture, which can explain the applicability of RFT assumptions in a relatively collectivist culture. For these purposes, providing data from a non-western culture on individuals' regulatory orientations can be a valuable contribution to the current research literature.

As mentioned earlier, the present study is significant because it not only investigates the impacts of motivational tendencies that people have from birth on their L2 learning but also aims to show the effects of task specific motivational manipulations on L2 learners' speaking performance and their L2 learning process. Valuable knowledge can be gained by observing L2 learners' performance in tasks that are prepared by taking their specific motivational preferences into account. The results of this study can also demonstrate whether or not learners' L2 speaking performances differ according to various task conditions. In this way, more appropriate L2 teaching tasks which are tailored to L2 learners' motivational dispositions can be prepared for L2 teaching purposes. In a broad sense, the present study aims to provide new insights about the material and task preparation process for specific L2 teaching contexts, syllabus design, L2 testing and assessment procedures. In brief, the current study investigates whether regulatory focus both as a general motivational preference and as a task induction can clarify variation in L2 learners' speaking performances. The study also aims to evaluate the culture specific effects of regulatory focus and the interaction between individuals' trait and state regulatory orientations.

Research Questions

In line with the aforementioned aims, the following research questions are formulated to guide the present study:

1. Is there a statistically significant difference between promotion and prevention focused L2 learners' L2 speaking performance?
2. Is there a statistically significant difference in motivation to complete L2 speaking tasks between promotion and prevention focused L2 learners?
3. Are there any relationships between prevention focused learners' L2 speaking performance in the prevention experimental condition and promotion focused learners' L2 speaking performance in the promotion condition or vice versa? (Is there a relationship between the experimental conditions as prevention and promotion and L2 learners' speaking performance?)
4. How do the inherent (trait-based/chronic) and situational (task induced) regulatory focus affect L2 learners' speaking performance?

Assumptions

The assumptions of regulatory focus theory (Higgins, 1997) and regulatory fit theory (Higgins, 2000) are expected to be applicable to the specific L2 teaching context of this study. Considering the suppositions of the regulatory fit and focus theories, prevention focused students are expected to have higher task performance in the prevention experimental condition, whereas promotion focused learners are supposed show higher performance in the promotion condition. This is basically what is proposed by these theories, however; there might be some other variables in the specific context of the study that can change this assumption. In this sense, individuals' performance is expected to be optimal if there is an alignment between their chronic regulatory orientations and the specific task conditions in terms of instructions, framings, feedback, strategy necessities and incentives provided in the teaching learning environment. Regulatory orientations can be situationally controlled by the previously stated variables.

Furthermore, cultural aspects can be influential on the regulatory fit and focus effects on participants' performance.

It is assumed that the study helps to fill the research gap in SLA research and highlight the importance of L2 learners' inherent motivational tendencies and the situational motivational manipulations on their task accomplishment. The results of this study have also some significant values to reveal the relation between specifically designed task conditions and individuals' chronic motivational dispositions. It is presumed that the study results can be viable specifically to English preparatory schools of universities in Turkey. The findings of this study can also be implemented for material preparation, syllabus design, testing and assessment procedures carried out in L2 teaching classrooms.

Limitations

Like any other studies conducted in educational or social sciences, this study is not without its drawbacks. The number of participants might not be enough to reach generalizable results at the end of the study. In this sense, the results may need replication in different contexts. Further research studies should focus on larger sample sizes including students from different universities and different English preparatory schools. It can help to make more valid and through generalizations about the place of regulatory focus applications in L2 teaching and learning field.

Additionally, making age and gender comparisons was not possible in this study due to having similar aged participants and not having equal number of male and female participants. It may not create any problems since gender and age comparisons are not among the specific aims of the present study. In a more comprehensive study, including participants from different age groups can make it possible to examine age and gender effects more thoroughly. Finally, making proficiency level based comparisons among L2 learners was not possible since learners having the same language proficiency level participated in this study. Therefore, the results of the present study must be treated with caution. It might be better for future research studies to include L2 learners with different L2 proficiency levels to observe any possible relationships between L2 proficiency levels and different regulatory foci. In this way, it can also be possible to observe

the effects of L2 proficiency levels on L2 learners' speaking task performances and inherent motivational tendencies.

Definitions

Regulatory foci: Dominant motivational tendencies that govern human goal directed action.

Prevention focus: A type of motivational tendency towards rules, duties, responsibilities with the purpose of avoiding any negative circumstances that can impede reaching the desired goals, concerned with security and safety needs.

Promotion focus: A type of motivational tendency towards accomplishments, advancement and positive outcomes to reach the desired goals.

Chronic/inherent regulatory focus: Individuals' inherent prevention or promotion oriented attitudes towards a goal directed behavior, it is assumed to be stable in adults and it is presumed to develop during childhood.

Task-induced/situational regulatory focus: A specific task condition prepared to induce prevention or promotion focus on people by different framing conditions and experimental manipulations.

Prevention/loss-framed condition: A specifically prepared experimental condition in which more emphasis is put on the things people should not lose to become successful in a task, it is believed to be more appropriate for people who follow the rules and who are more concerned with their security needs.

Promotion/gain-framed condition: A specifically prepared experimental condition in which the things people should earn or gain are focused on, it is believed to be more appropriate for people who are concerned with accomplishments and desires.

Regulatory fit: Reaching a parallelism between one's inherent regulatory orientation and the nature of the task at hand, feeling right about doing something and desire to continue to do whatever an individual is engaged in.

Conclusion

In this chapter, initially some background information regarding the present study was provided with mentioning example studies conducted previously. Then, the explanation of the general research framework, aims and significance of the study, specific purposes of conducting the study together with research questions were presented. Some possible limitations and assumptions of the study were also explained. The chapter concluded with giving the definitions of the terms that were frequently used in the following chapters.

Chapter 2

Theoretical Framework and Related Studies

Introduction

Learners' motivational states can be stated among the significant factors that affect learning process in most educational fields. An analysis of the historical background of L2 motivational research could show that there is a paradigm shift from motivation as quantity perspective to motivation as quality perspective. The former is mostly concerned with the idea of motivation that is defined as energy to begin, continue and finish a task or a goal directed action. Instrumental vs. integrative orientations (Gardner, 1985), intrinsic vs. extrinsic motivation types (Noels, 2001) are proposed according to this motivational view. It focuses on the amount of energy a person spends to begin and complete a task, but it does not put much emphasis on the quality of the energy that is spent for the accomplishment of the task at hand. As put forward by Tatar (2017), previous theories regarded motivation as a fixed variable and ignored the changing, context dependent nature of it. As opposed to this view, current motivational theories acknowledge its dynamic nature and regard motivation as a dynamic construct. To give an example, Papi and Teimouri (2012) stated the value of having a dynamic perspective towards L2 motivation in their study in which they investigated the time wise variation in L2 learners' motivation.

Another view of motivation is concerned with inherent motivational dispositions people have and it acknowledges the context dependency of motivational variables. This motivation as quality perspective is in line with the general aims of this study. It states that humans have distinct chronic or inherent motivational preferences that govern their way of goal pursuit and whether to approach or avoid a task. People choose to carry out a task if the ways to achieve the task intersect their motivational dispositions. Therefore, this view of motivation states that not all people approach or ignore the same situations for the same reasons. Individuals' approach or avoid behaviors can show some alterations according to specific task conditions. In this sense, it is a more process-oriented view of motivation focusing on the changing nature of motivation from person to person and according to specific contextual factors.

Not only for English but also for other languages, motivational variables are the benchmarks of specific second or foreign language teaching situations. Most L2 motivation research studies conducted in the last few decades were about teaching English. With this in mind, Dörnyei and Al-Hoorie (2017) discuss whether or not L2 motivational paradigms of the last decades, especially for the L2 motivational Self System proposed by Dörnyei (2005, 2009), are applicable for learning and teaching languages other than English. They propose some differences between the application of mainstream motivational perspectives for teaching English and other languages. These differences are mostly related to L2 learners' different self-images as both for ideal L2 self and ought-to L2 self, their different reasons for learning a language other than English and diverse functions of unconscious and conscious motivational factors. Being related to ought-to L2 self, Dörnyei and Al-Hoorie (2017) mention that mostly while learning a language other than English, this language has a distinct community of speakers to which the language belongs to. For this reason, having positive attitudes towards the target community can promote motivation to learn that language. Henry (2017) also proposes "ideal multilingual self" which refers to learners' wish for being multilingual and this wish is described as a strong motivational factor to begin and continue second language learning process.

Historical Background of L2 Motivation Research

If the historical background of L2 motivation research is examined (e.g., Dörnyei, 2005; Dörnyei & Ryan, 2015), it can be observed that the research on L2 learning motivation started and improved under social-psychological, cognitive-situated and process-oriented period. During the social-psychological period, L2 motivation research had a macro-perspective examining large groups of learners and highlighting the influences of affective factors in L2 learning. In the second phase, which is cognitive-situated period, motivation research gained a micro-perspective studying the classroom environment with rather smaller groups of learners. In this period, researchers did not provide more attention to the cognitive mechanisms of L2 learning. New themes such as dynamic, unconscious motivation have emerged in the current process-oriented period of L2 motivation research. Both the effects of individual learner characteristics and the changing

nature of learner motivation have been frequently acknowledged in the recent language motivation research paradigm.

Boo, Dörnyei and Ryan (2015) state that in the history of L2 motivation research, some different perspectives were prominent. Until early 1990s, social psychological perspective became dominant. During 1990s, cognitive and educational psychological perspective gained importance. In the recent period, dynamic understanding which values contextual factors and transformative nature of learner motivation has come into prominence. They have also examined how motivation research paradigms, theories and approaches affect each other until recently and they have proposed some suggestions for the future L2 motivation research like including not only university students as the participants of studies but also secondary school students to enhance the diversity of research population.

The social-psychological period. During the initial periods of L2 motivation research, L2 learning was regarded as a distinct form of learning, different from learning other subjects. Instead of language aptitude and intelligence, affective factors began to gain importance in this era. Dörnyei and Ryan (2015) indicated that one of the most noticeable features of this period was the macro-analysis of relationships between large groups of people and context related factors. The research conducted in this period was more outcome or product-oriented and doing classroom based research was neglected during this first wave of L2 motivation research.

Exploring the place of affective factors in L2 learning was generally believed to start with Gardner and Lambert' (1959, 1972) propositions of two motivational orientations as instrumental and integrative. Integrativeness is one of the core concepts of Gardner's socio-educational model and it is generally evaluated by three aspects: Integrative orientation, attitudes towards L2 community and interest in foreign languages. Integrative orientation and motivation are defined distinctly in this model. Orientation is used to refer to various reasons for learning a language. Conversely, motivation is defined as a concept being more related to attitudes towards learning a language or L2 learning environment in general.

Crookes and Schmidt (1991, p.472) defined integrative motivation as positive attitudes toward L2 speaker group and the willingness to initially interact and further integrate into the target language community. Therefore, a learner's integrative motivation increases when s/he wants to integrate herself/himself with the L2 culture and community. Integrative orientation comprises L2 learners' personal interests to be part of the target language culture. It can be stated that learners with integrative orientation have an urge to be identified with the target language culture. They even want to be indistinctive from the native speakers of the language they learn. Gardner (2001) also states that L2 learners' level of willingness to identify with an L2 community can differ. It can change from "an openness to, and respect for other cultural groups and ways of life" to a "complete identification with the community and possibly even withdrawal from one's original group" (Gardner, 2001, p. 12).

In the socio educational model, Gardner (1985) states that instrumental orientation is more concerned with the practical benefits of L2 learning like finding a job or being accepted to a college and it is a kind of driving force for L2 learners. In this sense, people with instrumental orientation pursue their goals if they find some benefits or advantages for accomplishing their goals. L2 learners have integrative orientation when "the aim in language study is to learn more about the language group, or to meet more and different people"; and instrumental when "the reasons reflect the more utilitarian value of linguistic achievement" (Gardner & Lambert, 1959, p.267). In another form of explanation for instrumentality, Dörnyei (2005) identifies it as "pragmatic benefits of L2" (p.6) and he states two types of instrumentalities as prevention and promotion. In this proposition, promotion focused instrumental motivation is concerned with the ideal L2-self whereas instrumentality with a prevention focus is associated with the ought-to L2 self (Dörnyei, 2005, p.103).

This view of instrumental and integrative dichotomy in motivation was influential in the mainstream of L2 research for some time. However, Gardner's model was criticized by many researchers (e.g. Dörnyei, 2005; Crookes & Schmidt, 1991) due to some methodological and theory based limitations. Initially, the model was found to be more applicable for only some specific L2 learning contexts. More importantly, the model was not able to explain learners' trait-like or

chronic motivational orientations. In addition, the content validity of “Attitude Motivation Test Battery” used by Gardner in research studies conducted to evaluate his model was questioned and found to be inappropriate especially for the foreign language contexts. Dörnyei (1994a, 2005) also mentions terminological confusion and difficulties to make sense of some concepts like integrative orientation, motivation or motive. Gardner (2001) himself also mentions the fact that these concepts have different interpretations in the research literature. The model is also criticized because of its reductionist view as regarding motivation only the sum of integrative and instrumental motivation types.

Another concern about this motivational view was related to choosing a target language community to identify with. Especially in English as a Foreign Language (EFL) context in which English is taught only as a school subject, there is not a specific target language community that L2 learners could identify themselves with (Dörnyei, 2009a). On this matter, Lamb (2004) suggests that EFL learners have “bicultural identity” in the sense that they develop both local and global values and beliefs while learning a foreign language. It is stated that developing this type of identity is what motivates EFL learners to continue to learn English. This motivational type cannot be described as either instrumental or integrative.

It should also be mentioned that with the altering role of English as a global language (Ryan, 2006), it has become a language without a specific community or culture that it belongs to. Today, if World Englishes (WE) concept, English as a lingua franca (ELF) movement and the difficulty of defining native or nonnative speakers are considered, the integrative orientation becomes quite inapplicable for many language teaching contexts where nonnative English speakers interact mostly with other nonnatives. As it is obvious, there were some worries about the description and relevance of integrativeness concept to some L2 learning and teaching contexts (Crookes & Schmidt, 1991; Dörnyei, 1994b). These concerns about the socio-educational model, integrative and instrumental orientations paved the way for some other motivational propositions in L2 motivation research literature.

The cognitive-situated period. In the 1990s, there was a new shift of understanding in L2 motivation research, which was named as the cognitive-situated period (Crookes & Schmidt, 1991; Dörnyei & Ryan, 2015; Dörnyei & Ushioda, 2011). The criticisms of Gardner's integrativeness concept led to new interpretations of motivational factors. The examination of such factors with a micro-perspective in the classroom environment became popular, so specific classroom L2 learning situations were investigated. The shift from macro perspective to micro perspective characterized the mainstream L2 motivation research during this period.

An influential motivational proposition of this period was Deci and Ryan's (1985) self-determination theory (SDT). The theory has two subcomponents as extrinsic and intrinsic motivation. Intrinsic motivation refers to engaging in an activity because of perceiving it as inherently joyful. People having intrinsic motivation are willing to start and continue a goal directed action if they believe it is an intrinsically enjoyable activity. On the other hand, extrinsic motivation is related to external rewards or punishments that do not originate from the person engaging in an action. It is related to actions carried out for instrumental results like getting a reward or abstaining from a punishment (Deci & Ryan, 1985, p. 39).

Extrinsic motivation has four subcomponents as external regulation, introjected regulation, identified regulation, and integrated regulation. Individuals with extrinsic motivation might want to complete a task if they believe that they can have an external reward or benefit by completing it. This view of intrinsic and extrinsic motivation dichotomy has considerable influence on researchers' efforts to explain individual differences in L2 teaching contexts. However, trying to place learners in one of these dichotomies may not help explaining L2 learners' motivational and affective states thoroughly. In addition, these motivation types can change in different contexts for the same learners, which decreases explanatory power of SDT.

The last component of SDT is amotivation (Deci & Ryan, 2000, 2008; Noels, 2001) or learned helplessness. It is defined as the condition in which learners do not have any will or intention to achieve anything because they do not see any relation between their efforts and the end results. In this state, they generally have low self-efficacy and they feel incompetent. SDT was criticized by

the blurred distinction between instrumental vs. extrinsic motivation and integrative vs. intrinsic motivation. These concepts have some similarities by definition, and this fact makes it quite difficult to differentiate them in some contexts. In addition, as native speaker models have begun to lose their popularity in L2 teaching field, the dichotomies of instrumental/integrative (Gardner & Lambert, 1959), extrinsic/intrinsic (Deci & Ryan, 1985) have been questioned.

As another influential theory proposed in this period, in Attribution theory, Weiner (1974, 1986, 1992, 2000) focuses on how people attribute causes of their behaviors and how these attributions affect their motivation and willingness to continue their behaviors. He proposes some factors influencing attributions related to achievement as ability, effort, perceived task difficulty, and luck. Attributions are categorized according to three causal aspects as locus of control, stability, and controllability. Weiner (1986) also asserts that causal attributions are closely related to people's reactions to success and failure. Additionally, these attributions determine whether or not individuals will continue to do the same actions. In this sense, the theory proposes some causal relations between people's behaviors and their motivation to continue or stop those behaviors or actions. It is a significant theory in terms of its explanations for shaping and structuring learner motivation. For L2 learning, attribution as a concept is related to learners' self-efficacy beliefs. In the light of the presuppositions of the theory, it can be stated that learners having low self-efficacy may attribute their lack of success to external conditions. It can also affect their approach to L2 learning and their willingness to continue their learning process.

As another proposition for L2 learning motivation, Schumann (1998, 1999, 2001) explains the neurobiological phases of L2 learning. He proposes that the stimuli received from a learning environment like a classroom are assessed by the brain and this evaluation causes an emotional response like happiness or fear (Schumann, 1999, p. 28), and a motor or mental behavior, as well. Schumann (2001) also asserts that motivation can be regarded as a stimulus appraisal procedure. To put it simply, positive appraisals help L2 learning whereas negative appraisals inhibit it. These previously summarized perspectives and theories were some views of L2 learning motivation proposed in the cognitive-situated period.

The process-oriented current period. The socio-dynamic approaches have been recently proposed and they view motivation as a dynamic system in which many different contextual and individual variables interact. Researchers interested in the process-oriented approach to L2 learning motivation (e.g. Williams & Burden, 1997; Dörnyei, 2001) focus on the dynamic and fluctuating nature of motivation and acknowledge contextual and temporal variations. The relation between emotional factors and motivation has been investigated and such topics like empathy, flow, enjoyment, hope are found to be related to L2 learning (Al-Hoorie, 2017). As it can be seen, there is a shift in the perception of motivation in L2 research.

Dörnyei (2005, 2009b) states this new period as the “micro” perspective which focuses on classroom dynamics and the different constituents of L2 learning situation like teachers, materials etc. Process-oriented period recognizes motivation as a transformable and changeable concept which takes specific context related variables into account. However, since these approaches regarded these variables as distinct from one another, they assumed a linear cause effect relationship among these variables. It may not be the case in all teaching and learning contexts.

Before socio-dynamic perspectives attracted attention in L2 motivation research literature, individual differences such as aptitude, language anxiety, motivation, learning styles (e.g. Skehan, 1989) were investigated to shed light on the differences between first language acquisition and L2 learning especially relating to ultimate attainment and success in L2 learning. Later, the explanatory power of individual differences concept was questioned and Dörnyei (2009b) referred to this concept as a “myth.” One of the criticisms about the individual differences perspective is related to not being able to define the factors such as anxiety in exact terms. It is stated that drawing strict lines between the definitions of factors relating to individual differences is hard or sometimes even impossible. Another criticism is related to the fluctuating natures of these factors in different contexts and from time to time (Al-Hoorie, 2017). The acknowledgement of changing nature of individual differences perspective paves the way for recognizing dynamic perspective for L2 motivation research, which brings us to the current era of motivation research literature.

In the early representations, motivation was viewed as a stable and fixed construct and it was believed that it could be measured in the same way in every context. As mentioned earlier, this “macro” perspective (Dörnyei 2009b, p.210) was criticized because of not paying enough attention to micro level changes in the classroom environment and not regarding L2 learners as social individuals in contact. Having a micro level perspective can better recognize the possible motivational changes that L2 learners can experience in different L2 learning situations. This perspective has great importance to have a deeper understanding of context related motivational influences on L2 learners’ learning experience and their ultimate attainment in L2. To this end, Crookes and Schmidt (1991) suggested a classroom-based framework comprising four levels as micro, classroom, syllabus/curriculum and outside-the classroom to create a more context specific perspective towards motivational effects in distinct L2 teaching and learning contexts.

Williams and Burden’s (1997) social constructivist theory is regarded as one of the first process models of motivation. The model highlights social and contextual effects on motivation and it proposes some internal factors such as personality or self-confidence. It also explains such external factors like teachers, learning environment, cultural influences that affect learner motivation one way or another. Ushioda (1998) also proposes a cognitive framework with a process focus explaining L2 motivation not as a stable construct but as one that is constantly changing and transforming in different L2 learning contexts.

One of the most well-known process oriented motivational theories in L2 research literature is the L2 Motivational Self System (Dörnyei, 2005, 2009a). The theory takes root from self-discrepancy theory (Higgins, 1987, 1989) and possible selves theory (Markus & Nurius, 1986). This theory states that people try to reduce the discrepancy between their actual selves and future desired selves to reach their goals or to have a more balanced life. The L2 motivational self-system comprises three components: The Ideal L2 Self, the Ought-to L2 Self, and L2 learning experience.

The Ideal L2 Self is concerned with what a person desires to become. It focuses on learner's individual purposes to achieve a goal. It is related to the contexts in which learners believe that they will become proficient L2 speakers. The second component of the theory as the Ought-to L2 Self is related to what a person thinks that s/he should become. It attaches importance to external factors or others' beliefs to pursue or not to pursue a goal. In most cases, the aim is to prevent negative consequences of an action. In this sense, as mentioned by Tatar (2017), the Ought-to L2 Self is more concerned with a prevention focus. The last component of the theory consists of general learning conditions including classroom environment, teacher characteristics, and materials used for L2 teaching purposes etc. (Dörnyei, 2005, 2009a). It tries to describe the context specific factors that can affect the quality of L2 learning and teaching. In many previous studies, the relations among the components of L2 motivational self-system and other L2 learning related variables were investigated. In one of such studies, Papi (2010) found out that two components of this model as the ideal L2 self and L2 learning experience diminished L2 learners' anxiety, whereas the last component as the ought-to L2 self increased their L2 anxiety levels.

Finding out L2 learners' motivational preferences attracted some researchers' attention in L2 motivation research literature. To illustrate, Csizer and Dörnyei (2005b) used cluster analysis statistical technique to pinpoint the types of L2 learners' motivational profiles in their study and found out four major kinds of motivational profiles from least motivated to the most motivated. They related these broad L2 motivational profiles with L2 Motivational Self System and stated that the most motivated learners built up their ideal L2 self successfully as opposed to the least motivated learners. Other two groups of motivational profiles developed different L2 related characteristics. One group had more positive beliefs about L2 community and the other group had a more instrumental viewpoint meaning that their ought-to L2 self was more prominent.

Teimouri and Papi (2014) also conduct a study to define secondary school English learners' motivational types and they assert that learners having different motivational types have distinct emotional and linguistic properties. In the second phase of their study, learners are divided into prevention and promotion focused groups in relation to RFT (Higgins, 1997). The results show that for both

prevention and promotion focused learners, the ideal L2 self and promotion focus are correlated with higher learner motivation. On the other hand, only the ought-to L2 self and prevention focus lead to increased motivation in prevention focused group. An interesting relationship was found out between Regulatory Focus Theory (Higgins, 1997) and the L2 Motivational Self System (Dörnyei 2005).

As another perspective, Norton (1997) evaluates motivation from a different standpoint and proposes the term “motivational investment” which refers to learners’ engagement with the process of learning a language. It is stated that L2 learners invest because they believe that they can reach L2 speakers’ social and cultural privileges by learning the target language. On the other hand, according to this view, L2 learners may not invest and become unmotivated due to reasons such as social or cultural inequality, racism, discrimination, so their ethnic identity is regarded as a significant element of learner motivation. After this initial conceptualization of motivation, Kanno and Norton (2003) propose that if L2 learners picture themselves in an imagined community with their imagined identities, they may invest more to learn the target language. This notion of motivation is more applicable to the WE and ELF concepts in which L2 learners are in contact with diverse English speakers from all over the world but there is no specific native speaker group to identify with.

Despite being old, James’s (1890) differentiation between “the I-self” and “the Me-self” has been recognized by many motivational theories such as self-discrepancy theory (Higgins, 1987) or possible selves theory (Markus & Nurius, 1986). The I-self is used to describe the intentional sides of motivation. On the other hand, the Me-self is mostly concerned with unconscious and unintended motivational factors. The core idea in this distinction is that people can be affected by some social or contextual factors without awareness, so their motivational intensity can be influenced by these unconscious processes together with individuals’ conscious efforts to boost their personal will or motivation to achieve something. In this sense, acknowledging the implicit processes underlying language learning motivation can empower L2 learning and teaching field to a great extent. As stated by Ryan and Legate (2012), the relation between intended and unconscious motivational factors is a significant potential topic for future L2 motivation research.

One of the most recent views of motivation is stated in the dynamic systems theory (DST). It is a framework that takes stability, change and contextual factors into account to explain learner motivation. The theory posits that in a dynamic system, people always change according to different contextual and personal factors that affect them. However, they also try to create a personal self-organization to have repeated patterns to comply with the whole system. In terms of motivation, the framework acknowledges both changes and fluctuations with every moment and stability in learner motivation.

The DST framework is more interested in comprehending individuals' motivational characteristics. Therefore, in contrast to examining large groups of people, researchers in this paradigm work with a small number of learners and examine them in detail trying to define moment to moment motivational fluctuations for a specific period of time like during a class hour. The DST framework is stated as applicable for exploring L2 learner motivation via being able to observe motivational changes in time together with stable periods of motivation (Waninge, De Bot, & Dörnyei, 2014). Another different aspect of the framework is not presuming direct cause effect relationships between different factors that affect learner motivation. For instance, it does not always expect a causal relation between high learner motivation and high achievement (Dörnyei, 2014, p. 82).

With the purpose of resolving some concerns about operationalizing the dynamic systems perspective, Dörnyei (2014) proposes a type of qualitative research model by the name of "retrodictive qualitative modelling." The model is proposed to solve some research problems of dynamic systems perspective. The proposed model has a reversed way of doing research by beginning from the end. It means that the research starts with evaluating the outcomes of a dynamic system then goes back. The system can be a classroom, so classroom oriented research becomes convenient for this research model. Via analyzing the system outcomes at hand, the model makes it possible to trace back to the initial conditions of the system that create current outcomes. The model proposes an interesting conceptualizing to the generally accepted motivational research designs.

Directed Motivational Current (DMC) has been proposed as a new motivational concept related to visual imagery and asserted that when learners visualize themselves clearly with a good action plan, their motivation could boost (Dörnyei, Ibrahim, & Muir, 2015; Dörnyei, Muir, & Ibrahim, 2014). DMC is described as “a short term, intense motivational burst of energy” (Dörnyei et al., 2014, p. 12) or unique motivational surges. DMC is different from the traditional views of motivation since it is more concerned with a specific goal someone has for a specific period of time and it tracks the changes of motivational energy in that person while he/she is trying to achieve the specified goal. Therefore, DMCs generally occur if there is a specific goal and a certain factor for initiating the motivational surge.

Henry, Dörnyei and Davydenko (2015) evaluated the validity of DMC construct on an interview-based study with migrant L2 learners and reached supportive results. As the core features of DMC construct, being goal oriented, a facilitative structure, and positive emotionality are proposed. The first component is related to having a clear goal like a desire to be a good L2 speaker. The second component as a facilitative structure is for checking the individual progress in the course of action, so DMCs continue by the progress checks done by individuals experiencing them. The last component positive emotionality is concerned with the joy of engaging a desired task which has intrinsic value for the people experiencing DMCs.

DMCs have a starting point and an end point. At the end of this period, with the decrease of the DMC, individuals' motivational levels change back to normal (Dörnyei, Henry, & Muir, 2016). DMC perspective is proposed as having a significant potential for the future L2 motivation research for examining context specific DMCs for distinct learner groups (Henry et al., 2015). However, there are also some concerns stated in research literature about this recent motivational perspective. Since the concept focuses on examining one individual or a small number of people, it is not certain whether or not DMC could be created for a large number of people like a classroom full of L2 learners. Another issue is that most research conducted in this area is qualitative. Therefore, current research cannot be certain whether or not these qualitative research results are generalizable to larger contexts.

The effects of using technology for motivational purposes in L2 teaching have been investigated in some current research studies. Being related to the L2 Motivational Self System proposed by Dörnyei (2005, 2009), Adolphs, Clark, Dörnyei, Glover, Henry, Muir, Sanchez-Lozano and Valstar (2018) have conducted a study to measure the motivational effects of creating digital representations of L2 learners' ideal L2 self via using animation technology and 3D models. Prior to this study, Dörnyei and Ushioda (2011) proposed that mental imagery and visualization of future self-guides is a powerful motivational trigger for L2 learners to energize them to continue L2 learning process. In this sense, visual imagery of a future desired state is regarded as a motivational innovation and a strong force (Dörnyei & Kubanyiova, 2014; Muir & Dörnyei, 2013).

It is asserted that if L2 learners can visualize themselves and create a powerful mental image of themselves as proficient L2 speakers in the future, their motivational levels are believed to increase for trying harder to improve their current L2 proficiency. In this sense, visualizing a wanted future self is proposed as a significant driving force, which may boost L2 learner motivation. In the same vein, it is asserted that with the help of creating avatars, L2 learners can vividly see or hear their possible selves communicating successfully and it can increase their self-confidence and motivation towards learning and using L2. Motivational approaches using technology to create virtual environments in which L2 learners can have digital access to their future self-guides might constitute some new ways of conceptualizing L2 learning motivation (Adolphs et al., 2018).

As mentioned before, the context dependency and changing nature of motivational factors should be acknowledged to make sense of environmental and situation specific effects on learner motivation. To this end, in a recent article, Dörnyei (2019) has explained the last component of L2 Motivational Self System, L2 learning experience in detail asserting that it remains somewhat neglected compared to the other two components of the model as ideal and ought-to L2 selves. He regards L2 learning experience as an efficient estimator of motivation since it constitutes L2 learners' personal evaluation of different aspects of their L2 learning. In the early representation of the model, L2 learning experience was described as situation related characteristics about the immediate learning condition such as teachers, peer group, the curriculum used etc. (Csizer &

Dörnyei, 2005a) that shape or affect L2 learning in one way or another. In addition to this, Dörnyei (2019) focused on learner engagement and their active participation to academic learning in the form of engagement with school, teacher, peers, syllabus and materials, learning tasks. In this sense, engagement based approaches may have potential for explaining L2 learners' situation specific learning experiences.

The Regulatory Focus Theory

The hedonic principle stating that humans follow pleasure and abstain from pain is one of the motivational principles. In this regard, Higgins (1998) proposes two ways of explaining how hedonic principle works and goes beyond the hedonic principle by stating regulatory focus as a motivational principle itself. Firstly, Higgins (1998) defines regulatory foci as ways of controlling pleasure and pain. In self-discrepancy theory, Higgins (1987,1989) describes distinct ways of approaching the desired outcomes in human behavior. Therefore, RFT can be regarded as a goal pursuit theory and the specific relation between motivation and the particular ways people choose to achieve their goals is one of the basic premises of this theory.

Desired outcomes in self-discrepancy theory are named as "self-guides." As two kinds of self-guides proposed, "ideal self-guides" are the qualities people want to have like their hopes, wishes. On the other hand, "ought self-guides" are the qualities that people believe they should have. They are more related to someone's beliefs about their obligations, responsibilities in life. It is stated in self-discrepancy theory that people are motivated to approach both ideal and ought self-guides by decreasing differences between their actual self or their current condition and these desired outcomes (Higgins, 1987,1989). Although both self-guides try to reach the desired outcomes, they have motivationally distinct ways of minimizing discrepancy as having avoidance or approach strategies. In other words, ought and ideal self-regulation are motivationally different despite trying to reach the same end states. In relation to the regulatory focus theory, ought vs. ideal self-regulation is relevant to prevention vs. promotion focus as stated by Higgins (1998). As stated in the theory, self-regulation means the process by which people prepare themselves for the desired goals.

According to RFT, people have two different motivational regulations as promotion and prevention that direct their behaviors to accomplish a goal. These are stated as two self-regulatory systems forming motivation. People with these two distinct motivational dispositions have different characteristics and ways of approaching a goal directed action. To begin with, individuals with a promotion focus are more concerned with the accomplishments, gains, developments, growth and advancement. They put emphasis on the presence or absence of positive outcomes to pursue a goal.

As mentioned before, ideal self-guide proposed in self-discrepancy theory has a promotion focus. Individuals who have predominant promotion systems are more concerned with their hopes and wishes (describing their ideal self) as opposed to their current understanding of themselves (describing the actual self). In this sense, the main function of the promotion orientation is to control pains and pleasures caused by previously mentioned actual and ideal discrepancies (Higgins, 1996b). People with a promotion focus generally want to actively take part in an action to accomplish it. They are eager to take some calculated risks to reach their goals and they are motivated by their accomplishments. They have a tendency to approach success in an eager mode.

As opposed to promotion focused people, individuals with a prevention focus are more interested in the presence or absence of negative outcomes to be more motivated to succeed in a goal directed behavior. Ought self-guide in self-discrepancy theory has a prevention focus. These people are interested in responsibilities, duties and protection and more concerned with their security and safety needs. They are exceptionally careful about social expectations they should meet compared to their actual understanding of themselves. Such people can experience negative feelings and outcomes resulting from actual-ought discrepancies.

The main purpose of the prevention orientation is to control pains and pleasures caused by these actual-ought discrepancies (Higgins, 1996b). Feeling secure and fulfilling their responsibilities are the means to be successful in their life. Their mindset is directed towards the duties given to them. If prevention focused people are successful in fulfilling their duties, they feel more motivated to do the same action next time. Therefore, people with a prevention focus pursue a

goal if they feel secure about it and they don't feel comfortable about taking unnecessary risks. They have a more precautionary strategic inclination to avoid possible mistakes in a more vigilant mode as opposed to people with a promotion focus. As explained before, the discrepancy between the actual self and ideal-self necessitates an inclination to create self-regulation via promotion focus. The discrepancy between the actual self and ought-self requires self-regulation via a prevention focus (Higgins, Klein, & Strauman, 1985; Higgins, Shah, & Friedman, 1997). These chronic regulatory focus dispositions can have different personal backgrounds affected by one's own view of their personality characteristics and their specific ways of goal pursuit.

The previous explanations of two types of regulatory foci are stated as chronic motivational orientations and personality tendencies. They are formed gradually as long term personality traits. People with these motivational orientations differ in their strategic tendencies. This aspect is the trait-based or inherent type of motivational tendency. Higgins (2000, 2002) also states that regulatory focus can be situation specific which is created by temporarily inducing either prevention or promotion focus conditions.

Different framing methods are used to manipulate regulatory focus and to observe the task specific consequences of regulatory focus inductions. Individuals' regulatory focus orientations can be manipulated by framing the given tasks in different experimental conditions. It is the temporary aspect of human motivation created by specific task induced conditions, which means that prevention or promotion focus can be experimentally induced by situational manipulations in which the accessibility of regulatory foci can change in different experimental conditions. In this sense, regulatory focus can be situationally activated in individuals and different promotion and prevention framing conditions can be induced into experimental conditions to trigger different regulatory foci. The motivational influences of these conditionally induced regulatory focus can be investigated to shed light on both the chronic and situation specific effects of different regulatory foci. The different effects of chronic and situational regulatory focus were investigated in some previous studies (Shi, Xu, She, Xiang, & Zhang, 2019).

Apart from individuals' inherent regulatory focus types, situational or temporary regulatory focus inductions are also possible through some conditional manipulations. Two conditions of creating task induced regulatory focus was initially proposed. The promotion framed experimental condition should focus on "approaching a match" (e.g. approach success, gain extra money, points etc.). On the contrary, in the prevention framed condition, the focus should be on "avoiding a mismatch" (e.g. avoid failure or losing money, points etc.) (Higgins, 1998). The RFT predicts that people with a dominant promotion focus will be more successful and feel more at ease in the promotion or promotion experimental condition. On the other hand, prevention focused individuals are expected to perform better in the prevention condition.

There can be some other ways of temporarily awakening prevention or promotion focus in different experimental conditions or environments. One way to trigger situational regulatory focus is to make gain or loss consequences salient for people (Roney, Higgins, & Shah, 1995; Shah, Higgins, & Friedman, 1998). Some other temporary regulatory focus inductions can be carried out through attempts to activate nurturance and security needs related structures (e.g., Friedman & Förster, 2001), or through priming some specific conditions related to ideal self or ought self (Freitas, Liberman, & Higgins, 2002; Higgins, Bond, Klein, & Strauman, 1986). Situational regulatory focus can also be triggered via operationalizing approach or avoidance behaviors (e.g., Friedman & Förster, 2000). These are some ways situational regulatory focus inductions documented in the research literature.

Successful regulatory focus inductions can provide some support or the flexibility and malleability of state regulatory orientation (Golden, 2015). Therefore, people can learn to adapt their strategies for specific situations. The purpose is to have a balance between benefits and drawbacks of eagerness and vigilance strategies, which means that people can shift from eagerness to vigilance strategies or vice versa according to the specific task incentives provided. In this sense, adapting regulatory focus can be significant to balance pros and cons of promotion and prevention orientations across different conditions (Scholer & Higgins, 2012) since having a promotion focus is influential in some conditions and prevention orientation in some others. It is a more dynamic view of prevention and

promotion motivational structures that are more dependent on the environmental constraints and conditions.

Both the situational and inherent or chronic regulatory foci have been investigated in different types of experimental conditions (e.g., Freitas, Liberman, & Higgins, 2002; Higgins, 1997; Higgins, Friedman, Harlow, Idson, Ayduk, & Taylor, 2001; Higgins, Shah, & Friedman, 1997; Kark & Van-Dijk, 2007; Liberman, Molden, Idson, & Higgins, 2001; Lockwood, Jordan & Kunda, 2002; Shah & Higgins, 1997; Shah, Higgins, & Friedman, 1998; Wallace & Chen, 2006). Various results were gathered about the effects of situational and chronic regulatory focus on individuals' success, performance, persuasiveness, willingness to participate in tasks, duties etc. in many social, work related and educational fields. For instance, Freitas, Liberman, Salovey, and Higgins (2002) found out that because of being more concerned with safety and security needs, both chronic and situational prevention focus led to take action earlier in work conditions. They also asserted that prevention focus may have a more powerful influence than promotion focus. As it is obvious, not only chronic regulatory orientations but also task induced or situational regulatory focus have been investigated in various fields. It may not be wrong to state that the inclusion of regulatory focus into SLA research is relatively new although the concept has been investigated and incorporated into various research fields for years.

Higgins (1997) also acknowledges that people can be strong or weak in both prevention and promotion motivational orientations. It is not a question of all or nothing. Therefore, these regulation types should not be considered as the exact opposites of one another. They can be regarded as independent constructs which can coexist. In this sense, people can be high or low in these constructs, which makes it possible to describe people as predominantly prevention and promotion focused. An individual can be high in both prevention and promotion focus types simultaneously (Wallace & Chen, 2006). These people can be successful in multifaceted conditions because of being more flexible to adapt to distinct situations.

These two types of regulatory foci influence people's ways of approaching a goal-directed behavior even if the end states that people want to reach are the same. The final state is achieving goals but the ways to achieve the same goals

can differ from one person to the other based in their regulatory foci. Therefore, people have different goal pursuit behaviors because of having different motivational orientations. Different strategies used by people with two motivational orientations can result in various consequences considering individuals' motivation and performance.

RFT differentiates between eagerness means and vigilance means to pursue a goal (Crowe & Higgins, 1997). To this end, promotion focused people like approach strategies meaning that they are motivated by gains/non-gains and they want to avoid errors of omission such as missing an opportunity to accomplish something. They can be considered as risk takers with using different strategies to achieve their goals. It can be stated that people with dominant promotion focus generally complete their given tasks faster but less accurately. On the other hand, prevention focused people are slower in completing a task, but they mostly get more accurate results compared to promotion focused individuals.

In this sense, it can be mentioned that there is a performance related difference in people's speed and accuracy in various task completion procedures. Promotion focus is related to using eagerness means to make certain the presence of positive results as opposed to prevention focus which uses vigilance means to make sure of the absence of negative results (Crowe & Higgins, 1997). On the other hand, prevention focused people favor avoidance strategies and they are motivated by losses/non-losses. Additionally, they try to avoid errors of commission like making mistakes (Higgins, 2002). They use more vigilant strategies for goal attainment and generally, they spend more time with their decisions and actions (Solgos, 2016) because of being more concerned with their protection and security.

Another important point is that there is a possible relation between the L2 Motivational Self System and RFT. If the previously mentioned descriptions of the ideal and the ought-to L2 selves were considered, it would not be wrong to state that the ideal L2 self is close to have a promotion focus because of being more responsive to the positive consequences of an action. The ought to L2 self is more related to people's duties or responsibilities, so it is directed to prevention focused people. Since RFT was based on ideal and ought-to selves (Higgins, 1987, 1998),

the motivational regulation towards ideal self includes promotion focus. In contrast, prevention focus is more concerned with ought-to self (Han, 2017).

This possible relationship between two motivational frameworks need more empirical research to be accepted as applicable to L2 teaching field. For instance, Taguchi, Magid and Papi (2009) investigated Japanese, Chinese and Iranian L2 learners' motivational dispositions by taking a cross cultural perspective. They determine learners' ideal and ought-to L2 selves together with their promotion and prevention orientations thus the study has a broader perspective. In a more recent study, Papi, Bondarenko, Mansouri, Feng and Jiang (2018) have found out that ideal L2 self is related to having an eager strategy in L2 learning. Conversely, ought-to L2 self is concerned with having a cautious strategy. This result is in line with RFT predictions (Higgins, 1997) which proposes that people with diverse regulatory orientations adopt distinct ways to reach their goals.

The relationship between RFT and the possible selves was also investigated in a few studies. Goal attainment through promotion focus is described as trying to bring one's actual-self close to one's ideal-self via focusing on growth and nurturance. On the other hand, goal attainment through prevention focus is about trying to bring one's actual-self close to one's ought-self via putting emphasis on security needs (Keller & Bless, 2006). This interpretation can also be applied to L2 motivational self-system proposed by Dörnyei (2005). As it was explained in the original theory, ideal L2 self is more concerned with who L2 speakers would like to become through their L2 learning process, so it can be more related to having a growth perspective, which is more close to having a promotion focus in goal attainment. Ought-to L2 self is more concerned with attaining necessary skills a person thinks s/he should have to avoid negative consequences. As it is obvious, ought-to L2 self is more close to having a prevention focus. Providing some concrete explanations for these interrelations among the concepts of regulatory focus motivational systems as prevention and promotion foci and the subcomponents of L2 motivational self-system can provide valuable contributions to L2 teaching and SLA research fields.

The Regulatory Fit Theory

Higgins (2000) states that regulatory fit is a motivational condition in which people feel positive and sure about what they are doing and they feel the need to continue pursuing their goals. People have a regulatory fit when their means of reaching a goal are appropriate for their inherent regulatory orientations. In this sense, if an individual's chronic regulatory focus is in line with the specific task conditions s/he is engaged with or the means of reaching a goal, that individual is expected to be in the regulatory fit state and experiencing regulatory fit. In the opposite conditions, this individual is in the regulatory misfit state. In this state, people feel uneasy. They generally do not want to pursue their goals and eventually they may give up.

When people follow their goals in a way that fits their specific regulatory orientations, they become energized and have a good feeling of their actions. Regulatory fit increases people's involvement in a goal-oriented behavior by raising the significance of the goal and increasing the value of what they do (Higgins, 2002, 2005). In this respect, reaching the regulatory fit state can increase individuals' motivation by making them more alert and eager to achieve their goals. Higgins (2000) also mentions that people are more prone to goal means which have increased regulatory fit. In addition, when people reach a regulatory fit state, their motivation to pursue their goals is expected to be higher than non-fit conditions. In other words, people become more motivated to achieve their goals if they are in the regulatory fit state.

As mentioned earlier, in regulatory focus theory, two motivational orientations are stated for people that cause them to choose different ways of reaching their goals. According to regulatory fit theory (Higgins, 2000), people with a prevention focus can reach a regulatory fit state when they follow their aims in a cautious manner. They are in the regulatory fit state when they feel safe about doing an activity, so safety and being careful are the ways to achieve their goals and reach a fit state. On the other hand, having regulatory fit means accomplishing their aims in a willing manner for people with a promotion focus. They are more motivated towards the activities in which they actively involve. While eagerness

approach is appropriate for a promotion orientation, avoidance or vigilance means are suitable for a prevention orientation (Higgins, 2000).

Regulatory fit theory predicts that people with different motivational orientations as prevention and promotion focus can experience regulatory fit in distinct manners and they want to continue their goal oriented behaviors in different ways. Namely, people have distinct ways of reaching regulatory fit state and pursue their aims. Regulatory fit theory (Higgins, 2000, 2005), asserts that a parallelism between individuals' motivational orientation to achieve a goal and the ways of achieving it improves task performance. If the stimuli provided in different task conditions fit with individuals' regulatory orientations, more successful results can be gained.

Experimental manipulation with a framing procedure can be done about individuals' regulatory orientations to situationally create regulatory fit and non-fit conditions. To this end, gain framing and loss framing conditions can be created to observe the effects of task induced regulatory focus on people's motivational levels to achieve a goal. For this, initially people's inherent dominant regulatory orientations should be identified via some measurement tools and scales documented in the research literature. However, it should also be stated that regulatory focus measurements used to find out individuals' dominant motivational dispositions are said to fail to recognize people scoring high in both motivational dimensions. For this reason, ambidextrous individuals are described as being chronically both prevention and promotion focused (Imai, 2012). If there were such individuals in framing conditions, some ambiguous or unexpected results might be reached at the end of such studies.

An important issue is that the regulatory fit experience can be evaluated regardless of the outcome. Therefore, it influences the process of goal pursuit regardless of the fact that the outcome is negative or positive (Avnet, Higgins, 2021). It can be asserted that people who reach a regulatory fit state can feel good and right about what they are doing. Because of this feeling, they can continue to do their action even if the consequence of this action is relatively negative. In terms of continuing to pursue a goal, regulatory fit may have some significant values. The reason is that it has potential to increase the engagement in the goal attainment process.

For L2 teaching field, identifying learners' chronic motivational orientations as promotion and prevention can make it possible to prepare language related tasks and activities appealing to their individual motivational tendencies to achieve regulatory fit. Learners' task performance might increase in these specifically prepared task conditions. To this end, trying to create regulatory fit states for L2 learners in L2 teaching contexts can be effective for combining motivational tendencies and teaching strategies. It might be influential for designing specific L2 teaching materials to be used in L2 teaching classrooms for these purposes. In this sense, more empirical research is needed to observe the real effects of task specific motivational manipulations on L2 learners' task engagement and accomplishment.

Research Literature on Regulatory Focus and Regulatory Fit Theories

Especially in psychology field, there is a strong body of research conducted to observe the applicability of regulatory focus and regulatory fit theories for various purposes. For instance, some studies were conducted to show the relation between prevention/promotion orientations, decision making processes and value (Aaker & Lee, 2006; Avnet & Higgins, 2003; Higgins, 2002), regulatory fit and moral decision making (Camacho, Higgins, & Luger, 2003), regulatory fit and persuasion (Cesario, Grant, & Higgins, 2004; Cesario, Higgins & Scholer, 2008). To take persuasion studies a step further, whether reaching a regulatory fit between explanation framing and participants' regulatory foci can improve their reaction was investigated in a recent study (Bian, Lin, Gao, Li, & Yang, 2020). Some other studies were conducted to define the relation between regulatory focus and perception (Förster & Higgins, 2005) and to show regulatory focus effects on choosing role models (Lockwood, Jordan, & Kunda 2002).

Determining the relation between regulatory orientations and people's reputational beliefs (Pfattheicher, 2015) and openness to experience new things (Vaughn, Baumann, & Klemann, 2008) were some other areas in which RFT was implemented. The interrelation between RFT and job insecurity and employees' motivational levels has been investigated recently (Tu, Long, Wang, & Jiang, 2020). In addition, the relation between subjective well-being and regulatory focus was analyzed in terms of individuals' different coping mechanisms and gender (Li,

Liu, Yao, & Chen, 2019). As it can be observed in this short summary, RFT has a wide area of research including many social and applied sciences.

In the research literature, the relation between RFT and experiential learning (Carlson, Hoover, & Mitchell, 2013), the effects of different feedback types on motivation and performance (Van Dijk & Kluger, 2011), learners' responses to distracting situations during task completion (Freitas, Liberman, & Higgins, 2001) have been investigated with taking regulatory fit theory predictions into account. Some other studies were concerned with showing the relation between regulatory foci and flexibility in cognitive processing and category learning (Grimm, Markman, Maddox, & Baldwin, 2008), and individuals' cognitive test performance (Keller & Bless, 2006). The degree of task enjoyment (Freitas & Higgins, 2002) was also investigated to show the relation between RFT and participants' task enjoyment levels. In addition, the interrelation between using games for learning and learners' motivational preferences was investigated (Lee, Heeter, Magerko, & Medler, 2013).

Another interesting study was conducted to see whether or not RFT can explain learners' reactions to given feedback with the prediction that positive feedback can motivate learners more if they have dominant promotion focus. In contrast, negative feedback can be more motivating for the learners who have dominant prevention focus (Watling, Driessen, Vleuten, Vanstone, & Lingard, 2012). The results of the study showed some consistency regarding the assumptions of RFT. The effects of regulatory preferences in auditory category learning (Mcauley, Henry, Wedd, Pleskae, & Cesario, 2012), the relation between regulatory fit and adaptation to change (Petrou, Demerouti, & Hafner, 2015), regulatory focus orientations and motivational strength in goal attainment (Spiegel, Grant-Pillow, & Higgins, 2004) were also areas in which RFT predictions were investigated. Regulatory fit and focus effects were also searched in other areas like marketing to shed light on their effects on consumers (Pham & Chang, 2010).

Even though few in number, regulatory fit effects were investigated in some language related areas such as understanding and coding messages including abstract wording (Semin, Higgins, Montes, Estourget, & Valencia, 2005), cultural differences of regulatory fit orientations (Uskul, Sherman, Fitzgibbon, 2009). Being related to teacher education field, Leung and Lam (2003) investigated the

regulatory focus effects and teachers' classroom management strategies and found out partial support for the predictive power of regulatory focus theory. Zhang (2016) conducted a study to observe whether regulatory focus assumptions are applicable to explain learners' motivational differences in an online course. Results showed that learners who reached a regulatory fit state in this online course were found to have greater motivation to learn during the course, which supports RFT assumptions.

There are some master's theses and doctoral dissertations conducted to observe regulatory fit and focus effects on learners' success in L2 and their attitudes towards L2 learning process. In one of the recent studies, Han (2017) analyzed regulatory focus effects on L2 learners' speaking performance in the context of Korean as a second language teaching. He investigates both L2 learners' chronic and task induced regulatory orientations. The relationship between task induced motivation and L2 task performance was analyzed in his study. Task induction is to observe the effects of temporarily stimulating prevention and promotion foci by requiring L2 learners to do decision making tasks that have distinct instructional conditions. The results of the study showed partial support for the applicability of RFT in L2 teaching area. Prevention focused task conditions had positive effects on learners' accuracy in the speaking task, so prevention-motivated behavior positively influenced L2 spoken performance. However, the results of the study were not clear related to learners' chronic regulatory orientations. Therefore, no direct relationship was documented between participants' chronic regulatory orientations and their task performance in the study results.

Li (2016) searched for the possible relation between learners' prevention and promotion orientations and their motivation for studying in a thesis study. The aim was to determine the possible relationship between learners' regulatory foci and their distinct study habits. A qualitative research design was used in the study via conducting semi-structured interviews with a relatively small number of students. The results of the study showed that thinking about being successful was found to be associated with having promotion focused goals. However, thinking about abstaining from failure was reported as being related to prevention focused goals, which confirm RFT presuppositions.

In a doctoral dissertation, Rodriguez (2011) searched for regulatory fit effects in learners' academic engagement and studying preferences. Results of the study showed that students chose tasks that fit their beliefs and their success had increased in the regulatory fit condition. The students participated in the study were also found to have more positive attitudes towards studying when they experienced regulatory fit. The overall results of the study confirm how reaching a regulatory fit state can increase both performance and engagement in learning as proposed by the regulatory fit theory.

In a recent study, Strnad (2018) has searched for the possible relationship between English as a second language (ESL) learners' regulatory orientations and their ability beliefs, game playing behaviors in a computer game about grammar editing. There are both supportive and contradicting results in the study concerning regulatory fit theory predictions. In research literature, some problems were also stated related to chronic regulatory focus measures (Doğruiyol, 2014). It may provide a partial explanation for the contradictory findings of some previous studies about the regulatory focus effects on such topics as learning, task engagement etc.

As a doctoral dissertation conducted in English language teaching field, Papi (2016) investigated the applicability of regulatory fit theory predictions on L2 learners' incidental vocabulary learning and the results demonstrate partial support for the theory. The researcher investigates the effects of specifically prepared task conditions in the forms of loss-framing and gain-framing on L2 learners' incidental vocabulary learning. The results of the study show that prevention focused learners have better vocabulary learning performance in the prevention condition than in the promotion experimental condition as proposed by regulatory fit theory (Higgins, 2000). However, task framing conditions do not affect promotion focused learners' performance in the vocabulary task. In general, promotion focused learners are found to perform better and have more positive learning experiences than prevention focused learners regardless of the task framing conditions. Related to the partial support found for regulatory fit theory in this study, Papi (2016) states that it might result from the scale used to determine L2 learners' regulatory foci or due to the inherent nature of the language tasks used to gather information about L2 learners' vocabulary development.

There are some recently published studies considering the regulatory focus applications in learning. One of these studies has been conducted by Liu, Yao, Li and Zhang (2020) to spot the relation between regulatory focus and learner engagement. The study shows that learners with a high promotion focus were found to have greater engagement compared to learners with a high prevention focus. Henry and Davydenko (2020) have investigated the relation between successful adult L2 learners' motivational sustainability and their dominant regulatory focus orientations as approach and avoidance focused regulation. The results of their study showed that learners' dominant regulatory orientations could influence their learning and motivation in L2 classrooms.

As it may seem in this summary of some studies conducted to find out regulatory fit and focus effects on L2 learners' performance in various language learning tasks, it may not be wrong to state that more empirical data is necessary to reach more valid and generalizable conclusions. Some studies have contradictory results regarding the predictions of regulatory focus and regulatory fit theories (Higgins, 1998, 2000). For this reason, the relation between L2 learners' regulatory focus orientations and the effects of these orientations on their success in L2 learning tasks are not crystal clear. Regulatory fit theory predictions may have been validated especially in the field of psychology. However, it still needs validation in L2 teaching field. Investigating the effects of different motivational manipulations used to test regulatory fit and focus theories in L2 teaching classrooms can make it possible to validate the applicability of these theories in SLA field. Little seems to be documented as to which degree the predictions of these theories are applicable for L2 teaching area, so further research is needed to shed light on this issue.

Some possible pedagogical implications can be stated by using regulatory focus and fit framework for L2 teaching purposes. L2 learners' distinct motivational tendencies can be acknowledged in L2 teaching classrooms to create more specified teaching and learning conditions. Language tasks used for L2 teaching purposes can be redesigned in the forms of gain/loss or approach/avoidance conditions (Han, 2017) to cater to different regulatory orientations which may motivate L2 learners to be more willing and engaged in L2 learning. Preparing aligned tasks for L2 learners' specific chronic regulatory orientations may have a

potential to boost task fulfillment thus resulting in increased success and task enjoyment. Regulatory focus perspectives may also be integrated into L2 testing and assessment procedures. Therefore, regulatory focus and regulatory fit theories as motivational frameworks might be incorporated into L2 material preparation processes, L2 testing and assessment procedures and syllabus and curriculum designs in L2 teaching contexts.

Conclusion

This chapter proposed a historical and theoretical background for the present study with stating related research studies conducted previously both in L2 learning and teaching field and in some other social and applied sciences. This background knowledge can make it possible to deeply grasp the logic behind conducting this study. In all the previous representations of learner motivation, some factors or variables affecting motivation are tried to be explained. However, as Papi and Teimeori (2014) stated, L2 motivation research have not provided enough attention to investigating the distinctions between L2 learners having different motivational dispositions like promotion vs. prevention. For this reason, it can be stated that L2 motivation research studies should focus more on describing L2 learners' individual motivational profiles. Given the scarce literature on this issue concerning the specific L2 teaching contexts, it is expected that the findings of this study can shed light on identifying individual motivational profiles and showing the possible effects of these motivational preferences on L2 learning.

Chapter 3

Methodology

Introduction

In this section, the setting of the study, participants and data collection instruments were explained in detail. Additionally, the procedures for data collection and data analysis together with some implications of the study were presented. This study adopted a mixed method research design consisting of both quantitative and qualitative data collection procedures. As the quantitative part, experimental method was implemented and data was also collected through a survey methodology. Regarding the qualitative phase of the study, teacher diaries and semi-structured interviews were utilized.

Setting and Participants

The data for this study was collected in an English preparatory school of a foundation university in Ankara in the first term of 2019-2020 academic year. Providing some information can be helpful to clarify the general educational structure in this English preparatory school. Students studying in this university must fulfill English requirements to be able to start their undergraduate or graduate level education. For this reason, all students except the students in the department of law must enroll in English preparatory unit. Students studying in English preparatory unit receive general English education including all four skills as listening, speaking, writing, reading together with grammar and vocabulary instruction. Instructional program used in this preparatory unit aims to prepare students for their graduate or undergraduate level education in which they take all their classes in English. Since the medium of instruction is English in this university, English preparatory unit has an important mission to make students ready to receive their university education.

By the nature of the study, it was believed that working with students having a high level of English proficiency could make it possible to reach more valid results. For this reason, students with B2 level English proficiency were chosen as the participants of the study. The proficiency level of students was determined by a placement exam implemented by English preparatory school at the beginning of

the academic year. According to the results of this exam, students were placed into different proficiency levels as A1, A2, B1 and B2 based on Common European Framework of References (CEFR).

Table 1

Participants' Demographic Characteristics

Class	N	Female	Male	Average Age
1 (B2)	16	6	10	19.71
2 (B2)	18	8	10	19.50
3 (B2)	18	9	9	19.62
4 (B2)	18	8	10	19.33
Total	70	31	39	19.54

Convenience sampling was used in the study because of participants' access and close proximity to the researcher. As it can be seen in Table 1, a total of 70 English preparatory school students who had B2 level English proficiency took part in the study. They were studying in four classrooms and each classroom had the following student numbers as 16, 18, 18, and 18. Out of 70 participants, 31 of them were female (45 %) and 39 of them were male (55 %). Participants' age ranged between 18 and 25 ($M=19.54$).

Since all participants were preparatory school students, they had different university majors as computer engineering, mechanical and mechatronics engineering, civil engineering, electric and electronics engineering, banking and finance, psychology and architecture. They generally had a similar English education background. Most of the participants attended to regular public schools and received English education provided there. They usually began learning English in the fourth grade, so they have received English instruction for nine or ten years on an average. Some of them attended to private English courses for short periods of time like 4-6 months. None of them had overseas experience to improve their L2 skills and they did not take a standard English proficiency exam like TOEFL or IELTS before attending to the university. All participants' native language was Turkish.

The data collection setting was English preparatory unit classrooms and data was collected during regular class hours. Students were engaged in familiar task completion procedures like the ones they normally did in their classes. In this sense, the setting was familiar to participants, which did not cause any additional stress on them. It was believed that creating a familiar atmosphere for participants could decrease the number of possible confounding variables that might have some hidden positive or negative effects on students' task performance. All participants attended to three separate English speaking tasks in their classes under an instructor's supervision. One class hour lasts for fifty minutes and data collection via a single speaking task completion in one classroom took two or three class hours on an average. All the data collection procedure was completed in the 2019-2020 academic year.

Data Collection

Before the data collection process, ethics committee approval was received from the university ethics committee to conduct the study and to collect data from English preparatory unit students. A mixed method research design consisting of both quantitative and qualitative parts was implemented in the study. For the quantitative part, post-test only design and survey methodology were used. Normally, as a regular preparatory unit policy, students are assigned to their classrooms by the English preparatory unit administration at the beginning of each academic term. For this study, students studying in four different classrooms were assigned to two experimental conditions randomly.

In the initial part of the data collection procedure, all participants took an adapted version of the scale designed by Taguchi, Magid, and Papi (2009) (Appendix C) to define their dominant regulatory focus orientations as either prevention or promotion. In other words, a self-reported questionnaire was used to collect data about the participants' trait-based or inherent motivational tendencies. The Turkish version of the scale was presented to the participants to prevent any L2 proficiency level related problems that might cause some misunderstandings about the scale items. It was also observed that the survey application process was time saving thanks to implementing the Turkish version. Participants

completed the survey at the beginning of a class hour within twenty minutes on average.

As part of the experimental manipulation, two experimental conditions were arranged as loss-framed/prevention and gain-framed/promotion, so temporary regulatory focus was induced by different task conditions. Based on convenience sampling, students from four different classrooms took part in this study and they had B2 level English proficiency according to the results of a placement exam administrated by the preparatory unit. Students studying in two classrooms were assigned to the promotion experimental condition and students in the other two classrooms were assigned to the prevention condition randomly. That is to say, these four classes were randomly assigned to prevention and promotion experimental conditions. In this regard, nearly half of the students was in the former condition and the other half was in the latter experimental condition. The main aim for using post-test only design was to observe how the relation between two different experimental conditions as loss-framed vs. gain-framed for two motivational orientations as promotion vs. prevention affected L2 learners' performance and experience in an individual speaking task.

Table 2

Distribution of the Participants in Two Experimental Conditions

Loss-framed/prevention condition (N=34)	Gain-framed/promotion condition (N=36)
1 st class (N=16)	3 rd class (N=18)
2 nd class (N=18)	4 th class (N=18)

As it is seen in Table 2, in the prevention condition, there were 16 students in the first class and 18 students in the second class constituting of totally 34 students. In the promotion condition, there were 18, students in each of two classes which had 36 students in total. As stated before, the task procedures were arranged distinctly in these two experimental conditions. Students in the promotion condition started to do the speaking tasks, which were the main spoken data collection instruments, with zero point. Taking the initial point as zero makes it possible to structure the activity around a gain frame. The students in this

condition were instructed that they should get at least 10 out of 15 points to be regarded as successful in the speaking task. They were also informed that if they accomplished this goal, they would take the full teacher assessment grade constituting five percent of their whole grading in one semester in the preparatory school. To this regard, 10 out of 15 points was the cut off to be regarded as successful and to take the full teacher grade as a reward and an incentive.

At the beginning of the speaking tasks, students in the prevention condition were acknowledged that they had 15 full points and that they should not lose more than 5 points to be regarded as successful in the tasks and to get the full teacher assessment grade. 15 points were assigned to the participants from which points were decreased in the prevention condition. At the end of the speaking tasks, the feedback on participants' success was provided in relation to their framing conditions. For instance, in the promotion condition, learners were told that they gained 9 points out of 15 with focusing more on what they gained. On the contrary, in the prevention condition, they were informed that they lost 5 points etc. with providing more attention on what they lost, namely, how many points they lost at the end of the tasks.

The instructional framings and feedback provision procedures in the previously mentioned experimental conditions were arranged distinctly as a regulatory focus induction procedure, so to manipulate regulatory focus, two different types of task instructions and feedback were implemented. The purpose was to investigate the relation between the specifically designed task conditions and L2 learners' speaking task performance. In this regard, task induced regulatory focus was launched by the instructions provided before the speaking tasks and the feedback given after the task completion. Therefore, task instructions and feedback differ across experimental conditions.

In addition, teacher assessment was used as a form of incentive for participants to direct their full attention to the speaking tasks. In this sense, a gain or loss reward system was implemented as a part of experimental manipulation. The prevention or promotion foci inductions were done with the specific task contexts arranged as approach or avoidance systems. Different task conditions can be temporarily induced with the help of a reward system similar to the one used in the present study.

Two types of regulatory fit induction were proposed in the research literature (Cesario, Higgins & Scholer, 2008). If the fit induction happens in an unrelated task before the main task, incidental regulatory fit is created. It is expected that the effect of fit will be carried to the target activity. In contrast to this, integral regulatory fit induction can be created if people have regulatory fit as an integral part of the task they are engaged in. In the present study, integral regulatory fit induction was implemented. Main aims were to evaluate task-induced regulatory focus effects on L2 learners' task accomplishment and to observe the possible relations between their task induced and chronic regulatory focus orientations.

The individual speaking task procedure was as follows: Initially, each learner chose a speaking topic among many topics (Appendix B) without seeing them in advance. Participants chose papers on which speaking topics were written from a bowl. Before beginning to speak, each student had 4-5 minutes to think for their speech. During this preparation time, students were not allowed to take any notes. Then, they were expected to speak about their topic for 4-5 minutes with presenting their ideas in a logical order, giving examples and providing necessary details like they are normally required to do in their speaking exams. The speaking topics were in the agree-disagree, cause-effect or problem-solution formats. Students in four classrooms took part in similar procedures of task completion three times in these three formats. The task procedures were the same but speaking topics were different. Each participant was video-recorded in the class during all the speaking tasks.

The speaking tasks were arranged in the form of students' regular speaking exams on purpose so that the task procedures became familiar to participants. The grading system that was used in the regular speaking exams in the preparatory school was also used in this study to make the tasks both more formal and familiar for students. Only the instructional framings and feedback provision processes were different and new for participants. These distinct task procedures constituted the core of the study.

The speaking task assessments were completed by regular class instructors to have more reliability in terms of grading in the study. Class instructors assessed students' L2 speaking performance via watching the video recordings and the researcher stayed in contact with them during the assessment processes. The instructors were kindly asked to assess students' speaking performance according to the speaking assessment rubric (Appendix C) given to them by the researcher. At the end of the data collection process, regardless of their grades in the tasks, all students took the full teacher grades used as rewards and they were informed about the true nature of the study. They were reminded for the voluntary participation to the study. All the participants gave permission for their data to be used in this study and signed the consent forms.

For the qualitative part of the study, semi structured interviews were conducted with 16 students (4 students from 4 classes) based on convenience sampling. Participants' personal evaluations of their task performance was qualitatively explored by these interviews. Participating in interviews was on a voluntary basis. Interviewees chose the exact interview time according to their own schedule after the regular class hours. Equal number of male and female students from each classroom took part in interviews. Interviewees were asked interview questions (Appendix G) to deeply understand their affective states before, during and after the speaking task procedure. Their answers were written down by the researcher, no video or audio recording was done to make interviewees feel relaxed while giving their answers. Interviews were conducted in Turkish not to suppress students and to prevent L2 proficiency level related misunderstandings that might have happened. Their answers were translated into English for further data analysis.

With the purpose of collecting additional qualitative data, teacher diaries were used. The main purpose of diary keeping was to reflect on participants' speaking performance and their perceived motivation level before the speaking tasks, while they were doing the tasks and after they completed them. Teacher diary keeping template (Appendix H) was designed by the researcher and used for personal reflection. These personal entries were used to gather additional information about both participants' speaking performance in different task framing conditions and their motivational changes during the task completion processes.

Diary entries included regular personal notes on participants and some interesting points that took the researcher's attention during the task completion processes in different classes.

Instruments

Composite scale used. As the first data collection instrument, an adapted version of the scale designed by Taguchi (et al., 2009) (Appendix E) was completed by the participants to determine their chronic or inherent dominant regulatory focus orientations as prevention or promotion. The main aim for using this instrument was to collect information about learners' dominant inherent motivational tendencies. This knowledge was also used to evaluate the regulatory focus effects on L2 learners' task completion in specifically designed task conditions. It could also provide some information regarding the relation between regulatory focus orientations and L2 self-components as ideal L2 self and ought-to L2 self (Dörnyei, 2005, 2009).

The original scale has subcomponents as ideal L2 self, ought-to L2 self, family influence, promotion, prevention, attitudes to learning English and L2 community, cultural interest, integrativeness. Not all of these components are related to the specific purposes of the present study. For this reason, only the related subcomponents as promotion, prevention, ideal L2 self, ought-to L2 self were used. Especially prevention and promotion components were related to the specific aims of the study. Ideal L2 self and ought-to L2 self-components were included to the data collection process to gather some additional information about participants' general motivational beliefs and dispositions. For this reason, the original scale was renamed by the researcher as Regulatory Focus and Motivation, Ideal L2 Self and Ought-to L2 Self Scales according to the parts taken from a larger item pool. All the items in the original scale were put together as English Learner Scale (Dörnyei, 2010).

Table 3
Data Collection Instruments

Data Collection Instruments	
I.	Speaking tasks (topics) (Appendix B) and the speaking assessment rubric (Appendix C)
II.	Composite Scale. (Regulatory Focus and Motivation, Ideal L2 Self and Ought-To L2 Self Scale) (Taguchi et al., 2009) (Appendix E)
III.	Semi-structured interview questions (Appendix G)
IV.	Teacher diary keeping template (Appendix H)

Considering the survey instrument (Taguchi et al., 2009), the Cronbach Alpha values of the parts related to promotion and prevention are reported in the scale as 0.78 and 0.84, ideal L2 self as 0.83 and ought-to L2 self as 0.78. There are 11 items related to prevention, 14 items about promotion, 20 items in total about ideal and ought to L2 selves in the scale. It was a 5 point likert scale from 1 “totally disagree” to 5 “totally agree”. Students stated the level of their agreement with the items.

Participants completed the Turkish version of the scale not to create any L2 proficiency level related difficulty for them while filling in it. Students also seemed more willing to fill in the scale and stated their opinions more clearly when they heard that the scale was in Turkish. Expert opinions from two professionals, who are proficient speakers of both English and Turkish, were gathered during the translation process of the scale items. They are currently working as a professor and an English instructor in two different universities. Translation and back-translation procedures were carried out. The necessary changes were made about Turkish wordings and translations of each item in the light of the professional feedback.

Speaking tasks. As shown in Table 3, with the purpose of measuring English learners’ L2 speaking performance, speaking task procedures were followed during regular class hours. The speaking tasks comprised of sixty-seven individual speaking topics in agree-disagree, cause-effect or problem-solution format (Appendix B). Speaking topics used in the tasks had to be chosen

according to the syllabus followed in the English preparatory school. For this reason, only related speaking topics were chosen considering the syllabus objectives. The assessment of participants' task performance was done according to the speaking assessment rubric (Appendix C). The rubric used for the speaking task assessments was prepared by the researcher and it was similar to the rubric regularly used in the speaking exams in this preparatory school. Participants in all three applications of the speaking tasks were video-recorded with their permission for further assessment.

Semi-structured interviews. As one of the qualitative data collection instruments, semi-structured interviews were conducted with eighteen participants, who previously attended all the data collection procedures and filled in the survey presented to them. The semi-structured interview questions (Appendix G) were prepared to collect some additional information about interviewees' personal views regarding the whole task completion processes and their assessment of their own task performance. The questions included some specific points to make interviewees to reflect on their own affective states before, during and after the speaking tasks which they participated in. These interviews were meant to provide in-depth data regarding learners' task related experience, perceptions, feelings, thoughts and motivational beliefs. Interviews were conducted in Turkish and participants' answers were written down. There were no audio or video recordings in the interviews.

Teacher diaries. As the second qualitative data collection instrument, teacher diary keeping was implemented. The researcher wrote her personal reflections about students participating in speaking tasks on the teacher diary keeping template (Appendix H). This template was prepared by the researcher considering the specific aims of the study and research conditions. There were parts in the diary keeping template for comments regarding participants' perceived motivational level during and after the speaking tasks and their task performance. Teacher diaries were kept for each participant after every speaking task procedure was completed in each classroom. If there were some specific incidents during the task procedures, the researcher might have also written these incidents down. It was believed that diary entries could make it possible to see the researcher's

perceptions regarding the task completion processes in terms of both students' performance and motivation.

Data Analysis

The statistical analyses were carried out by using Statistical Package for the Social Sciences (SPSS 25). Firstly, descriptive statistics were checked out to determine if there was any visible problem in the collected data. To determine the appropriate data analysis technique, normality analysis was conducted. To check normality, Kolmogorov Smirnov and Shapiro-Wilk tests were used. The histograms and normal probability plots (q-q plots) provided by SPSS were checked. Parametric or non-parametric tests were used accordingly. Using parametric tests in data analysis process is possible if the number of the participants is considered for this study. In addition, since the data was found to be fairly normally distributed according to the normality test results and the examination of the histograms and normal probability plots, parametric tests were conducted for further data analyses.

After all these initial data screening, concerning the aims of the study, some different statistical data analysis techniques were carried out. Initially, the frequency analysis was conducted for the scale items used to determine participants' dominant inherent or chronic regulatory orientations and motivational beliefs. With the purpose out finding out the performance related differences among the participants based on both their inherent regulatory orientations and specifically designed experimental conditions, separate independent samples t-test analyses were conducted. In addition, to observe any possible relationship between students' task grades and performances in different experimental conditions and their inherent regulatory orientations, Pearson Product moment correlation analyses were conducted for students in each experimental condition separately. Some graphs provided by SPSS were also presented to make the research results more clear with the help of visuals.

Qualitative Data Analysis (QDA) consists of various procedures where researchers move from the qualitative data collected, into forms of explanation and interpretation of people and phenomenon being investigated. QDA is generally based on an interpretative philosophy meaning that the researcher interprets the data. The purpose of the analysis is to examine the meaningful content of the data. There are two basic approaches to QDA as being deductive and inductive approaches. Deductive approach is largely used when the qualitative data is gathered as a part of a larger quantitative research. In this approach, the qualitative data is grouped and analyzed according to the research questions. On the other hand, inductive approach is implemented when the qualitative research is the main design of the study. The qualitative data is analyzed with the purpose of theory building as its own sense. There are also different types of qualitative analysis such as content analysis, discourse analysis, narrative analysis, thematic analysis, grounded theory.

In this study, as qualitative data analysis, documentation and open coding data analysis steps were taken (Mackey & Gas, 2012). It consists of labeling concepts in the qualitative data and defining categories that include repetitive idea or expressions. After the semi-structured interviews were conducted, each interviewee's answers were documented with regard to the interview questions. Since the interview was conducted in Turkish, interviewees' answers were translated into English. Later, the conceptual codes in the data were identified and the common themes were formed by these codes (Strauss & Corbin, 1990). To conceptualize the data, similar words and expressions were categorized under the same themes.

Additionally, thematic analysis was conducted to define emerging themes (Nowell, Norris, White, & Moules, 2017) and to make sense of the qualitative data collected by the semi structured interviews in this study. In this way, the most common themes in the interviewees' answers regarding the aims of the study were reported. Thematic content analysis basically aims to find common patterns, themes in the data set. It consists of determining patterns or themes in qualitative data and can be the basic qualitative method to be used. Six steps were provided as a framework for this kind of analysis (Braun & Clark, 2006):

Step 1: Become familiar with the data,

Step 2: Generate initial codes,

Step 3: Search for themes,

Step 4: Review themes,

Step 5: Define themes,

Step 6: Write-up.

In accordance with the steps provided above, since the interviews were conducted in Turkish and notes were written down by the researcher during the interviews, they were all translated into English. All the notes were read and reread to make sense of the data. Open coding, describing and labelling processes were conducted. Initial coding allowed the researcher to reduce all the data into small meaningful chunks. The data was gone through the processes of classification and conceptualization. In the thematic coding process, themes with broader meaning patterns were searched and identified in the data set (Creswell, 2009).

A theme is generally described as a significant or an interesting pattern in the data, so the initial codes defined in the data can be fit into a theme. This step allowed the researcher to organize codes into broader and meaningful themes. These themes were named and they were reviewed to be sure that they conform to the data. As the last step, the writing up process began by trying to write a coherent explanatory accounts consisting of the important quotes from the interviewees via interpreting the data. The data was analyzed with taking the research questions into consideration by using the deductive approach to qualitative data analysis. It was expected that identifying the relationship between participants' answers to the scale items and to the interview questions can express their motivational orientations and their beliefs about the speaking task procedures more clearly. The same qualitative data analysis procedure was used to make sense of the data gathered by teacher diaries, as well.

Conclusion

This chapter presented the methodological design of the study. The detailed information about the setting and participants was provided. In addition, data collection procedures together with data collection instruments were explained in detail. Lastly, the statistical analysis procedures for the data were clarified. The chapter constituted a background for the study results explained in the next chapter.

Chapter 4

Findings

Introduction

In this chapter, results for both the quantitative and qualitative data analyses were presented to provide answers for each research question. All these results were obtained by carrying out appropriate statistical analyses, which were explained previously. Tables and figures were also presented in the related parts to make the statistical analyses more comprehensible for the reader. Explanatory comments were also added for the tables and figures. After explaining all the results one by one, a summary part was attached as a conclusion at the end of this chapter.

Results of Quantitative Data Analysis

The results of the quantitative data is presented in this section. Before presenting all the results to answer each research question, normality analyses results were also explained below. Normality test results of the student grades in two experimental conditions were put forward in the table below.

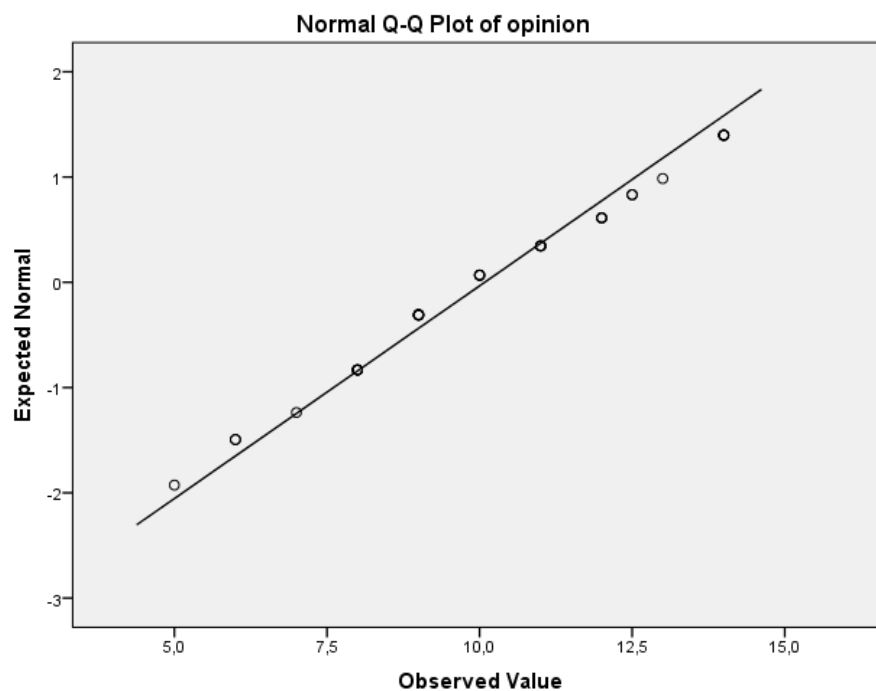
Table 4

Normality Test Results

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
<u>Prevention condition</u>						
cause effect grades	,229	34	,000	,875	34	,001
problem solution grades	,134	34	,128	,943	34	,074
Opinion grades	,151	34	,048	,917	34	,014
<u>Promotion condition</u>						
cause effect grades	,156	36	,027	,954	36	,139
problem solution grades	,133	36	,111	,971	36	,467
Opinion grades	,141	36	,066	,953	36	,128

If all the speaking task results in each experimental condition are analyzed in the table above, it can be seen that most of the results have accepted normality except for the cause effect and opinion task results in the prevention experimental condition. For these results, the normality assumptions seemed to be violated. However, it could be seen in larger samples as asserted by Pallant (2010). Since most of the results were at least fairly normally distributed, parametric tests were used for analyzing the rest of the results of the study as mentioned earlier.

Additional to Shapiro-Wilk and Kolmogorov-Smirnov normality test results, normal probability plots (Q-Q plots) and histograms provided by SPSS were also checked because they can also provide valuable information to see the real normality of the data (Pallant, 2010). If the data is fairly normally distributed and if a rather linear data distribution is observed in Q-Q plots, statistical analyses can be carried out with such data (Dörnyei, 2007). It was expected that the histograms and Q-Q plots can also provide valuable information for analyzing the normality of the results. Therefore, Q-Q plots and histograms for students' grades in two experimental conditions in three speaking tasks were presented below.



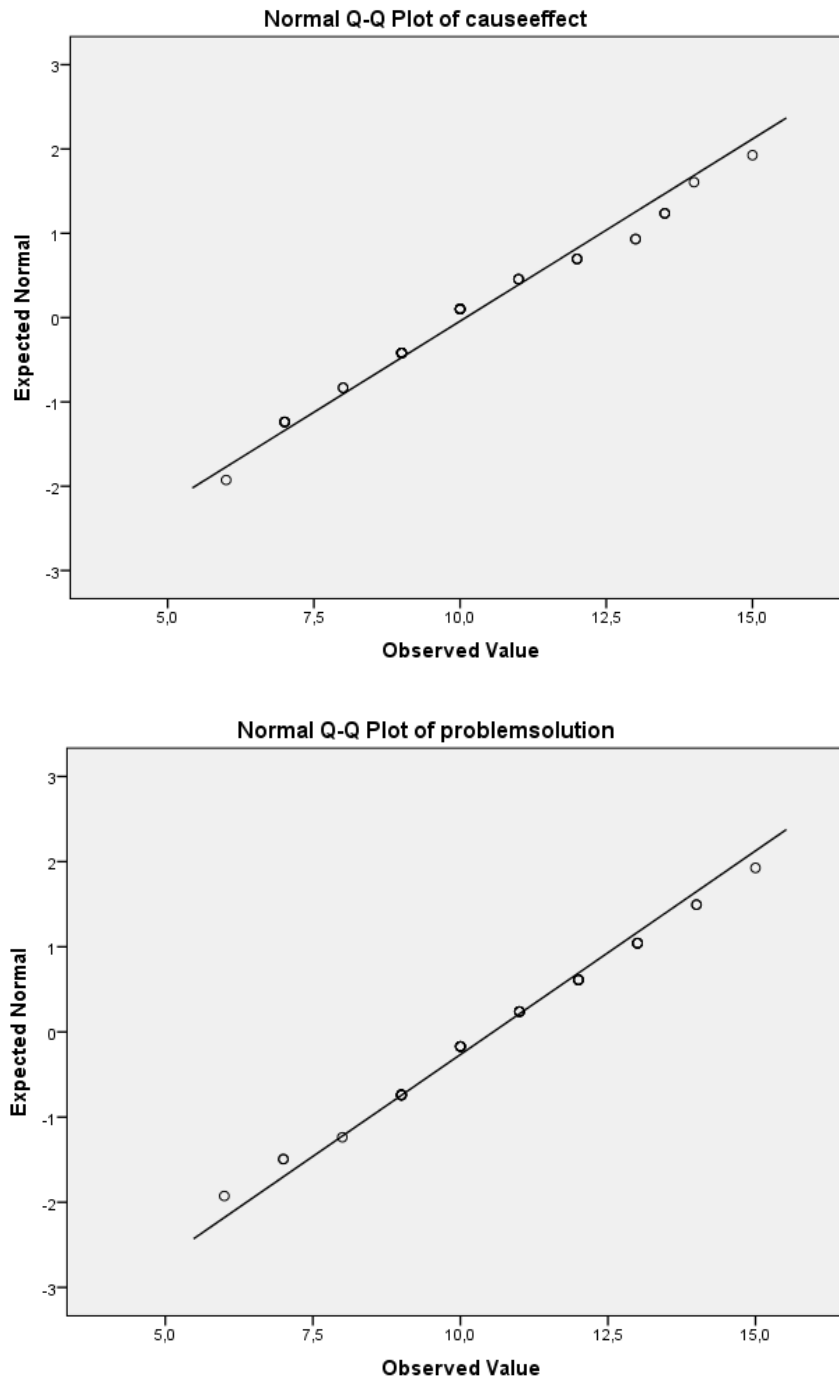
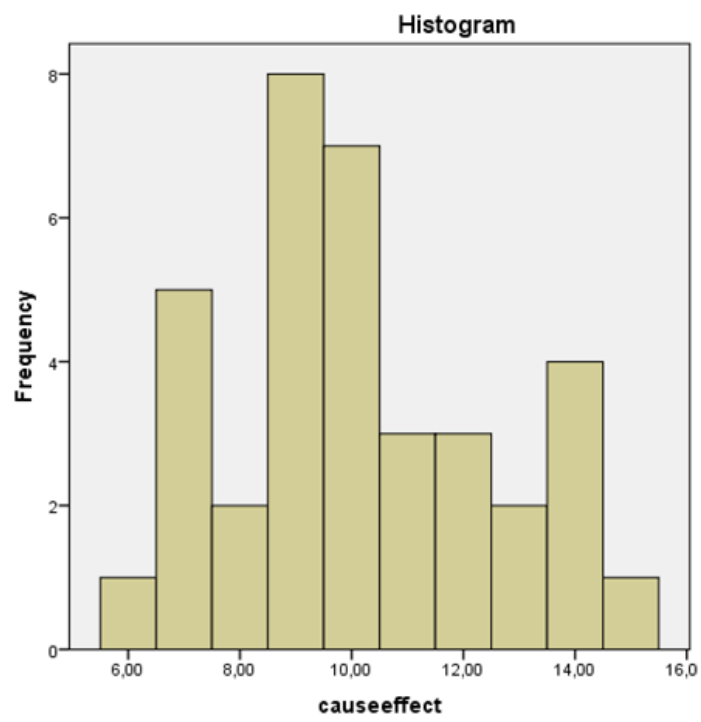
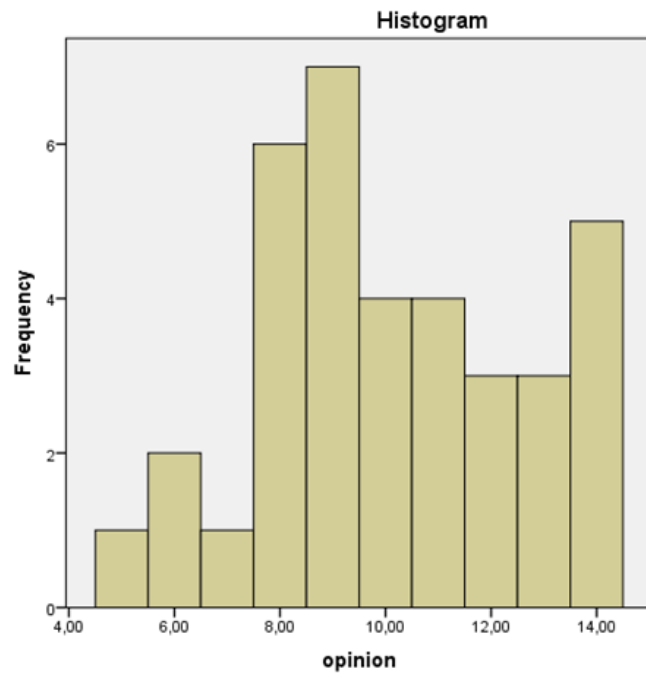


Figure 1. Normal probability plots for opinion, cause/effect, and problem/solution task grades in the promotion experimental condition



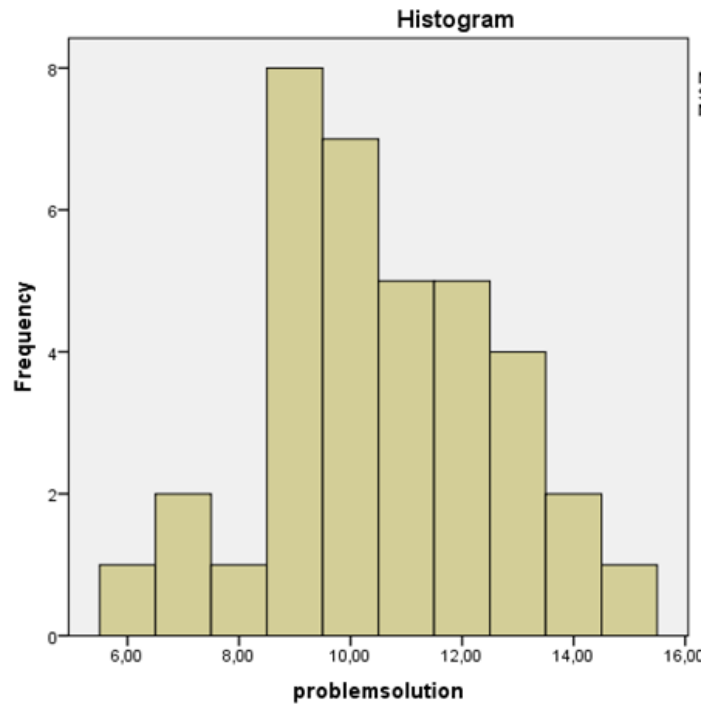
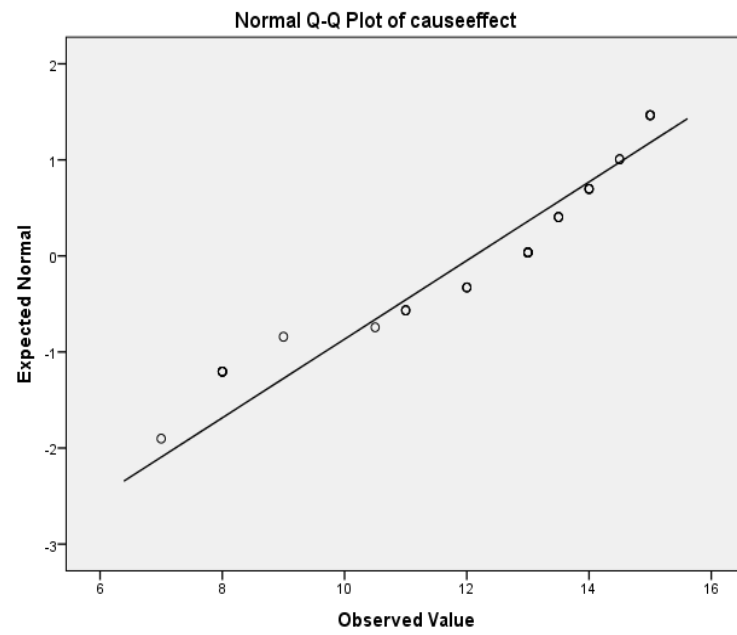
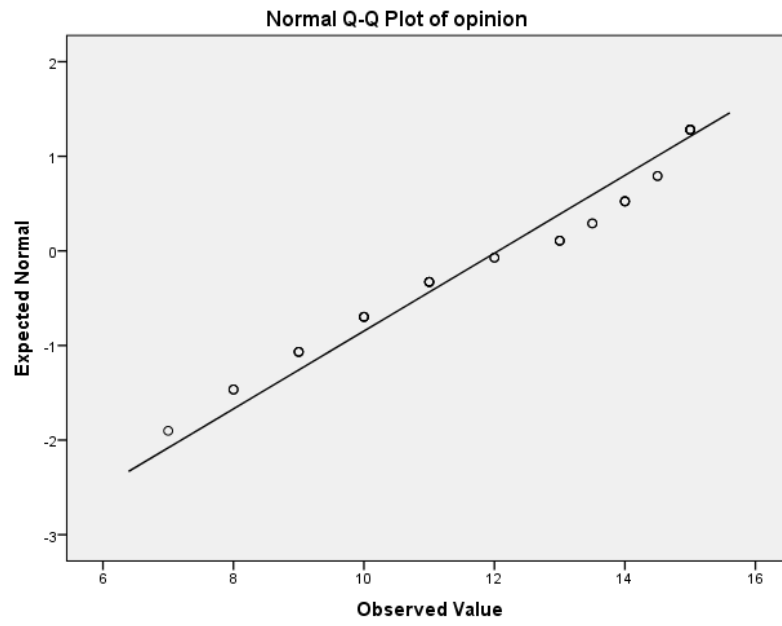


Figure 2. Histograms for opinion, cause/effect, and problem/solution task grades in the promotion experimental condition

Figures above show the normality distribution of three separate speaking task grades in the promotion experimental condition. If the normal probability plots and histograms are analyzed, fairly normal distribution of the task grades can be observed. As it was mentioned earlier, perfectly normal distribution of grades was not expected. Fairly normal distribution can make it possible to carry on with the parametric statistical tests for further statistical analyses.



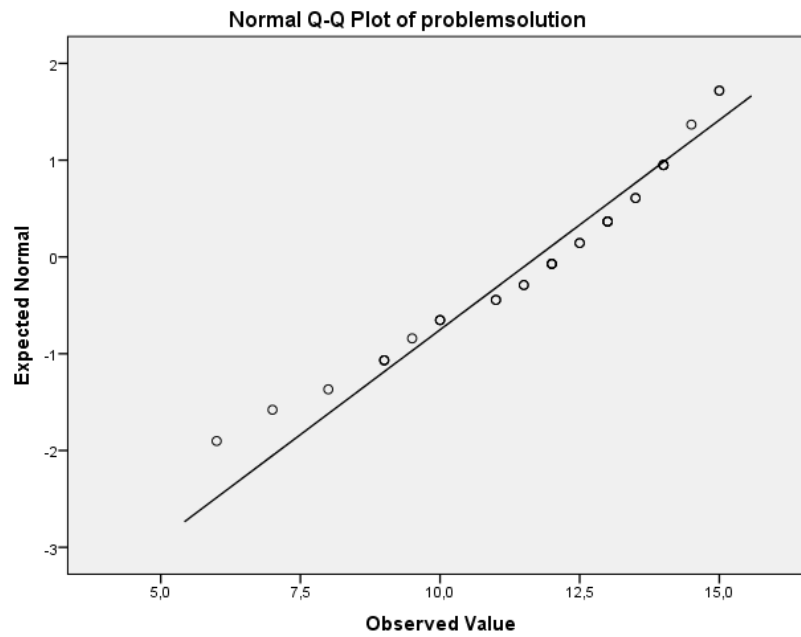
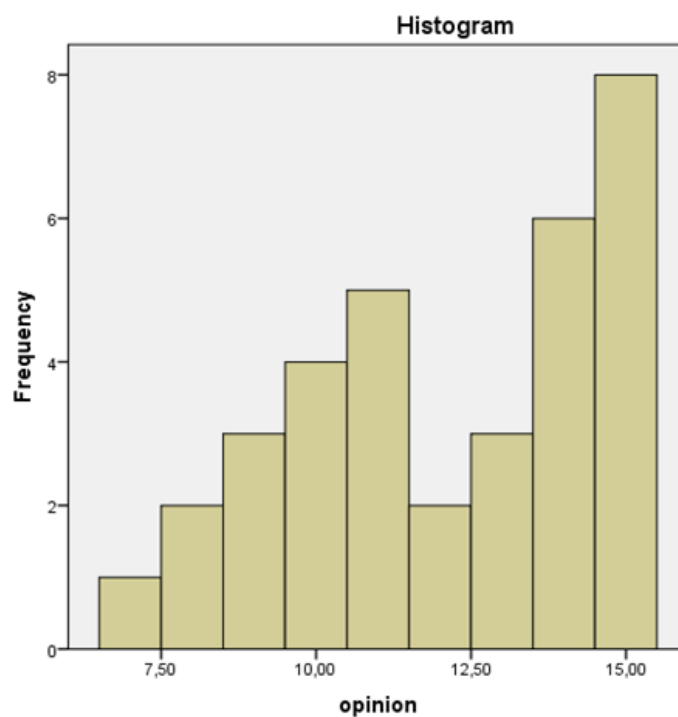


Figure 3. Normal probability plots for opinion, cause/effect, and problem/solution task grades in the prevention experimental condition



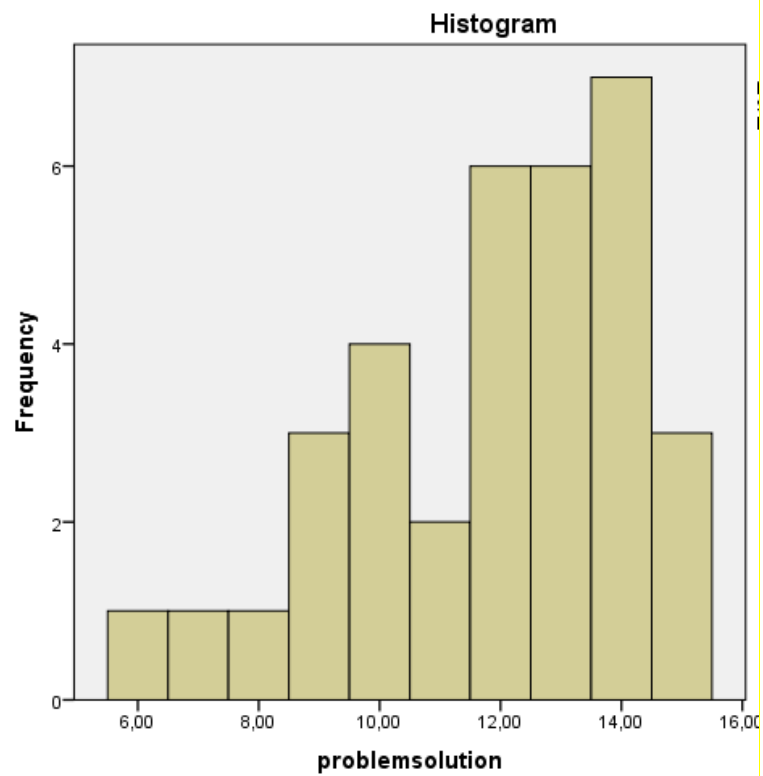
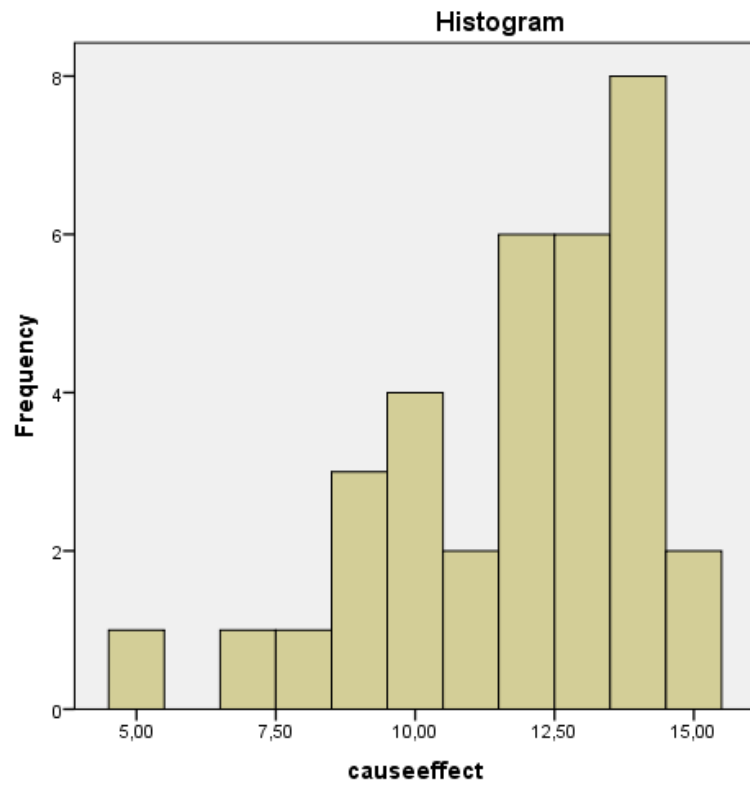


Figure 4. Histograms for opinion, cause/effect, and problem/solution task grades in the prevention experimental condition

Figures above show the normality distribution of three different speaking task grades in the prevention experimental condition. If the normal probability plots and histograms are analyzed, fairly normal distribution of the task grades can be observed. As it was mentioned earlier, perfectly normal distribution of grades was not expected. Fairly normal distribution can make it possible to carry on with the parametric statistical tests for further statistical analyses. As it can be seen in the histograms and normal probability plots provided by SPSS, most of the data were fairly normally distributed and parametric statistical techniques were carried out for quantitative data analyses purposes.

Results to answer the 1st Research Question

With the purpose of answering the first research question, independent samples t-test results were reported below. An independent samples t-test was conducted to determine if there was a statistically significant difference between prevention focused and promotion focused learners' grades or performance in three separate speaking tasks. Participants' dominant inherent or inborn regulatory foci were initially determined by the frequency analysis conducted on the survey data.

Findings gathered by the independent samples t-test were reported in table 5. There were no statistically significant differences between promotion focused learners' grades ($M=10.60, 10.70, 10.58, SD=2.45, 2.26, 2.48$) and prevention focused learners' grades ($M=11.71, 11.70, 11.65, SD=2.62, 2.15, 2.74$) $t(68) = 1.829, 1.863, 1.6995, p=.072, .067, .095$ in three separate speaking tasks as cause effect, problem solution and opinion or agree/disagree. This finding indicates that learners' inherent regulatory foci had no effect on participants' performance in the speaking tasks regardless of their experimental conditions. This analysis was carried out to see if dominant inherent regulatory focus types alone could make any differences in students' speaking grades.

Table 5

Results related to Inherent Regulatory Focus Orientations

Task types	RF orientations	N	Mean	SD	t	df	Sig (2tailed)
Cause	prevention	30	11.71	2.62	1.829	68	.072
Effect	promotion	40	10.60	2.45			
Problem	prevention	30	11.70	2.15	1.863	68	.067
Solution	promotion	40	10.70	2.26			
Opinion	prevention	30	11.65	2.74	1.695	68	.095
	promotion	40	10.58	2.48			

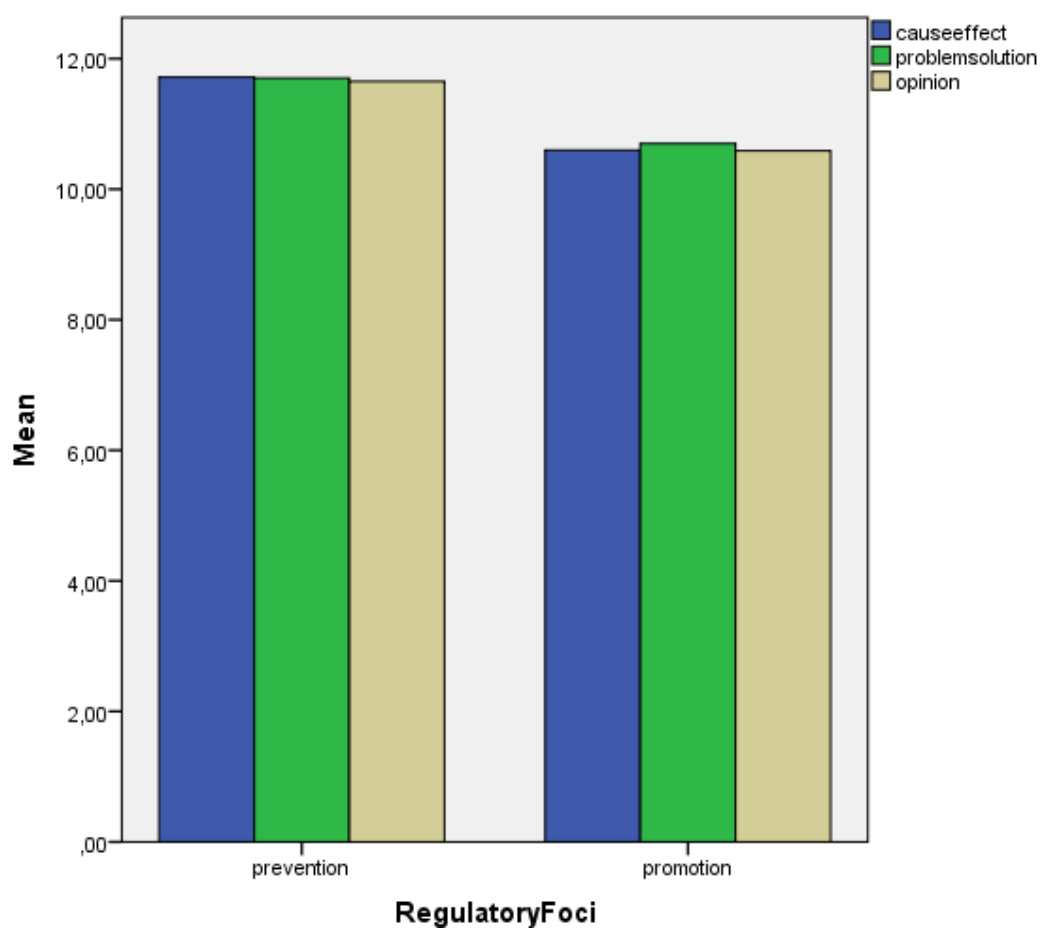


Figure 5. Distribution of three speaking task grade averages based on learners' inherent regulatory foci

In figure 5 above, the distribution of grade averages for three speaking tasks according to L2 learners' dominant inborn or inherent regulatory foci can be seen. There are no significant differences in students' performances in the tasks based on only their inborn/inherent regulatory focus orientations. The similar length bars in the chart showing the average task grades taken by L2 learners' with two separate regulatory foci can show these learners' similar performances in cause/effect, problem/solution and opinion speaking tasks regardless of their assigned experimental conditions. That is an expected result because regulatory focus types alone may not be able to create huge performance differences on their own. To determine the real regulatory focus effects, experimental conditions should be analyzed separately, which was reported in the following results.

Another independent samples t-test was conducted to determine if there were any differences in participants' performance in the tasks depending on their assigned experimental conditions. Findings gathered were reported in table 6. As it is seen in table 6 below, there were statistically significant differences between students' grades in the prevention experimental condition ($N=34$, $M=12.11$, 11.73, 12.05, $SD=2.44$, 2.30, 2.43) and promotion condition ($N=36$, $M=10.09$, 10.55, 10.08, $SD=2.31$, 2.09, 2.47); $t(68) = 3.553, 2.244, 3.368$, $p=.001$, $p=.028$, $p=.001$ in three different speaking tasks. Results found out here indicated that different experimental conditions that were designed to trigger situational regulatory focus seemed to be effective in L2 learners' L2 speaking performance in this specific context of the study.

Table 6

Results related to Experimental Conditions (Situational Regulatory Focus)

Task types	Experimental conditions	N	Mean	SD	T	df	Sig (2tailed)
Cause	prevention	34	12.11	2.44	3.553	68	.001
Effect	promotion	36	10.09	2.31			
Problem	prevention	34	11.73	2.30	2.244	68	.028
Solution	promotion	36	10.55	2.09			
Opinion	prevention	34	12.05	2.43	3.368	68	.001
	promotion	36	10.08	2.47			

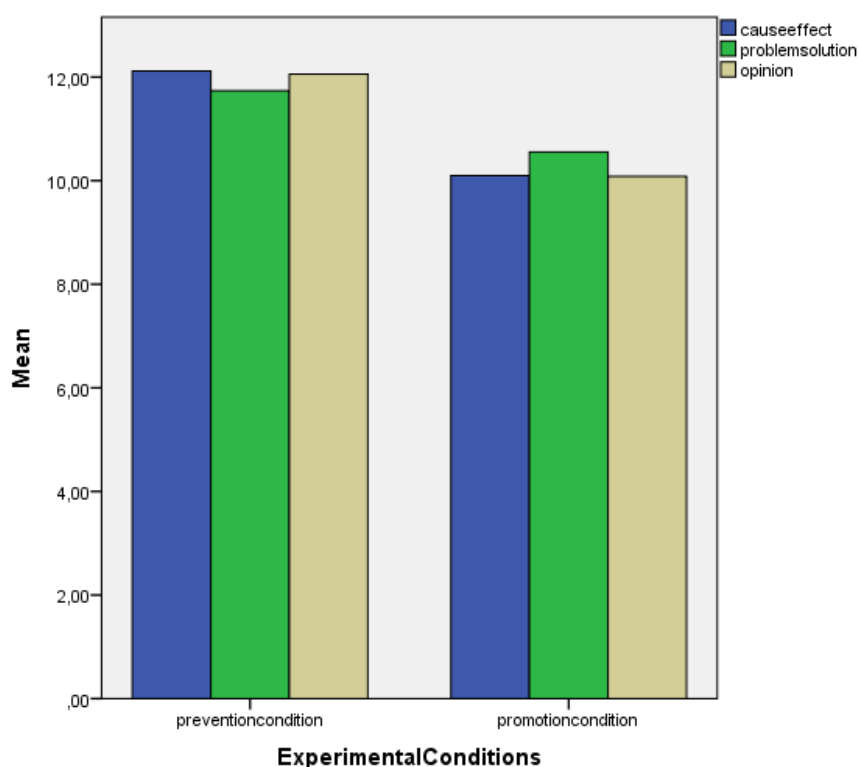


Figure 6. Distribution of three speaking task grade averages in two experimental conditions

As it can be seen in the figure 6 above, L2 learners' average grades in three separate applications of the speaking tasks show some differences in two experimental conditions as promotion and prevention. Learners' average grades in the prevention condition seemed to be higher than the L2 learners' grades in the promotion condition. These results were verified in the results of the independent samples t-test analysis, as well. This figure is just to provide some visual data to make the statistical results more clear.

Results to answer the 3rd and 4th Research Questions

To determine if there were any differences in learners' grades in each experimental condition based on their inherent regulatory orientations, independent samples t-tests were carried out. The purpose of the analyses was mainly to compare prevention focused and promotion focused participants' grades in two experimental conditions sequentially. The results were reported separately for each experimental condition below. Some graphs were also included to make the statistical results more clear.

Table 7

Results in the Prevention Experimental Condition

Task types	RF orientations	N	Mean	SD	t	df	Sig (2tailed)
Cause	prevention	19	13.23	1.69	3.473	32	.001
Effect	promotion	15	10.70	2.55			
Problem	prevention	19	12.89	1.57	3.967	32	.000
Solution	promotion	15	10.26	2.28			
Opinion	prevention	19	13.18	1.85	3.527	32	.001
	promotion	15	10.63	2.36			

As shown in table 7 above, statistically significant differences were found out between prevention focused students' grades ($N=19$, $M=13.24$, 12.89 , 13.18 , $SD=1.69$, 1.57 , 1.85) and promotion focused students' grades ($N=15$, $M=10.70$, 10.26 , 10.63 , $SD=2.55$, 2.28 , 2.36); $t(32) = 3.473$, 3.967 , 3.527 , $p=.001$, $.000$, $.001$ in each of three speaking tasks in prevention (loss) experimental condition. Mean scores showed that learners with a high prevention focus were found to have higher grades compared to learners with a high promotion focus in the prevention (loss) experimental condition. This finding supports the regulatory fit expectations. Students who reached a regulatory fit state seem to perform better in the speaking tasks as expected by the regulatory fit theory (Higgins, 2000).

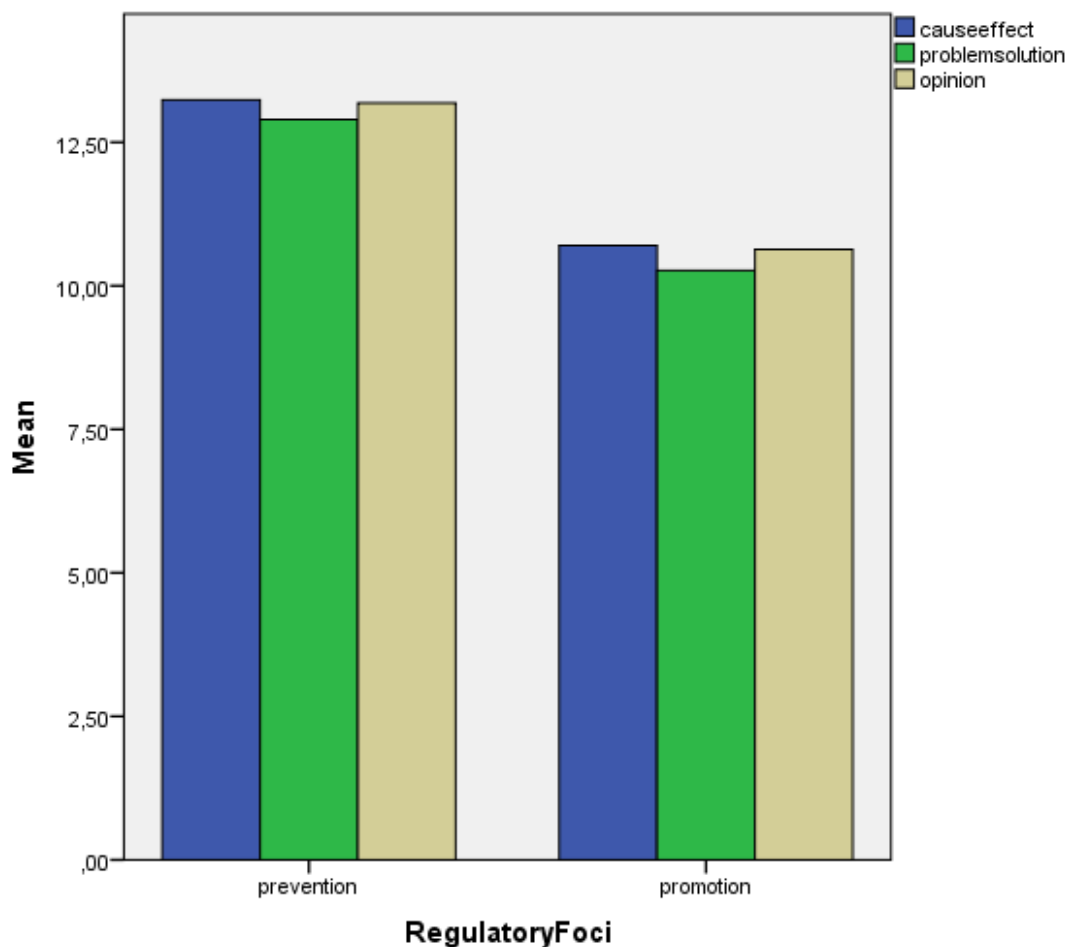


Figure 7. Distribution of speaking grades in the prevention experimental condition according to learners' dominant inherent regulatory foci

In the figure 7 above, prevention and promotion focused L2 learners' average grade differences in the prevention condition can be seen. The difference between the bar lengths can show prevention and promotion focused participants performance or grade differences. In the chart, it can be visually observed that, L2 learners' with a dominant inherent prevention focus got higher grades from the three speaking tasks carried out in the prevention condition. One possible explanation can be related to the effect of reaching a regulatory fit state. Therefore, prevention focused learners might have been more successful in the prevention experimental condition in speaking tasks because of reaching a regulatory fit state as proposed by Higgins (2000).

However, table 8 below showed that there were no statistically significant differences between prevention focused students' grades ($N=11$, $M=9.09$, 9.63, 9, $SD=1.70$, 1.28, 1.84) and promotion focused students' grades ($N=25$, $M=10.54$, 10.96, 10.56, $SD=2.43$, 2.26, 2.59); $t(34) = -1.784$, -1.806 , -1.797 , $p=.083$, $p=.080$, $p=.081$ in cause-effect, problem-solution and opinion speaking tasks in the promotion experimental condition. Students' inherent regulatory orientations were not found to create any differences in their L2 speaking performance in promotion experimental condition.

Table 8

Results in the Promotion Experimental Condition

Task types	RF orientations	N	Mean	SD	t	df	Sig (2tailed)
Cause	prevention	11	9.09	1.70	-1.784	34	.083
Effect	promotion	25	10.54	2.43			
Problem	prevention	11	9.63	1.28	-1.806	34	.080
Solution	promotion	25	10.96	2.26			
Opinion	prevention	11	9	1.84	-1.797	34	.081
	promotion	25	10.56	2.59			

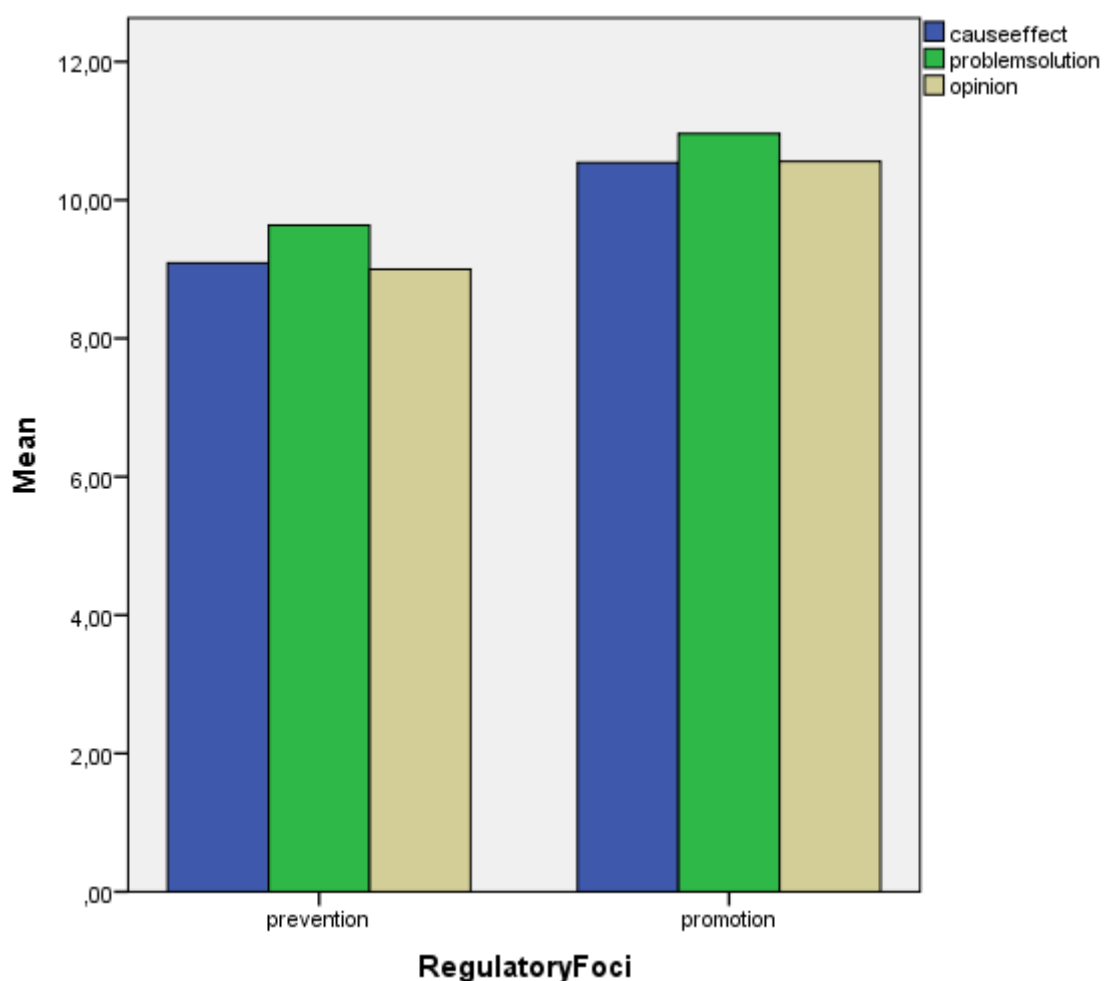


Figure 8. Distribution of speaking grades in the promotion experimental condition according to learners' dominant inherent regulatory foci.

In addition to the independent samples t-test analyses, Pearson product-moment correlation analyses were also conducted to see the relations among all variables in the study. The correlation analyses were mainly conducted to observe any possible relations between participants' inherent regulatory orientations and situational regulatory foci induced by specific experimental conditions. More specifically, to determine if there was a relationship between prevention focused learners' L2 speaking performance in the prevention experimental condition and promotion focused learners' L2 speaking performance in the promotion condition or vice versa. Before conducting the analyses, no violations were identified when necessary assumptions for conducting the correlation analyses were checked.

Table 9
Correlation Results for All Variables

Variables	1	2	3	4	5
Cause effect grades	1				
Problem solution grades	.905**	1			
Opinion grades	.910**	.898**	1		
Experimental Conditions	.396**	.263*	.378**	1	
RF Orientations	.217	.220	.201	.256*	1

**Correlation is significant at the 0.01 level (2 tailed)

*Correlation is significant at the 0.05 level (2 tailed)

Pearson Product-moment correlation coefficient results showed that or situational regulatory foci were strongly correlated with students grades in cause effect task ($r=.396$ $p < .001$) problem solution task ($r=.263$ $p < .028$) and opinion task ($r=.378$ $p < .001$). On the other hand, no strong correlations were found between students' grades and their inherent regulatory focus orientations. Situational regulatory focus effects on students' task performance were more obvious. Learners' inherent regulatory focus and task performance were not found to have a strong correlation.

Table 10
Correlation Results for Prevention Condition

Variables	1	2	3	4
Cause effect grades	1			
Problem solution grades	.916**	1		
Opinion grades	.873**	.897**	1	
RF Orientations	.688**	.713**	.738**	1

**Correlation is significant at the 0.01 level (2 tailed)

As shown in table 10 above, Pearson Product-moment correlation analysis indicated strong relationships between L2 learners' inherent regulatory focus orientations and their grades in cause effect task ($r=.688$ $p < .000$) problem solution task ($r=.713$ $p < .000$) and opinion task ($r=.738$ $p < .000$) in the prevention experimental condition. It can be interpreted as regulatory focus orientations have a strong connection with students' performance in prevention experimental condition. The results showed that L2 learners' inherent regulatory orientations were found to be strongly correlated with their performance in three speaking tasks. L2 learners who reached a regulatory fit state in the prevention condition seemed to perform better.

Table 11

Pearson Product-Moment Correlation Results for Promotion Condition

Variables	1	2	3	4
Cause effect grades	1			
Problem solution grades	.892**	1		
Opinion grades	.917**	.894**	1	
RF Orientations	.293	.296	.295	1

**Correlation is significant at the 0.01 level (2 tailed)

As presented in table 11 above, Pearson Product-moment correlation results indicated no strong correlations between learners' inherent regulatory focus orientations and their grades in cause effect task ($r=.293$ $p=.083$) problem solution task ($r=.296$ $p=.080$) and opinion task ($r=.295$ $p=.081$) in the promotion condition. It was seen that in the promotion experimental condition, there was no strong relationship between learners' inherent regulatory orientations and task performance. Therefore, when the correlation analysis was run for the variables in each condition, it was seen that there was a meaningful correlation between learner grades and their inherent regulatory focus orientations in the prevention condition but not in the promotion condition. This interesting result was evaluated in the discussion part in more detail.

In the previous parts of this chapter, the analyses of students' total grades in the three speaking tasks were reported to answer research questions. These grades were given to the students according to a speaking assessment rubric. There are five sub-components in this rubric, which are comprehensibility, fluency, pronunciation, vocabulary, grammar. The detailed analyses of the students' grades were presented below for each experimental condition separately.

In the table 12 below, the analysis of students' grades in the cause effect speaking task was reported. Statistically significant differences were found out between students' grades in the prevention condition ($N=34$, $M=1.57$, 2.67 , 2.70 , $SD=.80$, $.53$, $.53$) and students' grades in the promotion condition regarding the subcomponents fluency, vocabulary and grammar consequently ($N=36$, $M=2.61$, 1.75 , $.93$, $SD=.44$, $.71$, $.61$); $t(68) = -6.688, 6.127, 12.867$, $p=.000$. When the mean values for each sub-component were compared, it could be seen that students in the prevention condition had higher grade average in vocabulary and grammar components than students in the promotion condition. However, students in the promotion condition had higher grade averages in fluency sub-component. No statistically significant differences were attained between students' grades in the prevention and promotion conditions regarding the rubric subcomponents comprehensibility and pronunciation.

Table 12

Detailed Grade Differences in the Cause Effect Speaking Task

Speaking assessment rubric parts	Experimental conditions	N	Mean	SD	t	df	Sig (2tailed)
comprehensibility	prevention	34	2.76	.41	1.819	68	.073
	promotion	36	2.56	.48			
fluency	prevention	34	1.57	.80	-6.688	68	.000
	promotion	36	2.61	.44			
pronunciation	prevention	34	2.35	.57	.972	68	.334
	promotion	36	2.22	.55			
vocabulary	prevention	34	2.67	.53	6.127	68	.000
	promotion	36	1.75	.71			
grammar	prevention	34	2.70	.53	12.867	68	.000
	promotion	36	.93	.61			

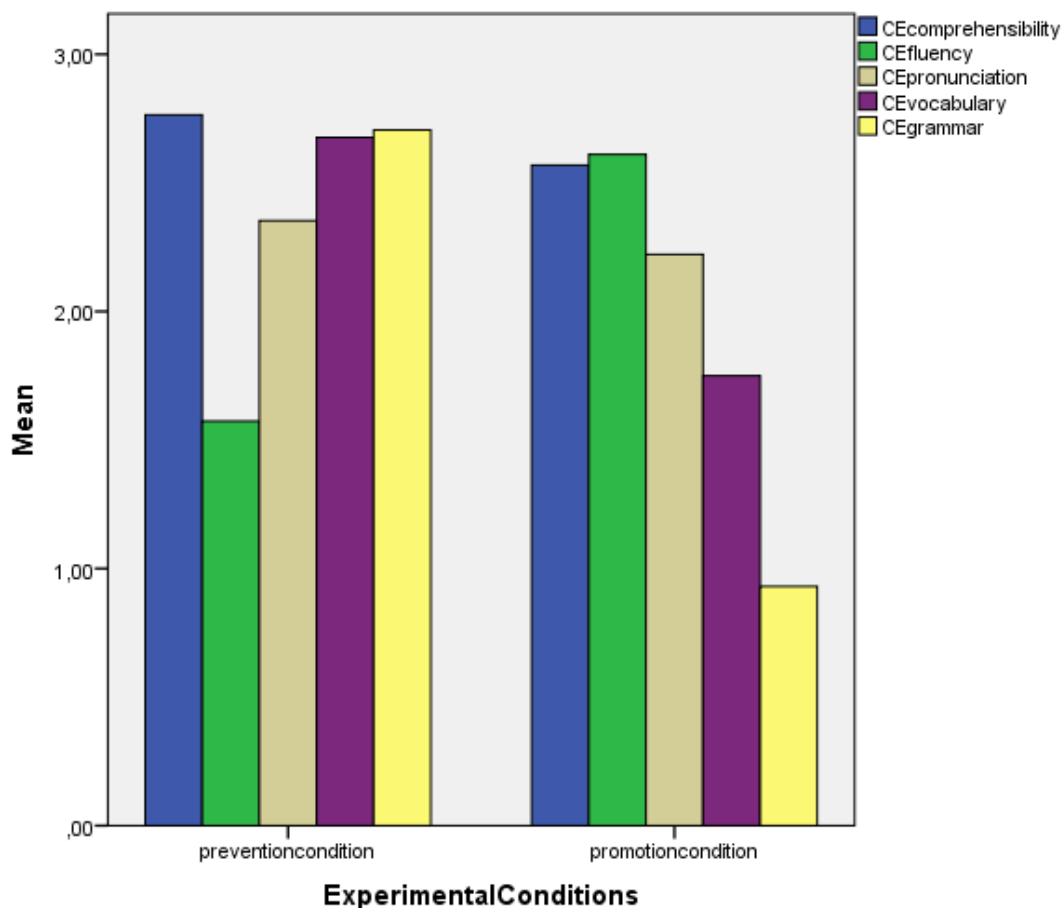


Figure 9. Detailed grades distribution in the cause/effect speaking task

The detailed distribution of the mean values for speaking rubric subcomponents can be seen in the figure 9 above for each experimental condition regarding the grades in cause effect speaking task. Some similarities and differences can be observed for each speaking subcomponent in the prevention and promotion conditions. The graph can make it easier to visualize the grade differences explained previously in table 12. There were some performance differences in the students in different experimental conditions in terms of grammar, vocabulary and fluency subcomponents. Average grades for comprehensibility and pronunciation subcomponents seemed to be similar in two experimental conditions.

In the table 13 below, the analysis of students' grades in the problem solution speaking task was reported. Statistically significant differences were found out between students' grades in the prevention condition ($N=34$, $M=1.44$, 2.54 , 2.70 , $SD=.64$, $.58$, $.50$) and students' grades in the promotion condition regarding the subcomponents fluency, vocabulary and grammar consequently ($N=36$, $M=2.55$, 1.68 , 1.25 , $SD=.35$, $.70$, $.55$); $t(68) = -8.990, 5.553, 11.425, p=.000$. When the mean values for each sub-component were compared, it could be seen that students in the prevention condition had higher grade averages in vocabulary and grammar components than students in the promotion condition. However, students in the promotion condition had higher average in fluency sub-component. No statistically significant differences were attained between students' grades in the prevention and promotion conditions regarding the rubric subcomponents comprehensibility and pronunciation. It can be asserted that the detailed results of the cause effect and problem solution task grades were similar in terms of students' performance differences in the rubric subcomponents.

Table 13

Detailed Grade Differences in the Problem Solution Speaking Task

Speaking rubric parts	Experimental conditions	N	Mean	SD	t	df	Sig (2tailed)
comprehensibility	prevention	34	2.92	.25	1.899	68	.062
	promotion	36	2.77	.38			
fluency	prevention	34	1.44	.64	-8.990	68	.000
	promotion	36	2.55	.35			
pronunciation	prevention	34	2.11	.72	-1.349	68	.182
	promotion	36	2.31	.50			
vocabulary	prevention	34	2.54	.58	5.553	68	.000
	promotion	36	1.68	.70			
grammar	prevention	34	2.70	.50	11.425	68	.000
	promotion	36	1.25	.55			

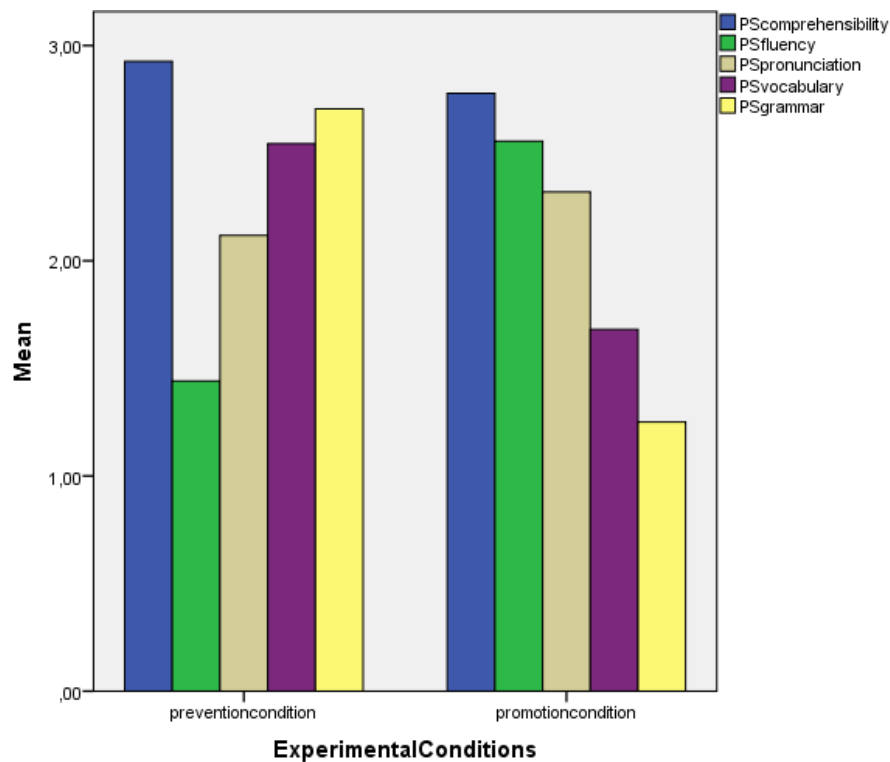


Figure 10. Detailed grades distribution in the problem/solution speaking task

The detailed distribution of the mean values for speaking rubric subcomponents can be seen in the figure 10 above for each experimental condition about the grades in problem-solution speaking task. The graph can make it easier to visualize the grade differences explained previously in table 13 above. There were some performance differences in grammar, vocabulary and fluency subcomponents similar to the findings in the cause effect task. Students' average grades for comprehensibility and pronunciation subcomponents seemed to be similar in two experimental conditions.

Table 14

Detailed Grade Differences in the Opinion Speaking Task

Speaking rubric parts	Experimental conditions	N	Mean	SD	t	df	Sig (2tailed)
comprehensibility	prevention	34	2.86	.28	1.912	68	.060
	promotion	36	2.72	.34			
fluency	prevention	34	1.91	.66	-3.923	68	.000
	promotion	36	2.50	.58			
pronunciation	prevention	34	2.33	.75	4.546	68	.000
	promotion	36	1.51	.76			
vocabulary	prevention	34	2.38	.55	1.480	68	.144
	promotion	36	2.19	.51			
grammar	prevention	34	2.55	.50	10.507	68	.000
	promotion	36	1.18	.58			

In the table 14 above, the analysis of students' grades in the opinion giving speaking task was reported. Statistically significant differences were found out between students' grades in the prevention condition ($N=34$, $M=1.91$, 2.33 , 2.55 , $SD=.66$, $.75$, $.50$) and students' grades in the promotion condition regarding the subcomponents fluency, pronunciation and grammar consequently ($N=36$, $M=2.50$, 1.51 , 1.18 , $SD=.58$, $.76$, $.58$); $t(68) = -3.923, 4.546, 10.507$, $p=.000$. When the mean values for each sub-component were compared, it could be seen that students in the prevention condition had higher grade averages than students in the promotion condition in pronunciation and grammar components. However, students in the promotion condition had higher grade average in fluency sub-component. No statistically significant differences were attained between students' grades in the prevention and promotion conditions regarding the rubric subcomponents comprehensibility and vocabulary.

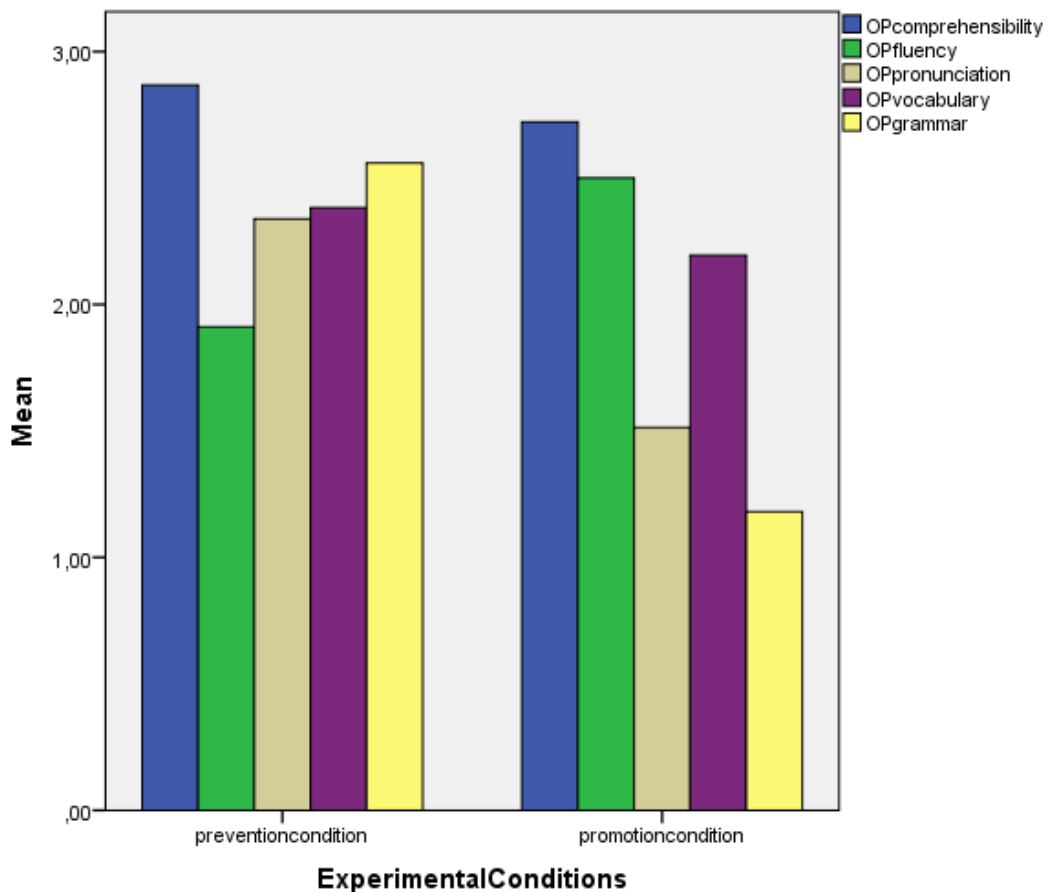


Figure 11. Detailed grades distribution in the opinion speaking task

The detailed distribution of the mean values for speaking rubric subcomponents can be seen in the figure 11 above for each experimental condition regarding the grades in the opinion task. Some similarities and differences can be observed for each speaking subcomponent in the prevention and promotion conditions. The graph can make it easier to visualize the grade differences explained previously in table 14. There were some performance differences in grammar, pronunciation and fluency subcomponents, which were different from the findings provided regarding the previous two tasks. Average grades for comprehensibility and vocabulary subcomponents seemed to be similar in two experimental conditions.

Detailed grade analyses were also conducted for each experimental condition separately to see the regulatory fit effects. The results of the analyses conducted to observe the possible differences between prevention and promotion focused students' performances regarding the subcomponents of the speaking rubric were presented below. Students' grades in each experimental condition were analyzed separately. The purpose was to test the regulatory fit predictions considering the subcomponents of the speaking assessment rubric.

Table 15

Detailed Grades in Cause Effect Speaking Task in the Prevention Condition

Speaking rubric parts	Experimental conditions	N	Mean	SD	t	df	Sig (2tailed)
comprehensibility	prevention	19	2.94	.22	3.316	32	.001
	promotion	15	2.53	.48			
fluency	prevention	19	1.86	.81	2.593	32	.014
	promotion	15	1.20	.64			
pronunciation	prevention	19	2.55	.49	2.465	32	.019
	promotion	15	2.10	.57			
vocabulary	prevention	19	2.86	.28	2.543	32	.016
	promotion	15	2.43	.67			
grammar	prevention	19	2.92	.25	2.904	32	.007
	promotion	15	2.43	.67			

In table 15 above, the detailed analysis of L2 learners' grades in the prevention condition were presented. It can be observed that in the prevention experimental condition, L2 learners having dominant prevention focus as their inherent regulatory orientation were found to have greater performance in all the subcomponents of the speaking assessment rubric. It might be speculated that because of reaching a regulatory fit state, L2 learners might have performed better in this task than promotion focused learners in all these subcomponents as fluency, pronunciation, vocabulary, grammar and comprehensibility. It was previously asserted that students in the prevention condition were found to perform better in all three speaking tasks than the students in the promotion condition. Since the task structure in the prevention condition was found to affect

L2 learners' performances in the previous data analysis, the detailed analysis of the grades provided a similar result.

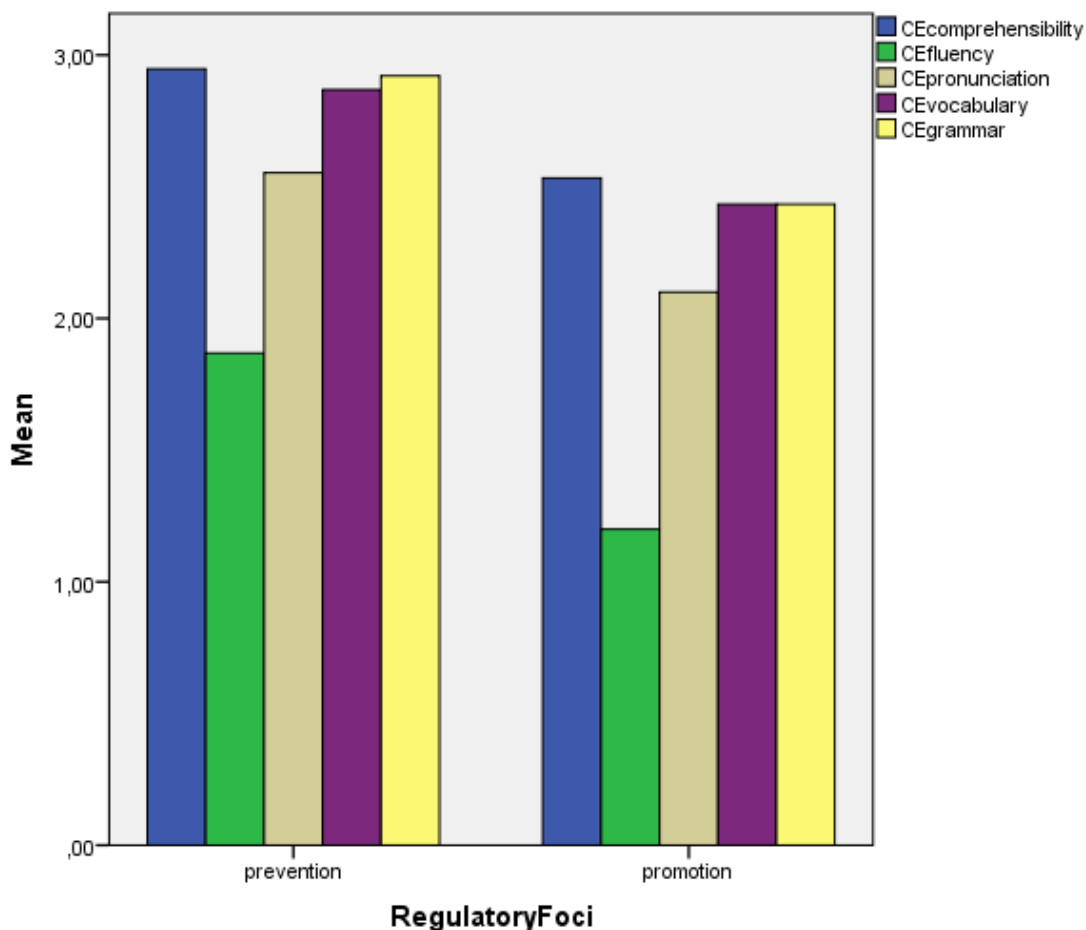


Figure 12. Detailed grade distributions in cause/effect task in the prevention condition

In the figure 12 above, the visual data showing the differences in five subcomponents of the speaking assessment rubric was presented for the cause effect speaking task carried out in the prevention condition. There were some obvious differences in learners' mean grades in these components. In general, in all the components, prevention focused learners showed grater performance and got better grades than promotion focused learners in the prevention experimental condition. The graph can show the performance related differences between prevention and promotion focused learners in five speaking assessment subcomponents.

Table 16

Detailed Grades in Problem Solution Speaking Task in the Prevention Condition

Speaking rubric parts	Experimental conditions	N	Mean	SD	t	df	Sig (2tailed)
comprehensibility	prevention	19	3.00	.00	2.016	32	.052
	promotion	15	2.83	.36			
fluency	prevention	19	1.68	.71	2.679	32	.012
	promotion	15	1.13	.39			
pronunciation	prevention	19	2.44	.57	3.415	32	.002
	promotion	15	1.70	.70			
vocabulary	prevention	19	2.86	.28	4.667	32	.000
	promotion	15	2.13	.61			
grammar	prevention	19	2.89	.31	2.646	32	.013
	promotion	15	2.46	.61			

As shown in the table 16 above, similar results were gained in the problem solution task, as well. Prevention focused learners were again found to have higher mean values in all the subcomponents of the rubric except for the comprehensibility component than promotion focused learners in the prevention condition. The figure 13 below shows the visual representation of the distribution of the mean grade values for five subcomponents for students with either a dominant promotion or prevention regulatory focus. Once more, in the prevention experimental condition, prevention focused learners were found to get higher grades in all the subcomponents compared to promotion focused learners.

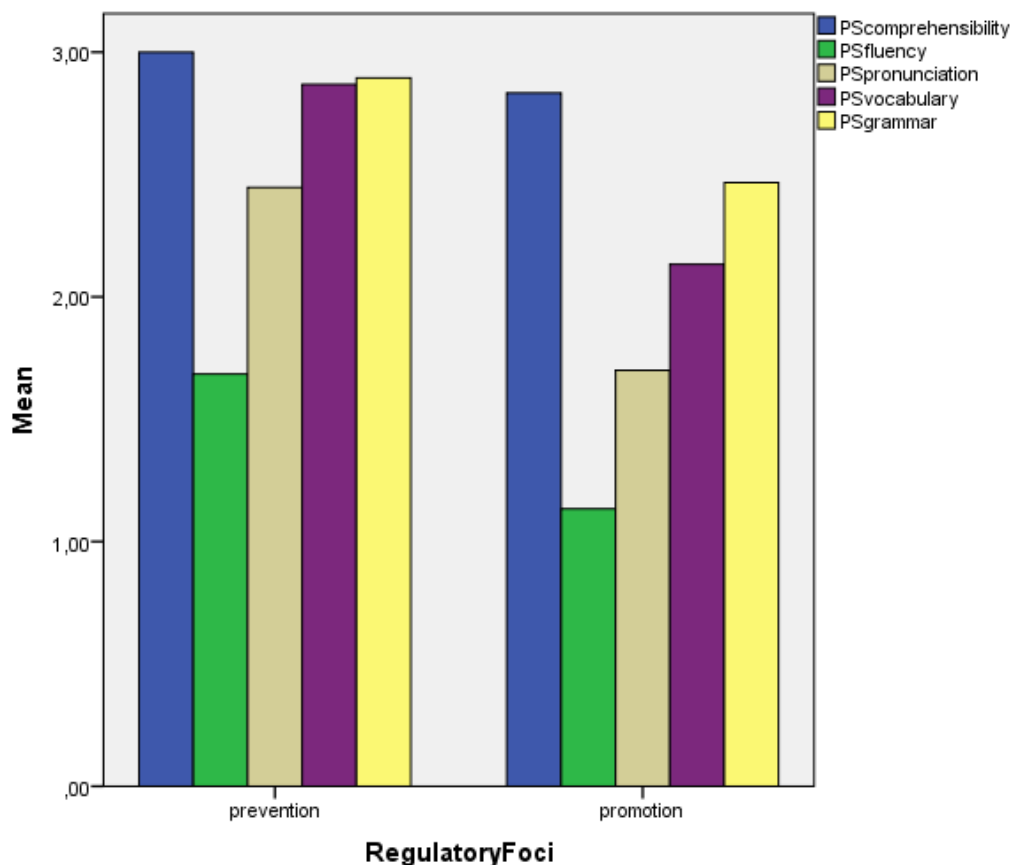


Figure 13. Detailed grade distributions in problem/solution task in the prevention condition

In the table 17 below, the detailed analysis of opinion task grades in the prevention condition were presented. Similar results with the previous two speaking tasks were gained. If the mean values were checked for each subcomponent, it could be observed that prevention focused learners were found to have higher performance in all the subcomponents compared to promotion focused learners in the prevention condition. There were statistically significant differences between prevention and promotion focused learners' performance in these subcomponents presented in the table below.

Table 17

Detailed Grades in Opinion Speaking Task in the Prevention Condition

Speaking rubric parts	Experimental conditions	N	Mean	SD	t	df	Sig (2tailed)
comprehensibility	prevention	19	2.97	.11	2.672	32	.012
	promotion	15	2.73	.37			
fluency	prevention	19	2.13	.64	2.294	32	.029
	promotion	15	1.63	.61			
pronunciation	prevention	19	2.68	.55	3.469	32	.002
	promotion	15	1.90	.76			
vocabulary	prevention	19	2.60	.39	2.946	32	.006
	promotion	15	2.10	.60			
grammar	prevention	19	2.78	.41	3.469	32	.002
	promotion	15	2.26	.45			

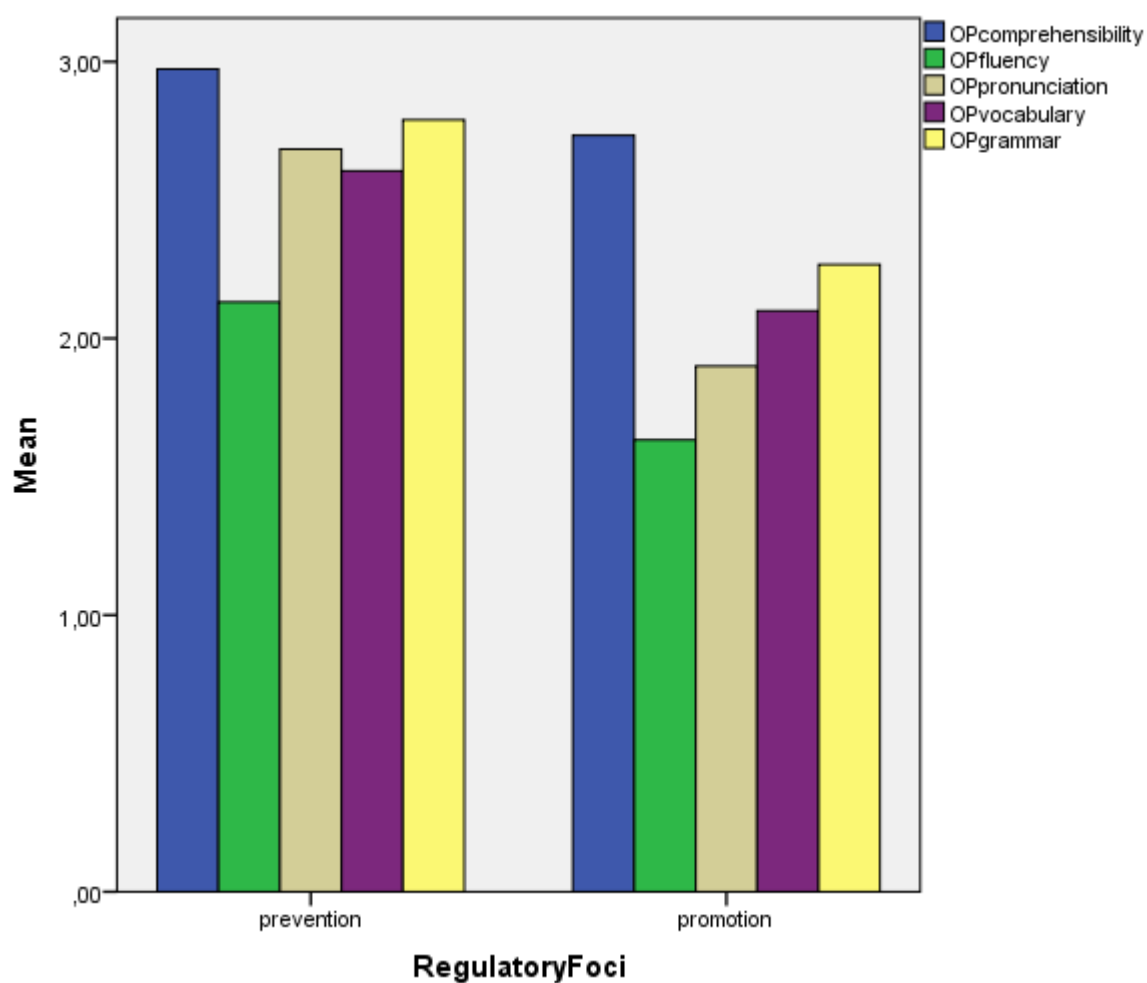
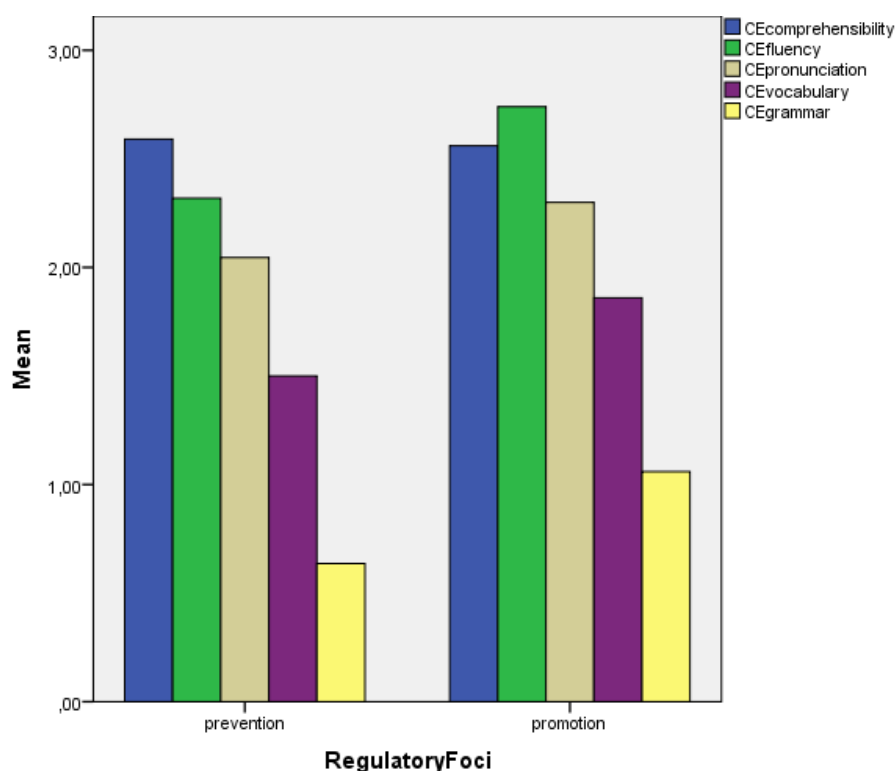


Figure 14. Detailed grade distributions in opinion task in the prevention condition

Figure 14 above shows the graph which demonstrates the distribution of mean values of the speaking rubric subcomponents in the opinion speaking task. The differences in the mean values of the subcomponents are clear in the figure. In the prevention experimental condition, prevention focused learners were found to perform better in these aspects evaluated in the speaking tasks. Reaching a regulatory fit state seem to affect L2 learners' performance positively in the specific context of this study.

For the students' performance in the promotion experimental condition, the detailed analysis of the results related to the subcomponents of the speaking assessment were not presented in the separate tables. The reason was that a few statistically significant differences were found out between prevention and promotion focused students' performance in this experimental condition. The graphs showing these differences were presented below. In addition, it may not be wrong to state that regulatory fit effects were clear for the L2 learners in the prevention experimental condition related to all the speaking assessment subcomponents. However, for the students in the promotion condition, some performance related differences were detected only in some speaking subcomponents.



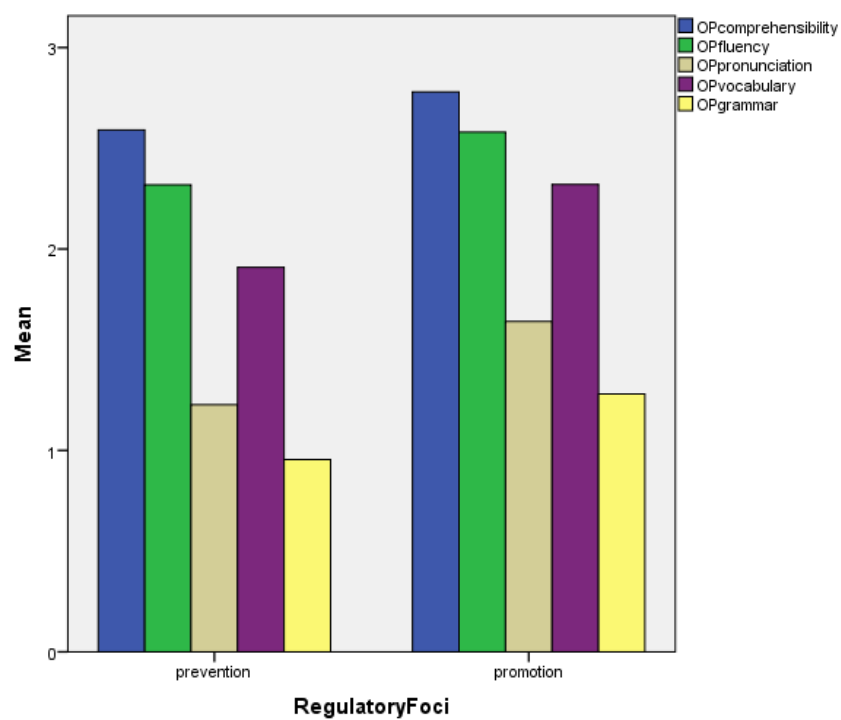
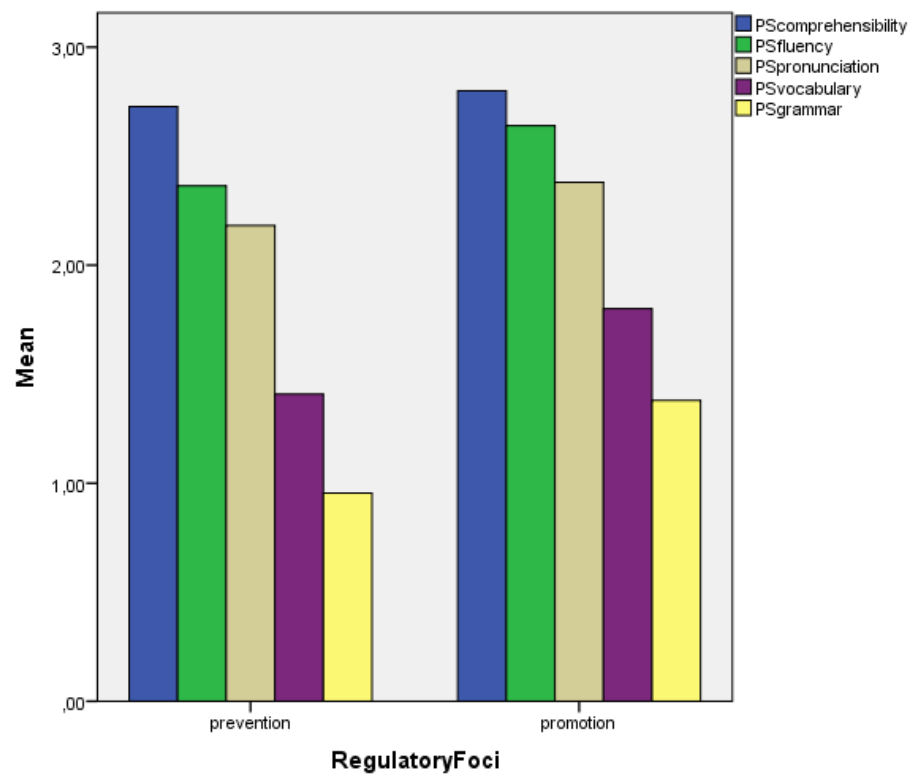


Figure 15. Detailed grade distributions in three speaking tasks in the promotion condition

As mentioned above, the results of the statistical analyses for the promotion condition were not presented in tables because there were only a few significant differences between prevention and promotion focused students' grades in terms of the sub-components in the speaking assessment rubric. Above, the graphs displaying the differences and similarities in terms of grammar, vocabulary, pronunciation, fluency and comprehensibility subcomponents were presented. The statistical analyses showed that there were statistically significant differences in terms of grammar and fluency between promotion and prevention focused learners in the promotion experimental condition. Therefore, it might be asserted that the students who have dominant promotion focus showed higher performance in the three speaking tasks carried out in terms of grammar usage and fluency. However, in other subcomponents as vocabulary, pronunciation and comprehensibility, no statistically significant differences were found out between students with an inherent prevent or promotion focus in the promotion experimental condition.

Especially in the fluency subcomponent, it was found out that promotion focused learners showed higher performance than prevention focused learners in the promotion condition. As an important finding it should be asserted that it might result from reaching a regulatory fit state and because of it, they might have performed better in terms of fluency. It might also be related to their inherent regulatory focus characteristics. Promotion focused people are reported as being more fluent in the research literature before. Because of being more open to risk taking and having a more eager strategy, promotion focused people are expected to be fluent in their speech performances even if they make some mistakes while speaking. Fluency and accuracy related differences between prevention and promotion focused learners and the possible reasons and applications of these differences in ELT field were presented in the discussion chapter in detail.

Results of Qualitative Analysis (QDA) to answer the 2nd research question

The results of semi-structured interviews

Themes emerged in the interview analyses in the prevention condition.

Theme 1: Feeling afraid/stressed/anxious/nervous at the beginning of the task

Theme 2: Feeling motivated not to lose points

Theme 3: Being surprised about the task structure

Theme 4: To be more careful about grammar, vocabulary, pronunciation

Theme 5: Not to make too many mistakes while speaking in English

Theme 6: Speaking slowly/not fluently

In the prevention condition group, one of the themes that emerged in the data analysis process was the interviewees' expressions about feeling afraid/ stressed/ anxious/ nervous at the beginning of the task, which can be seen in such quotes of the students:

Std: "Before the task, I felt nervous because I had some doubts about my speaking ability and whether I would be successful or not."

Std: "The possibility of losing points made me afraid at the beginning."

Std: "Before the task, I felt nervous because I did not want to lose points at the end of the task."

This initial anxiety expressed by the interviewees who were in the prevention condition during the speaking tasks may have resulted from the fact that they were instructed that they would not have been regarded as successful in the tasks if they had lost some points. The focus made on not to lose points as a requirement to be successful in the tasks could cause students to feel some anxiety. In addition, their perceived level of success seemed to be lower than their actual grades. Some students stated that they got higher grades than they had expected. As an interesting point, some students expressed that this feeling of anxiety or being afraid of losing points in the task helped them to be more motivated to be successful as can be seen in such quotes:

Std: "I did not want to lose points in the task and I guess it made me more motivated."

Std: "The possibility of losing points made me scared at the beginning, but then, I felt motivated by reminding myself that I should not lose points to be successful at the end of the task."

Interviewees in the prevention condition also expressed that they were surprised to hear that they had full grades at the beginning of the tasks. Normally, they were accustomed to do an exercise or a task with zero point. They multiply their points as they finish the task at hand. However, the specific task procedure in the prevention condition sounded a little strange for them as they expressed some of the quotations below:

Std: "Initially, I got shocked to hear that we had full points from the start and that we should not lose points to be successful in the task. That was not what I was always doing in my other classes."

Std: "I must admit that I got a little surprised when the teacher explained the task and what we were supposed to do because we did not do such exercises before in the class."

Such sentences expressed by interviewees in the prevention condition were quite expected since the task procedure in this experimental condition was a new experience for them. They stated that they firstly got surprised by the fact that they had full 15 points at the beginning of the tasks. However, they also expressed that they got used to it and tried not to lose what they already had. That was also an important point made by the interviewees. It seemed that the possibility of losing something they had (in this condition, points) made them more eager to be successful in the tasks.

Another theme that emerged in the qualitative data analyses was that the interviewers in the prevention condition stated that they tried to be more careful about their grammar, vocabulary, pronunciation during the task. They also said that they were putting efforts to speak accurately to avoid making mistakes in their speech. Maybe because of putting a lot effort not to lose points, they might have been more concerned about language accuracy, so they might have tried not to make grammatical or pronunciation related mistakes while speaking. It can be observed in such statements asserted by the interviewees as:

Std: "I was thinking about how I was speaking during the task, I was thinking about my grammar and pronunciation particularly while speaking. Maybe that is why I could not speak as fluently as I thought I would speak."

In this student's statement, there is an example of another common theme that arose in the qualitative data analysis process. Interviewees in the prevention experimental condition state that they could not speak as fluently or as fast as they think they would. In general, there were some fluency problems in most of the students' speech in the prevention condition and it was also noticed by themselves. This issue of speaking slowly or less fluently might have resulted from different factors. One reason might be related to the fact that in that experimental condition, students were informed about the consequences of losing points at the beginning of their task procedures. Since they were more concerned about not losing points, they may have paid a lot of attention to accuracy in their speech performance at the expense of fluency. The statement articulated by one of the interviewees below is an example to the situation explained here:

Std: I was thinking about grammar and pronunciation a lot while I was speaking in the task. For this reason, I guess I could not speak fluently. I did not say what I had in mind directly. I thought about my sentences before telling them. I think I was afraid of making especially grammar mistakes."

This result which was found out in the qualitative analysis was also confirmed in the quantitative analysis of students' speaking grades in the prevention condition. When their grades were analyzed thoroughly, it was seen that their language accuracy related points were higher than their fluency points in general. Therefore, most students in the prevention experimental condition were found to get better grades in terms of accuracy. Their speech was slower but more accurate.

Interviewees in the prevention condition also mentioned that they tried hard not to make mistakes while speaking. This issue of avoiding mistakes is also related to the theme discussed above. Generally students in the prevention experimental condition were found to be more concerned about not making language accuracy related mistakes while speaking. Therefore, it is natural that during the interviews they also mentioned their deliberate efforts trying to avoid possible mistakes while speaking.

These last themes discussed about the students perspectives regarding the task procedure and their own performances, feelings during the tasks seem to be related to each other. Like a chain reaction, these general ideas expressed by the interviewees may have a strong relationship to one another. To make it clear, due to trying to avoid mistakes, students in the prevention condition were more careful about their grammar usages while speaking. What is more, because of putting a lot of effort to use correct grammar in their speech, their accuracy was good. However, their speech generally had fluency problems. This chain reaction situation can be an interesting perspective about the speaking task procedures in the prevention condition. It is also an important example to see the effects of situational regulatory focus inductions on second language learners' views regarding their own approach to such situations.

As explained previously, the results of quantitative data analyses showed that students in the prevention experimental condition were found to get higher grades than students in the promotion condition in all three tasks conducted. The general task procedure in the prevention condition seemed to act as a form of motivation for students to be more careful about their speaking performances and get higher grades at the end of the tasks. The unfamiliar nature of the prevention experimental condition seemed to help students to become more motivated. However, qualitative data analysis showed that students in the prevention condition generally evaluated their own speaking performances worse than they actually were. It was an interesting finding that should be taken into consideration while interpreting the situational regulatory focus effects. The regulatory focus induction in the prevention experimental condition may have some effects on the reason why the students in this experimental condition misjudged their performance.

Themes emerged in the interview analyses in the promotion condition.

Theme 1: Feeling self-confident/ less anxious

Theme 2: Perceived level of high task performance, more positive self-evaluations

Theme 3: Being more concerned about the speaking content

Theme 4: Not paying a lot of attention to accuracy

In the promotion condition, interviewees expressed more positive opinions about perceived level of their speaking performance and the task procedure in general as can be seen in some of the students' quotes below:

Std: "During the task, I felt self-confident and I was very curious about my grade while I was speaking."

Sdt: "At the beginning of the task, I did not want to speak because I am not generally feeling comfortable about speaking in the class, but then I felt relaxed because the speaking topics were interesting and I could speak....I believe that such speaking tasks are necessary to improve our speaking skills."

Std: "I think that the task was beneficial for us and it was enjoyable. Some speaking topics were interesting."

As it can be noticed from the example student quotes above, the interviewees who were in the promotion condition during the tasks seemed more pleased with the task and they expressed positive views about the necessity and benefit of such speaking activities to increase their English speaking ability.

One interesting belief emerged in the interviewees' answers in the promotion condition was related to their expressions about their personal evaluations of their task performances. Some interviewees stated that they thought they had got higher grades in the tasks since they believed they had done better. They also expressed that they got a little disappointed to learn that they had actually took lower grades than they had expected. Their expectations about getting higher grades than they actually got in the tasks might have resulted from their feeling less anxious at the beginning of the tasks. In general, feeling calm is believed to help students emotionally. Extreme anxiousness is harmful for students, but some level of anxiety might motivate them to try harder to complete their tasks successfully. In this case, their expressed levels of high self-confidence

may have caused them to believe that they were more successful than they actually were in the tasks. Below quotations are an example of how high learners' perceived level of task performance was in this condition:

Std: "When I learned my grade, I must admit that I was a little disappointed because I thought that I performed better. Apparently, I did not."

Std: "I think that I had done better in the task. I was surprised upon learning my grade."

Another theme that was emerged in the data analysis was that the majority of the interviewees in the promotion experimental condition stated that they were thinking about the message content while speaking. Being related to that, they also mentioned that they did not put lots of effort to use correct grammar in their speech. In contrast to the students in the prevention condition, interviewees in the promotion condition were not seemed to attach a lot of importance to accuracy in their speech. The quotations below taken from three interviewees in the promotion condition can be an example for this finding:

Std: "I was thinking about what kinds of things I should tell about the topic. In terms of grammar, I guess I was not very careful because I did not think about the grammar while I was speaking about the topic I had chosen."

Std: "I think that the speaking topic I chose was quite interesting. I thought about what I should tell, but now I have realized that I did not pay a lot of attention to my grammar while speaking. "

Std: "I believe that speaking content, I mean what we speak, is more important than how we speak. I guess I was not so much careful about the grammar while I was speaking"

When their grades were analyzed further, most of the students in the promotion experimental condition were not found to be as accurate as the students in the prevention condition. Their overall grades were lower than the learners in the prevention condition. This finding was verified by the quantitative results, as well. There is an interesting finding about speech accuracy and fluency issues. Being in different experimental conditions seemed to have affected students' approach towards the tasks given to them and their beliefs about the task procedures in general. L2 learners in the prevention condition seemed to be more concerned about the accuracy. On the other hand, students in the promotion condition seemed to be more involved with the content of their speech sometimes

at the expense of accuracy in their speech. As it can be seen, different experimental manipulations can affect learners differently in terms of motivation and performance in class activities. Being aware of the effects of such different task conditions can be quite significant for both second language learners and teachers.

Being more concerned about the content of their speech could be one of the reasons why the students in the promotion condition did not seem to attach a lot of importance to accuracy in their speech. It is not suggested that they were doing this consciously. Most probably they were trying to speak correctly. However, since their attention was mostly directed to what they were saying, in other words, the content of their speech, they might not have paid a lot of attention to how they were speaking, whether or not they were speaking grammatically, with using appropriate vocabulary items for their language proficiency level etc. As it can be seen clearly, there were some performance differences regarding learners' accuracy and fluency in speaking English that might have resulted from the situational regulatory focus inductions and specific experimental conditions designed purposefully.

Regardless of their experimental conditions, many of the interviewees stated that they believed the importance and benefit of such speaking tasks even if they sometimes felt high levels of anxiety and they asserted that they wanted to attend to such tasks again. They also indicated that they would have been more careful about their vocabulary, grammar usages and their pronunciation if they had been provided with several chances to take part in such speaking tasks. Students in both experimental conditions also reported that attending to these tasks was enjoyable for them in a general sense especially when they had enough background information about the given speaking topics. In addition, interviewees clearly stated that they had difficulty improving their speaking skills in English and that speaking was one of the most difficult language areas for them.

The results of teacher-diary documents

As another form of qualitative data, teacher diaries were kept by the researcher in all the task implementation sessions. The documents were in the forms of field notes and were in the written format. The researcher noted down interesting or unordinary issues during the implementation of the tasks. Notes also included general observational interpretations of students' general behaviors, their performance and motivational levels before, during and after the task procedures. Then, notes were gone through open coding and thematic analysis procedures similar to the analyses carried out for the semi structured interview documents. Teacher dairy documents provided another viewpoint to evaluate the student motivational changes across experimental conditions in different task procedures. Furthermore, teacher diary keeping method was used as a valuable tool to detect possible regulatory focus related learner differences.

Themes that emerged at the end of the analysis of the teacher diary documents were generally similar to the themes appeared in the analysis of the interview data, which may show the relation between two different types of qualitative data collection instruments used in this study to provide more valid results. The detailed analysis of the observational field notes taken in each implementation of the tasks in separate occasions provided a different perspective to make sense of both the quantitative data and the semi structured interviews. As mentioned earlier the themes emerged in the analysis of the teacher observational documents were similar to the themes emerged in the analysis of the interview documents. However, there were also some different perspectives that could be gained from teacher observational data. The general descriptions and interpretations of the themes emerged in the data analysis processes were presented for two experimental conditions below.

Analysis of the observational notes in the prevention condition.

Theme 1: feeling more anxious/confused about the task at the beginning

Theme 2: trying to avoid mistakes while speaking in English

Theme 3: more accurate speech production

Theme 4: less fluent speech production

Theme 5: being more motivated not to lose points in the task

Theme 6: not paying much attention to the content of their speech

When it came to evaluate the teacher diary documents kept in the prevention condition, some interesting concepts emerged. One important issue was that students in the prevention condition seemed to be more anxious especially at the beginning of the task when they heard the instructions. In this experimental condition, the instructions of the task were arranged with a loss perspective meaning that the students were instructed about not to lose certain amount of points to be regarded as successful in the task. Students' initial anxiety in this experimental condition might be related to these properties special to this experimental condition. This initial anxiety was also expressed by the students during the interviews, as well.

The initial anxiety might have been a motivating factor at least for some of the students. The knowledge that they should not lose points to be successful in the speaking tasks might have acted like a trigger device for some students. In contrast, for some other students, it might have been demotivating which could be grasped by stress or fear expressed by some students in the prevention experimental condition. In this sense, all these are related to not only the experimental task conditions but also students' general motivational states, inherent regulatory foci.

Another important point was that students in the prevention condition seemed to be more careful not to make lots of mistakes while speaking. The accuracy in their speaking tasks was higher than the students in the promotion condition. This point emerged in the analysis of the teacher diary documents was also supported by the quantitative data. Their more accurate speech helped learners to get higher grades from the tasks in this condition. However, students

were not very fluent compared to the students in the promotion condition. Since they put efforts to be more careful about mostly the grammar, vocabulary and pronunciation in their speech, their fluency might have decreased.

One other important concept about the students in the prevention experimental condition was that they seemed to care less about the content of their speech. They were paying more attention to how they were speaking, about using the correct grammar and pronunciation in English, but they were not paying such attention to what they were saying. Maybe because of trying to be very careful about grammar, pronunciation etc., they also lost the fluency in their speech together with sacrificing content related aspects in their speech. That is to say, most of the students in the prevention condition did not seem to concentrate much on the content of their messages in the task and that might result from allocating much of their attention to speaking with correct grammar and pronunciation at the expense of some of the content of what they were saying in the tasks. However, it does not mean that they had content problems. They did not have content problems but their examples or the details they provided in their speaking task performances seemed to be weaker than the students in the promotion condition.

Students in the prevention experimental condition seemed to be more motivated not to lose points in the task. Maybe because the task procedure in the prevention condition was not so much familiar for the students and that they were not accustomed to having the total grade at the beginning of a task, students seemed to be more motivated towards being successful and getting higher grades from the speaking task in that experimental condition. In the teacher diary documents, in all the three applications of the tasks, the same types of notes about students being more motivated not to lose points in the tasks pointed out. It appears that the new types of instructions and task procedures used in the prevention experimental condition affected students' willingness to participate and to perform in the speaking tasks positively. Situational regulatory focus inductions in the prevention condition created some observable effects on L2 learners' motivational perseverance and task efforts.

Accuracy and fluency related differences in students' speech was among one of the most interesting aspects detected in the analysis of teacher diary documents taken in the prevention experimental condition. English learners in the prevention condition were generally more accurate in their speech. They were paying a lot of attention to grammar and they were trying to be careful not to make pronunciation mistakes while speaking English. Additionally, they were trying to use level appropriate vocabulary items in their speech. It could be asserted that students in the prevention experimental condition looked out to be more accurate in their speech through trying to use correct grammatical items with relatively good pronunciation.

As mentioned earlier, students in the prevention condition were accurate at the expense of fluency. Therefore, another important concept emerged in the data analysis process was about the lack of fluency in students' speech in the prevention experimental condition. Students were generally talking correctly but more slowly with some hesitations. These hesitations during speaking might have resulted from allocating most of their attention to using correct grammatical items. While thinking about all these accuracy related aspects, students in the prevention condition might have spoken slowly compared to the students in the promotion experimental condition.

It was also clear in the teacher diary documents that the fear of not losing points/fear of being unsuccessful and not getting full teacher grade motivated all the students regardless of their inherent regulatory orientations to try harder to be successful. Therefore, it may not be wrong to state that the general task procedure including all the phases from giving instructions to providing feedback at the end of each task affected students' performance in the prevention condition. These aspects emerged in the analysis of the teacher diary documents in the prevention condition were also verified at the end of the quantitative data analysis, as well. L2 learners in the prevention condition got higher grades and were found to be more successful in three separate speaking tasks than the learners in the promotion experimental condition.

Analysis of the observational notes in the promotion condition.

Theme 1: relaxed and self-confident L2 learners

Theme 2: being more prone to making mistakes (especially in grammar and sometimes in pronunciation)

Theme 3: more fluent speech/ speaking without many hesitations

Theme 4: lower L2 speech accuracy

Theme 4: interesting contextual information

The analysis of the researcher's field notes considering students' motivation towards the speaking task showed that the students in the promotion experimental condition seemed to be more relaxed and self-confident compared to the students in the prevention experimental condition. Most probably it resulted from the fact that the promotion condition seemed more familiar to them and they felt more accustomed to the task procedure in this condition. In addition, since the feedback provided to them at the end of the task was positive having a gain perspective, students might have felt more relaxed and less stressed. Feeling relaxed might have affected students' success positively. However, if they had felt too much familiar with the task and too little anxiety, it might have also decreased their actual performance in the task.

One common point that stood out in the promotion task condition was that students seemed to be more prone to make mistakes while speaking. They were not paying a lot of attention to their accuracy while speaking, which was expressed by some of the students themselves during the interviews, as well. As stated before, it might have occurred because of students' familiarity with that experimental condition. However, feeling less anxious seemed to have affected some students positively and such students also got high grades from the tasks.

Being familiar with the task conditions is normally expected to help students to become more successful. However, if they do not use this task familiarity for their advantage and behave in too relaxed manner, as it was clear from the results of this particular study, the task familiarity may not have a lot of positive effects on language learners' task performances. Specific class conditions can affect

students' task performances. However, it is obvious that students should be able to benefit from the task conditions by using them for their own advantages.

Another point was that students in the promotion condition were more fluent even if they had some mistakes in their speech. Therefore, it can be stated that they were less accurate but more fluent. It should also be reminded that their fluency was good, but the lack of accuracy in their speech affected most students' performances negatively in this experimental condition. It was clear from their actual speaking task grades since the students in the promotion condition were found to get lower grades than the students in the prevention condition in general. It seems that the increase in their fluency was not at a necessary level to help them to get high grades. The overall analysis of the observational notes taken in the promotion condition showed that students' feeling of less stressed and more relaxed influenced them differently and this difference might be caused by their general chronic regulatory focus orientations.

As it was explained before, observational notes taken by the researcher in the promotion experimental condition showed that students seemed to be paying less attention to speech accuracy. They turn out to be making more mistakes in L2 grammar and pronunciation. They were also not paying a lot of attention to use proficiency level appropriate vocabulary. Because of having a relatively high level of English proficiency (B2 level English proficiency), students were expected to use better grammar and level appropriate vocabulary. To make it clear, it can be asserted that students did not seemed to experience difficulty in finding the vocabulary items to use in the speaking task, but most of the students were not very careful about choosing level appropriate vocabulary. They could have used higher levels of vocabulary in their speech.

One interesting point that turned up in the analysis of teacher diaries was that L2 learners in the promotion experimental condition seemed to make more pronunciation and grammar mistakes than the learners in the prevention condition. That was catchy because those students' fluency levels were high, in other words, they were speaking quite fast without interrupting their speech and with almost no hesitations. However, they were not paying a lot of attention to use correct pronunciation and grammar. That is to say, they were quite fluent in their speech

but they had some accuracy related problems. This might be relate to the issue of attentional or motivational allocation.

What is meant by motivational allocation is that students can divide their motivation or attention into some different language areas while talking in a second language. For this reason, if they allocate their attention to a specific area of language, for instance, to speaking fluently, then they might not pay attention to use correct grammar or pronunciation in their speech. To this end, it might not be wrong to state that intentionally manipulating L2 learners' motivational priority to a specific language area can help them to develop that specific language area further. If second language teachers determined some language areas that L2 learners need additional training, they could direct L2 learners' attention or motivation to these areas to help them develop those problematic second language skills or areas.

These interpretations were related to the researcher's notes based on the observations regarding students' overall motivation towards the tasks and their emotional states. Since the researcher was with the students during all three task applications, these interpretations and comments can be significant in the sense that they can make it possible to look at the phenomenon investigated from a different perspective. These notes and observations might provide additional data which can be implemented to evaluate the whole situation with a deeper perspective. Therefore, the relation between the results of the qualitative data gained by both teacher diary documents and the semi structured interview analysis could help interpret the study results more accurately. All in all, qualitative data collection instruments provided valuable data for making sense of the quantitative data and have more insights about the interpretation of the quantitative data.

Conclusion

Detailed explanations about the results of the study were presented together with several tables and graphs in this chapter. General results of the study showed the effects of specifically prepared experimental conditions or situational regulatory focus inductions on participants' L2 speaking performance. Some of the results of quantitative analyses were also supported by the results of qualitative data analysis. All the findings were presented in accordance with the research questions to answer them. In the next chapter, all these results were discussed and possible explanations were presented based on the specific context of this study.

Chapter 5

Discussion

Introduction

In this chapter, possible explanations and interpretations of the results of this study were presented. These explanations were presented taking the specific context of the study into consideration. Other studies previously conducted were also included in this section to make sense of the results of this study. The chapter ended with a conclusion part summarizing this chapter.

Before discussing the results of the study, it is better to explain the possible expectations based on Regulatory Focus and Regulatory Fit theories (Higgins, 1998, 2000) predictions, which this study is primarily based on. In terms of L2 performance, promotion focused learners were expected to be more motivated towards and successful in the speaking task in the promotion condition. On the other hand, prevention focused learners were expected to be more motivated towards and successful in the prevention experimental condition. These are the expectations formed according to the presuppositions of the regulatory focus and regulatory fit theories (Higgins, 1997, 2000). In this manner, it was expected that the different framing instruction types and feedback conditions would influence English learners differently based on their chronic regulatory foci. Their speaking performance would be affected differently, as well. According to the regulatory fit theory (Higgins, 2000) predictions, learners who reached a regulatory fit state were expected to be more motivated towards and to have positive feelings about the speaking tasks used in the class and the whole language learning experience. They were also expected to be more successful in the completion of the speaking tasks compared to L2 learners in the regulatory misfit state.

In a previous study, it was asserted that a regulatory fit state can be reached even through imagination if the imaginary result is in line with people's regulatory focus orientations (Higgins, Idson, Freitas, Spiegel, & Molden, 2003). It was also stated that the regulatory fit could increase task or activity engagement. These findings can help to explain the importance of regulatory focus and regulatory fit concepts for task performance and engagement (Idson, Liberman & Higgins, 2004). In the current study, some significant results were reported

regarding the regulatory fit and regulatory focus effects on L2 learners' oral task performance and interests.

The concept of regulatory fit can have important applications for L2 teaching and learning context and it has not been incorporated into the language teaching field as much as it is applied in other social fields. Since this concept is related to a psychological theory of motivation, the application of it in the L2 teaching and research field is scarce. Therefore, it is expected that this study can make some contributions for the applications of the concept to L2 teaching field. It was asserted that reaching regulatory fit state in terms of motivation can lead to better learning (Maddox & Markman, 2010). However, more research studies are necessary to observe the different applications in terms of L2 learner performance, motivation and interest.

Reaching a regulatory fit motivational state could also increase the task engagement, enjoyment and interest (Higgins, Cesario, Hagiwara, Spiegel, & Pittman, 2010). Because of such connections to task enjoyment and upgraded task interest, increasing L2 learner motivation through helping them to reach regulatory fit states in various L2 teaching contexts can result in better L2 learning outcomes. The possible relation between a regulatory fit perspective and task based second language teaching can lead to have some interesting perspectives not only about the regulatory fit applications in L2 classrooms but also task applications in task based language teaching. For these reasons, this study can shed light on some of the applications of the regulatory fit and regulatory focus perspectives in a specific English teaching context.

Discussion of the 1st Research Question

The overall data analyses showed that regulatory focus and regulatory fit theories (Higgins, 1997, 2000) predictions were found to be partially applicable to the specific context of this study. Initially, whether or not L2 learners' dominant inherent regulatory orientations affected their English speaking performance was investigated. The general results of the study showed that participants' L2 speaking performances did not show significant differences based on their inherent regulatory orientations, which were identified by a regulatory focus

survey. Therefore, inherent or trait based regulatory foci alone were not found to be influential regarding English learners' speaking task performance.

The previous finding of the study may result from some circumstances. To begin with, the scale used to identify the participants' dominant inborn regulatory orientations may not have provided exact results to differentiate students with high prevention or promotion foci. If it had been possible to validate the results obtained by the regulatory focus survey used in this study with another scale designed for the same purpose, it might have been easier to reach a relatively more accurate conclusion regarding the validity of the scale. In addition, it is a relatively expected result because there can be many factors that affect learner motivation. Therefore, it can be quite ordinary that regulatory foci regardless of the experimental conditions do not have a huge impact on learners' speaking performance.

One other important point is that the participants who answered the scale used to define their dominant regulatory focus types in this study were not accustomed to the statements in the scale. In other words, the statements in the scale were general questions regarding their L2 learning beliefs. Since the scale was not prepared taking specific cultural and contextual factors into consideration, some of the statements may not have been clear or applicable to the participants' own language learning context in Turkey. Therefore, a survey more appropriate for Turkish cultural values and Turkish context could have provided more valid results regarding the participants' inherent regulatory foci. However, it should not be disregarded that the measurement tool used in this study is also a valid scale with a high reliability value. The scale might have provided relatively accurate results, but the classification of the participants as prevention and promotion focused done according to these results might have been affected slightly by the contextual factors.

As mentioned by Han (2017), the survey that was used to determine the participants' inherent dominant regulatory orientations may not have been able to differentiate the two regulatory foci with absolute accuracy leading to some inconsistent results. That might be another reason why inherent regulatory focus orientations were not found to be as effective as situational regulatory focus on students' success and motivation in L2 learning. In this sense, the predictive power of the survey used in this study might be questionable in terms of analyzing

the results. Although the internal consistency of the survey used in this study is at the moderately expected level, the cultural factors may have had some effects on the results.

It is better to mention one of the other findings of the study here. Different experimental conditions that were designed to trigger situational regulatory focus affected L2 learners' L2 speaking performance in this specific context of the study. In general, students in the prevention experimental condition demonstrated higher performance than students in the promotion condition. Therefore, it was seen that experimental conditions made a difference in learners' task performance levels in favor of the learners in the prevention condition. Therefore, it can be stated that experimental manipulations in the forms of regulatory focus inductions seemed to be influential on learners' task performance.

In the specific context of this study, English learners' speaking performance were not found to be affected by their inherent or inborn dominant regulatory focus types regardless of experimental conditions. Therefore, there was no performance differences between prevention focused and promotion focused learners in general in three different applications of the L2 speaking task. It is a quite normal and expected result when some interrelated factors on L2 process are considered. Motivational preferences can have influences on L2 learners' success and performance together with some other contextual factors. Therefore, more accurate results for testing regulatory fit assumptions were discussed below by including conditional effects and situational regulatory focus inductions done in two experimental conditions in the present study.

Discussion of the 2nd research question

Related to the motivational differences of learners' with different regulatory foci, there are some important issues to discuss. To begin with, both the analyses of interview data and the teacher diaries showed that students in the promotion experimental condition seemed to be more self-confident and relaxed. Even if students in the prevention condition reported feeling anxious from time to time, it seems to have acted as a good form of motivational trigger since the students in the prevention experimental condition were found to get better grades from all

three speaking tasks. Therefore, experimental conditions seemed to have different effects on students' motivation to be successful in the speaking tasks.

Feeling relaxed and self-confident is generally believed to motivate students to try harder to be more successful. However; the level of feeling relaxed is also important as shown in the results of this study. An appropriate level of anxiety can be helpful for students in terms of motivating them to have higher success, which was applicable to the students in the prevention condition in this study. Some significant effects of L2 learners' emotional states during L2 learning process became clearer with some of the results of this study.

Qualitative longitudinal data was collected for several reasons. By longitudinal, it means that the teacher diary documents were kept separately during each application of three speaking tasks in each of four classrooms. Therefore, they provided valuable data for evaluating important concepts about evaluating learner motivation. Some reasons of keeping detailed teacher diary documents were to keep track of the students' motivational changes in the speaking tasks and to see possible motivational or emotional differences among participants with different regulatory foci in different experimental conditions. Teacher diary documents and interview data made it possible to see both the instructor's and the students' opinions about the regulatory focus effects on L2 learners' L2 speaking performance and the changes in their motivation during the tasks. Therefore, it was easier to speculate about and explain the possible reasons of L2 learners' motivational changes and the effects of such motivational changes on their L2 speaking performance

When two experimental conditions were analyzed separately in terms of students' motivation and attentional allocation and preferences, some interesting results could be observed. The results gained by semi structured interviews and teacher diary documents kept in each task application were explained before. Here, some interpretations of the results related to specific student motivational aspects in two experimental conditions were discussed in detail. Some suggestions were also presented about the possible applications of these motivational differences among L2 learners in L2 teaching contexts.

As mentioned earlier, especially in the initial instructional phase of the speaking task, anxiety related differences in the students in the prevention and promotion experimental conditions stood out. In general, it can be stated that L2 learners in the prevention experimental condition seemed to be more anxious than the students in the promotion condition. It might be related to the unfamiliar task procedure in the prevention experimental condition. Since the students were exposed to a new task procedure, they might have felt more nervous at the beginning of the task procedures. The instructions given to them at the beginning of the speaking tasks were in a way unfamiliar to them. It might have increased their anxiety levels. On the other hand, students in the promotion condition did not seem to experience such anxiety because the task procedure was relatively familiar to them. Learners in the promotion condition were more relaxed compared to the students in the prevention condition.

Another issue that was related to participants' motivational differences was about their motivational and attentional allocation during the task procedures in different experimental conditions. It may not be wrong to state that students in two experimental conditions as prevention and promotion had different attentional allocations. That is to say, to which aspects of their speech they directed most of their attention during the speaking tasks were different to a certain extent. The students in the prevention condition seemed to have directed their attention to use accurate grammar and pronunciation. They got better results in these aspects of the language at the end of the tasks, as well. They were mostly allocating their attention to their accuracy during the speaking tasks and it is one of the most interesting results of this study considering L2 learners' motivational characteristics in different conditions.

Task enjoyment can have significant effects on learners' task performance. L2 learners' task enjoyment was also investigated through semi structured interviews. Their own interpretations of the task procedures and their interest and enjoyment levels during the tasks provided valuable insights about the regulatory focus effects on task enjoyment. Learners in the promotion condition generally reported more positive views about their interest levels during the three applications of the speaking tasks. Learners in the prevention condition also reported high levels of task interest even though they had also mentioned some

accounts of increased anxiety. These interpretations are mostly related to the situational regulatory focus effects created by the specific task conditions.

Maybe because of the increased task enjoyment levels of learners in the promotion condition, their perceived level of task performance was also high. It means that the majority of the students evaluated their task performances generally better than they really were. Some students even reported feeling disappointed about their grades. In contrast, students in the prevention condition were more skeptical about their task performance. From time to time, students in this experimental condition mentioned that they got higher grades than they expected. It can be asserted that positive self-evaluations were more obvious in promotion experimental condition.

When inherent regulatory focus was taken account, it was observed that students with a dominant promotion focus had higher levels of task enjoyment than students with a dominant prevention focus. It may be related to some of the specific characteristics of promotion focused individuals such as using more approach strategies, being more inclined to take risks. Such traits may have increased their perceived level of task enjoyment. As an interesting point, it was seen that the increased levels of task enjoyment did not result in better task performance for the students in the promotion condition. Therefore, the concepts of task enjoyment and task performance may have a more complex relationship than it is generally expected.

Another important finding of this study was that English learners in the promotion condition were paying more attention to the content of their speech. They were trying to give interesting examples about their speaking topics in the tasks and they seemed to be more motivated to express themselves via providing good context related knowledge. While doing this, they were not paying a lot of attention to grammar and sometimes they did some serious pronunciation mistakes, as well. However, their message content was generally clear. Therefore, they seemed to allocate most of their attention to message content while speaking English.

One reason of the higher performance of learners in prevention experimental condition especially in terms of their accuracy can be related to their attentional allocation being more on language form. Here, attentional allocation is used to explain which parts of language they give more of their attention by trying to be more careful not to make a lot of mistakes while speaking. In this sense, they allocate most of their attentional resources to speak more accurately and they focus more on form. Detailed analysis of these students' grades also showed that their grammar was better than students in the promotion condition. It may also be related to attentional allocation to language form. Prevention focus is relevant to having a vigilant manner (Förster & Dannenberg, 2010; Förster & Higgins, 2005). This result may also be related to the vigilant strategies frequently used by prevention focused people.

In contrast, students in the promotion condition were generally more fluent during the speaking tasks compared to the students in the prevention condition. Once more, it may be related to the motivational and attentional priorities of these learners. If their motivational priority had been about speaking fluently without hesitations, then they might have been provided more attention to their fluency in some cases maybe at the expense of their accuracy. Therefore, different priorities in motivational and attentional allocations can affect L2 learners' success and performance in classroom activities or tasks positively or negatively as it can be seen in this study.

Discussion of the 3rd Research Question

Initially, it can be influential to provide some explanations about the task usages and the types of tasks implemented in this study and in some other previous studies because tasks are at the hearth of this study. Task types and the specific ways they are used in the classrooms can have important consequences and effects on students' success and motivation. By adopting a regulatory focus perspective, Van Dijk and Kluger (2011) stated that task types could affect student motivation and performance. They also asserted that tasks could be categorized as promotion and prevention tasks.

The type of tasks that necessitate creative thinking skills can be categorized as promotion tasks. However, the tasks that require more attention to details can be regarded as prevention tasks. Especially for situational regulatory focus inductions, choosing the appropriate task types and task procedures has utmost importance to trigger the prevention and promotion foci effectively. In this study, not the task types but the task procedures were arranged specifically to trigger different regulatory focus orientations in two experimental conditions. The speaking task procedures in the prevention and promotion experimental conditions were carried out distinctly to activate different regulatory foci on L2 learners. It also seemed that the task implementation procedures were quite successful on inducing the proper regulatory focus type in the related experimental condition.

When two experimental conditions were separately analyzed in terms of both student performance and motivation, some important points should be discussed. To begin with, in prevention experimental condition, prevention focused participants were found to get higher grades and become more successful in the speaking task as expected by regulatory focus and fit theories (Higgins, 1998, 2000). However, in promotion experimental condition, there was almost statistically significant differences in participants' grades meaning that inherent regulatory focus orientations did not make a lot of differences on learners' success in the speaking tasks. Therefore, no statistically significant performance differences between students with a dominant prevention and promotion focus were found out in the promotion experimental condition. This finding is not supported by the regulatory focus and fit theories (Higgins, 1998, 2000) since they suggest that learners with a high promotion focus would be more successful in the promotion condition.

General motivational dispositions were found to have some influences on L2 learners' speaking task performance. More specifically, it was found out that L2 learners having a dominant prevention focus were more successful in the prevention experimental condition. It was an expected result according to the regulatory fit theory predictions. Students who reach a regulatory fit state were found to get higher results in the three applications of the speaking tasks; however, it was only applicable to the prevention condition. In the promotion experimental condition, such a result was not found. There was no statistically

significant success difference between students with a dominant prevention and promotion regulatory foci in the promotion condition. Therefore, as it was mentioned earlier, there were some mixed results in this study. Such similar mixed results were reported by some other studies, as well (e.g. Han, 2017; Papi, 2016).

The task implementation procedure in the prevention experimental condition was quite different from what students were generally exposed to while engaging in such speaking tasks in their previous L2 learning experience. This somewhat unfamiliar task structure might have influenced L2 learners' task performances and task specific motivation. It is a very significant finding that the regulatory fit theory effects were clearer in the prevention experimental condition. Why the same results were not found out in the promotion experimental condition might be another area of research to better make sense of the effects of regulatory focus and fit theories on L2 learners' task specific and general motivation and also on their task performance. In this study, no strong interaction was found out between having a dominant promotion focus and situational manipulations of the regulatory focus. However, there was a significant interaction between prevention orientation and loss framed/prevention experimental condition.

The performance related differences between the students in the prevention and promotion experimental conditions in this study showed that situational regulatory focus influenced L2 learners' performance. In this sense, it may not be wrong to state that situation specific motivational manipulations can cause some variation in L2 learners' performance (e.g., Dörnyei & Kormos, 2000; Kormos & Dörnyei, 2004) in a given task. This is a significant finding in the sense that it can provide at least some explanations to L2 learners' task specific motivational and performance related differences. These differences may not only be related to L2 learners' cognitive capabilities but also their specific motivational states and the motivational nature of the tasks used in L2 classrooms.

This finding can also show that situational task manipulations can create differences in L2 learners' task performance and interests. For this context, the task manipulation and procedure in the prevention experimental condition resulted in better task performance. Therefore, task manipulations done to induce prevention focus might help learners to feel more motivated towards the task. On the other hand, it should not be disregarded that this was applicable to this

specific study and in some other L2 teaching contexts, different classroom related manipulations can provide different results. Not only task performance but also some other task related aspects such as task enjoyment, involvement, effort, perceived difficulty of the task by learners can be affected by unique task conditions. (Poupore, 2013).

As an important finding of this study, participants' success and motivation levels seemed to be affected by the specifically designed experimental conditions. As it was mentioned previously, students in the prevention experimental condition were found to be more successful and they got higher grades than the students in the promotion condition in all the speaking tasks. Therefore, it is not wrong to state that the situational context of the prevention condition was found to affect students' success in the tasks. Han (2017) also found out that prevention orientation was related with high levels of accuracy in speaking (having less errors); however, in terms of fluency, the study results were mixed, which acknowledged the need for further studies to better explain the regulatory focus effects on L2 fluency. In terms of accuracy, some similar results also gained in some other studies. Förster, Higgins, Bianco (2003) reported that in a proofreading task, prevention focus led to high levels of accuracy but with lower reading speed, whereas promotion focus led to low levels of accuracy with higher reading speed. High levels of task accuracy were reported; however, it may not be an exact match to this study because of examining the regulatory focus effects in learners' reading performance.

Various regulatory fit effects were documented in the research literature as stated previously. For instance, it was stated that regulatory fit increased performance when prevention focus was included not the promotion focus (Petrou et al., 2015). The fact that regulatory fit in the prevention condition was stronger in the current study can support such findings of the previous research. As it was explained before, environments can trigger regulatory foci by using some situational factors like various reward and feedback structures (Brockner & Higgins, 2001).

In terms of educational contexts, regulatory fit can be defined as a way of creating teaching and learning conditions in which people's inherent regulatory focus orientations and the general teaching environments are complementing each other. The harmony between people and environment can be regarded as a kind of regulatory fit. In contrast, non-fit states for L2 contexts can be defined as not being able to create a harmony between the teaching conditions and learners' regulatory focus orientations, which can result in some negative learning consequences. In this study, positive regulatory fit results were clear in the prevention condition, but the similar positive regulatory fit effects were not so much clear for the promotion condition.

As mentioned previously, the overall learner performance in the prevention experimental condition was higher than student success in the promotion condition. Namely, the students with a dominant prevention focus gained higher success in the prevention experimental condition, which is in line with the predictions of the regulatory fit theory (Higgins, 2000). This finding supports what Han (2017) found in his dissertation. In his study, prevention oriented task structure used in his study resulted in more accurate speech in a speaking task done in Korean as a L2 language learning context. In some other studies conducted in various parts of the world, different results were also gathered. For instance, Papi (2016) found out that the participants in the gain-framed condition reached a higher performance in a vocabulary learning task than the participants in the loss-framed or the prevention condition. Papi (2016) also reported in his dissertation that the prevention focus predicted a higher vocabulary learning in the prevention condition than in the promotion condition. These relatively contrary findings may be gathered for different reasons like different kinds of tasks used, learners' L2 proficiency, various L2 teaching pedagogies implemented, and even different geographical places in which the studies were conducted.

The different geographical places may seem to be unrelated at first sight; however, if this situation is investigated thoroughly, its effects can be seen clearly. For example, different foreign or second language teaching approaches and methods are being used in different parts of the world. In addition to that, different child raising strategies implemented or even different lifestyles can be influential in these contrastive results gained. So, it may not be wrong to state that cultural

aspects could be quite influential and the research results could show some variations depending on various cultural, sociological factors

Various cultural effects and regulatory foci relations were reported in some other scientific fields. In a study, comparing British and East Asian people's persuasiveness according to different message types, it was reported that there were significant differences in terms of persuasion between British and East Asian people (Uskul et al., 2008). Gain framed messages were found to be more persuasive by British people, who are generally promotion focused. On the other hand, loss framed messages were more persuasive for East Asian participants, who are mostly prevention focused. As seen in an example from the literature, different cultural views can lead to different regulatory focus related behaviors from individuals.

Regulatory foci and culture relation is a really important concept that should be investigated more thoroughly. In the current study, some of the results can be interpreted in the light of cultural values adopted in Turkish educational context. Therefore, some of the results reported in this study can show some differences in some other cultural contexts. More specifically, in a more promotion focused culture as opposed to Turkish culture, which has a mostly prevention focused value system, different results can be presented about the relation between individual regulatory focus orientations and L2 task performance.

When participants' grades were examined and analyzed in detail according to the subcomponents given in the speaking assessment rubric, it was seen that there were some performance differences in participants especially in terms of grammar, vocabulary usage, accuracy and fluency. In the prevention condition, L2 learners were found to have higher accuracy by making less grammar mistakes, using more level appropriate vocabulary. However, they were not as fluent as the students in the promotion condition. Promotion focused people are inclined to be more fluent whereas prevention focused people are more prone to be accurate at the expense of speed in a task (Förster, Higgins & Bianco, 2003).

In this study, situational regulatory focus activations showed a similar result stated above. Prevention focused L2 learners were found to have higher accuracy in terms of grammar and vocabulary usages at the expense of fluency, so

prevention focused learners were more accurate but less fluent than promotion focused students. On the contrary, students having a dominant promotion focus were found to be more fluent in their speech in both experimental conditions. While speaking fluently, promotion focused students seemed to care less about their grammatical accuracy and using level appropriate vocabulary. Therefore, it was found out that inherent regulatory orientations together with situational regulatory focus inductions affected participants' accuracy and fluency in speaking English differently.

Especially in the fluency subcomponent, it was found out that promotion focused learners showed higher performance than prevention focused learners in the promotion condition. It might result from reaching a regulatory fit state and because of it, they might have performed better in terms of fluency. It might also be related to their inherent regulatory focus characteristics. Promotion focused people are reported as being more fluent in the research literature before. Because of being more open to risk taking and having a more eager strategy, promotion focused people are expected to be fluent in their speech performances even if they make some mistakes while speaking.

Being related to the points discussed above, there were accuracy and fluency related differences in participants in different experimental conditions. This finding may be related to motivational issues to a certain extent. Students in the prevention condition were found to be more accurate in their speech, but they experienced some fluency problems. Since they were trying to use correct grammar, vocabulary and pronunciation while speaking, their attention might have been mostly directed to language accuracy. For this reason, the learners in the prevention condition might not have provided necessary levels of attention to speak fluently.

One explanation for prevention focused learners' higher accuracy levels can be related to the avoidance strategy inclination, which is a common characteristics of people with a dominant prevention focus. Prevention focused people are generally inclined to use avoidance strategy in the sense that they are more motivated to avoid negative outcomes like failing a test or getting low grades from an exam and the like. In the context of this study, it can be stated that prevention focused L2 learners might have felt more motivated not to lose task points and

used an avoidance strategy by abstaining from making mistakes hence having higher accuracy. They might have stayed within their comfort zone not to make lots of mistakes while speaking. These accuracy related issues were more certain in the prevention experimental condition. Such accuracy related ideas were also mentioned in the previous research studies. Skehan (1996) presented a view about students' accuracy and asserted that learners who did not like taking risks could be more accurate as a result of being unwilling to use language they were not certain of.

The issues of being more careful about details and being more attentive to avoid making mistakes can be related with being more accurate. In general, it seems that prevention focus plays an important role in accuracy (Han, 2017). In addition, Förster et al. (2003) found out that promotion focus was related to faster performance and less accuracy in an error correction reading task, and prevention focus was found to be related to slower speed and better accuracy. As it is clear, similar results were reported in the research literature to the results of the current study.

The L2 fluency and accuracy issues might be explained by regulatory focus perspectives to some extent. Teachers generally observe that some L2 learners are talking very fluently but their speech lack accuracy. On the other hand, some other L2 learners may speak slowly but they are generally more accurate while speaking. This dichotomy can be related to the learners' own individual motivational characteristics or it can be related to specific task conditions they were involved in.

By their nature, some students can be more open to speak freely not caring about the mistakes they are doing while speaking a second language. However, some students can be more concerned with avoiding mistakes and while trying to be flawless, they might be speaking a lot slower. For these reasons, it might be better to think twice while evaluating students' accuracy and fluency in a given task. The task conditions and implementations may not be appropriate for some learners to show their full potential in a classroom task or their motivational nature might help them to be more accurate or fluent. It becomes a lot more important when it comes to the evaluation of L2 learners' L2 speaking performance in exams or in classroom speaking tasks.

The results of this study clearly showed that prevention and promotion foci can affect the sub-dimensions of L2 speaking performance differently. In terms of fluency and accuracy, there was a clear L2 speaking task performance difference between prevention and promotion focused learners. In terms of pronunciation, there were some contradictory results because only in one task procedure, a statistically significant difference was found out between learners with different regulatory foci. Students in the prevention condition were found to have better pronunciation than the students in the promotion condition but only in one of the three applications of the L2 speaking task procedures. For this reason, it is hard to be sure about the regulatory focus effects on L2 learners' pronunciation in speaking a second language. However, overall, it is not wrong to state that sub skills of L2 speaking can be affected distinctly from prevention and promotion regulatory foci both as a task specific or temporary motivational condition or a chronic or inherent motivational disposition.

One of the results of this study is related to the effects of reaching a regulatory fit state in terms of motivation. In the prevention experimental condition, L2 learners having a dominant prevention focus as their trait based inherent regulatory focus type performed better and gained higher grades in the speaking tasks than the promotion focused learners. This can be an example of reaching a regulatory fit state and its effects on learning and performance. It can be asserted that prevention focused L2 learners performed better in a given task when the task conditions and the implementation of the task were carried out with a loss perspective in the prevention condition.

It can be stated that those L2 learners with a dominant inherent prevention focus reached a form of regulatory fit state in the prevention condition and as a result, they performed better. They also showed higher motivation and interest during the applications of the tasks, which were explained previously while discussing the results of teacher diary documents and semi structured interviews. Similar results were reported in some other studies, as well (e.g., Papi, 2016). Higher task enjoyment thanks to having regulatory fit was also reported in some other previous studies (e.g., Freitas & Higgins, 2002).

As mentioned before, the concept of regulatory fit can have important applications for L2 teaching and learning context and it is not being used in the L2 teaching field as much as it is applied in other social fields. Since this concept is related to a psychological theory of motivation, the application of it in the L2 teaching and research field is scarce. Therefore, it is expected that this study can make some contributions for the applications of the concept to L2 teaching field. It was asserted that reaching regulatory fit state in terms of motivation can lead to better learning (Maddox & Markman, 2010). It can be quite beneficial to form educational practices and environments to increase the fit between educational settings and learners' inherent regulatory dispositions as promotion and prevention foci. However, more research studies are necessary to observe the different applications and their results in terms of L2 learner performance, motivation and interest.

The regulatory fit can have a quite significant place in educational settings as mentioned in some previous research studies (e.g., Keller & Bless, 2006). It was stated that increasing the fit between students' own inherent motivational dispositions and the specific educational practices can enhance learning and performance. The researchers also mentioned the possibility of arranging specific exam conditions or procedures to create a fit condition between test takers' regulatory orientations and the exam types. Being related to the current study, a real exam procedure was not implemented. However, task procedures implemented in this study were almost the same with the real speaking exam procedures carried out in this English preparatory school. Since the students participated in speaking tasks were also informed initially about the reward structure, they approached the task procedures as if they were real exams. The task procedures were helpful to rehearse the real speaking exam procedures and in a way, observe the possible regulatory focus and fit effects that could have been arisen in the actual exams. Since some regulatory fit effects were reported in this study, it may not be wrong to state that the regulatory fit effects could have been even more obvious in actual exam procedures.

Reaching a Regulatory fit motivational state could increase the task engagement and enjoyment and interest (Higgins, Cesario, Hagiwara, Spiegel, & Pittman, 2010). Because of such connections to task enjoyment and increased task interest, increasing L2 learner motivation through helping them to reach regulatory fit states in various L2 teaching contexts can result in better L2 learning. The possible relation between a regulatory fit perspective and task based learning can lead to gain some interesting perspectives not only about the regulatory fit applications in L2 classrooms but also task applications in task based second language teaching. For these reasons, this study can shed light on some of the applications of regulatory fit in a specific English teaching context. The context effects should be taken into account since the interpretations discussed for the specific context of this study can show some variations for some other L2 teaching contexts.

Discussion of the 4th Research Question

One of the main aims of this study was to investigate both the inherent and task related temporary regulatory focus effects on English learners' L2 speaking performance. Some significant findings were reported for the effects of both regulatory focus types. One significant aspect of the study is that it was found out that situational manipulations in the forms of specifically designed experimental conditions were more effective for both students' success and motivation. Participants' inherent regulatory orientations affected their success only in the prevention experimental condition. There was no such effect in the promotion condition. If the effects of situational and inherent regulatory foci are evaluated in the specific context of this study, it can be stated that inherent regulatory orientations were found be less influential than situational regulatory orientations triggered by specific experimental conditions. It can be related to the measurement tool used to determine the participants' dominant inherent regulatory orientations together with some other possible reasons.

It may not be wrong to state that situational regulatory orientations triggered by specifically designed task conditions were found to affect L2 learners' speaking performances in the separate speaking task applications in this study. It is quite significant to comprehend how situational manipulations could influence L2

learners' willingness to participate in classroom activities and become more motivated to be successful in their language learning process. This is a very important finding and the possible classroom applications of this finding were discussed below. Some possible interpretations were also provided.

Some different results were gathered regarding the effects of situational and inherent regulatory focus on L2 learners' L2 speaking performance. In the specific context of this study, L2 learners' inherent regulatory focus types were not found to be so much effective on their speaking performance and general motivational readiness to participate and be successful in a given speaking task. As it was asserted earlier, this issue could have derived from different reasons such as the possible low distinctive power of the scale used to determine participants' dominant inherent regulatory focus types. On their own, participants' dominant inherent regulatory foci were not effective enough to create performance differences on English language learners. This result is related to the specific context of this study and it should be evaluated by keeping that fact in mind.

Some dominant inherent regulatory focus effects were detected in the prevention experimental condition. According to the regulatory fit theory (Higgins, 2000) expectations, people with a dominant prevention focus could perform better in a task structured with a loss perspective. The reason is that that person is said to reach a regulatory fit state and s/he is expected to perform better and be more motivated in such a task. In the same sense, prevention focused learners were found to be more successful in the prevention experimental condition, maybe because of reaching a regulatory fit state, as explained. However, in the promotion experimental condition, no such performance difference was found out between prevention and promotion focused learners. Due to these mixed results, it can be difficult to reach a solid exact conclusion about the effects of inherent regulatory focus types on L2 learners' L2 speaking performance. However, it may not be wrong to state that inherent regulatory focus effects were detected on L2 learners' performance at least in one experimental condition clearly.

Situational regulatory foci which were triggered by specifically designed experimental task conditions were found to affect students' L2 speaking performance to some degree. Situational regulatory focus caused some differences in L2 learners' speaking performance and motivation. Triggering situational regulatory foci in separate experimental conditions and observing the effects provided some valuable insights about the influences of intentional manipulations carried out in L2 teaching contexts. Situational regulatory focus inductions were done in the forms of creating some changes in the task applications in prevention and promotion experimental conditions. These different task procedures were meant to trigger a specific regulatory focus in each condition. The results showed that situational manipulations of various L2 teaching tasks and materials could have some influences on language learners' performance and willingness to be successful in a task.

It was stated that the task induced or situational regulatory focus was found to be effective on L2 learners' task performance in this study. In addition, L2 learners in the prevention condition had higher task performance especially in terms of grammatical accuracy and vocabulary usages than the learners in the promotion focused task condition. One explanation for this finding might be related to the specific characteristics of prevention focused people. Since they are mostly concerned with following set rules and avoiding mistakes, the learners in the prevention experimental condition might have affected from the specific prevention focus inductions in the forms of specifically designed task instructions, feedback processes etc. They might have tried harder to avoid mistakes while speaking during the tasks which may have resulted in higher accuracy and better performance. In this sense, their focus might have been directed towards avoiding mistakes which may have helped them to be more accurate.

The situation in the promotion focus experimental condition was also interesting. Generally speaking, L2 learners in the promotion experimental condition were not found to perform as better as learners in the prevention condition, as explained previously. However, the interesting issue is that the detailed analysis of all the students' grades in both experimental conditions showed that promotion focused learners' fluency was better than prevention focused learners. Even if students in the prevention condition were more

successful in the speaking tasks in a general sense, some interesting differences were found out upon the detailed analysis of students' grades.

These specific results may also be explained, at least to some degree, by evaluating the general characteristics of promotion focused people. They are regarded as risk takers. Because of being more open to take risks, learners in the promotion condition might have been more willing to express their points by presenting interesting ideas, examples about their speaking topics in the tasks. In addition to this, since they are not so much afraid of making mistakes, they might have taken some risks to express themselves more clearly resulting in better fluency in their speech, maybe sometimes in the expense of accuracy. This fluency and accuracy dichotomy may find some explanations by taking a regulatory focus perspective.

The fact that situational manipulations were found to be effective on L2 learners' task performance has some important applications for L2 teaching contexts. Task specific changes may result in success and performance differences in L2 learners. For this reason, teachers' roles in setting specific task conditions in L2 teaching classrooms can also become quite significant, which constitutes another aspect of integrating some regulatory focus perspectives and understandings into various L2 teaching classrooms. In accordance with the results of this study, it can be stated that using prevention focused task conditions may reveal more accurate speech. Han (2017) also asserted that focus on form instruction may be more appropriate for prevention focused people due to centering upon accuracy. Being related to this, materials or tasks that have prevention focus features can help creating better learning experience and higher success in terms of L2 accuracy.

Even if some mixed results were reported in this study about the regulatory fit effects in a specific L2 teaching environment, still important findings were gathered in this study. However, follow up studies are necessary to better analyze the results and reach more valid and solid conclusions about the applicability of regularity fit theory predictions in various L2 teaching contexts. Similarly, in some previous studies, there were some mixed results in terms of both inherent and situational regulatory focus effects on learners' task performance (e.g. Förster, Higgins, Idson, 1998; Shah, Higgins, & Friedman, 1998). For these reasons, more

research studies can help to make sense of and to clarify the mixed results gained in some studies including this one. As in many other studies conducted in social or educational sciences, especially in the studies that are more concerned with the fluctuating nature of some personal emotional issues like motivation, such mixed results can be quite expected. The important issue is that there will be valuable applications of these results in L2 teaching and learning contexts if such mixed results are clarified with the help of findings from the future research studies.

General Discussion Points

As it can be seen, some mixed results were gained in this study and it can result from different reasons as discussed before. One of the reasons could be related to the task structures designed to trigger promotion and prevention foci. Van Dijk and Kluger (2011) stated that tasks can have different regulatory focus. For instance, tasks such as error detection which necessitate a lot of attention to details can have prevention focus and could be used to trigger prevention focus. On the other hand, such tasks as coming up with creative ideas, problem solving can have promotion focus and can be used to trigger promotion focus. In this study, English speaking tasks were structured in specific ways to trigger these regulatory foci. As mentioned before, the scale used to measure the participants' dominant regulatory focus might not provide totally valid results, meaning that its predictive power to differentiate between participants having a dominant prevention or promotion focus might be low although the reliability level of the scale was checked before being used in this study.

One important situation specific interpretation of the higher success of students in the prevention condition is that it can be related to some culture specific reasons. If the places of punishments and rewards in Turkish culture were taken into consideration, it would be easier to reach this conclusion. In Turkey, generally children are raised in the environment in which they are thought to be afraid of failing. They are mostly told about what could happen to them if they failed in their school. For this reason, they may try to be successful just to avoid the possible negative consequences such as being punished at home, losing some privileges they already have etc.

Beginning from the early days of their education, most students in Turkey are learning to be afraid of failing in their classes. This general view of raising children might be seen in the results of this specific study. Since the prevention experimental condition was prepared with a loss perspective which was appropriate for their general understanding of being successful, students in this condition were really found to be more successful. It may not be wrong to state that this is a culture specific result and this result might change in a more individualistic culture. It should be considered that the more collectivist nature of Turkish culture might be affecting students' general views of success, their motivational paths that lead them to be successful at school and here in this study, their success and motivation in L2 learning. It was an important finding that specific cultural context in which learners are raised can have a significant effect on their language learning success and motivation.

One of the most important issues that arose from the results of this study is that cultural definitions of student success should be reevaluated. While evaluating student success, cultural values should be considered and in the context of this study, Turkish cultural values were shown to affect the learner success. Regulatory focus effects on student success could change from culture to culture. As mentioned before, individualistic and collectivist cultures might look success from different perspectives. Being successful in school or in life could be defined differently according to these different perspectives people in those cultures have. Child raising styles, punishments or rewards people use while raising and disciplining their children can show variations, as well. These various child raising styles adopted in different cultures could also affect students' own beliefs about success during all their education.

In collectivist cultures, prevention focused individuals might become more successful since their cultural values, child raising strategies are more in line with what is expected from people who have a dominant prevention focus. For instance, in most collectivist cultures, students are raised to be afraid of making mistakes. So, when they grow up, those individuals become more motivated to avoid making mistakes and they want to be successful by staying away from the possibilities of making mistakes. Most of the time, such individuals are not risk takers and they want to be in the safe side. As it can be noticed, these properties

define prevention focused individuals and for this reason, these people are supposed to be more motivated and more successful in collectivist cultures. This may seem as an overgeneralization and more research studies are necessary to gain more evidence for such a claim but it is a fact at least for the current study.

As mentioned before, prevention focused students were found to have higher performance and success in English speaking tasks and the higher success of prevention focused students could be related to Turkish cultural expectations and child raising strategies. On the other hand, these results could have been totally different in an individualistic culture, which could be more appropriate for promotion focused individuals. As one of the mostly collectivist cultures, Turkish cultural values are mostly appropriate for prevention focused people. The general results of this study support this relation between specific cultural values and regulatory focus effects.

The cultural effects of regulatory focus were investigated in a few previous research studies. For instance, Rodriguez (2011) found out that reaching a regulatory fit between one's cultural beliefs cause people to select a task which is in line with their specific cultural beliefs. According to the results of this study, specific cultural understandings affect people's choice of tasks. This consistence between individuals' cultural beliefs and appropriate task choices were also found to increase the task performance. Reaching a regulatory fit state helped to increase the task engagement and academic performance as shown among the results of the study. Specific cultural understandings and beliefs can affect people's performance and task specific interests and engagement as it was documented in the current study.

Among the results of this study, it was found out that specifically designed materials or class conditions by taking students regulatory focus orientations into account could be effective to boost students' motivation and performance in L2 tasks. To this end, situational differences should be taken into consideration while evaluating students' performance in L2 learning tasks. It is clear that specific task or class conditions can affect L2 learners' success and motivation differently. In the specific context of this study, it was obvious that the task condition in the prevention experimental condition influenced L2 learners' speaking performances positively. This result might change for different learners with different proficiency

levels or backgrounds, but it is a fact that not every language learning and teaching environment can serve L2 learners perfectly well. For this reason, gaining insights about L2 learners' personal motivational, affective styles can be helpful for preparing appropriate classroom environments to have better L2 learning outcomes.

Another important point for evaluating the results of this study is that knowing learners' regulatory orientations and their effects in L2 learning can be quite helpful for L2 teachers both to evaluate students' performance and for remedial teaching purposes for the failing or unmotivated L2 learners. Spotting the true source of student failure can sometimes be difficult for language teachers. If the source of failure in the class or being unmotivated is found correctly, necessary actions can be taken quickly. These immediate preventive or remedial actions can be quite beneficial for L2 learners to regain their motivation and L2 learning confidence and willingness.

One of these actions can be related to remedial teaching sessions for the failing students or for the ones who are prone to lose their motivation towards L2 learning easily. When language teachers observe that the specific class conditions are more motivating for some learners but not motivating for some others, remedial teaching sessions can be arranged for unmotivated L2 learners. These sessions should be designed in a way that help unmotivated learners to feel more motivated towards learning a second language. For the specific context of this study, it would be wise to arrange remedial teaching sessions for the students in the promotion condition to observe the possible effects of those sessions on students' success and motivation.

As it is a well-known fact that feedback processes play a significant role in L2 learning classrooms. The way feedback is delivered to language learners can affect them to a great extent, so one other significant fact that should be taken into consideration is that feedback processes in L2 teaching environments could be specifically arranged to cater for the different regulatory orientations. In this way, teachers might be better prepared for different learner expectations. The results of the study showed that feedback provision process in the prevention condition was regarded as more motivating for the students in this experimental condition. In the semi structured interviews, some students pointed out such comments about the

unusual and interesting nature of the feedback provision processes in the prevention condition.

As it was mentioned earlier, structuring each step of language teaching from giving instructions to providing feedback according to the learners specific characteristics, in this case according to their regulatory orientations, can make a big difference in learner motivation and performance. Different feedback types or structures may influence learners differently, so the feedback type chosen can both motivate students to try their best or it can have some hindering effects on some learners' motivation and performance, as well. Related to the application of regulatory focus and regulatory fit theories, L2 learners with different inherent regulatory foci can be influenced distinctly from various feedback processes carried out in L2 classrooms. For instance, Van Dijk and Kluger (2004) realized that promotion focused students were more motivated when they got positive feedback about their performance as opposed to prevention focused learners. They were more motivated over getting negative feedback. Therefore, it is clear that different types of feedback and the way the feedback is provided to students have some different effects on L2 learners with different regulatory foci. Both learners' inherent regulatory focus types and the nature of the feedback can have important influences on learners' task specific motivation.

As an important application of regulatory focus perspectives into L2 teaching contexts, it should also be stated that learner-focused or learner-differentiated instruction can be really effective for learners having different regulatory foci. Aligning language teaching and learning conditions with the specific learner expectations and characteristics could be quite beneficial for L2 learners to show and use their real potential in L2 teaching classrooms. It may not be easy to create necessary conditions for learner differentiated instruction in all educational institutions; however, definitely it is worth the effort. If the educational resources are ready and enough for learner differentiated instruction to be carried out, it will be very useful for various types of L2 learners especially in L2 classrooms in which each language learner requires special attention.

Task based language teaching and motivation are closely related to one another as it can be seen in this and some other studies (Han, 2017; Papi, 2016). L2 learners' task experience and success can be affected by specific task conditions. For this reason, arranging some L2 teaching tasks used in language classrooms specifically to fit learners' dominant regulatory focus could create variety in the class. It could also increase learner interest towards the lessons, which can eventually influence L2 learners' language learning experience and performance positively. Learner differences can also be appreciated in this way.

Some previous studies (Crowe & Higgins, 1997; Förster, Higgins, & Idson, 1998) showed that situational or chronic regulatory focus differences that people have influence their task performances. How the tasks were designed, whether or not there is a reward structure about the successful completion of the task are very important concepts when task based language teaching is supported by a regulatory focus perspective. In addition to these aspects, the feedback processes after the task completion have great importance. It should be kept in mind that choosing the appropriate type of feedback considering L2 learners' regulatory foci can affect learners to a great extent.

How a task is implemented in a second language teaching classroom might have some influences on L2 learners' task experience, motivation, willingness to participate in a task and on their task performance. Papi (2016) mentioned that there are some motivational factors that can affect a learning task. Those factors are as follows: Students' own inherent regulatory focus type, the reward and feedback systems of the task, the task related regulatory focus. In this sense, being related to the regulatory focus perspective, there can be some different motivational aspects of learning tasks implemented in a classroom.

The unique regulatory focus structure of a task and L2 learners' own regulatory orientations might affect the task involvement and learners task performance differently. If learners reached regulatory fit state as being in a task condition in which their inherent regulatory focus type was in line with the task implementation process, then they would be expected to become more motivated to perform better in such a task. It is expected that their task involvement and task pleasure would increase, as well. It is an expectation based on the regulatory fit theory. This example might explain the relation between regulatory fit theory

implementations in L2 teaching contexts and task based learning. It can be stated that L2 learners' own motivational systems can have some roles on their L2 learning success especially based on the interrelation between task based language teaching practices and regulatory focus aspects.

Task based language teaching does not only include the cognitive aspects as it has been generally thought but it also includes some motivational and emotional aspects. For this reason, it may not be wrong to state that students' task performance can be greatly influenced by their own motivational states and the nature of the task itself. Van Dijk and Kluger (2011) stated that learners would become more motivated and more successful in tasks in which there was a match between the task structure and learners' regulatory focus orientations. More specifically, it was asserted that learners with a dominant promotion focus would show higher performance in tasks having a promotion focus. On the other hand, prevention focused learners would become more successful if the task were prevention focused in its nature.

Tasks can have different regulatory focus in their nature. For instance, Papi (2016) stated creative tasks might be examples of promotion focused tasks or tasks that require attention to details like editing could be samples of prevention focused tasks. Such learning tasks with different regulate focus nature used in the classrooms can affect L2 learners' performance and task engagement differently. Therefore, the fact that some L2 learners are more successful in some tasks than the others or they are more eager to participate in some types of classroom tasks but they are less willing to take part in some others could be related to L2 learners' own regulatory focus types and the regulatory focus mature of the tasks apart from the cognitive aspects. For such reasons, task based language teaching applications can be combined with regulatory focus applications to better cater for learner variety in L2 teaching contexts.

Choosing appropriate tasks to be used in L2 teaching classrooms is a very important concept in itself. From a regulatory focus perspective, tasks could have different regulatory focus natures. Tasks with a promotion focus can appeal to learners with a dominant promotion focus, whereas tasks with a prevention focus can be more appropriate for the L2 learners with a dominant prevention focus. As it is obvious, it is impossible to say that a specific type of task can be suitable for all types of learners. A needs analysis process is a necessary step to help teachers or material developers to prepare or choose the best possible tasks which can match L2 learners' regulatory focus types, but it is easier said than done. Especially when other aspects of L2 teaching process such as the number of students in a class, syllabus objectives etc. are considered, it becomes even harder to choose tasks or language teaching materials by taking students' dominant regulatory focus types into account. Even so, an important issue that should not be disregarded is that it can be very beneficial if a regulatory focus perspective is included in the L2 material and task preparation design.

One of the elements of this study was related to the reward structure used in the speaking task. The rewarding concept can have a significant place in L2 teaching classrooms and the way it is used or whether or not it is used can influence the learning process. The effects of rewards in the language teaching tasks can affect L2 learners differently depending on their dominant regulatory focus orientations. For some learners, the possibility of gaining extra points or getting a bonus can be seen as a reward and can be motivating factors for them. On the other hand, for some students, the possibility of losing points or grades can be motivating elements and they can feel more eager to be successful to eliminate the possibility of losing something. For such reasons, how the rewards are used in the classroom can be a significant factor which can affect learner motivation and performance considerably.

If the rewards used in the classrooms are not in line with the learners' regulatory orientations, learners may feel unmotivated or unwilling towards learning a second language which can eventually have a negative effect on their L2 learning. Teachers need to be very careful about choosing the appropriate types of rewards for tasks used in L2 teaching classrooms. The type of rewards, a serious reward or a fun reward (Bianco, Higgins, Klem, 2003; Higgins et al., 2010)

given for successful completion of a given task in a classroom and how these rewards are presented to L2 learners (in a loss structure or gain structure) can influence learners' involvement in L2 learning tasks, their task performance and learning experience in general. One way or another rewards have some places in many L2 teaching classrooms. In this sense, it might be better to revise how and for which purposes rewards are used. The reward structures and how they are presented to the students have importance in terms of regulatory focus theory applications to L2 teaching environments. For the results of this study, reward structure used in the prevention experimental condition seem to have affected L2 learners' performance positively.

As it was explained previously, reaching a regulatory fit state can increase students' task engagement which could result in better learning outcomes. Regulatory fit and non-fit issues can be quite important for L2 teaching classrooms since these concepts are also related to learners' perceptions of the learning environments. More specifically, if learners do not have a regulatory fit between the learning environment including all the classroom learning and teaching procedures and their own motivational dispositions, they may have some negative views about the L2 learning process itself. Learners may believe that the language teaching context does not meet their academic needs. They may also evaluate L2 learning process as a difficult task and they can develop a tendency to give up because of being in the regulatory misfit state.

Changing learners' negative evaluations of the language learning process can help them to be more motivated towards being successful. As stated by Higgins and Scholer (2009), changing people's evaluations of such restrictive beliefs can make it possible for learners to take part in these areas that they regard as difficult. This can be applicable for the L2 teaching process which some learners regard as a quite difficult or sometimes impossible task to do. One explanation for such negative beliefs can be related to the regulatory fit concept. L2 learners who do not reach a regulatory fit state in a language learning environment can develop negative feelings about it, which can affect their real learning process badly, as well. Negative or inhibiting beliefs can turn into reality and for this reason, L2 learners' motivational states during their L2 learning experience have great significance.

The results of this study also showed that the general definitions of good or bad performance in a task, test, and exam might be reconsidered. If most of the classroom activities, materials, tests, exams favored or disfavored one specific type of regulatory focus, it could be almost impossible to define the performance measurements correctly and properly. Even if this issue of supporting one regulatory focus type is unintentional, the result will not change. For this reason, it becomes crucial to consider the fact that not all the students in a class have the same types of motivational preferences and students themselves do not define success in the same way. This fact can affect their actual performance in a task or an exam differently. Once more, test or task variety is a significant issue that should not be disregarded in all L2 teaching classrooms. In that way, learner differences in terms of learning and motivation could be better recognized and appreciated in L2 classrooms. In addition, cultural definitions of successful student should also be reconsidered.

Higgins (2005) stated that teachers should let students to develop their own regulatory fit experiences to pursue a goal. Since reaching a regulatory fit state can be a specific experience for each individual, giving a set supposedly correct answers to the students may not always be a logical thing to do. In most situations, there may not be only one correct way to pursue a goal. To put it more explicitly, considering the L2 teaching field, it might be asserted that there is not only one correct way of teaching or learning a second language. There can be various suitable ways to teach or to learn a language depending on many context related or individual factors.

Language learning can be affected by a lot of factors, one of which is L2 learning motivation as it is a known fact. For this reason, a regulatory fit language learning state can have different explanations for different learners since each L2 learner has a unique way of learning something or making sense of the world in a broader sense. In this sense, teachers can help students to reach regulatory fit states for their L2 learning to continue successfully by taking their own individual personality and motivational dispositions into account. The regulatory fit perspective also helps learners to value L2 learning process more, which can lead to positive outcomes in terms of L2 learning performance and engagement.

The effects of situational regulatory focus inductions and the inherent regulatory focus dispositions on L2 learners' language learning motivation and success should be investigated in some other L2 teaching contexts, as well. Since the applications of regulatory focus and fit theories in SLA area have been somewhat new, comprehensive research studies are necessary to be able to reach a better understanding of such effects. Some regulatory focus effects were discussed previously being related to the specific results of this study. Even though these results are quite significant to reach some conclusions, triangulation of the results of some other research studies may help both SLA researchers and teachers to benefit from the perspectives and understandings gained by regulatory focus and fit theories.

As mentioned previously, this study used regulatory focus as a theoretical framework. One of the reasons of choosing it as a research framework is the fact that the regulatory focus and fit theories have process oriented motivational views grounded on the ideal L2 self and ought to L2 self. Since these theories are psychological theories originated in the field of psychology, the constructs ideal and ought to L2 selves were not specifically mentioned in the original theories. However, the relation between prevention and promotion foci and the L2 selves was mentioned previously and theoretically these constructs are related to each other. The other reason is that choosing the regulatory focus as a framework makes it possible to observe both inherent and situational motivational effects on student performance. Making sense of the effects of inherent motivational dispositions and temporal motivational fluctuations can provide valuable pedagogical implications for L2 research and teaching field.

This study has adopted motivation as quality perspective via taking regulatory focus and regulatory fit theories (Higgins 1998, 2000) as the main research points. For L2 teaching contexts, it can be stated that L2 learners can have different degrees of prevention and promotion foci. Regulatory foci can also be created by situational inductions namely by organizing specific contexts or task structures to trigger a situational regulatory focus. Both of these regulatory focus types were investigated in this study and some significant results were reported. These results can be helpful for L2 teaching and research areas for various reasons explained and discussed previously.

Reaching a better and more extensive understanding of the L2 learning and teaching processes was one of the main aims of this study. By applying the regulatory fit and regulatory focus theories into L2 research, a different approach to the motivational aspects of L2 learning process was adopted. The study results can be applicable to some foreign language teaching contexts especially to English preparatory school contexts in universities. More comprehensive studies are also necessary to reach more generalizable results for some other L2 teaching contexts, as well. With help of valid results from extensive studies, the motivational aspects of SLA can better be realized and some modern approaches can be adopted to investigate L2 learning motivation.

Motivational and emotional aspects of L2 learning have always attracted attention in SLA research. Throughout the history of L2 motivational research, different motivational theories and perspectives have been adopted. Some changes and developments have occurred in these different L2 motivational understandings. In recent years, L2 motivational research has been directed towards having motivation as quality perspective. In this study, motivation as quality perspective was adopted by specifically integrating the regulatory focus and regulatory fit theories into English teaching classrooms. Some valuable results were obtained at the end of this study and possible applications of these results were discussed in this chapter. It is hoped that at least some results of this study will be helpful for improving L2 instructional practices and also for the future SLA research.

Current L2 motivational theories have adopted a dynamic view of motivation having mutual interactions between motivation and learning as mentioned earlier (e.g., Csizér & Dörnyei, 2005a; Dörnyei & Ushioda, 2011). Valid research methods and theoretical explanations are necessary to better investigate these bidirectional interrelations between motivation and results of L2 learning. Furthermore, there is a scarce of research on investigating the interactions between L2 learners' inherent motivational dispositions and L2 learning (Mackay, 2014; Magid, 2014; Magid & Chan, 2012; Papi, 2016). This study aimed at helping to fill in this research gap and the results showed some valuable contributions to SLA research and L2 teaching area.

Conclusion

Detailed discussion of the study results were presented in this chapter. Contextual analyses of the results were offered to provide possible explanations and interpretations of the study results. In the next chapter, plausible recommendations were made to further scientific investigations. Significant pedagogical implications were also presented in the next section.

Chapter 6

Conclusion and Suggestions

This study can have some important contributions to the foreign/second language teaching field. Results of the study can be used to have a different perspective towards learner motivation to be successful in learning a foreign/second language. More studies should definitely be conducted to better make sense of the various effects of student motivation on L2 learning performance and success. The pedagogical and theoretical implications of the study together with some of the limitations were presented in this chapter.

Pedagogical implications

The results of the study can shed light on many instructional concerns for both L2 teachers and researchers. Some instructional implications of the study are related to such areas as material and syllabus design, classroom management, individual learner differences, teacher expectations, second language testing and assessment. Aligning specific language teaching conditions with L2 learner motivational orientations can create more feasible language teaching contexts. In addition, including more elements that cater to individual learner differences can have many positive effects on L2 learners' success and engagement in L2 learning.

Typical L2 teaching classrooms can have students with both promotion and prevention orientations. Clustering learners into these orientations is also a difficult issue. As it was mentioned before, sometimes students can be high or low in these regulatory focus orientations (Papi, 2016). This is a significant factor that should be considered in syllabus and material design processes. To cater for L2 learners with either of these regulatory focus types, including both prevention and promotion focus components in L2 teaching curriculum can be a good starting point. Then, these specific elements could be integrated into specific syllabus and material design processes that are meant to be used in L2 teaching classrooms. It requires a long chain of careful organization but the results can worth the efforts in terms of the possible benefits for various L2 teaching and learning contexts.

Being aware of L2 learners' individual motivational tendencies and the possible effects of task induced motivational conditions can make a lot of differences in a second language teaching classroom. In general, learners are generally supported about showing more promotion oriented behaviors in their educational life. To give an example, they are generally encouraged to get higher points from exams. That is the case in many circumstances because promotion oriented behaviors have been evaluated positively in many educational contexts. However, prevention oriented conditions or tasks can be applicable to some educational environments, as well.

Incorporating regulatory focus perspectives into L2 teaching classrooms initially requires to be aware of learners' dominant regulatory focus types. Using one of the regulatory focus measurements can be helpful for identifying learners as being prevention or promotion focused. Then, the necessary steps can be taken to include regulatory focus applications into L2 classroom practices and teaching procedures. According to the regulatory fit theory (Higgins, 2000), a parallelism between an individual's motivational orientation about achieving a goal and the means to achieve it improves task performance. If a learner's motivational orientation, being prevention or promotion focused, and the means to achieve a goal (it can be specific task conditions or materials used in the classroom) matched each other, then this learner would be expected to have higher performance in such a task condition because such people are believed to reach a regulatory fit state (Higgins, 2000). If L2 learners reach a regulatory fit state, their task engagement is expected to increase. The increase in task engagement and task performance can lead to positive learning outcomes.

Even though promotion oriented behaviors are effective for learners' success, the results of this study also showed that prevention oriented task conditions and prevention oriented students behaviors can also be effective on L2 learners' performance and success. Therefore, including some prevention oriented tasks or learning materials into L2 teaching classrooms can be helpful for at least prevention focused learners to be more attentive and successful in their language learning processes. It can also create some variety in the materials and task procedures used in typical L2 teaching classrooms. Including some prevention focused tasks in L2 teaching contexts can change language learners' approaches

to the typical task procedures implemented in the classroom, which can also increase their attentional readiness to participate in such relatively new task conditions.

Encouraging different types of motivational preferences in L2 teaching classrooms can promote learning and students' performance. In this way, L2 learners can also feel more appreciated and valued, which may help them to be more emotionally and mentally involved in L2 learning process. As a chain reaction, L2 learners' performance can also be influenced positively from being appreciated and being in such language learning conditions more appropriate for their individual specific motivational characteristics. Feeling appreciated and valued in the class can affect L2 learners' involvement to the whole L2 learning process quite positively. As a result, more positive learning outcomes can be achieved. This is one of the most important applications of regulatory focus perspectives in L2 teaching contexts.

If the necessary amount of empirical data showing the possible influences of acknowledging language learners' regulatory foci is gathered, some significant decisions can be taken for L2 teaching purposes. For instance, it might be possible to prepare specific language teaching classrooms according to learners' chronic regulatory orientations. An applicability of regulatory fit theory to L2 teaching classrooms can be related to the materials design. It might be possible to create task-induced regulatory fit conditions for L2 learners by preparing specific L2 teaching materials to be used in the class. In this way, L2 learners' task engagement and success in a second language can increase. Decreasing learners' anxiety levels can be another benefit of including their motivational preferences into L2 teaching process since feeling right about doing something can cause them to feel more at ease and relaxed.

Arranging specific tasks and language teaching activities can be quite influential to cater for both promotion and prevention orientations in a language classroom. So, as stated previously, it means that material design processes can be affected by adopting a regulatory focus perspective by preparing specific task conditions or materials to acknowledge both types of motivational orientations. This can lead to higher learner success and interest in L2 learning classrooms. It should not be forgotten that by creating a regulatory fit between individuals'

motivational inclinations towards a goal and the ways of reaching the goal, L2 learners' task performance and engagement can be increased (Higgins, 2000).

One important area that can be mostly affected by regulatory focus framework is feedback styles used in L2 teaching classrooms. As it is known, giving and receiving feedback have great importance in many parts of the L2 teaching process. Teachers' preferences about how they provide feedback to their students about their performance in a task, test or an exam could influence learners' own self-confidence and it could also affect students' future willingness to continue L2 learning process. The way the feedback is presented to students can affect their whole learning process and motivation positively or negatively (Idson & Higgins, 2000; Van Dijk & Kluger, 2011). For these reasons, adopting a regulatory focus perspective for feedback procedures can be beneficial for L2 learners to a great extent.

The wording of the feedback becomes even more important and it can be structured in different ways to create a fit with students' regulatory focus styles. To give an example, for learners with a promotion focus, the feedback provided to them should focus on what they gain like the points they take from an exam, test etc. when they perform well. Positive feedback could be more motivating and beneficial for these students. On the other hand, students with an inherent prevention focus can be more alert and motivated towards a test or task when the feedback has a loss perspective, namely if the feedback is structured by focusing on what students can lose (like how many points they can lose) if they do not become successful in a task, test etc. If the wording of the feedback is in a way negatively structured like "be careful about not to make any more mistakes in this test", prevention focused learners might be more alert and they can try to be more careful not to lose points. In short, the feedback is an indispensable part of L2 teaching process and having a regulatory focus perspective can help both teachers and learners see the feedback providing and receiving processes from a different perspective.

Another important aspect is that L2 learners' emotional and personality characteristics can be influential on their speech performance, so, they should be taken into consideration while evaluating learners' L2 speaking proficiency. Specific personality characteristics can help L2 learners to perform better in

speaking tasks or some personality related features can also hinder them to show their real L2 speaking proficiency. Promotion and prevention focus were also reported as being related to some specific personality traits in some studies such as promotion focus being connected to extroversion and prevention focus being relevant to neuroticism (Cunningham, Raye, & Johnson, 2005). These interrelations among L2 learners' personality traits and regulatory foci could have such great importance in terms of L2 teaching pedagogy. More research studies are needed to examine these interrelations and their effects on L2 learning more closely.

As one of the important educational practices, there are some interesting research results about the effects of giving extra points as rewards to the students documented in the literature. For instance, Matalan (2000) reported that bonus points and absenteeism have negative correlation. So, as opposed to the popular belief, giving extra points for attending to the classes regularly did not actually decrease absenteeism. This is why rewards used by the teachers should be structured in a way that they help students see some value in these rewards. In this sense, the issue of including promotion focus elements to the classrooms can come into play because such elements can support active learner engagement in the activities used in the class and learners can better appreciate the value of those activities.

The significance of overcoming learner motivational barriers or constraints can be better realized with the help of this study. There are many things that can be done to lower students' motivational barriers in L2 classrooms. One of these things is tailoring the language that teachers use in the class according to learners' specific dominant regulatory focus. In this sense, how teachers give instructions, which language structures they use or which areas of the task they focus on while giving instructions or feedback in L2 classrooms become even more significant because the instructions or feedback language that teachers use can show some differences to cater for learner motivational preferences, in this case, according to learners' regulatory focus types. These subtle differences in teacher classroom language can affect learners' motivation and performance to a great extent. Teacher language use can also benefit from incorporating some regulatory focus perspectives into L2 teaching contexts.

As mentioned before, another important pedagogical implication is the need to revise the material preparation process in L2 teaching classrooms. Task variety to cater for different regulatory focus types is a crucial issue that should be considered carefully. Both material preparation process and the actual classroom usage phase can be affected. Especially if the people responsible from material preparation and the actual teachers who use these materials are different people, then teachers will need some extra training to be able to use these new materials in their classes appropriately. It may seem as an extra burden but the end results would most probably be quite fulfilling for both L2 learners and teachers. Integrating more technological tools into L2 teaching classrooms should be another important point. Together with technology integration, online or distance education practices can also be integrated with regulatory focus perspectives, which might be an important area of future L2 research.

As mentioned before, material usage procedures in L2 classrooms would become quite significant with the integration of regulatory focus perspectives into material preparation. There can be some variants in the ways L2 teaching materials are used in the class by taking students' regulatory focus types into consideration. To give an example, group and pair work arrangements in the class could be done according to students' regulatory focus types. Future research may provide some clear explanations about the effects of putting L2 learners with the same regulatory focus disposition into the same or different groups for increasing learner productivity and cooperation.

New task implementation procedures could be used in L2 classrooms in accordance with the regulatory focus theory (Higgins, 1998) perspectives. Some enhancements can be done in group and pair work activities used for unreactive purposes in L2 teaching settings. Designing pair or group work activities by taking students' chronic regulatory focus into account can make some differences in L2 learners' participation and enjoyment in such communicative activities. Putting students with the same or different inherent regulatory focus types into the same groups can have different effects on learners' performance and motivation. As group interactional activities have a significant place in L2 teaching classrooms, arranging group activities by taking learners' regulatory foci into account can bring

about some influential changes and developments in the tasks and classroom activities used for communicative purposes.

As it was mentioned before, manipulating task implementation procedures differently, more specifically designing tasks with loss or gain approaches for prevention and promotion focused learners can be a way of integrating regulatory focus into L2 teaching processes. Additionally, it should be mentioned that rewards such as giving extra points for achieving a certain level of success in a task, which is appropriate for promotion focused learners, are common in L2 teaching contexts. However, it can be quite beneficial to include some prevention focused rewards such as decreasing points from a given score into L2 teaching classrooms. As it was explained previously, one of the significant results of this study was about the positive effects of using prevention focus oriented reward structures on English learners' spoken performance. Most of the participants in this study were more motivated not to lose points, which was used as a prevention oriented reward system.

It is of great importance to gain more knowledge about L2 learners' both chronic and task-induced motivational states. It is also important to determine the suitable ways to use these motivational orientations to develop language teaching materials and syllabi more in line with them. These implications may be used not only during L2 teaching in the class but also for L2 testing and assessment purposes. Preparing language tests and assessment tools that cater to learners' regulatory orientations may lead to positive influences in L2 learners' performance in tests, exams etc. It may not always be applicable for large scale gate keeping tests such as English proficiency exams, however; it might be implemented in specific educational institutions.

As it was mentioned before, not only L2 material design and implementation but also L2 testing and assessment procedures can be affected by adopting a regulatory focus perspective. Both formative and summative assessment could be difficult to change and redesign according to regulatory focus perspectives at first. For this reason, initially formative assessment can be tailored or modified by taking regulatory focus framework into consideration. Incorporating various types of formative assessment procedures aligned with L2 learners' inherent regulatory focus types into L2 syllabus and curriculum design can be a way of integrating

some regulatory focus perspectives into L2 testing and assessment processes, which can revolutionize the regular L2 assessment practices.

In the research literature, important relations between regulatory focus dispositions and cognitive performance in the tests were reported. Keller and Bless (2006) explained the significance of convenience between test takers' chronic regulatory focus types and situational regulatory focus inductions in terms of test performance. For such significant reasons, the applicability of the regulatory focus framework into L2 testing and assessment fields should be considered carefully and investigated thoroughly. For years, L2 testing and assessment have been concerned with similar test designs or exam procedures, so some changes and enhancements can be carried out by incorporating some regulatory focus understandings into L2 testing and assessment. The results can be quite beneficial for language learners if the integration of regulatory focus framework into L2 testing and assessment field can be done successfully.

As explained previously in detail, curriculum, syllabus and material design procedures could be rearranged according to regulatory focus perspectives. After these new arrangements, testing and assessment processes used in various L2 teaching contexts can also be reevaluated. Once more, the variety concept comes into play not only in second language material design but also in second language assessment. It might be better for test designers to include variety in L2 testing and exam procedures to be responsive to different students with different regulatory focus types. Question type variety in the exams could increase the possibility of learners' showing their real performances in the exams.

Regulatory focus knowledge can be beneficial not only in terms of its effects on task success and performance but also in task engagement and learner interests. In L2 teaching classrooms, learners' task performance and engagement can have a high correlation. Therefore, while evaluating the regulatory focus effects on students' performance in tasks or activities carried out in the classroom, its effects on task engagement, task enjoyment and student interests should also be taken into account. Task enjoyment has a motivational side, so it can be affected from the regulatory focus of the task itself as a situational regulatory focus effect. Students' task enjoyment levels can also be influenced by their own chronic regulatory foci. This multifaceted structure of regulatory focus and regulatory fit

effects on learner interests and task enjoyment should not be disregarded in L2 teaching contexts.

If used as a framework, regulatory focus can help placing motivational aspects into teaching methods and strategies implemented in L2 classrooms. Regulatory focus aspects can be new ways of creating better teaching and learning conditions for L2 learners' specific motivational dispositions. As it was mentioned, incorporating regulatory focus into SLA can help to develop better individualized instructional techniques to cater for specific learner needs. It can increase learner performance, task engagement and enjoyment.

One important pedagogical implication is that L2 teachers' interactional styles and expectations from their learners can be redefined by integrating regulatory focus perspectives into L2 teaching classes. How teachers communicate with learners, what type of language they use can affect students' motivation and engagement. Teachers can use different interactional styles towards students with different types of regulatory foci. For instance, they can give more responsibilities to the students with a dominant prevention focus. Those students could be held responsible for some activities to be carried out in the class thereby helping them to be more motivated towards the activities they engage with. On the other hand, teachers can motivate students with an inherent promotion focus by focusing on more future hopes and the benefits they can gain through the activities done in the class. It should not be disregarded that a previous needs analysis is a must to determine the students' dominant regulatory focus styles at first.

In this sense, reconsidering teacher expectations in L2 teaching contexts is another crucial point. Having too high expectations or forcing L2 students to do things that they are not normally willing to do in the class could influence student motivation and learning negatively. For example, forcing students to take part in some classroom activities which require lots of imagination and creativity and which focus more on aspirations, future hopes might be a lot more enjoyable for promotion focused learners. On the other hand, prevention focused learners might not get as pleasure from such classroom activities as promotion focused ones and they may not feel motivated to or be willing to participate in these types of activities.

In the scenario discussed above, prevention focused learners do not reach a regulatory fit state whereas promotion focused learners reached that state. Therefore, expecting the same level of task performance from both types of language learners with different regulatory focus types might not be realistic considering the possible regulatory focus effects on their performance. So, it could be better for second language teachers to revise their expectations from their students by taking their personal unique motivational styles into account. Unrealistic learning expectations from L2 learners can cause them to be less motivated towards learning a language, which also results in decreased student performance. All in all, teacher expectations can also be affected by the knowledge of L2 learners' individual motivational dispositions. It is necessary for teachers not to push L2 learners into language learning tasks or conditions that they are not ready or prepared for.

With the help of such studies adopting a regulatory focus perspective, L2 instructors can have more insights about learners having different motivational tendencies. This knowledge can help them meet the learner expectations better. If L2 teachers become more equipped with the knowledge regarding their students' specific motivational tendencies, they can become more prepared both for general instructional issues and for possible problems that may arise in their classrooms. Different motivational tendencies such as promotion and prevention foci should be promoted to reach better results in L2 teaching and learning. Needs analysis can be helpful to define L2 learners' dominant regulatory focus type to create classroom environments appropriate for their motivational orientations and to inform L2 teachers.

Another important concept is teacher language used by instructors in L2 teaching classrooms. To give an example about how the teacher language can affect students' success and motivation in a task, if some students in a class were afraid of making mistakes, if they viewed success as being flawless, then they would try to be more careful about not making mistakes. Such students might have a higher dominant prevention focus and they would be more motivated towards a task if the task instructions were provided by focusing on the importance of not making lots of mistakes in the task. Since such learners with a high prevention focus were supposed to feel more motivated for fulfilling their obligations, they

would naturally be more careful about not making mistakes in the task to be more successful. For that reason, the teacher language can affect their willingness to be active and successful in the task. In this case, if teachers focused more on not making mistakes as a task requirement to be regarded as successful or to get higher grades at the end of the task, students that have a dominant prevention focus would be more motivated to do their best and they would probably be more successful in such a task, as well.

Some pedagogical aspects of the integration of RFT into L2 teaching contexts can be applicable for not only students but also teachers as explained above. One of these aspects is that teachers' classroom management styles can differ from each other and they can be influential on students' learning. Therefore, classroom management issues can also be affected by integrating regulatory focus aspects into classrooms. Rewards or punishment styles can be related to classroom management issues and their effectiveness can be related to some different factors. For instance, the effectiveness of rewards and punishments given to learners can show differences depending on learners' dominant regulatory focus. One example of rewards could be related to giving some bonus points or grades to students for reaching some previously defined levels or for not doing something bad or prohibited in the classroom. The use and effectiveness of these reward structures may be affected by both teachers' and learners' regulatory foci to some extent.

As material design processes may be influenced by taking a regulatory focus perspective, the application and use of these materials in L2 teaching classrooms becomes quite significant, in this sense, teachers' specific ways of adapting and using language teaching materials in the class can be affected by integrating some regulatory focus perspectives into their teaching styles. How teachers use tasks and materials, how they give instructions or provide feedback in the class have utmost importance to observe the regulatory focus effects on L2 learners. Teachers can prepare specific task conditions or they can change their instruction giving and feedback providing styles to be responsive to both prevention and promotion focused language learners. Moderate changes carried out in daily classroom instruction can result in some significant influences on L2

learners' interests and performance. It can also help to create some variety in teaching styles or classroom task and material usages.

Related to the previous points discussed, there is a need for in-service training for teachers to become more aware of different motivational types that students and they personally have. In the research literature, generally the effects of students' own regulatory focus types on their performance have been investigated so far. Although that is a valuable piece of research, the influences of teachers' dominant regulatory focus types on their teaching styles should also be investigated more thoroughly. In a few studies, teachers' regulatory focus orientations and their effects on their teaching styles have been investigated. Leung and Lam (2003) investigated the influences of teachers' chronic regulatory focus types on their classroom management styles. They found out that promotion focused teachers utilized more approach type of classroom management strategies and less avoidance strategies. Their classroom management styles seem to be influenced by their inherent regulatory focus dispositions. It is quite possible this effect of regulatory focus is not limited to teachers' classroom management styles. Some other areas such as their feedback styles, their preferred teaching methods that they use in the class etc. might be affected from their regulatory foci at varying levels.

Teachers could have different regulatory focus styles which may have an effect on their teaching styles. They may not be aware of the real effects of their own regulatory focus styles on their teaching practices in the class. Teacher preferences about many educational topics such as rewards or punishment styles used in the class, their specific classroom management styles, handling discipline issues in the class could be influenced by their regulatory focus types. To give an example, if a teacher attached more value to fulfilling his/her and students' responsibilities, if s/he were more careful about fulfilling responsibilities like always trying to catch up with each syllabus requirement, if s/he felt uneasy or stressed when s/he fell behind some of his/her educational responsibilities, then, this teacher would mostly have a dominant prevention focus. Being a prevention focused individual would affect his/her teaching style, educational preferences even his/her classroom language and his/her approach to students. Therefore, these concepts related to L2 teachers' motivational styles and their classroom

applications should also be taken into account and it might be better to evaluate them with the help of a regulatory focus framework.

Both inherent and situational regulatory focus can have some contributing factors for L2 learners' differences in various fields such as communication, interaction, learning and performance etc. As explained earlier, in the research literature, some attentional and performance related differences were documented between promotion focused and prevention focused people for providing some explanations for the effects of chronic regulatory foci. Promotion focused people tend to be more fluent whereas prevention focused people are inclined to be more accurate (e.g., Förster et al., 2003). Such research results could provide some explanations about the roots of some differences in L2 learners. The fact that some L2 learners are more accurate but less fluent; however, some other learners can speak a lot faster and fluently but with some errors at least in part can be related to L2 learners' individual chronic regulatory foci. Being aware of these issues can help teachers to approach such learner differences from a different standpoint (e.g., Dewaele & Furnham, 2000).

As it was stated before, in this study, regulatory focus and regulatory fit effects on only learners' speaking task performances were investigated and important results were gathered. It is expected that regulatory focus effects can be observed not only in learners' L2 speaking performance but also in other L2 skills and areas such as grammar, listening and reading. More research studies can provide valuable insights into how regulatory focus can be implemented and incorporated successfully into L2 skills instruction. Regulatory focus can be included into many L2 teaching areas and it has a high potential to influence L2 learners' learning experience positively in many circumstances.

Another application of regulatory focus perspectives into L2 teaching field might be related to the fact that some L2 learners are more willing to communicate with their friends and teachers in L2 classrooms. On the other hand, some learners can be shy or less eager to participate in communicative activities. These differences regarding students' willingness to communicate in L2 teaching settings might also result from L2 learners' regulatory focus related distinctions (Teimouri, 2016). It is not suggested that these L2 communicational and interactional differences only result from learners' inherent regulatory foci, but they can have

some relation to their dominant regulatory focus type. Once more, regulatory focus can provide some level of explanations for such learner differences, which have significant effects on L2 teaching procedures.

One other important concept in terms of L2 teaching pedagogy is related to the significance of being more open to changes, developments in L2 teaching classrooms and this is crucial not only for L2 students but also teachers. This study showed the importance of teacher awareness of students' motivational preferences and how this awareness can manipulate students to be more motivated towards a task carried out in the class. It might be harder for especially experienced L2 teachers to reconsider their language teaching practices or the methods they use. They can receive a recompense for their work if they give a chance to integrating some regulatory focus perspectives to their teaching styles by being aware of their students' dominant regulatory focus and by benefiting from this awareness to better meet learner needs.

Student differentiated instruction is one of the most important concepts that should be discussed and implemented by taking a regulatory focus perspective in L2 teaching classrooms. Viewing students as unique individuals with different kinds of motivational preferences and learning styles can be a key point. There will be many positive consequences of adopting such a view, one of which can be that students will feel more valued and appreciated. It should not be disregarded that recognizing changeable nature of motivation is crucial in terms of being responsive to L2 learners with different interests.

Learner strategy instruction can also benefit from regulatory focus understandings. It may be possible to include the regulatory focus framework into learner strategy training. Different types of strategies used by learners can be affected from L2 learners' inherent regulatory foci. If teachers become aware of this situation, they can help learners to use appropriate learning strategies that can accelerate their L2 learning process. In this sense, regulatory focus may be incorporated into L2 strategy training. At least, in this way, teachers can have a better understanding of learners' different preferences about learning strategies and the possible reasons underlie their choices.

Better L2 teaching conditions can be created and learners can be more successful and motivated towards learning a language if their inherent regulatory foci match some important aspects of a second language teaching context such as tasks and activities used in the class, syllabi and curriculum, teachers' regulatory foci (Rodriguez, Romero-Canyas, Downey, Mangels, & Higgins, 2013). Even if it may seem difficult to have a perfect balance of all these aspects at once, if it is achieved, there can be quite good consequences in terms of reaching the aims of all L2 teaching procedures. Learners' success, interests, engagement into the whole L2 learning and teaching process can take a really good turn with the help of taking regulatory focus into account in L2 teaching preparation, implementation, classroom procedures or examination processes. Incorporating some regulatory focus and regulatory fit perspectives into SLA can provide L2 learners and teachers with new and valuable insights.

Theoretical implications

Scales surveys used for determining people's dominant inherent regulatory foci might not always provide totally valid results. Choosing the most appropriate measurement tool for research purposes becomes even more significant for this reason. Also, specifically designed scales to be used in different cultures could be even better for providing more valid results in terms of determining people with different regulatory focus types. Another important point about those scales is that they are mostly not enough for differentiating people who are equally strong in both types of regulatory foci. That is an important factor for correctly placing people in the regulatory focus scale. So, not only people who are either promotion or prevention focused but also individuals who have equal predisposition to both regulatory focus types should be defined correctly.

Another theory related concept that should be considered carefully is related to the place of situational regulatory focus in experimental research studies. If situational regulatory focus measures are included into research studies, how the situational regulatory focus is triggered and specific task structures to be used in the experimental manipulations should be very carefully designed. Sometimes, the task nature might be more appropriate for one specific regulatory focus type. In such cases, regulatory focus inductions done intentionally

might not reach their purposes and these regulatory focus inductions or situational manipulations might fail to trigger a type of regulatory focus as either prevention or promotion. Defining both task induced and chronic regulatory foci clearly is quite important for a research study to reach its real purposes, so these concerns should not be undervalued.

Experimental manipulations should be carefully structured and planned beforehand. As explained before, the ways that situational focus is triggered has utmost importance for reaching valid results considering the situational temporary regulatory focus effects. The success of the research depends on how carefully and properly regulatory focus inductions are carried out. If the ways chosen to induce temporary regulatory foci are not appropriate or relevant for the conditions, valid findings may not be gathered at the end of such research studies. Therefore, careful preparation is a must for the whole temporary regulatory focus induction process to be carried out successfully.

Getting not only quantitative but also qualitative results and carrying out continuous studies to observe the possible motivational changes in L2 learners in time can be priceless for research literature. Combining regulatory focus theory applications and other similar second language motivational theories like the L2 motivational self-system (Dörnyei, 2005) might be more influential for reaching a comprehensive understanding. Regulatory focus and fit theories are psychological theories in their nature but they are also used in many other social and applied sciences. So, regulatory focus and fit theories applications to other fields are recognized and valued in research literature. However, inclusion of these theoretical aspects into ELT or L2 teaching fields is relatively new. In this sense, more quality research studies are necessary in L2 teaching field to find out and interpret regulatory focus effects on L2 teaching and learning more accurately and effectively.

Evaluation of qualitative data should be very carefully done to make better sense of the quantitative data gathered by the regulatory focus scales if the mixed method research design is chosen. As mentioned earlier, regulatory focus scales sometimes may fail to provide totally correct data. So, the qualitative data gathered by interviews, think aloud protocols, journals etc. could provide significant information to understand students' beliefs about regulatory focus

effects on their own second language learning process. By comparing both types of data as qualitative and quantitative, better and more valid evaluations could be done.

Suggestions for further research

As some suggestions for the future research, initially it can be stated that increasing the number of participants' will be better to reach more generalizable results. Another point is that participants had the same English proficiency level in this study. Proficiency level based comparisons were not among the objectives of this study, but as a suggestion for the future research studies, language proficiency level based comparisons might provide some other valid explanations for regulatory focus effects on language learners' success and motivation. For this reason it might be influential to add participants with different levels of L2 proficiency in future research. In addition, gender based comparisons might also be helpful. Possible gender related differences could provide some additional explanations about the regulatory focus effects on L2 learning.

For analyzing the regulatory focus effects in L2 classrooms, language teachers' perspectives also have great importance. To this end, L2 instructors' ideas about the effects of different regulatory foci in L2 teaching classrooms might be included to future research. One other suggestion for the future research studies might be including pair or group work activities to trigger regulatory foci with the purpose of observing the interactional effects. Task conditions that are designed for triggering temporary regulatory foci have utmost importance for getting valid results in studies designed in accordance with the regulatory focus assumptions. For this reason, creating various task conditions to observe and document the possible changes of learners' performance through regulatory focus effects can be quite significant for future research.

Collecting teacher views and observations about the effects of regulatory focus awareness in the class could be an interesting area of research as stated above. Comparing teachers' observational data with students' own opinions expressed in interviews, think aloud protocols etc. could provide valuable data to make better sense of the place of students' and teachers' regulatory focus awareness in L2 teaching classes. Teachers need to be provided with the

necessary training for this to be possible. The reason is that generally teachers do not have necessary background knowledge about regulatory focus and its effect in the learning process.

English learners' accuracy and fluency levels in L2 speaking, their linguistic performance, were analyzed in this study. For the future research studies, L2 learners' non-linguistic reactions in interactional activities can also be investigated. Learners' regulatory foci could be influential in not only their linguistic performance but also in their non-verbal communicational behaviors such as maintaining eye contact or changes in their body shape during a conversation. This is another area of research that can help to interpret non-verbal signs in L2 interaction via adopting a regulatory focus perspective. As it is known, nonverbal communication is a very important part of expressing our opinions. Via nonverbal communication, a lot of knowledge can be transferred to the listeners. Therefore, future research can also investigate the relation between nonverbal communication and regulatory focus. Valuable data can be gathered for understanding the real effects of having different regulatory foci on nonverbal communication usages.

Action research can be quite influential to investigate the regulatory focus effects in L2 teaching classrooms thoroughly. Classroom teachers' research can provide valuable information to benefit from incorporating regulatory focus into L2 teaching environments. Teachers are the primary observers of L2 learners in the classrooms. For this reason, action research is an important step to investigate regulatory focus effects on learners' L2 learning experience more closely and more accurately. However, for this to happen successfully, L2 teachers should have the necessary knowledge about regulatory focus perspectives and how to incorporate regulatory focus into L2 teaching classrooms. Once more, teachers' knowledge becomes quite important to investigate real classroom applications and real classroom practices more closely and more accurately.

Including some pair or group work activities and observing the group relations among learners with similar or different regulatory focus types can be another area of future research. In this study, individual verbal task performances were used. Group or pair speaking tasks can also be used for future research designed with the purpose of observing the group dynamics. L2 learners having the same or different regulatory foci may affect each other differently in terms of

both task performance and engagement. Valuable information can be gathered by observing the group behavior and performance effects. The information gathered by such research studies can be used for designing various kinds of group or pair work speaking activities which take L2 learners' regulatory foci into account.

Learners having different regulatory foci can affect their L2 speaking performance and motivation especially in the interactional activities. So, action research carried out in actual L2 teaching classrooms with a regulatory focus perspective could be helpful for designing better pair or group work speaking activities that are used frequently in L2 teaching classrooms. Promoting meaningful interaction among L2 learners could be achieved in the class if the real effects of having different or similar regulatory foci on L2 interactional activities can be identified and implemented more effectively. In that way, regulatory focus oriented speaking tasks formed by taking L2 learners' prevention and promotion foci into account could solve some problems faced during group or pair work speaking activities used frequently in L2 teaching classrooms.

Another future area of research can be about observing the relationship between personality traits and regulatory focus types. In some studies in the psychology field, it was mentioned that prevention focus is concerned with neuroticism and promotion focus is concerned with extroversion (Cunningham, Raye, & Johnson, 2005). Investigating the interrelations between specific personality traits and regulatory foci can make it possible to reach more valid conclusions about the place of regulatory focus as a motivational framework for L2 motivation research. Since personality is a part of individual emotional response, a thorough investigation about these concepts can be quite valuable for SLA research and L2 teaching and learning practices.

Future research can be carried out to investigate possible regulatory focus effects in different language skills and also for the L2 grammar teaching. Observing the regulatory focus and regulatory fit effects in various language skills such as listening and reading can be quite beneficial for the L2 teaching field since there is a scarcity of research about the effects of learners' regulatory focus especially in the previously mentioned language skills. In addition, some regulatory focus related effects can also be observed in L2 grammar teaching area. Future researchers can also be interested in this area of SLA research.

For future research purposes, chronic regulatory focus types should be better defined and differentiated with good and valid regulatory focus measurements. There are many inherent or chronic regulatory focus measurements, however; sometimes their discriminatory power was questioned in some studies (Han, 2017). So, more reliable and valid scales need to be designed. It might be better if cultural differences were also taken into consideration while designing such regulatory focus measurements. Cultural differences could make differences in individuals' regulatory focus types and their general motivational preferences. It would be better for future research studies to take these issues into consideration.

In the studies designed to see the task related or contextual regulatory focus effects, constituting appropriate task conditions has great importance to reach valid results at the end of the study. In this study, although task conditions were prepared carefully to trigger different regulatory foci, random assignment of participants to the task conditions was not possible due to the school regulations. In this study, participants were already assigned to their regular classrooms before the implementation of the data collection procedures. In this sense, if possible, it might be better for the future studies to assign participants randomly to the task conditions. It can also help to have more reliable and valid experimental conditions. It should not be forgotten that creating more authentic task conditions can help researchers to get more real life applications of the issues searched for. All in all the regulatory focus inductions should be carefully designed in such future studies.

For the reasons stated above, both the chronic regulatory focus measurements and the specific temporary regulatory focus inductions should be carefully considered by the future researchers, as well. Situational regulatory focus inductions can be carried out in many ways that were discussed previously. However, choosing the appropriate temporary regulatory focus induction procedure has utmost importance for maintaining accurate results in such research studies. Additionally, there are various scales used as chronic regulatory focus measurement tools. They should also be carefully examined to be used in future studies. As mentioned earlier, it can be quite beneficial to design more culture specific inherent regulatory focus measurement tools to be used in future

research studies since regulatory foci can have some changing effects and interpretations in different cultural contexts.

Not only quantitative research tools but also qualitative research procedures can provide some valuable insights about regulatory focus effects on L2 learners' performance and task engagement. Via think aloud protocols or some other qualitative research methods, understanding L2 learners' own views about the regulatory focus effects on their learning experience can be easier and influential, as well. Mixed method research design incorporating both data collection procedures is quite influential. It can also be beneficial to include more qualitative data collection procedures into future research designs.

Future research studies can also look for the possible strong links between the ideal and ought to L2 selves and the prevention and promotion regulatory foci. The relation between these two motivational theories could help make sense of the motivational effects on L2 learning in a better way. In this sense, some different perspectives could be gained to better comprehend L2 learning motivation and its relation to other L2 learning and teaching aspects. This could advance the current L2 motivational perspectives further.

The specific effects of being in a regulatory fit and non-fit states can be more thoroughly investigated. Future research studies can focus more on the performance and motivation related differences between students in the regulatory fit and non-fit conditions. Investigating long term effects of regulatory fit could also provide valuable information. Whether regulatory fit affects learners' future L2 learning performance can be another area of research. Whether or not L2 learners who reach a regulatory fit state remember information more accurately after a while can be investigated thoroughly to make sense of the regulatory fit effects on L2 learning more accurately. As explained before, regulatory fit concept can have significant applications for SLA research.

Another suggestion for future research is collecting more data on the cultural variations regarding the regulatory focus effects on L2 learning. The relationship between different cultural values and regulatory focus properties should be investigated thoroughly by collecting data from various L2 teaching contexts in which different cultural values are adopted. This might provide some

valuable insights to shed light on the relation between culture and individuals' regulatory focus types. Different cultural values could have various effects on L2 learners' motivation and L2 learning interests, so regulatory focus effects and practices can also differ in different cultural contexts.

Limitations

Like other research studies conducted in social sciences, this study also has some limitations. To begin with, the participants were from one English preparatory school of a university. In this sense, it would be better to include more participants from different English language preparatory schools in Turkey to make a more thorough comparison and reach more comprehensive results. The sample size in this study might not be enough to reach generalizable results. For this reason, it would have been better to be able to include more participants in this study.

Gender and age related comparisons were not possible in this study because of having the participants with almost the same ages. It was not a limitation actually because these comparisons were not among the aims of this specific study. However, it can be stated that some interesting results could have been reached by investigating the regulatory focus and regulatory fit effects on people with different ages. Furthermore, regulatory focus related differences between male and female participants might have provided some valuable data, as well.

Including language learners with different English language proficiency levels was not possible in this study. It would have been better to have L2 learners with different language proficiency levels to better observe and determine the possible effects of previous second language knowledge on regulatory focus. It could have been valuable to observe whether or not there would be a relation between L2 proficiency levels and the regulatory focus effects. However, it should also be reminded that in this study, English learners with a relatively high level of language proficiency were the participants. That was quite beneficial to collect more valid data regarding the main purposes of this study.

Not as a limitation but as kind of reminding, especially for studies designed by including some measurements to incorporate situational regulatory focus into research procedure, how to induce situational regulatory focus has utmost importance. Researchers should provide a lot of attention to situational regulatory focus inductions for reaching valid results. It is better to keep in mind that temporary regulatory focus induction procedures should be carefully designed prior to the data collection process. It would be better if all the regulatory focus induction procedures were checked by some experts of the field before conducting such research studies. It is even more important for the studies conducted in research areas in which regulatory focus applications are relatively new.

As a last reminding, measurements used to identify individuals' dominant inherent or chronic regulatory focus orientations should be carefully chosen. As it was mentioned previously while explaining the results of this study, some regulatory focus measurements can have low reliability levels which can lead to misleading results. Additionally, some regulatory focus measurements may not be appropriate to the specific cultural context of each study. These issues should be taken into consideration while evaluating the inherent regulatory focus measurements to be used in research studies.

Concluding remarks

This study aimed at providing a different point of view to make sense of L2 motivation and its effects on L2 learners' oral task performance. This study also had a specific purpose to offer a new perspective for evaluating L2 performance and success by including learners' own distinct motivational styles and preferences. It is seen that L2 learning success is affected not only by cognitive issues but also by both L2 learners' emotional and motivational states and task specific conditions. The results of this study can hopefully contribute to SLA research and L2 teaching area for various reasons discussed before.

There can be some other potential second/ foreign language teaching and learning areas to which regulatory focus and regulatory fit perspectives can be applicable. With the help of conducting valuable research studies in the future, new understandings can be developed to interpret and explain the relation between second/foreign language learning motivation and various L2 learning

processes. There can be many new applications and changes in the L2 teaching classroom procedures with the inclusion of regulatory focus perspectives into L2 motivation research. L2 teaching field can benefit from incorporating regulatory focus and regulatory fit understandings into L2 teaching and learning practices. SLA research can also benefit from incorporating regulatory focus and regulatory fit perspectives into research procedures. The future of L2 teaching classroom practices, L2 teachers' perspectives, L2 material design and task implementation procedures, L2 testing and assessment, learner styles and learning strategies and can all be affected in one way or another by the incorporation of regulatory focus and regulatory fit perspectives into L2 teaching and SLA research areas.

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APPENDIX-A: Informed Consent Form/Gönüllü Katılım Formu

Merhaba,

Yapacak olduğum çalışmaya gösterdiğiniz ilgi ve ayırdığınız zaman için şimdiden çok teşekkür ederim. Bu formla, kısaca size çalışmamın amacını ve bu araştırmaya katılmanız durumunda neler yapacağımızı açıklamak isterim.

Bu araştırma için Hacettepe Üniversitesi Etik Komisyonu'ndan izin alınmıştır. Araştırma, "Düzenleyici Odağın İkinci Dil Öğrenenlerin Sözel Beceri ve Güdülenmesine Etkisi" başlıklı doktora tezinin bir parçası olarak Dr. Öğr. Üyesi İsmail Fırat Altay danışmanlığında yürütülmektedir. Bu çalışma, ikinci dil öğrenen üniversite hazırlık sınıfı öğrencilerinin güdülenme odaklarını saptamayı ve bu odaklara yönelik sınıf içinde yapılan İngilizce alıştırmalarında onların başarı ve yönelimlerini belirlemeyi amaçlamaktadır.

Araştırmaya gönüllü olarak katılım esastır. Ana veri toplama aracı, sınıf içinde yapılacak olan İngilizce konuşma alıştırmasıdır. Ayrıca sizden ölçek ve sözlü görüşme yoluyla da veri toplanacaktır. Bu veriler tamamiyle gizli tutulacak ve sadece araştırmacı tarafından değerlendirilecek, anketteki sorulara vermiş olduğunuz cevaplar hiçbir şekilde derslerden alacağınız notu etkilemeyecektir. Elde edilecek bilgiler bilimsel yayımlarda kullanılacak ancak katılımcıların kimlik bilgileri paylaşılmayacaktır. Adınızın araştırmada kullanılması gerekecekse, bunun yerine takma bir isim kullanılacaktır.

Tüm oturumlar araştırmacı kontrolünde geçmektedir. Katılım sırasında herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz oturumu yarıda bırakmakta serbestsiniz. Böyle bir durumda, araştırmacıyı bilgilendirmeniz yeterli olacaktır. İstedığınız zaman görüşmeyi kesebilir ya da çalışmadan ayrılabilirsiniz. Bu durumda sınıf içinde yapılan etkinliklerden ya da görüşmelerden elde edilen veriler kullanılmayacaktır.

Bu bilgileri okuyup bu araştırmaya gönüllü olarak katılmanızı ve size verdiğim güvenceye dayanarak bu formu imzalamanızı rica ediyorum. Sormak istediğiniz herhangi bir durumla ilgili benimle her zaman iletişime geçebilirsiniz. Araştırma sonucu hakkında bilgi almak için iletişim bilgilerimden bana ulaşabilirsiniz. Çalışmaya katıldığınız için şimdiden teşekkür ederiz.

Katılımcı Öğrenci:

Sorumlu araştırmacı:

Adı, soyadı: Dr. Öğr. Üyesi İSMAİL FIRAT ALTAY

Adres: H.Ü. Eğitim Fakültesi, Yabancı Diller Eğitimi Bölümü,

Telefon: İngiliz Dil Eğitimi Bilim Dalı

İmza: ifaltay@hacettepe.edu.tr

Araştırmacı:

Fulda Karaazmak

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APPENDIX-B: Speaking Task Topics

Agree-Disagree Speaking Task Topics

Please state whether or not you agree or disagree with the statement you choose. Explain your point clearly with providing enough evidence, details and examples. You are expected to speak around 4-5 minutes.

1. Children of very young age should/should not be in the entertainment sector.
2. Television advertisements are/are not beneficial.
3. High school students should/ should not be given a chance to vote in elections.
4. Social media use should/ should not be banned at work.
5. Teenagers should/ should not resort to plastic surgery to beat bullies.
6. Electronic voting is/is not secure.
7. Elementary schools should/should not ban homework and urge parent to read to their kids.
8. Plastic bags should/ should not be banned.
9. Artificial Intelligence will kill or save humankind.
- 10.Data privacy in social media or in any other website is/is not a crucial issue to be discussed.
- 11.Video games cause/do not cause mental health disorders in children or teenagers.
- 12.Water shortage problem is/is not a solvable problem for all big cities.
- 13.Cooking classes can/cannot prevent obesity.
- 14.There should/ should not be special homes for juveniles.
- 15.Using Renewable energy sources is/is not the most efficient way to solve energy crisis in the world.
- 16.The government should/should not erase the citizens credit card debts.
- 17.Shopping malls are/are not dying out.**

Cause-Effect Speaking Task Topics

Please talk about causes and/or effects of the topic you choose. Explain your point clearly with providing enough evidence, details and examples. You are expected to speak around 4-5 minutes.

- 18.brain drain
- 19.animal extinction
- 20.child labor
- 21.changing diets around the world
- 22.extended families
- 23.traffic accidents
- 24.excessive urbanization
- 25.poverty around the world
- 26.shopping online
- 27.underage drinking
- 28.student dropouts
- 29.stress among students
- 30.becoming vegetarian
- 31.not having your dream job
- 32.cheating in the exams
- 33.exercising regularly
- 34.having pets
- 35.always being alone
- 36.studying at a university
- 37.living abroad
- 38.low student success
- 39.having increased numbers of universities in Turkey
- 40.the influences of the discovery of electricity

41.the influences of English on Turkish

Problem-Solution Speaking Task Topics

Please talk about the possible solutions of the problem you choose. Explain your solutions clearly with providing enough evidence, details and examples. You are expected to speak around 4-5 minutes.

42.stress at work or school

43.crime in large cities

44.illiteracy

45.homesickness

46.time management

47.financial problems

48.sickness/health problems

49.social problems

50.food in the university cafeteria

51.academic procrastination

52.not being able to work in a group project

53.noise in the dormitory room

54.learning English

55.not being able to learn English

56.depression

57.hunger

58.tardiness

59.the problems experienced by disabled people

60.world refugee crisis

61.child labor

62.domestic violence

63.having passive lifestyle

64.child marriage

65.poverty

66.excessive use of credit cards

67.social media addiction

APPENDIX-C: Speaking Assessment Rubric/ Konuşma Puanlama Yönergesi

Name Surname: _____ Date: _____

	0-1 Does not meet expectations	2 approaches expectations	3 meets expectations
Comprehensibility	Most parts of the response not comprehensible to the listener.	Some parts of the response are comprehensible; others require interpretation on the part of the listener.	Response comprehensible; requires minimal or no interpretation on the part of the listener.
Fluency	Speech halting and uneven with long pauses and incomplete thoughts	Speech is slow with some pauses, most thoughts are complete.	Manages to continue and complete thoughts.
Pronunciation	Multiple problems with pronunciation/intonation that may interfere with communication.	Some problems with pronunciation/intonation that may interfere with communication.	Sounds somewhat natural.
Vocabulary	Vocabulary does not convey meaning most of the time; too basic for the level.	Vocabulary does not convey meaning sometimes; medium vocabulary use for the level.	Vocabulary conveys appropriate meaning most of the time; appropriate for the level.
Grammar	Grammar is rarely accurate or appropriate for the level.	Grammar is sometimes accurate and appropriate for the level.	Grammar is mostly accurate and appropriate for the level.

Total Point: 15/_____

Konuşma Puanlama Yönergesi

Adı Soyadı: _____

Tarih: _____

	0-1 Beklentileri karşılamıyor	2 Beklentilere yaklaşıyor	3 Beklentileri karşılıyor
Anlaşılabilirlik	Cevabın büyük kısmı dinleyici için anlaşılmaz.	Cevabın bazı kısımları anlaşılabilir, diğerleri dinleyici tarafından yorumlama gerektirir.	Cevap anlaşılabilir, dinleyici tarafından yorumlama gerektirmez.
Akıcılık	Konuşma uzun duraksamalar ve tamamlanmamış düşünceler içerir.	Konuşma biraz yavaştır ve bazı duraksamalar içerir, düşüncelerin çoğu tamamlanmıştır.	Konuşmayı neredeyse hiç duraksamadan tamamlayabilmektedir.
Sesletim	İletişimi etkileyen birçok sesletim ve tonlama hatası vardır.	İletişimi etkileyebilecek olan az sayıda sesletim ve tonlama hatası vardır.	Oldukça doğal sesletime sahiptir.
Kelime bilgisi	Çoğunlukla anlamı veremeyen ve çok basit seviyede kelime kullanımı	Bazen anlamı veremeyen ve ortalama seviyede kelime kullanımı	Çoğunlukla anlamı verebilen seviyeye uygun kelime kullanımı
Dil bilgisi	Nadiren doğru ve seviyeye uygun dil bilgisi kullanımı	Bazen doğru ve seviyeye uygun dil bilgisi kullanımı	Çoğunlukla doğru ve seviyeye uygun dil bilgisi kullanımı

Toplam Puan: 15/_____

APPENDIX-D: General Information and Language Background
Questionnaire/ Dil Özgeçmiş anketi

1. Age: _____
 2. English proficiency Level: _____
 3. Gender: _____
 4. University Department: _____
 5. Do you speak any language other than Turkish or English? If so, which language do you speak and for how long?
-

6. Have you taken a standardized English proficiency test (e.g., iBT TOEFL, IELTS, TOEIC)?

Yes: ____ / no: ____

If your answer is yes, please write your total score:

English Learning Background

7. At what age did you start learning English (this can include studying English in school)?

8. How long have you been studying English? _____(years)

9. In which contexts/situations did you study English? Check all that apply.

- ☐ At home (from parents, caregivers)
- ☐ At school (Primary, secondary, high school)
- ☐ At private institutions
- ☐ At language courses during my study abroad in an English-speaking country
- Other (specify):

10. Please rate on a scale of 1-4 your current ability on English speaking (put a x under the number you chose below).

1= beginner	2= <i>intermediate</i>	3= <i>upper-intermediate</i>	4 = <i>advanced</i>

Dil Özgeçmiş anketi

Katılımcı:

Genel Bilgiler

1. Yaş: _____
2. İngilizce yeterlik seviyesi: _____
3. Cinsiyet: _____
4. Üniversite Bölümü: _____
5. Türkçe veya İngilizce dışında herhangi bir dil biliyor konuşuyor musunuz? Eğer öyleyse, hangi dili biliyorsunuz ve ne kadar süreyle konuşuyorsunuz?

6. Standart bir İngilizce yeterlilik sınavına girdiniz mi (örneğin, iBT TOEFL, IELTS, TOEIC)?

Evet/ Hayır

Cevabınız evet ise, lütfen toplam puanınızı yazınız.

İngilizce öğrenme geçmişi

7. Hangi yaşta İngilizce öğrenmeye başladınız (buna okulda İngilizce öğrenmek de dahildir.)

8. Ne zamandır İngilizce öğreniyorsunuz? _____ (yıldır)

9. İngilizceyi hangi bağlamlarda / durumlarda öğrendiniz? Uygun olanları işaretleyiniz.

☐ Evde (ebeveynlerden, bakıcılardan)

☐ Okulda (İlkokul, ortaokul, lise)

☐ Özel kurumlarda

☐ İngilizce konuşulan bir ülkede yurtdışı eğitimim sırasında katıldığım dil kurslarında

Diğer (belirtiniz): _____

10. Lütfen İngilizce konuşma konusundaki mevcut kabiliyetinizi 1-4 arasında değerlendirin (ilgili sayının altına x koyunuz).

1 = acemi	2 = orta	3 = orta üzeri	4 = ileri

APPENDIX-E: Composite Scale (Original version)

Regulatory Focus and Motivation, Ideal L2 Self and Ought-to L2 Self Scales

Please indicate your rating of the items below.

1 = Strongly disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

	Items: Promotion	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Studying English can be important to me because I think it will someday be useful in getting a good job.	1	2	3	4	5
2	Studying English is important to me because English proficiency is necessary for promotion in the future.	1	2	3	4	5
3	Studying English is important to me because with English I can work globally.	1	2	3	4	5
4	Studying English can be important to me because I think it will someday be useful in getting a good job and/or making money.	1	2	3	4	5
5	Studying English is important because with a high level of English proficiency I will be able to make a lot of money.	1	2	3	4	5
6	Studying English can be important for me because I think I'll need it for further studies on my major.	1	2	3	4	5
7	Studying English can be important to me because I think I'll need it for further studies.	1	2	3	4	5
8	Studying English is important to me because I would like to spend a longer period living abroad (e.g., studying and working).	1	2	3	4	5
9	Studying English is important to me because I am planning to study abroad.	1	2	3	4	5
10	I study English in order to keep updated and informed of recent news of the world.	1	2	3	4	5
11	Studying English is important to me in order to achieve a special goal (e.g., to get a degree or scholarship).	1	2	3	4	5
12	Studying English is important to me in order to attain a higher social respect.	1	2	3	4	5
13	Studying English is important to me because it offers a new challenge in my life.	1	2	3	4	5

14	The things I want to do in the future require me to use English.	1	2	3	4	5
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		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Items: Prevention					
15	I have to learn English because without passing the English course I cannot graduate.	1	2	3	4	5
16	I have to learn English because without passing the English course I cannot get my degree.	1	2	3	4	5
17	I have to learn English because I don't want to fail the English course.	1	2	3	4	5
18	I have to study English because I don't want to get bad marks in it at university.	1	2	3	4	5
19	I have to study English because I don't want to get bad marks in it.	1	2	3	4	5
20	Studying English is necessary for me because I don't want to get a poor score or a fail mark in English proficiency tests.	1	2	3	4	5
21	Studying English is necessary for me because I don't want to get a poor score or a fail mark in English proficiency tests (TOEFL, IELTS, etc.).	1	2	3	4	5
22	I have to study English; otherwise, I think I cannot be successful in my future career.	1	2	3	4	5
23	Studying English is important to me, because I would feel ashamed if I got bad grades in English.	1	2	3	4	5
24	Studying English is important to me because, if I don't have knowledge of English, I'll be considered a weak student.	1	2	3	4	5
25	Studying English is important to me because I don't like to be considered a poorly educated person.	1	2	3	4	5

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Items: Ought-to L2 Self					
26	I study English because close friends of mine think it is important.	1	2	3	4	5
27	Learning English is necessary because people surrounding me expect me to do so.	1	2	3	4	5
28	I consider learning English important because the people I respect think that I should do it.	1	2	3	4	5
29	If I fail to learn English I'll be letting other people down.	1	2	3	4	5
30	Studying English is important to me in order to gain the approval of my peers/teachers/family/boss.	1	2	3	4	5
31	I have to study English, because, if I do not study it, I think my parents will be disappointed with me.	1	2	3	4	5
32	My parents believe that I must study English to be an educated person.	1	2	3	4	5
33	Studying English is important to me because an educated person is supposed to be able to speak English.	1	2	3	4	5
34	Studying English is important to me because other people will respect me more if I have a knowledge of English.	1	2	3	4	5
35	It will have a negative impact on my life if I don't learn English.	1	2	3	4	5

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Items: Ideal L2 Self					
36	I can imagine myself living abroad and having a discussion in English.	1	2	3	4	5
37	I can imagine myself studying in a university where all my courses are taught in English.	1	2	3	4	5
38	Whenever I think of my future career, I imagine myself using English.	1	2	3	4	5
39	I can imagine a situation where I am speaking English with foreigners.	1	2	3	4	5

40	I can imagine myself speaking English with international friends or colleagues.	1	2	3	4	5
41	I can imagine myself living abroad and using English effectively for communicating with the locals.	1	2	3	4	5
42	I can imagine myself speaking English as if I were a native speaker of English.	1	2	3	4	5
43	I imagine myself as someone who is able to speak English.	1	2	3	4	5
44	I can imagine myself writing English e-mails/letters fluently.	1	2	3	4	5
45	The things I want to do in the future require me to use English.	1	2	3	4	5

APPENDIX-F: Composite scale (Turkish)

Düzenleyici Odak ve Güdülenme Ölçeği, İdeal Yabancı Dil Benliği ve Zorunlu Yabancı Dil Benliği Anketleri

Lütfen aşağıda belirtilen maddelere katılma derecenizi belirtiniz.

1 = Kesinlikle katılmıyorum 2 = Katılmıyorum

3 = Kararsızım 4 = Katılıyorum

5 = Kesinlikle katılıyorum

		Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
	Maddeler: Yönelimci odak					
1	İngilizce öğrenmek benim için önemli olabilir, çünkü bir gün iyi bir işe girmekte bunun yararlı olacağını düşünüyorum.	1	2	3	4	5
2	İngilizce öğrenmek benim için önemlidir, çünkü ileride terfi için İngilizce yeterliği gerekmektedir.	1	2	3	4	5
3	İngilizce öğrenmek benim için önemlidir, çünkü İngilizce sayesinde uluslararası işlerde çalışabilirim.	1	2	3	4	5
4	İngilizce öğrenmek benim için önemli olabilir, çünkü bunun bir gün iyi bir işe girmek veya para kazanmak için faydalı olacağını düşünüyorum.	1	2	3	4	5
5	İngilizce öğrenmek önemlidir, çünkü yüksek derecede İngilizce yeterliğiyle çok para kazanabileceğim.	1	2	3	4	5
6	İngilizce öğrenmek benim için önemli olabilir, çünkü üniversitedeki bölümüm hakkında daha fazla araştırma için bu dile ihtiyacım olacak.	1	2	3	4	5
7	İngilizce öğrenmek benim için önemli olabilir, çünkü ilerideki çalışmalarımda bu dile ihtiyacım olacağını düşünüyorum.	1	2	3	4	5
8	İngilizce öğrenmek benim için önemlidir, çünkü yurtdışında uzun süre geçirmek istiyorum.	1	2	3	4	5
9	İngilizce öğrenmek benim için önemlidir, çünkü yurtdışında eğitim almayı planlıyorum.	1	2	3	4	5
10	Dünyadaki son haberler hakkında bilgi sahibi olmak için İngilizce öğreniyorum.	1	2	3	4	5
11	Özel bir hedefe ulaşmak için (örneğin, bir derece veya burs almak gibi) İngilizce öğrenmek benim için önemlidir.	1	2	3	4	5
12	Daha fazla sosyal saygı kazanmak amacıyla İngilizce öğrenmek benim için önemlidir.	1	2	3	4	5

13	İngilizce öğrenmek benim için önemlidir, çünkü bu hayatıma yeni bir mücadele sunuyor.	1	2	3	4	5
14	Gelecekte yapmak istediğim şeyler İngilizceyi kullanmamı gerektiriyor.	1	2	3	4	5
	Maddeler: Kaçınmacı odak					
15	İngilizce öğrenmek zorundayım, çünkü İngilizce dersini geçmeden mezun olamıyorum.	1	2	3	4	5
16	İngilizce öğrenmek zorundayım, çünkü İngilizce dersini geçmeden üniversite diplomamı alamıyorum.	1	2	3	4	5
17	İngilizce öğrenmek zorundayım, çünkü İngilizce dersinde başarısız olmak istemiyorum.	1	2	3	4	5
18	İngilizce çalışmak zorundayım, çünkü üniversitede İngilizceden kötü notlar almak istemiyorum.	1	2	3	4	5
19	İngilizce çalışmak zorundayım, çünkü bu dersten kötü notlar almak istemiyorum.	1	2	3	4	5
20	İngilizce öğrenmek benim için gereklidir, çünkü İngilizce yeterlik sınavlarında kötü bir puan ya da başarısız bir not almak istemiyorum.	1	2	3	4	5
21	İngilizce öğrenmek benim için gereklidir, çünkü TOEFL, IELTS gibi yeterlik sınavlarında kötü bir puan ya da başarısız bir not almak istemiyorum.	1	2	3	4	5
22	İngilizce öğrenmek zorundayım, aksi takdirde gelecekteki kariyerimde başarılı olacağımı düşünmüyorum.	1	2	3	4	5
23	İngilizce öğrenmek benim için önemlidir, çünkü İngilizce dersinde kötü notlar alırsam utanç duyarım.	1	2	3	4	5
24	İngilizce öğrenmek benim için önemlidir, çünkü İngilizce bilgim yoksa zayıf bir öğrenci sayılırım.	1	2	3	4	5
25	İngilizce öğrenmek benim için önemlidir, çünkü eğitim düzeyi düşük biri olarak kabul edilmek istemiyorum.	1	2	3	4	5

	Maddeler: Zorunlu Yabancı Dil Benliği					
26	İngilizce öğreniyorum, çünkü yakın arkadaşlarım bunun önemli olduğunu düşünüyorlar.	1	2	3	4	5
27	İngilizce öğrenmek gerekli, çünkü etrafımdaki insanlar bunu yapmamı bekliyorlar.	1	2	3	4	5
28	İngilizce öğrenmeyi önemli buluyorum, çünkü saygı duyduğum insanlar bunu yapmam gerektiğini düşünüyorlar.	1	2	3	4	5

29	Eğer İngilizce öğrenmeyi başaramazsam insanları hayal kırıklığına uğrattırıyor olacağım.	1	2	3	4	5
30	İngilizce öğrenmek akranlarımla / öğretmenlerimin / ailemin onayını kazanmam açısından benim için önemlidir.	1	2	3	4	5
31	İngilizce öğrenmek zorundayım, çünkü eğer öğrenmezsem, ailemin benimle ilgili hayal kırıklığına uğrayacağını düşünüyorum.	1	2	3	4	5
32	Ailem eğitilmiş bir insan olmak için İngilizce öğrenmek zorunda olduğuma inanıyorlar.	1	2	3	4	5
33	İngilizce öğrenmek benim için önemlidir, çünkü eğitilmiş bir kişinin İngilizce konuşabilmesi beklenir.	1	2	3	4	5
34	İngilizce öğrenmek benim için önemlidir, çünkü İngilizce bilgim olursa diğer insanlar bana daha çok saygı duyacaklar.	1	2	3	4	5
35	Eğer İngilizceyi öğrenmezsem, bu hayatımda olumsuz bir etki yaratacak.	1	2	3	4	5

	Maddeler: İdeal Yabancı Dil Benliği	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
36	Kendimi yurtdışında yaşarken ve İngilizce konuşurken hayal edebiliyorum.	1	2	3	4	5
37	Kendimi bütün derslerin İngilizce olarak öğretildiği bir okulda/üniversitede okurken hayal edebiliyorum.	1	2	3	4	5
38	Ne zaman ileriki kariyerimi düşünsem, kendimi İngilizce kullanırken hayal ederim.	1	2	3	4	5
39	Yabancılarla İngilizce konuştuğum bir durum hayal edebiliyorum.	1	2	3	4	5
40	Kendimi uluslararası arkadaşlarımla İngilizce konuşurken hayal edebiliyorum.	1	2	3	4	5
41	Kendimi yurtdışında yaşarken ve oradakilerle iletişim kurmak için etkili bir şekilde İngilizce konuşurken hayal edebiliyorum.	1	2	3	4	5
42	Kendimi ana dili İngilizce olan biriymişim gibi İngilizce konuşurken hayal edebiliyorum.	1	2	3	4	5
43	Kendimi İngilizce konuşabilen biri olarak hayal ederim.	1	2	3	4	5

44	Kendimi İngilizce e-mailleri akıcı bir şekilde yazarken hayal edebiliyorum.	1	2	3	4	5
45	Gelecekte yapmak istediğim şeyler İngilizceyi kullanmamı gerektiriyor.	1	2	3	4	5

**APPENDIX-G: Semi Structured Interview Questions/ Yarı Yapılandırılmış
Görüşme Soruları (Turkish)**

1. How can you describe your motivation or anxiety levels while completing the speaking task?
2. How can you describe your feeling state before the task and after you completed the speaking task?
3. How interesting/ enjoyable/ boring/ stressful was the speaking task?
4. How well do you think you did in the task?
5. Would you like to participate in the same task again?
6. If you had the chance to do the speaking task again, would you change anything in your performance and why?

Yarı Yapılandırılmış Görüşme Soruları (Turkish)

1. Konuşma alıştırmaları esnasında güdülenme veya endişe düzeyinizi nasıl tanımlayabilirsiniz?	
2. Konuşma alıştırmalarını tamamlamadan önce ve tamamladıktan sonra duygu durumunuzu nasıl tarif edebilirsiniz?	
3. Konuşma alıştırmaları ne kadar ilginç / zevkli / sıkıcı / stresliydi?	
4. Alıştırmayı ne kadar iyi yaptığınızı düşünüyorsunuz?	
5. Aynı alıştırmaya tekrar katılmak ister misiniz?	
6. Konuşma alıştırmalarını tekrar yapma şansınız olsaydı, performansınızdaki herhangi bir şeyi değiştirir miydiniz ve neden?	

APPENDIX-H: Teacher Diary Keeping Template

Student name/surname	Notes on perceived motivational level	notes on speaking performance	Gain or loss framed condition
1.			
2.			
3.			
4.			
5.			

APPENDIX-I: Ethics Committee Approval



T.C.
HACETTEPE
ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172-101.02.02
Konu : Fulda KARAAZMAK Hk. (Etik Komisyon)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 02.05.2019 tarihli ve 51944218-101.02.02/00000574239 sayılı yazı.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Doktora öğrencilerinden **Fulda KARAAZMAK**'ın **Dr. Öğr. Üyesi İsmail Fırat ALTAY** danışmanlığında yürüttüğü “**Düzenleyici Odağın İkinci Dil Öğrenenlerin Sözel Beceri ve Güdülenmesine Etkisi**” başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **14 Mayıs 2019** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-imzalıdır

Prof. Dr. Rahime Meral NOHUTCU

Rektör Yardımcısı

APPENDIX J: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

16/08/2021

Fulda Karaazmak

APPENDIX-K: Dissertation Originality Report

16/08/2021

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of foreign Language Education

Thesis Title: The Impact Of Regulatory Focus On Second Language Learners' Oral
Action And Motivation

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname: Fulda Karaazmak

Student No.: N14249108

Department: Foreign Language Education

Program: English Language Teaching

Status: ☐ Masters ☒ Ph.D. ☐ Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED
Asst. Prof. Dr. İsmail Firat ALTAY

APPENDIX-L: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- ° Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. ⁽¹⁾
- ° Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren ... ay ertelenmiştir. ⁽²⁾
- ° Tezimle ilgili gizlilik kararı verilmiştir. ⁽³⁾

16/08/2021

Fulda Karaazmak

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

(1) Madde 6. 1. Lisansüstü teze ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.

(2) Madde 6. 2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.

(3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.

Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

* Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.