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**A STUDY ON L2 MOTIVATIONAL SELF SYSTEM OF
TURKISH EFL LEARNERS**

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Antalya, 2017

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YÜKSEK LİSANS TEZİNİN ADI:

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A STUDY ON L2 MOTIVATIONAL SELF SYSTEM OF TURKISH EFL LEARNERS

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ABSTRACT

A STUDY ON L2 MOTIVATIONAL SELF SYSTEM OF TURKISH EFL LEARNERS

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The present study intends to investigate the L2 Motivational Self System (L2MSS) of Turkish EFL preparatory school students. This study also aims to find out the positive and negative factors affecting students' motivation in the classroom. Besides, it aims to reveal the activities that the students like most in the classroom. The study also seeks to examine the students' satisfaction about studying at English preparatory school. Lastly, it sheds light on the reasons of being motivated while studying at prep school in terms of learning English. 385 Turkish university preparatory school students were selected to complete a questionnaire reflecting their motivation for learning English. In order to determine the students' tendency towards motivational types, a survey including a modified questionnaire of 64 likert type scale items (adapted from Dörnyei, 2005; Taguchi et al., 2009; Ryan, 2008 and Xie, 2011), multiple response sections and open ended questions were used. The findings of the study demonstrated that Turkish preparatory school students' motivational motives differentiated in terms of gender, fields of study, proficiency level, education type and the motives to study at prep school. The research also revealed that the best predictors of L2MSS survey were instrumentality (promotion), cultural interest, attitudes to L2 community, future plan and instrumentality (prevention). Apart from these, the study points out those factors such as having a joyful time in the classroom, teacher's attitude towards to the students, teacher's guidance/ eliciting while speaking, classroom atmosphere, teacher's having sense of humor and using English in the classroom that affect students' motivation positively. On the other hand, the factors affecting students' motivation negatively include lack of vocabulary

knowledge, forgetting the meaning of vocabulary, not being able to express himself well, having a boring lesson and not being able to speak in English. In addition to these, students are in favour of some activities in the classroom including series/movies, vocabulary games, song activities, competitions during the lessons and these activities motivate them positively. Furthermore, more than 60 percent of the participants were satisfied with studying at prep school. According to the open ended questions responded by the students, it can be said that studying at prep school enabled them to learn more vocabulary, grammar and in the future, it will help them to get promotion or use this language in foreign countries and with the native speakers of this language. Overall, the study presented relational factors highly affecting L2 motivation of participants. Finally, based on the findings, some recommendations for teachers have been highlighted to increase and sustain the students' motivation.

Key words: Motivation in foreign language learning, L2 motivational self system, ideal L2 self, ought to self, learning experience, society effect, future plans, daily life/events

ÖZET

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN TÜRK ÖĞRENCİLERİN İKİNCİ DİL ÖĞRENMEDEKİ MOTİVASYON BENLİK SİSTEMLERİ ÜZERİNE BİR ÇALIŞMA

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Bu çalışma Türkiye'de İngilizce'yi yabancı dil olarak öğrenen üniversite hazırlık sınıfı öğrencilerin ikinci dil öğrenme motivasyonu benlik sistemlerini araştırmayı amaçlamaktadır. Bu çalışmanın örneklemini Akdeniz Üniversitesi Yabancı Diller Yüksekokulu öğrencileri oluşturmaktadır. Araştırmaya 385 kişi katkıda bulunmuştur. Bu çalışma için karma yöntem seçilmiştir. Çalışmadaki veriler Dörnyei (2005), Taguchi et al. (2009), Ryan (2008) ve Xie'in (2011) anketleri baz alınarak derlenmiş 64 maddelik, 5'li likert ölçeği olan bir anket kullanarak toplanmıştır. Bunun yanında, öğrencilerden sınıf içerisinde motivasyonlarını olumlu ve olumsuz etkileyen faktörleri seçmeleri istenmiştir. Ayrıca, katılımcılara anketin sonunda bir tane açık uçlu soru sorularak, ankete ve çoklu sorulara verdikleri cevaplarla doğruluğu sağlanıp, öğrencilerin hazırlık sınıfında okumalarının İngilizce öğrenmeye yönelik motivasyonlarına pozitif ya da negatif etkilerinin olup olmadığı da araştırılmıştır. Elde edilen verilere göre, kız öğrencilerin erkek öğrencilere, okudukları bölüme, hazırlık sınıfına A1 seviyesi ile başlayanların, A2 seviyesi başlayanlara, ikinci öğretimde okuyan öğrencilerin, birinci öğretimde okuyan öğrencilere ve hazırlığı isteğe bağlı okuyanların zorunlu olarak okuyanlara göre motive olma türleri farklılık göstermiştir. Ayrıca katılımcıların yabancı dil öğrenirken kendilerini motive etme sebepleri arasında o dilin kültürünü öğrenmek, gelecek ile ilgili planlar yaparken İngilizcenin gerekli olduğunu düşünmeleri, İngilizceyi bir araç olarak görmeleri ve

dili öğrenilen topluma karşı davranışları önemli bir yer tutmaktadır.Öğrencilerin sınıf içi motivasyonlarını olumlu etkileyen faktörleri ise dersin eğlenceli geçmesi, öğretmenin öğrencilere karşı tutumu ve davranışı, öğrenciler konuşurken öğretmenin yardım etmesi, sınıf içi atmosfer, öğretmenin esprili olması ve son olarak sınıf içinde İngilizce'nin yani hedef dilin kullanılması oluşturmaktadır. Tam aksine, öğrencilerin kelime bilgileri eksik olduğunda, hedef dildeki herhangi bir kelimenin anlamını unuttuklarında, kendilerini iyi bir şekilde hedef dilde ifade edemediklerinde, ders sıkıcı geçtiğinde veya İngilizce konuşamadıklarında motivasyonları olumsuz olarak etkilenmektedir.Öğrencilerin sınıf içi aktivitelerden en çok sevdikleri ise dizi ve film ile ilgili aktiviteler, kelime oyunları, yarışmalar ve şarkı aktiviteleri olmuştur.Açık uçlu sorulara verdikleri cevaplar da üniversitede hazırlık sınıfında okumalarının İngilizce öğrenmelerini olumlu olarak etkilediğini göstermiştir.Çünkü öğrenciler, yeni kelimeler öğrendikçe, gramer bilgileri arttıkça ve hedef dili kullanabildiklerini gördükçe İngilizce öğrenme motivasyonları da eş zamanlı olarak artmıştır.

Anahtar kelimeler: Yabancı dil öğrenme motivasyonu, yabancı dil öğrenme motivasyonu benlik sistemi, ideal benlik, öğrenme deneyimleri, olması gereken benlik, yabancı dil olarak İngilizce, toplumun etkisi, gelecek planları, günlük olaylar.

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LIST OF ABBREVIATIONS

L2MSS:	L2 Motivational Self System
IL2S:	Ideal L2 self
OL2S:	Ought to L2 self
CI:	Cultural interest
CM:	Criterion measures
LE:	Learning experience
ATL2C:	Attitudes toward L2 community
SE:	Society effect
DLE:	Daily life/ events
FP:	Future plans
FB:	Faculty of Business
FM:	Faculty of Medicine
FE:	Faculty of Engineering
FEAS:	Faculty of Economics and Administrative Sciences

VS:	Vocational School
L2:	Second Language
EFL:	English as a Foreign Language
Prep:	Preparatory
FB:	Faculty of Business
FEAS:	Faculty of Economics and Administrative Sciences
FM:	Faculty of Medicine
FE:	Faculty of Engineering
VS:	Vocational School
OF:	Other Faculties

CHAPTER I

INTRODUCTION

1. 0. Introduction

During my teaching experience of 8 years as an English Language Instructor at two different universities, I came across many questions from my students who were very enthusiastic or not eager to learn English. The reason why they kept asking such questions was that they really wanted to get some tips or advices from me to make their English better. The questions they asked including the ones such as; “How is it possible for you to know many words and how did you learn them? ,What did you do to learn English?”. The answers for these questions were too simple. The reason was that I was highly motivated to learn English and this motivation was coming from ample reasons ranging from social to individual and intrinsic to extrinsic. These reasons included translating, loving my teachers at both secondary and high school, enjoying doing the activities related to songs and vocabulary, playing games and listening to English songs or watching foreign movies. Apart from these, I grew up in a touristy place and I also enjoy meeting and communicating with foreign people. Not only these students, but also the ones who are not willing to participate in the activities in the classroom and learn English have made me search the reasons behind learning English. After I encountered with such questions, I have realized that learning English is mostly related to motivation and this motivation comes from numerous reasons.

There are considerable factors that affect foreign language learning positively or negatively. According to Lightbrown and Spada (1999), these factors are intelligence, aptitude, personality, motivation and attitudes, learner preferences, learner beliefs and

age of acquisition as well as their relations to other variables such as age, teaching methods and learning contexts. Although these play a vital role in learning a second language, Chalak and Kassaian (2010) stated that motivation is the most used concept for explaining the failure or success of a learner. As Dörnyei (1998) claimed, motivation is a key to learning.

1.1. Statement of the Problem

“The problem might be defined as the issue that exists in the literature, theory, or practice that leads to a need for the study” (Creswell, 1994, p. 50). Effective problem statements answer the question ‘Why does this research need to be conducted’. Stating the problem of study could be said to involve stating “how things are” and “how they should be”. Or simply, “the situation is this or that and yet it ought to be like this or that”. Additionally, the statement of the problem must clearly defines the variable(s) and show the relationships or issue(s) that will be searched. Although there are a few researches based on motivation, there have not been any researches based on this framework called ‘L2 motivational self system’ in Turkey. By virtue of this, it was necessary to do a research. Apart from this, demotivation has been one of the main foci that language learners face with and cannot overcome (Kim, 2011). In Turkish context, the reasons of this have not been investigated in detail, so far. For that reason, a need had occurred to find the reasons behind it.

1.2. Purpose of the Study

This thesis presents a study of Turkish EFL preparatory school students’ motivation to learn English, using Dörnyei’s (2009) L2 Motivational Self System as the main theoretical framework which has been developed to explain the relationship between motivation and L2 learning through three components: ideal L2 self, ought- to self and learning experience.

1.3. Scope of the Study

As it is a fact, the scope provides for the boundary or limits of the research in terms of content such as independent and dependent variables to be investigated, geographical area and time span of the research. In the proposed study, the researcher will only investigate the L2MSS of Turkish preparatory school students studying at a state university in Turkey. However, the relationship between L2MSS and the achievement will not be included in this study.

The population of this study includes university students of prep school majoring in different faculties including Faculty of Business, Faculty of Economics and Administrative Sciences, Faculty of Medicine, Faculty of Engineering, Vocational School and Other Faculties during the academic year of 2013- 2014. The research was conducted at Akdeniz University, a School of Foreign language which is located in Antalya. The questionnaires were administered to 385 participants (226 males and 159 females) starting at three proficiency levels, called A1, A2 and B1. Since the participants were all students of level A1 and A2, the questionnaire was administered in Turkish. Besides, the students were asked to complete the questionnaire in the classroom and all the participants were volunteers. On the other hand, this study has some limitations in terms of the participants because not only university students, but also the other learners from other levels can also be investigated along with L2MSS study.

1.4. Significance of the Study

Through perusal of existing literature on motivation, it has been revealed that although there have been a lot of researches on motivation, there aren't any researches on motivation in terms of L2 motivational self- system in Turkish context in general. Additionally, any studies unfortunately haven't been conducted to show what kind of activities affect students' motivation positively or negatively in line with this concept. Hence, there is a need to study motivation in foreign language learning

with university preparatory school students. With the questions being asked to students, new implications can be concluded to increase the motivation of the students studying at English preparatory school at universities.

1.5. Research Questions

Keeping the purposes in mind, the following research questions are posed and strived to be answered;

1. Do Turkish learners' L2 Motivational Self System constructs towards learning English Language differ based on the following variables:
 - a. *gender,*
 - b. *fields of study,*
 - c. *the proficiency level,*
 - d. *education type,*
 - e. *the motives to study at English preparatory school.*
2. What are the most significant components of L2MSS of Turkish EFL preparatory school students?
3. Is there a relationship between L2MSS components?
 - a) *Is there a relationship between ideal L2 self and the other scales?*
 - b) *Is there a relationship between ought to self and the other scales?*
 - c) *Is there a relationship between learning experience and other scales?*
4. What are the factors affecting students' motivation positively in the classroom?
5. What are the factors affecting students' motivation negatively in the classroom?
6. What are the activities that liked most by the students in the classroom?
7. To what extent were the students satisfied with studying at English preparatory school?
8. Does studying at English preparatory school has positive or negative effects that increase students' motivation towards learning English?

1.6. Functional Definitions of the Terms

The purpose of this section is to provide definitions of the terms appearing frequently in the study which are new concepts and have not used in previous researches before.

Society effect (SE): It is an undeniable fact that society has affected our lives in every aspect. When it comes to learning a foreign language, it is indispensable not to be affected by it. Hence, while learning a language, the students are naturally affected by the society.

Daily life/ events (DLE): It is inevitable for people to follow daily life or events in other languages while travelling, working, communicating and so on.

Future goals (FG): To achieve our goals in life in terms of job or other issues, people need English in every field of their lives.

1.7. Outline of the Study

This thesis consists of seven chapters. The first chapter provides an introduction to this study including purpose, research questions, significance and limitations of the study. The second chapter reviews related literature and introduces the theoretical background on L2 Motivational Self System. Besides, Chapter two attempts to shed light on recent studies related to L2MSS. The third chapter addresses to the research design of this study and presents the mixed method approach. Further, data gathering instruments and the procedures will be explained in detail. The fourth chapter presents the findings of both quantitative and qualitative data. Additionally, it presents quite detailed explanation of the study's most significant findings with the help of several tables with statistical data. The fifth chapter provides a brief summary of the present study and the conclusion with the suggestions for future implementation for Turkish context.

CHAPTER II

LITERATURE REVIEW

2.0. Introduction

The literature review of this study will be carried out in the light of two main themes. First of all, a theoretical background of the study will be given. This section provides a review of literature deemed relevant to the research objectives. This includes a brief overview of the concepts of motivation, L2 motivational self system.

Secondly, the recent studies that have proven their validity and associated with the present study will be examined thoroughly in this section.

2.1. Theoretical Background

In presenting the theoretical background, it is worth to make a definition of motivation, especially the motivation concept in language learning and teaching field. Additionally, the types of motivation as well as, self theory, particularly L2 motivational self system should be elaborated in order to shed light to the theoretical background of the study.

Dörnyei (2001) stated that “motivation is a general way of referring to the antecedents (i.e. the causes and origins) of action” (p.6). The question that must be asked in here is that what these antecedents are. As it is stated in hisbook, human behaviour can be explained within two dimensions including *direction* and *magnitude* and motivation is related to both of them. These are:

- the choice of a particular action
- the effort expended on it and the persistence with it (p.7).

Hence, motivation can be defined as “why people decide to do something, how they are going to pursue it or how long they are willing to sustain the activity” (Dörnyei, 2001, p.6). Dörnyei’s (2014, p. 519) way of describing motivation seems to be the most comprehensive approach of defining motivation.

On the the other hand, the researchers kept trying to define motivation in different ways although there is not an exact meaning for it. According to Dörnyei (1998), motivation was the “process whereby a certain amount of instigation force arises, initiates action and persists” (p.118). In other words, motivation can be seen as a force that made a person to initiate action, and to keep on until the goals were succeeded. Dörnyei himself refers to motivation as “one of the most elusive concepts in the whole domain of the social sciences” (Dörnyei, 2001b, p. 2).

Similarly, Schmitt (2002) stated that “Motivation is often seen as the key learner variable because without it nothing happens” (p.172). Brown (1994) goes even further to define motivation as a driving force that not only affects the extent to which individuals make choices about the goals to be achieved, but also the effort expended in the pursuit of these goals. This view is supported by most linguists who define motivation as “internal processes that activate, guide, and maintain behaviour over time” (Baron, 1998, p. 383).

In order to understand motivation in foreign language learning more accurately, it is inevitable to shed light to the relevant theories, models and elements related to the research of motivation as a contributing factor in L2 learning. According to Ardasheva, Tong and Tretter (2012), research on language learning motivation has been influenced by both social and cognitive theories. Hence, there are different definitions of motivation from the aspects of different theories.

The researchers tried to find a concrete answer to the question what the motivation is. However, there is still not a definite explanation of motivation due to some reasons such as psychological, environmental and social needs.

The following part will provide a general overview of some of the most relevant theories that have shaped our understanding of the relationship between motivation and foreign language learning for the past few decades.

“The importance of motivation in enhancing second/ foreign language learning is undeniable” (Al Tamimi and Shuib, 2009, p.32). In other words, the term ‘motivation’ is vital to sustain learning process. L2 learning motivation started with Gardner and Lambert. Gardner (1985) sees L2 learning motivation as “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (Gardner, 1985, p. 10). He identified language learning motivation as the drive to learn a new language related with effort, desire to learn and positive attitudes toward the language studied. Their motivation was based on integrativeness. According to Assulaimani (2015), the term ‘integrativeness’ later referred to ‘ideal self’. This process continued with cognitive approaches including self determination and attribution theories in 1990. In Chalak and Kassaian’s (2007) article, Brown (1994) reviewed *the definitions of motivation* based on the three historical schools of thought as follows:

Behaviourism. This perspective sees motivation as the anticipation of reward. Driven to acquire positive reinforcement and based on our prior experience we repeat the action to get rewards.

Cognitivism: It sees motivation as choices people make. The forces behind our decisions are the needs or drives.

Constructivism: Each person is motivated differently and the emphasis is on social context and individual personal choices (p. 38).

Broadly speaking, different researchers (Deci and Ryan: 1985, Weiner: 1992, Bandura: 1997) have different motives for the term ‘motivation’. Dörnyei (2001) summarized the theories on motivation in the book of *‘Motivational Strategies in the Language Classroom’*. These definitions shed light into understanding the concept of the motivation and effective motives that play a role in capturing the role of motivation in language learning.

The expectancy- value theories which was mentioned in Brophy (1999), Eccles and Wigfield (1995) highlighted the expectancy of success and the value attached to success on task as main motivational components. In terms of main motivational tenets and principles of Expectancy-value theories, the perceived likelihood of success and the greater the incentive value of the goal stand as higher the degree of the individual's positive motivation.

In another motivation theory which was proposed by Atkinson and Raynor (1974) namely 'achievement motivation theory', expectancy of success, incentive values, need for achievement and fear of failure were main motivation components. According to this theory, while the positive influences are the expectancy (or perceived probability) of success, the incentive value of successful task fulfillment and need for achievement. The negative influences involve fear of failure, the incentive to avoid failure and the probability of failure.

While Atkinson focused on achievement theory, Bandura (1997) focused on perceived self-efficacy as the main motivational component in his 'self-efficacy theory'. According self efficacy theory, sense of efficacy on specific tasks will determine learners' choice of the activities and amount of effort as well as the persistence displayed.

Weiner (1992), on the other hand, considered attributions about past success and failures as main motivational component in 'attribution theory'. According to Weiner's (1992) theory, past successes and failures that occurred have consequences on the learner's motivation to initiate future action.

Another view on components of motivation in motivation theories is perceived as self worth which was proposed by Covington (1998) in 'self worth theory'. In self worth theory, it is believed that learners are highly motivated to behave in ways that enhance their sense of personal value and worth.

Goal properties, specificity, difficulty and commitment are also considered as components of motivation by Locke and Latham (1990) in their 'goal setting theory'. They believed that goals have to be set and pursued by choice. Goals that are both specific and difficult (within reason) lead to the highest performance.

Similarly, in 'goal orientation theory' of Ames (1992), master goals and performance goals were come out as two components of motivation. According to this theory, Ames (1992) claims that focusing on demonstrating ability and getting good grades are more effective focusing on learning the content which forms the mastery goals.

Similar to goal orientation theory, 'self determination theory' of Deci and Ryan (1985) and Vallerand (1997) focused on intrinsic and extrinsic sides of the motivation. As for self determination theory, human motives can be placed on a continuum between self-determined (intrinsic) and controlled (extrinsic) forms of motivation.

Another aspect of motivation was defined by Weiner (1994), Wentzel (1999) as social motivation theory which highlights the environmental influences in grasping motivation. According social motivation theory, the roots of human motivation mostly based on sociocultural context rather than from the individual. In terms of understanding the motivation in detail, the attitudes, subjective norms, perceived behavioural control should be also taken into consideration.

According to 'theory of planned behavior' which offered by Ajzen (1988) and Eagly and Chaiken (1993), the motivation is formed by impact which is modified by the person's subjective norms (perceived social pressures) and perceived behavioural control (perceived ease or difficulty of performing the behaviour).

According to Dörnyei and Csizer (1998), L2 motivation plays a vital role to determine the rate and success of L2 accession. They stated that without sufficient motivation, long term goals cannot be achieved even learners with the most

remarkable aptitudes toward the target language. From Ryan's (2008) point of view, "studying learners' motivation not only enables us to establish the factors that drive learners' efforts toward L2 achievement, but also offers valuable insights into how the L2 learners relate to their immediate social environment and even the world at large."

As it is seen in definitions above, motivation is something that related the inner world of people. However, there are some other factors that trigger the motivation of people. Thus, the source of motivation seems vital to grasp its meaning. Some scholars, who will be briefly presented, classified the motivation concerning its source, as; intrinsic and extrinsic. For instance, Dörnyei (1998) classified motivation as *extrinsic motivation* versus *intrinsic motivation* based on the degree of self-determination. Similarly, Chalak and Kassaian (2010) stated, intrinsic/extrinsic motivation refers to whether the motivation is more inside or outside of a person. From Dörnyei's (1998) viewpoint, *intrinsic motivation* refers to the motivation which is originated inside a person. That is to say, intrinsic motivation occurs when someone is moved to do something for fun or challenge. At this point, Chalak and Kassaian (2010) also maintained that the important thing is someone's inherent interest toward the activity. On the other hand, according to Noels, Clément, and Pelletier (2001) "*extrinsic motivation* refers to the desire to learn a second/ foreign language because of some pressure or reward from the social environment (such as career advancement or a course credit), internalized reasons for learning an L2 (such as guilt or shame), or personal decisions to do so and its value for the chosen goals" (p.128). In other words, Chalak and Kassaian (2010) stated that extrinsically motivated behaviours are carried out to get a reward from outside and beyond the self.

Apart from Dörnyei's definition about motivation, Gardner (1985) based on psychological point of view, defined motivation as "the extent to which an individual works or strives to learn the language" (p.2). According to Gardner's (1985) theory,

there are two types of motivation. These are integrative and instrumental motivation. Gardner and Lambert (1972, in Liu, 2007) stated that motivation is based on positive attitudes toward the second language. It is a kind of desire that one wants to communicate with target language's community. This desire is called as *integrative motivation*. Ushioda (2008) stated that integratively motivated learners are likely to be successful learners in the long run. On the other hand, Liu (2007) explained that *instrumentally motivated* people learn the language for pragmatic goals. In line with Liu's view, Orojlou and Vahedi (2011) maintained that "these goals can be for meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status" (p.3). They claimed that there is no or little intervention of the learner into a community using the target language in instrumental motivation.

From Schmidt's (1996) point of view, the extrinsic- intrinsic distinction is moderately similar to the integrative- instrumental distinction. However, it is not the same and both integrative and instrumental motivational motives are seen as subtypes of extrinsic motivation, since both of them are dealt with goals or outcomes.

Although motivation was classified concerning its source, as intrinsic and extrinsic; as well as its purpose, as integrative and instrumental in various sources, Dörnyei (2010) thinks that Gardner's (1985) integrativeness theory is insufficient to be explained especially for the foreign language teaching since the learners do not have the chance to integrate themselves without any direct contact with its speakers. Hence, he introduced self theory and it is worth to mention the self theory to clarify the concept in detail.

2.2. The L2 Motivational Self System

Apart from the motivation types above, Csizer and Lukacs (2010) stated that some variables also might influence students' motivated learning behaviour such as what

students' images of themselves as language learners. In line with this paradigm, Dörnyei (2005) offered a framework called '*L2 Motivational Self System*'. He is the pioneering researcher introducing L2MSS. Self theory in motivation which is based on 'possible selves' is related to psychological issues on identity and it supports the idea that humans have different ideas and views.

According to him, this proposed model is based on three components; the ideal L2 self, ought to self, and the L2 learning experience. The construct was based on Higgins's (e.g. Higgins, et al., 1985; Higgins 1987) theory of possible selves, identifying two types in particular, the ideal self and the ought to self. Possible selves are defined by Dörnyei (2009a) as "self states that people experience as reality" (p. 16). This construct was put forward as a criticism to Gardner's (1985) integrative orientation. As stated in Moskovsky, Assulaimani, Racheva and Harkins' (2016) article, integrative orientation may play little or no role since the target language, especially this is English, is taught and learnt within their first language community.

Ideal L2 self is the central component and is defined by Dörnyei (2009) as "the L2-specific facet of one's ideal self". In other words, it refers to the image of who one wishes to become. According to Sampson (2012), ideal self is the endeavour to minimize the gap between learners' present self and their ideal self providing prevalent motivation. In this component, one tries to be a competent speaker of an L2.

Ought-to L2 self, referring to the external influences that one believes. According to Sampson (2012), these external influences are commonly socially constructed, often by the explicit or perceived expectations of significant others. In other words, Dörnyei (2010) stated that "ought to self concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes" (p.80).

L2 learning experience is the third component of Dörnyei's '*L2 motivational self system*'. It relates to learners' attitudes towards 'immediate learning environment and

experience' (Dörnyei, 2009a, p. 29). According to Assulaimani (2015), this concept of L2MSS is associated with the learning process that the learners are experiencing during their L2 journey. Hence, it is related to the classroom, the teacher, the curriculum, the learner group and so on (Dörnyei, 2009).

2.2.1.Recent Studies on L2 Motivational Self System

There have been numerical studies on L2MSS and motivation. In this section, the recent studies will be discussed in detail.

Dörnyei and Csizer's study (2005) which was the largest L2 motivation study ever was carried out with 13.391 Hungarian students toward studying five languages (English, German, French, Italian and Russian). As a data gathering instrument, a repeated stratified survey was used and in a very broader sense, their findings revealed that integrative motivation was the dominant factor among the English learners in Hungary.

The gender differences in terms of L2MSS was examined by Henry (2008). He conducted a research with 169 pupils in a Swedish compulsory school. The results of the research demonstrated that L2 attitudes' of female and male participants progressed differently in three year period. In other words, self concepts of female participants strengthen, whereas males weaken.

The model of L2MSS was tried to be validated in Hungarian context by Csizer and Kormos (2009). They carried out this research with secondary school and university students. The findings of the study revealed that the ideal self and L2 learning experience played a more significant role in predicting the L2 motivated behavior than ought to self in both populations.

Ryan (2008) conducted a research in Japanese context to investigate the relationship between the L2 Motivational Self System and L2 learning. Ryan's research aimed to test the concept of 'ideal self' within the Japanese context. The data was collected

through a questionnaire. The total number of the participants participating in the study was 2397 including secondary and university level students. The findings of Ryan's study show a strong correlation between the main motivational constructs and the intended learning efforts. All in all, the concept of ideal self can be used to interpret the relationship between motivation and language learning.

Taguchi, Magid and Papi (2009) conducted a study in Japanese, Chinese and Iranian context which was the largest of several quantitative studies. They carried out this research with 5000 students. The aim of their comparative study was to test whether integrativeness could account for the major part of L2 motivation. The study revealed that instrumentality can be classified in relation to promotion versus prevention. On the other hand, learning experience had been proved to be less effective to explain L2MSS.

Henkel (2010) carried out a similar study to gain insights about the differences between the motivational constructs of learners studying a state language as compared to their motivation to studying a foreign language. 147 questionnaires were collected from Hungarian minority secondary school learners in Ukraine studying in the tenth and eleventh forms. The results confirm each of the three key dimensions in Dörnyei's theory, namely, the ideal L2 self, the ought to L2 self, and learning experience in the L2MSS.

Another significant study made in this field was completed by Kim in 2011. He carried out this research with 2783 Korean students in 14 different schools. The results of the research indicated that their motivation increased till Grade 9 but increased from grades 10 to 12. Furthermore, Dörnyei's L2 motivational self system was a better predictor when compared to Gardner's socio- educational model. The research also demonstrated that while ought to self functions only in cognitive level, ideal self functions not only in cognitive but also affective levels.

In the Iranian context, Papi (2012) investigated a research with male and female high school students. They both aimed to find out whether there was a relationship between teachers' practices and students' motivation and the connections between either ideal self or ought to self. They discovered that there was a relationship between teachers' practices and students' motivation. Whereas, there was no relationship between L2 possible selves and motivational behavior in the classroom.

Kim and Kim (2012) investigated L2MSS of Korean students. The total number of the participants contributing to this study was 495. The survey focused on six variables including ideal L2 self, ought to self, integrativeness, instrumentality-promotion, instrumentality-prevention and motivated behavior and efforts as the criterion measure. Similar to Taguchi et al.'s (2009), the findings revealed that there was a positive correlation between instrumentality-promotion and both ideal and ought to self. The results also showed that instrumentality-prevention correlated with ought to self.

Azarnoosh and Birjandi (2013) carried out a similar study and the total number of the participants of this study is 1462 junior high school students. The results indicated that while males had a higher mean on ought to L2 self, females gained a higher mean on ideal L2 self and intended effort. Likewise, the best and strongest predictor of students' intended effort in other words, the highest correlation, was their attitude toward learning English for both groups.

Eusafzai (2013) carried out a research of English language learning motivation of 434 Saudi preparatory year EFL learners in higher education institutions in Saudi Arabia. The results of this study has shown that language learning environment and experience emerged as the strongest predictor of inducing English language learning effort. One of the limitations of this study was that the generalizability may remain weak since the sampling was based on convenience sampling and only quantitative data was used instead of mixed method approach similar to Magid's (2014).

Islam (2013) tried to understand and analyse the English language motivation of 975 Pakistani undergraduate students through L2MSS. In addition to this, the study aims to explore socio- cultural and contextual factors that affect L2 motivation of the participants. The results of the study revealed that all components of Dörnyei's system have interrelation between each other. There was also a significant relationship between ideal self and ought to self.

In addition to the quantitative studies mentioned, Magid (2014)'s study is based on a training program that aims to motivate grade five students who were lacked both confidence in their English and motivation to study it by using mixed method. Findings of the study revealed that the great majority of the participants in the experimental group became more motivated to learn English, more confident in their English, and exhibited more positive attitudes toward learning English as a result of the program. In other words, the program was effective to motivate the students.

In another study on L2 motivation, Assulaimani (2015) intended to find out whether L2MSS components were the predictors to motivate learners or not. Basically, the study focused on to explore the relationship between Dörnyei's (2009) Second Language Motivational Self System (L2MSS) and the L2 proficiency level of learners of English as a foreign language (EFL). That is the study is conducted to determine if the three factors, namely, ideal self, ought-to self, and L2 learning experience, have an actual effect on the learners' L2 achievement or not. A total of 360 participants who were university students majoring in English at two Saudi universities participated in his study. The data of the mixed research designed study was collected by means of a questionnaire containing statements representing the three theorized components, an English proficiency test and a set of semi structured interviews with several participants. Assulaimani's (2015) findings revealed that both types of selves and both types of experience were good predictors of the learners' intended learning efforts. Additionally, based on the analysis of the interviews, Assulaimani (2015) found that both self-guides motivate learners to learn English.

One of the studies about L2 selves was conducted by Alshahrahni (2016). This research was carried out in Saudi EFL context. The study targeted students who are undergraduate and the total number in the data was 397. Based on the findings, three conclusions can be made accordingly. Firstly, integrativeness can be relabelled as ideal L2 self. Secondly, ideal L2 self was the main component contributing most. In other words, the two components of L2MSS including ideal self and learning experience make stronger contributions to explaining the variance than ought to self. Lastly, promotion and prevention based instrumentality could not confirm that they can be divided into two distinct constructs.

From the application perspective of L2MSS which examines the learners' self as a second language user, Rubrecht and Ishikawa maintained (2012) a research with a student called 'Leia' who was a bilingual. For this research, semi- structured interviews were used to reach the answer being looked for. Dörnyei's (2005) L2MSS was applied to the girl's case in which Leia had lived in the USA and turned back to Japan. The findings of the result showed that L2MSS model explained Leia's L2 motivation to explain her desires to improve English.

Although there are various studies on motivation and L2MMS in foreign language teaching contexts abroad, the review of available literature revealed that there are very few studies on the same issue in Turkish context. One of recent studies in Turkish context, Çolak (2008) conducted a research with 82 second- year university students and his study was not just related to motivation, but also attitudes towards learning English. The study revealed that the level of motivation of the participants was moderate in terms of integrative, instrumental and travel orientations. Additionally, the findings of the research showed that there was a significant difference in the levels of the students' overall motivation, instrumental orientation, travel orientation and their departments.

This chapter has presented an overview of L2 motivation theory and recent studies related to this concept.

CHAPTER III

METHODOLOGY

3.0. Introduction

In this part, the methods employed to analyse the data will be mentioned briefly. Subsequently, the validity and reliability issues will be discussed and evidence showing that the present study is valid and reliable will be presented.

3.1. Study Design

Since the aim of the present study is to find out the factors affecting EFL learners' motivation, both quantitative and qualitative information was collected through various data gathering instruments. The data for the study came from different instruments including quantitative and qualitative research. According to Healey (2013), qualitative data is 'the research project that collects data or information in the form of numbers' (p.16). On the other hand, 'Qualitative research uses words as data collected and analysed in all sorts of ways' (Braun & Clarke, 2013, p.3). Therefore, different data analytical procedures were conducted to interpret the data. From the quantitative analysis perspective, the data was computed and analysed with Statistical Package for Social Sciences used which is 'one of the most popular programs used by social scientists and it has a wide range of functions' (Wetcher- Hendricks, 2011). As Healey (2013) stated, in terms of manipulating the data and answer the research question, statistics are used. For that reason, factor analysis was conducted firstly. Second, the descriptive statistics were calculated to establish the mean and standard deviation figures for each scale. Thus, the present study followed a mixed method research methodology in general. The purpose of this design is to use qualitative approach to explain quantitative results. Hence, the qualitative data of the present

study were collected and analyzed first. Based on the findings of the qualitative data, the second phase of the study was conducted. In the second phase, the quantitative data were collected through an open ended question from a group of the participants and the qualitative findings were analyzed in order to see the quantitative findings. Finally, both findings of quantitative and qualitative data presented descriptively through the research questions.

3.2.1. Participants of the Study

The sample of the presence study were selected based on convenience sampling. “In every type of research, it would be superlative to use the whole population, but in most cases, it is not possible to include every subject because the population is almost finite. “This is the rationale behind using sampling techniques like convenience sampling by most researchers” (Etikan, Musa & Alkassim, 2015, p.2). Therefore, convenience sampling was used due to the reasons such as easy accessibility, geographical proximity and availability at a given time, or the willingness to participate. The total number of participants in this study was 385 Turkish university preparatory school students. The study was carried out in School of Foreign Languages at Akdeniz University, a state university located in Antalya. They were all studying English at preparatory school, and the total number of the English lessons in a week was 24 hours. The total number of the students studying at School of Foreign Languages was approximately 1180. Due to the reason of knowing the target number of the participants, the formula below was used to define the least number of the participants (Baş, 2006: 42):

$$n = Nt^2pq / d^2 (N-1) + t^2pq$$

n-Number of scores in sample

t- Normal deviate corresponding to the required Confidence Interval (CI).

p- Prevalence rate in proportion, ascertained from literature review.

q- (100-p)

d- Relative precision of estimate. It is proportion of allowable error of p

N- Total population of a specifies age group of calculated finite or infinite population who might remain as non- respondent

According to this formula, the number 290 was found, but a total number of 402 preparatory school students were reached for participation in the research because the more the researcher reaches the participants, the more the results will be reliable. However, only 385 participants' data was selected for analysis since the remaining 17 questionnaires had missing, insincere, the same or patterned responses. For that reason, 17 questionnaires had been excluded.

Among all of the participants, the ages of the students were nearly the same ranging from 18 to 20. For that reason, while trying to find out the L2MSS of Turkish EFL students, the ages of the participants were not taken into consideration. Table 1 provides the demographic information of the number of the participants.

Table 1

Distribution of the sample according to participants' background information

Gender	N	%
Female	159	41.3
Male	226	58.7
Total	385	100
Fields of Study		
Business	172	44.7
Economics and Administrative Sciences	67	17.4
Medicine	49	12.7
Engineering	37	9.6
Vocational School	28	7.3
Others	32	8.3
Total	385	100
Type of education		
Daytime	246	63.9
Evening	139	36.1
Total	385	100
Proficiency level		
A1 starters	222	57.7
A2 starters	163	42.3

Total	385	100
Motives to study at prep school		
Voluntary	268	69.6
Compulsory	117	30.4
Total	385	100

In terms of the other demographic information of the participants, whilst %41,3 (n=159) of the participants were female, %58,7 (n=226) of the participants were male. The gender differences may be expected and are important to be known in a Turkish setting where male and female differences are quite obvious in many walks of life including educational and professional ones. For all of the students, Turkish was their first language.

In terms of the participants' fields of study, they were asked to write their fields. Then, these fields were collected under the column of faculties which was divided into 6 and was called as 'Fields of Study'. As it can be seen in Table 1, %44,7 (n=172) of the participants study at Faculty of Business, %17,4 (n=67) of them study at Faculty of Economics and Administrative Sciences, %12,7 (n=49) are at Faculty of Medicine, %9,6 (n=37) are at Faculty of Engineering, %7,3 (n=49) of them are at Vocational school and %8,3 (n=32) of them are at Other Faculties (Faculty of Fine Arts, Faculty of Letters and Science, Faculty of Law, Faculty of Communication). The reason why the last fields of study was called as 'Others' was that there were not a lot of participants from the fields of these faculties. Hence, they were collected in one.

The group of the subjects can also be divided into two categories in terms the education type they were exposed to. When looked at the education type of the participants, it can be seen that %63,9 (n=246) of them study during the daytime and %36,1 (n=139) consists of evening class students. On the other hand, it must be remarked that the education the students receive does not reveal a difference during the daytime or in the evening either in terms of content or practice. Moreover, the students attending evening or daytime classes took the courses from almost the same instructors.

The proficiency level of the participants shows that while %57,7 (n=222) of them are A1 starters, %42,3 (n=163) of them are A2 starters. The reason why the students were selected only from two levels was that there were not any other levels apart from these two such as B1 because if the students get B1 in proficiency exam at the beginning of the term, they do not need to study at English prep school(for the ones who want to study at prep school voluntarily, especially for Faculty of Medicine students).

Finally, studying at prep school can also be divided into two categories in terms of the reason the students study at English preparatory school. The education at English prep school where this research conducted is not compulsory for all the students except the Faculty of Medicine, whereas it is optional for the students of some other faculties such as Faculty of Business, Faculty of Economics and Administrative Sciences, Vocational School, Faculty of Fine Arts, Faculty of Letters and Science, Faculty of Law, Faculty of Communication. While 69.6 (n= 268) of them study voluntarily, 31.4 (n= 122) of them study due to being compulsory.

3.3.Data Gathering Instrument

To reach the reliable data, two instruments were used. Firstly, a questionnaire was adapted from four recent studies in the field such as Dörnyei, et al. (2006), Taguchi et al., (2009), Ryan (2008) and Xie (2011). Additionally, appropriate permission procedure was followed to obtain approval for adapting the instrument. The final version of the questionnaire can be seen in Appendix A.

The second part of the questionnaire consisted of three multiple sections that tried to investigate the activities that liked most in the classroom, the factors affecting students' motivation positively or negatively towards learning English.

The third part of the data gathering instrument includes an open ended question which is used to elicit responses whether studying at English prep school has contributed to students' English level or not.

3.3.1 Adaptation of LMSS Survey

The instrument was translated into Turkish due to the fact that it was necessary owing to participants' limited English level. Then, translation and back translation technique was used to get an original-like Turkish version of the questionnaire in order to confirm the reliability of the questionnaire. Additionally, the final version of the questionnaire was shown to a bilingual translation expert and a Turkish teacher to be sure the accuracy of the Turkish version and they were in favour of the adapted version in terms of accuracy.

3.3.2. Piloting Procedure

The original questionnaire had 82 questions related to 10 constructs from Taguchi et al (2009), 3 questions related to 1 construct from Xie's (2011) and 6 questions related to 1 component from Ryan (2008). In other words, as stated before, it was a compiled questionnaire. However, the researcher skimmed all the items and it was decided to reduce the number due to the reasons of measuring the same things and being designed for another context.

The adapted survey included 5 demographic questions about participants, 12 scales consisting of 71 items which of all were composed in the form of statements and 4 open ended questions. The participants were asked to place their responses on a five point Likert scale from 1 (strongly disagree) to 5 (strongly agree). The scales included items inquiring about 'criterion measures, ideal self, ought to self, family influence, instrumentality (promotion), instrumentality (prevention), learning experience, cultural interest, attitudes towards L2 community and integrativeness'. These factors were from *Taguchi, et al's (2009)* questionnaire. From *Ryan's*

(2008). Apart from these scales, the scale 'willingness to communicate' was added from Xie's (2011) questionnaire. 60 items were chosen from Taguchi (et al)'s (2009) questionnaire. 3 items were added from Ryan's (2008) questionnaire and lastly three items were added from Xie's (2011), and an item was added by the researcher after the piloting),

The second section of the questionnaire consists of 4 open ended questions. The first open ended question was that what the factors affecting motivation positively in the classroom. The second open ended question was that what the factors affecting motivation negatively in the classroom. The third open ended question was that what the most liked activities in the classroom. The fourth open ended question was that whether there are positive or negative effects to the motivation of the students after studying at English prep school.

The instrument was piloted with 80 preparatory school students studying at Faculty of Business. Afterwards, the participants were asked to ensure the comprehensibility of all items. Then, the pilot project was followed by data analysis, *the merging of scales and the creation of the new items and new scales*. It was seen that English anxiety and willingness to communicate should be added to the edited questionnaire according to the answers that the participants gave to the open ended questions. These two scales were added from different researchers' questionnaires including Ryan (2008) and Xie's (2011) and while the scale English anxiety was added from Ryan's (2008), the scale willingness to communicate was added from Xie's (2011).

Besides, out of the open ended question responses, one statement was added to the scale of Cultural Interest as most of the participants indicated to the open ended questions that they have been watching and like TV series. For that reason, one more statement was added by the researcher. In conclusion, the questionnaire items were reduced to 67.

In addition, the first three open ended questions out of four were turned into 3 multiple response questions via the responses owing to the fact that the participants' answers to that part were not limited to one or two. On the contrary, they were more than 20. For that reason, they were converted into multiple response questions. On the other hand, the last open ended question remained the same since this question would show the positive or negative effects of studying at English prep school towards learning English.

Apart from this additional factors and items, a statement about having satisfaction about studying at English prep school was added to the questionnaire to inquire whether the students were happy with studying at English prep school or not. This statement was also in a five- point rating scale.

3. 3. 3. The Final Version of the Survey

The final form of the questionnaire given to the participants contained 77 items including 5 parts inquiring about demographic information of the participants (gender, fields of study, proficiency level, type of education and the motives to study at English prep. school), 64 statements questionnaire (including 12 factors), a statement about having pleasure about prep school, a multiple response question about the factors affecting their motivation positively in the classroom, a multiple response question about the factors affecting their motivation negatively in the classroom, an item about the activities they like doing in the classroom and an open ended question about the positive or negative effects of studying at English prep. school and a statement about having satisfaction about studying at English prep. school (Appendix A). The reason adding the multiple response questions and open ended question to the questionnaire was finding the other reasons of having motivation while learning English if there was. In addition, the statements were randomly ordered. The L2 motivational components were elaborated as follows.

Table 2

Distribution of the scales in the questionnaire

Name of the scales	No of items	No of the statements
Ideal self	8	70, 11, 59, 48, 23, 74, 65
Learning experience	9	63, 19, 32, 46, 9, 34, 57, 44
Instrumentality (promotion)	10	17, 42, 75, 68, 30, 25, 10, 26, 62, 55
Ought to self	8	67, 61, 54, 53, 41, 72, 29, 49
Attitudes to L2 community	6	37, 24, 50, 12, 13, 38
Criterion measures	7	64, 58, 69, 47, 35, 22
Instrumentality (prevention)	4	60, 14, 71, 39
Cultural interest	4	18, 31, 51, 21
English anxiety	3	33, 45, 20
Future plans	3	28, 27, 36
Society effect	2	66, 52
Daily life/ events	3	73, 56, 43

3.4. Data Gathering Process

The questionnaires were applied to the participants face to face by the researcher not by the other teachers during the one of the lessons. The application of the questionnaires lasted about max. 15 minutes. To apply the questionnaire, the necessary written permission was taken from the Head of the School of Foreign Languages. The students were informed about the aim of the study beforehand. It was also stated by the researcher that participation was voluntary. Thus, it was welcomed when some of the participants were reluctant to participate in the study. The participants were also ascertained of the confidentiality of the data collected. For that reason, the participants' names were not required. Hence, it was believed that they gave considerably sincere responses.

3.5. Data Analysis

In order to find out the results of the first research question which is "Do Turkish learners' L2MSS constructs toward learning English as a Foreign Language differ based on the following differences: (a) gender, (b) fields of study, (c) proficiency level (d) education type (e) the motives to study at English prep school?" statistical Mann Whitney U test and Kruskal Wallis H test analyses were run. In this study, the statistical variables' to the convenience of normal variance was examined with Shapiro Wilk test. The reason why this test had been used was to manifest whether there was normal variance between the variables or not. After the test, it was found that the variance/ range given was not normal ($p < 0,05$). While Mann Whitney U Test was used in two group comparisons which the variables did not show normal variance, Kruskal Wallis H test was used in three or more than three comparisons. Additionally, Mann Whitney U test was used in comparisons of two variables that were meaningful in the results of Kruskal Wallis H test.

Second, internal reliability coefficients were established to identify the strength of the links among the items within each scale.

For further analysis, Pearson correlation analysis was carried out. Correlation analysis analyzes the linear correlation between the variables and it is used to examine the relationship between the model factors, and to identify the strength of these relations (Balakrishnan, 2012; Alshahrani, 2016)., Furthermore, it sheds light into what extent the decrease or increase in independent variable affects the decrease or increase in dependent variable. For that reason, correlation analysis was used to display the significant relationships among the scales.

When it comes to the second part of the questionnaire, the multiple response questions were analysed via multiple response analysis. In this section, the participants' individual answers were not important. The important point in here was that what motivation factors affecting their motivation positively or negatively and

what classroom activities were preferred and liked by the participants most. The aim of adding such a part to the questionnaire was giving some tips to the teachers and prep school administratives while training their teachers about motivating their students in terms of these issues.

The descriptive analysis was used to find out an answer to the seventh research question, which is about ‘To what extent are the students happy with studying at English prep school?’ The reason behind conducting descriptive analysis is summarized in Healey’s (2013) words as “descriptive is the branch of statistics concerned with (1) summarizing the distribution of a single variable or (2) measuring the relationship between two or more variables” (Healey, 2013, p.16).

In terms of qualitative data analysis, content analysis was used to analyse the open ended question responses of the students. According to Hsieh and Shannon (2005), “Content analysis is a widely used qualitative research technique. Rather than being a single method, current applications of content analysis show three distinct approaches: conventional, directed, or summative” (p. 1277). Summative content analysis in terms of qualitative on contrary to quantitative goes beyond counting the words (Hsieh and Shannon, 2005). In other words, it can be called as latent summative analysis which is about interpretation of content (Hsieh & Shannon, 2005). Broadly speaking, the responses to the open ended question were interpreted by using some key words.

In conclusion, this chapter provided the methods of data collection, the setting of the study, as well as the statistics used for analysis. In the next chapter, the researcher presents the results regarding each research question.

3.5.1. Validity and Reliability Analysis

Firstly, the complete data was gathered and entered into the SPSS. In order to see the reliability of it, the internal consistency of the 67 itemed questionnaire was calculated

and the analysis of the internal consistency reliability of the 67 questionnaire items showed that the Cronbach's Alpha (α) of it was 0.91 indicating that there was an acceptable internal consistency of the items being assessed. According to this, the questionnaire was highly reliable (Nakip, 2006, p. 145). In addition to this, the consistency of the scales was investigated as it can be seen in Table 3.

Table 3

Reliability of scales in the final questionnaire

Name of the scales	No of the items	Cronbach's Alpha Value (α)	Mean	Std. Deviation
1. Ideal L2 self	7	.82	3.72	,83300
2. Learning experience	8	.82	3.32	,78065
3. Society effect	2	.81	2.30	1,03819
4. Instrumentality (promotion)	10	.80	4.29	,55229
5. Ought to self	8	.79	2.69	,80636
6. Attitudes to L2 community	6	.78	3.92	,72076
7. Criterion measures	6	.76	3.07	,73140
8. Instrumentality (prevention)	4	.73	3.88	,86216
9. English anxiety	3	.73	3.05	1,03954
10. Cultural interest	4	.71	4.01	,76856
11. Future plan	3	.63	3.89	,86281
12. Daily life/ events	3	.61	3.27	,93001
Total	64	.91		

Accordingly, Table 3 shows that ideal L2 self of Turkish EFL learners has the highest reliability coefficient (.827). Both learning experience and society effect come the next scales having high reliability coefficient of (.822) and (.815), respectively. The fourth scale instrumentality (promotion) has quite high reliability coefficient of .806. ought to self (.798), attitudes to L2 community (.789), criterion measures (.765),

instrumentality (prevention) (.738), English anxiety (.736) and cultural interest (.717) are the other scales with high reliability coefficients. On the other hand, both future plans (.638) and daily life/ events (.610) have the lowest reliability coefficient.

3.6. Component Analysis

According to the results of the first factor analysis, the KMO measure of sampling displayed a strong value of .86 which indicates the suitability of the sampling for running a factor analysis. The significance level of Barlett test sphericity =000 indicated that these data were thus approximately multivariate normal and acceptable for factor analysis. Hence, it was decided to conduct factor analysis to cluster inter-correlated variables together. Therefore, the data was, initially, submitted to an exploratory factor analysis using principal component analysis (PCA) to discover the main constructs of the participants' L2MSS. Factor extraction criteria were based on Cattell's scree test and factor loadings were presented in Figure 1.

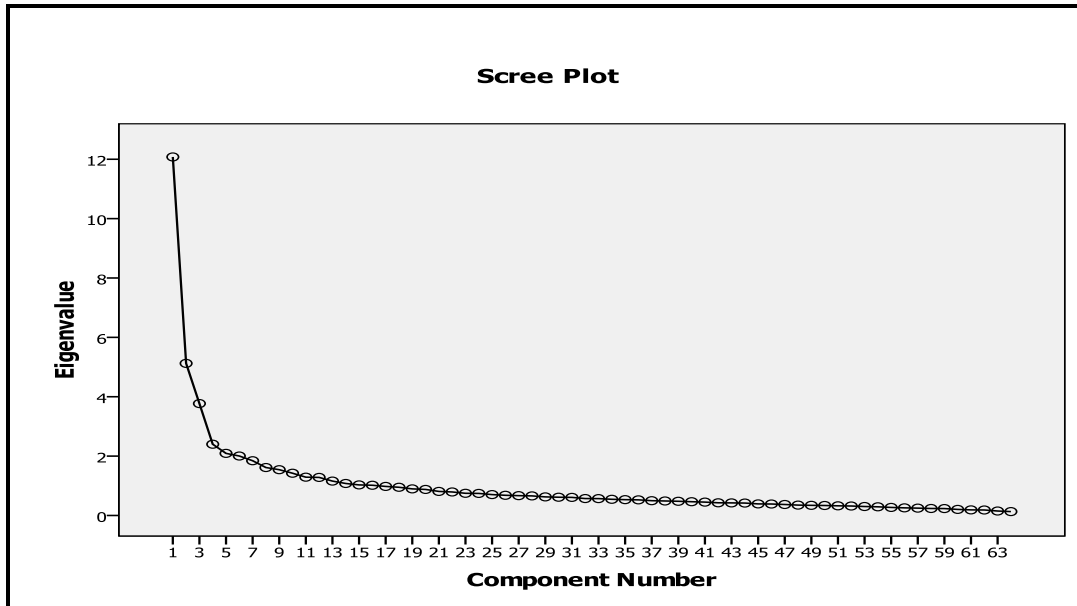


Figure 1

Factor loadings for all the scales on the L2 among Turkish EFL learners questionnaire when three statements were extracted

After the first and the second factor analysis, the third factor analysis was applied. According to the last factor analysis, the statements 15, 16, and 40 were extracted from the questionnaire due to the reasons of being loaded to different and inconvenient items. On the other hand, as a loading of .35 was taken as the criterion for interpretation, none of the items were eliminated due to this reason because all of the items were above .35. Table 4 reports variance, eigenvalue and item loading for each factor.

Table 4

Factors of motivational components and loadings for each item

Scales and scale items		Factor loadings	Eigenvalue	% variance	Alpha (α)
Factor 1: Ideal L2 Self – (Mean=3,72)			12,077	18,870	
70	I can imagine myself speaking English with international friends or colleagues.	,836			
11	I can imagine myself living abroad and using English effectively for communicating with the locals.	,802			
59	I can imagine a situation where I am speaking English with foreigners.	,801			,827
48	I imagine myself as someone who is able to speak English.	,666			
23	I can imagine myself speaking English as if I were a native speaker of English.	,640			
74	I can imagine myself writing English e-mails fluently.	,598			
65	I can imagine myself studying in a university where all my courses are taught in English.	,422			
Factor 2: Learning Experience - (Mean=3,32)			5,123	8,005	
63	I always look forward to English classes.	,643			
19	I am volunteer to respond to or ask questions in English in the class.	,624			
32	I choose to speak English when I am given a chance to talk freely in an English class.	,614			,822

46	Time passes faster while studying English.	,596		
9	I really enjoy learning English.	,593		
34	I like the atmosphere of my English classes.	,562		
57	I would like to have more English lessons at school.	,547		
44	I like to speak English with friends or acquaintances outside school.	,461		
Factor 3: Instrumentality (Promotion) - (Mean=4,29)			3,770	5,890
17	Studying English can be important to me because I think it will be useful in getting a good job one day.	,665		
42	Studying English is important to me because English proficiency is necessary for promotion in the future.	,645		
75	Studying English can be important for me because I think I will need it for further studies on my major.	,630		
68	Studying English is important to me because with English I can work globally.	,626		
30	Studying English is important because with a high level of English proficiency I will be able to make a lot of Money.	,570		,806
25	Learning English enables me to communicate with the people from other cultures.	,462		
10	If an English course was offered at university or somewhere else in the future, I would like to take it.	,462		
26	Studying English is important to me because it offers a new challenge in my life.	,457		
62	Studying English is important to me in order to achieve a special goal (e.g. to get a degree or scholarship).	,450		
55	Studying English is important to me because I would like to spend a longer period living abroad (e.g. studying and working).	,399		
Factor 4: Ought to Self - (Mean=2,69)			2,400	3,751
67	Studying English is important to me in order to gain the approval of my family.	,742		
61	Learning English is necessary because people surrounding me expect me to do so.	,674		,798
54	Studying English is important to me in order to bring honours to my family.	,649		

53	If I fail to learn English, I'll be letting other people down.	,644	
41	My family put a lot of pressure on me to study English.	,567	
72	I study English because close friends of mine think it is important.	,537	
29	My parents/family believe that I must study English to be an educated person.	,521	
49	Studying English is important to me in order to attain a higher social respect.	,406	
Factor 5: Attitudes to L2 community - (Mean=3,92)		2,092	3,268
37	I would like to know more about people from English- speaking countries.	,673	
24	I like meeting people from English- speaking countries.	,662	
50	I like the people who live in English- speaking countries.	,611	,789
12	I like to travel to English- speaking countries.	,548	
13	Learning English enables me to meet people from different cultures.	,544	
38	I can understand English culture, literature and art more by learning English.	,386	
Factor 6: Criterion Measures (Mean=3,07)		2,003	3,129
64	Compared to my classmates, I think I study English relatively hard.	,731	
58	I would like to spend lots of time studying English.	,723	
59	I am working hard at learning English.	,708	
47	I would like to study English even if I were not required.	,489	,765
35	I think that I am doing my best to learn English.	,480	
22	If my teacher would give the class an optional assignment, I would certainly volunteer to do it.	,401	
Factor 7: Instrumentality (prevention) - (Mean=3,88)		1,844	2,881
60	I have to study English because I don't want to get bad grades in it at university.	,740	
14	I have to learn English because without passing the English course I cannot graduate.	,718	,738
71	I have to learn English because I don't want to fail the English course.	,700	
39	Studying English is necessary for me because I	,623	

don't want to get a poor score or a fail mark in English proficiency tests (TOEFL, IELTS ...).

Factor 8: Cultural Interest - (Mean=4,01)		1,615	2,523
18	I like English films.	,733	
31	I like English series.	,680	
21	I like the music of English speaking countries.	,515	,717
51	I find learning English really interesting.	,421	
Factor 9: English Anxiety - (Mean=3,05)		1,542	2,409
33	I get nervous and confused when I am speaking in my English class.	,779	
45	I would feel uneasy speaking English with a native speaker.	,761	,736
20	I am worried that other speakers of English would find my English strange.	,682	
Factor 10: Future Plan (Mean=3,89)		1,423	2,224
28	It will have a negative impact on my life if I don't learn English.	,688	
27	I have to study English; otherwise, I think I cannot be successful in my future career.	,539	,638
36	The things I want to do in the future require me to use English.	,499	
Factor 11: Society Effect (Mean=2,30)		1,290	2,016
66	Studying English is important to me because, if I don't have knowledge of English, I'll be considered a weak student.	,737	
52	Studying English is important to me because I don't like to be considered a poorly educated person.	,690	,815
Factor 12: Daily Life/ Events (Mean=3,27)		1,282	2,003
73	I study English in order to keep updated and informed of recent news of the world.	,727	
56	I like English magazines, newspapers, or books.	,490	,610
43	I like TV programmes made in English-speaking countries.	,456	

Note: Reliability (α): 0.917, Total Variance Explained (%): 56,970, KMO Measure: 0,865, Bartlett's Tests: 10817,293; $p=0,000$

Based on the results of the last factor analysis, twelve factors were neatly loaded 64 items explaining %56 of the total variance. Different from the original questionnaire,

the Turkish version of L2MSS loaded three more new factors as a result of the factor analysis and these three factors took their places as tenth, eleventh and twelfth factors. Whilst the first nine factors' names remained the same as in the original questionnaire, these three new factor loadings were named by the researcher as future plans, society effect and daily life/ events. The tenth factor loaded three items and these items in this factor mainly referred to plans about future and thus were labelled as "Future plans". The eleventh factor loaded two items based on society so that the factor was named as "Society effect". The twelfth factor with three items was named "Daily life/ events" because the items were related to keeping updated by TV, magazines, newspaper or programmes.

Although the items 56 and 43 were in cultural interest in the original questionnaire, they were loaded into 'daily life/ events'. Similarly, the items 13 and 38 were under the cultural interest in the original questionnaire, whereas these two were loaded into 'attitudes to L2 community'. Even though the item 51 was in learning experience in the original questionnaire, it was loaded to 'cultural interest' in this research. Additionally, the items, namely 44, 19, 3, were under the factor of willingness to communicate in Ryan's (2008) research. However, these three items were loaded into 'learning experience' in the final form of the questionnaire. The reason why these items kept as they were is owing to being applied in a different context and interpretation of the statement by the students, as well. Each item and their content one by one are explained as follows.

Ideal L2 self (ILS): This factor loaded seven statements (70, 11, 59, 48, 23, 74, and 65) to reveal whether or not the learners could see themselves as proficient users of English. Sample statements were "I can imagine myself speaking English as if I were a native speaker of English." and "I can imagine a situation where I am speaking English with foreigners."

Learning experience (LE): This factor loaded eight statements (63, 19, 32, 46, 9, 34, 57 and 44) such as "I volunteer to respond to or ask questions in English" and " I choose to speak English when I am given a chance to talk freely in an English class."

Instrumentality: Instrumentality was twofold: promotion and prevention. Promotion-based instrumentality is mainly related to more self- determined forms of motivation. Ten statements were loaded (17, 42, 75, 68, 30, 25, 10, 26, 62, 55) " Studying English can be important to me because I think, it will be useful in getting a good job one day" and Studying English can be important for me because I think I'll need it for further studies on my major." Prevention- based instrumentality consisted of six statements (64, 58, 69, 47, 35, 22), illustrating the negative results that learners try to avoid while learning English. For instance, "I have to study English because I don't want to get bad marks in it at university" and 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.)."

Ought to L2 self (OL2S): This factor loaded eight statements (67, 61, 54, 53, 41, 72, 29, 49) such as "Learning English is necessary because people surrounding me expect me to do so" and "My parents/family believe that I must study English to be an educated person". This item is related to duties, obligations, or responsibilities and one tries to avoid possible negative outcomes of these (Dörnyei, 2005, in Taguchi, Magid and Papi).

Attitudes to L2 community (ATLC): This factor loaded six statements (37, 24, 50, 12, 13, 38), such as "I would like to know more about people from English- speaking countries" and "I like meeting people from English- speaking countries". "It investigates the community of the target language" (Taguchi, Magid and Papi, 2009, p.75). According to Gardner (1985), attitudes are essential to bring achievement.

Criterion measure (CM): This factor loaded six statements (64, 58, 69, 47, 35, 22) which "assesses the learners' intended effort towards learning English" (Taguchi,

Magid and Papi, 2009). For example: “Compared to my classmates, I think I study English relatively hard or I would like to spend lots of time studying English”.

Cultural interest (CI): This factor was an expression of integrative motivation. According to Taguchi, Magid and Papi (2009), “it measures the learner’s interest in the cultural products of the L2 culture, such as TV, magazines, music and movies” (p.75). Four statements were loaded (18, 31, 51, 21) regarding interest in English music, series or films. Samples were “I like English films, I like English series or I like the music of English speaking countries.”

English anxiety (EA): This factor loaded three statements (33, 45, 20). It measures learners’ anxiety while using English outside and inside of the classroom. These items were “I get nervous and confused when I am speaking in my English class, I would feel uneasy speaking English with a native speaker and I am worried that other speakers of English would find my English strange.”

Future plans (FP): Three statements were loaded (28, 27, 36) to this factor. Future plans include the goals that one tries to achieve in terms of language learning such as “It will have a negative impact on my life if I don’t learn English, I have to study English; otherwise, I think I cannot be successful in my future career and the things I want to do in the future require me to use English.”

Society effect (SE): This item captured the impact of society on learners which was defined by the researcher after the loadings from factor analysis (66, 52). Society effect subsumed two statements. Two examples were “Studying English is important to me because, if I don’t have knowledge of English, I’ll be considered a weak student and studying English is important to me because I don’t like to be considered a poorly educated person.”

Daily Life/ Events (DLE): Three statements were loaded (73, 56, 43) reporting daily life/ events. For example, “I study English in order to keep updated and informed of

recent news of the world, I like English magazines, newspapers, or books and I like TV programmes made in English- speaking countries.”

CHAPTER IV

FINDINGS

4.0. Introduction

This chapter provides the results of the quantitative qualitative data collected for the study.

4.1. Findings of the First Research Question

The first research question addressed to whether there is any difference between L2MSS components and the demographic variables of the participants in terms of (a) gender, (b) fields of study, (c) proficiency level (d) education types and (e) the motives to study at English prep school. To find out the results of this research question, Shapiro-Wilk Test was used.

Table 5

Shapiro-Wilk test Results

Factor name	S.H.	Shapiro-Wilk “Z”	Sig.
1. Ideal L2 self	,83	.968	.000
2. Learning experience	,78	.982	.000
3. Instrumentality (promotion)	,55	.922	.000
4. Ought to self	,80	.988	.004
5. Attitudes to L2 community	,72	.958	.000
6. Criterion measures	,73	.991	.020
7. Instrumentality (prevention)	,86	.937	.000

8. Cultural interest	,76	.931	.000
9. English anxiety	1,03	.974	.000
10. Future plan	,86	.934	.000
11. Society effect	1,03	.920	.000
12. Daily life/ events	,93	.976	.000

As it can be seen in Table 5, the alpha (α) value of the scales under $p=0,05$ were subjected to non parametric tests (Mann-Whitney U and Kruskal Wallis H).

In the following sections, the results and the analysis related to the five variables will be discussed in detail and the findings of the first research question are summarized in the Table 5.

4.1.1. Differences based on Gender

In order to see whether any gender difference exists in various motivational scales', Mann Whitney U test was applied. The Table 6 depicts the findings based on the participants' genders. That is, each factor in the questionnaire was analyzed concerning the genders of the participants and findings were presented accordingly. Table 6 presents the analysis of conducted male- female separation.

Table 6

Mann Whitney U (Z) Test Results based on Gender Sample

Scales	Gender	N	Mean Rank (M.R.)	Z	p.
Future plan	Female	159	225,98	-4,920	0,00
	Male	226	169,80		
Instrumentality (promotion)	Female	159	223,10	-4,462	0,00
	Male	226	171,82		
Instrumentality (prevention)	Female	159	214,38	-3,178	0,001
	Male	226	177,96		
English anxiety	Female	159	214,05	-3,128	0,002
	Male	226	178,19		
Attitudes to L2 community	Female	159	207,17	-2,102	0,036
	Male	226	183,03		

According to Table 6, there was a significant difference between L2MSS components and the gender of the participants ($Z=4,462$; $p=0,00<0,05$). However, this difference was not seen in all components except five. The results of the t- test (Table 6) revealed that future plan was the highest contributor for both males and females, but its contribution to female participants was significantly higher. Similarly, promotion-based instrumentality contributed quite strongly in both models. However, its contribution in female participants was relatively higher, as well.

Prevention- based instrumentality was also a strong motivational force both males and females, but its contribution in females was slightly higher like in English anxiety. The last strong motivational force for both males and females was attitudes to L2 community. However, there were not any L2MSS components such as ideal L2 self, ought to self and learning experience having higher mean values.

In summary, there was a significant difference between mean scores of female participants and male participants on future plan, instrumentality (promotion), instrumentality (prevention), English anxiety and attitudes to L2 community. In other words, females outperformed males in those components.

4. 1. 2. Differences Based on Fields of Study

After the analysis of Kruskal Wallis H test, the results showed that there was a significant difference between most of L2MSS components and fields of study of the participants. On the other hand, the analysis of the findings revealed that there was not any statistically significant difference in three L2MSS components, which are English anxiety, daily life/ events and society effect. For that reason, these three variables, namely, English anxiety, daily life/ events and society effect were not computed through Mann Whitney U test which is used to predict the distribution of the variables.

Table 7

Kruskal Wallis H test results based on fields of study of the sample

Scales	Fields of Study	N	Mean Rank (M.R.)	Ki²	P
Ideal L2 self	Business	172	207,98	25,379	0,000
	Economics and Administrative Sciences	67	206,25		
	Medicine	49	120,55		
	Engineering	37	203,30		
	Vocational School	28	190,89		
	Others	32	185,61		
Learning experience	Business	172	240,75	69,825	0,000
	Economics and Administrative Sciences	67	171,68		
	Medicine	49	108,41		
	Engineering	37	159,49		
	Vocational School	28	186,52		
	Others	32	154,94		
Instrumentality (promotion)	Business	172	216,29	42,323	0,000
	Economics and Administrative Sciences	67	178,60		
	Medicine	49	108,70		
	Engineering	37	178,07		
	Vocational School	28	204,50		
	Others	32	234,25		
Ought to self	Business	172	219,99	22,191	0,000
	Economics and Administrative Sciences	67	168,46		
	Medicine	49	182,68		
	Engineering	37	173,74		
	Vocational School	28	189,82		
	Others	32	140,17		
Attitudes to L2 community	Business	172	214,97	22,245	0,000
	Economics and Administrative Sciences	67	190,37		
	Medicine	49	134,26		
	Engineering	37	171,24		

	Vocational School	28	202,82		
	Others	32	186,92		
Criterion measures	Business	172	199,67		
	Economics and Administrative Sciences	67	190,72		
	Medicine	49	135,80	17,593	0,004
	Engineering	37	198,11		
	Vocational School	28	228,43		
	Others	32	212,59		
	Instrumentality (prevention)	Business	172	217,11	
Economics and Administrative Sciences		67	199,25		
Medicine		49	161,01	23,454	0,000
Engineering		37	145,96		
Vocational School		28	194,52		
Others		32	152,38		
Cultural interest		Business	172	194,86	
	Economics and Administrative Sciences	67	211,60		
	Medicine	49	144,46	19,865	0,001
	Engineering	37	195,05		
	Vocational School	28	162,80		
	Others	32	242,41		
	Future plan	Business	172	196,24	
Economics and Administrative Sciences		67	202,61		
Medicine		49	131,06	20,790	0,001
Engineering		37	193,38		
Vocational School		28	217,52		
Others		32	228,44		

The analysis of the Kruskal Wallis H test indicated that mean scores of Faculty of Business (M.R.= 207,98), Faculty of Economics and Administrative Sciences (M.R.= 206.25) and Faculty of Engineering students' ideal selves (M.R.=203.30) were higher. On the other hand, ideal self of Faculty of Medicine (M.R.= 120.55) students had the lowest mean score.

In terms of learning experience, Faculty of Business (M.R.= 240.75) students had the highest mean score as in ideal self. The second highest mean score was followed by Vocational School students (M.R.=186.52).

Similar to learning experience, Vocational School students' promotion based instrumentality had the highest score with (M.R.=234.25). However, Faculty of Medicine students' promotion based motivational component was not as high as Vocational High School (M.R.= 108.70) students' promotion based instrumentality. That is to say, it had the lowest mean score.

While mean scores of Other Faculties students' ought to selves (M.R.= 140.17) were not so high, Faculty of Business ((M.R.= 219.99) students outperformed them with a significant difference.

Faculty of Medicine (M.R.=134.26) students' attitudes to L2 community was lower than Faculty of Business ((M.R.=214.97), Vocational School (M.R.=202.82), Faculty of Economics and Administrative Sciences (M.R.=190.37), Other Faculties (M.R.= 186.92) and Faculty of Engineering (M.R.= 171.24).

When looked at the criterion measures of the students, Vocational School students' criterion measures (M.R.=228,43) were higher than students of other faculties (M.R.= 212,59), Faculty of Economics and Administrative Sciences (190.72), Faculty of Medicine (M.R.= 135.80), Faculty of Engineering (M.R.= 198.11) and Faculty of Business (M.R.= 199.67).

Compared to Faculty of Business (M.R.= 217.11), Faculty of Economics and Administrative Sciences (M.R.= 199.25) and Vocational School (M.R.= 194.52) students' prevention based instrumentality mean scores were higher than Faculty of Medicine (M.R.=161.01), Other Faculties (M.R.= 152.38) and lastly Faculty of Engineering (M.R.= 145.96) students' prevention based instrumentality.

From cultural interest perspective, Other Faculties' (M.R.=242.42), Faculty of Economics and Administrative Sciences (M.R.= 211.60), Faculty of Engineering (M.R.= 195.05), Faculty of Business (M.R.= 194.86) students were more interested in culture of the target language than the students of Faculty of Medicine (M.R.= 144.96) and Vocational High School (M.R.=162.80).

In contrast to cultural interest, Vocational High School (M.R.= 228.44) students were more motivated to learn English when compared to Faculty of Medicine students (M.R.= 131.06).

4. 1. 2. 1. The Relationship between Fields of Study and Ideal L2 Self

The first research question, as noted, tries to investigate whether there is a difference between participants' fields of study and their L2MSS. The findings were interpreted in nine subheadings. The relationship between participants' fields of study and ideal L2 self is given in Table 8.

Table 8

Mann Whitney U Test results based on IDEAL L2 SELF in terms of participants' fields of study

IDEAL L2 SELF	Fields of Study	N (no of the participants)	Mean rank	MWU	Sig. (p)
1st comparison	FB	172	122.56	-5.045	.000
	FM	49	70.42		
2nd comparison	FEAS	67	68.96	-3.920	.000
	FM	49	44.20		
3rd comparison	FM	49	35.24	-3.534	.000
	FE	37	54.43		
4th comparison	FM	49	33.77	-2.720	.007
	VS	28	48.16		

As it can be seen in Table 8, there is a significant difference between the departments of Faculty of Business (M.R.= 122.56) and Faculty of Medicine (M.R.= 70.42); Faculty of Economics and Administrative Sciences (68.96) and Faculty of Medicine (M.R. = 44,20); Faculty of Medicine (M.R.= 35,24) and Faculty of Business (M.R.= 54,43); Faculty of Medicine (M.R.= 33,27) and Vocational School(M.R.= 48,16) in terms of ideal L2 self.

4. 1. 2. 2. The Relationship between Fields of Study and Learning Experience

The relationship between the participants' fields of study and learning experience is given in Table 9.

Table 9

Mann Whitney U Test results based on LEARNING EXPERIENCE in terms of participants' fields of study

LEARNING EXPERIENCE	Fields of Study	N (no of participants)	Mean rank	MWU	Sig. (p)
1st comparison	FB	172	131.86	-4.255	.000
	FEAS	67	89.56		
2nd comparison	FB	172	127.23	-7.082	.000
	FM	49	54.02		
3rd comparison	FB	172	113.34	-4.309	.000
	FE	37	66.22		
4th comparison	FB	172	104.74	-2.571	.010
	VS	28	74.48		
5th comparison	FB	172	109.58	-3.980	.000
	OF	32	64.44		
6th comparison	FEAS	67	66.59	-3.033	.002
	FM	49	47.44		
7th comparison	FM	49	37.57	-2.538	.011
	FE	37	51.35		
8th comparison	FM	49	32.74	-3.251	.001
	VS	28	49.95		
9th comparison	FM	49	36.63	-2.070	.038
	OF	32	47.69		

As it can be seen in table 9, there is a strong significant difference between the Faculty of Business (M.R.= 127.23) and Faculty of Medicine (M.R.= 54.02) students and their learning experience. This difference is also seen in between Faculty of Business (M.R.= 113.34) and Faculty of Engineering (M.R.=66.22); Faculty of Business (M.R.= 131.86) and Faculty of Economics and Administrative Sciences (M.R.=89.56) respectively.

4. 1. 2. 3. The relationship between Fields of Study and Instrumentality (promotion)

Table 10 demonstrates the relationship between participants' fields of study and instrumentality (promotion).

Table 10

Mann Whitney U Test results based on INSTRUMENTALITY (PROMOTION) in terms of participants' fields of study

INST (PROMOTION)	Fields of Study	N (no of participants)	Mean rank	MWU	Sig. (p)
1st comparison	FB	172	126.91	-2.483	.013
	FEAS	67	102.25		
2nd comparison	FB	172	124.28	-5.797	.000
	FM	49	64.40		
3rd comparison	FB	172	108.92	-2.029	.042
	FE	37	86.76		
4th comparison	FEAS	67	68.59	-3.785	.000
	FM	49	44.70		
5th comparison	FEAS	67	45.71	-2.159	.031
	OF	32	58.98		
6th comparison	FM	49	36.23	-3.114	.002
	FE	37	53.12		
7th comparison	FM	49	31.98	-3.649	.000
	VS	28	51.29		
8th comparison	FM	49	31.39	-4.559	.000
	OF	32	55.72		
9th comparison	FE	37	30.24	-2.126	.033
	OF	32	40.50		

Table 10 revealed high mean values. The first significant difference in terms of promotion based instrumentality can be seen between students of Faculty of Business (M.R.=124.28) and Faculty of Medicine (M.R.= 64.40); Other Faculties (M.R.= 55.72) and Faculty of Medicine (M.R.= 31.39); Faculty of Economics and Administrative Sciences (M.R.=68.59) and Faculty of Medicine(M.R.= 44.70); Faculty of Medicine (M.R.= 31.98) and Vocational School (M.R.= 51.29); Faculty of Engineering (M.R.= 53.12) and Faculty of Medicine (M.R.= 36.23).

4. 1. 2. 4. The Relationship between Fields of Study and Ought to L2 self

The relationship between participants' fields of study and ought to self in line with the first research question is shown in Table 12.

Table 11

Mann Whitney U Test results based on OUGHT TO SELF in terms of participants' fields of study

OUGHT TO SELF	Fields of Study	N (no of participants)	Mean rank	MWU	Sig. (p)
1st comparison	FB	172	129.16	-3.285	.001
	FEAS	67	96.49		
2nd comparison	FB	172	115.94	-2.153	.031
	FM	49	93.67		
3rd comparison	FB	172	109.77	-2.462	.014
	FE	37	82.82		
4th comparison	FB	172	108.84	-3.559	.000
	OF	32	68.44		

There was a significant difference between the participants' fields of study and ought to self as seen in Table 11. The highest mean value is seen between Faculty of Business (M.R.= 108.84) and Other faculties. (M.R.=68.44); Faculty of Business (M.R.= 129.16) and Faculty of Economics and Administrative Sciences (M.R.=96.49).

4. 1. 2. 5. The relationship between Fields of Study and Attitudes toward L2 Community

The findings about the relationship between participants' fields of study and attitudes toward L2 community were given in Table 12.

Table 12

Mann Whitney U Test results based on ATTITUDES TO L2 COMMUNITY in terms of participants' fields of study

ATTITUDES TOWARD L2 COMMUNITY	Fields of Study	N (no of participants)	Mean rank	MWU	Sig. (p)
1st comparison	FB	172	121.22	-4.466	.000
	FM	49	75.11		
2nd comparison	FB	172	109.37	-2.262	.024
	FE	37	84.68		
3rd comparison	FEAS	67	66.28	-2.923	.003
	FM	49	47.86		
4th comparison	FM	49	34.88	-2.144	.032
	VS	28	46.21		

As it can be seen in Table 12, there was a strong significant difference between the the students of Faculty of Business (M.R.=121.22) and Faculty of Medicine (M.R.= 75.11) and attitudes to L2 community. On the other hand, this difference is low in between Faculty of Economics (M.R.=66.28) and Administrative Sciences (M.R.= 47.86), Faculty of Business (M.R.= 109.37) and Faculty of Engineering (M.R.= 84.68); Vocational School (M.R.= 46.21) and Faculty of Medicine (M.R.= 34.88).

4. 1. 2. 6. The Relationship between Fields of Study and Criterion Measures

The results of the relationship between participants' fields of study and criterion measures are displayed in Table 13.

Table 13

Mann Whitney U Test results based on CRITERION MEASURES in terms of participants' fields of study

CRITERION MEASURES	Fields of Study	N (noof participants)	Mean rank	MWU	Sig. (p)
1st comparison	FB	172	119.17	-3.570	.000
	FM	49	82.31		
2nd comparison	FEAS	67	66.03	-2.827	.005
	FM	49	48.20		
3rd comparison	FM	49	37.46	-2.588	.010
	FE	37	51.50		
4th comparison	FM	49	32.90	-3.172	.002
	VS	28	49.68		
5th comparison	FM	49	34.93	-2.880	.004
	OF	32	50.30		

According to Table 13, the highest mean values between participants' fields of study and criterion measures statistically outstand between students of Faculty of Medicine (M.R.= 82.31) and Faculty of Business (M.R.= 119.17); Faculty of Medicine (M.R.= 122.56) and Vocational School (M.R.= 49.68).

These differences are followed with the differences between Faculty of Medicine (MR.=34.93) and Otherfaculties (MR.= 50.30); Faculty of Economics and Administrative Sciences (MR.= 66,03) and Faculty of Medicine (M.R. = 48.20); Faculty of Economics (MR.= 51.50) and Faculty of Medicine (M.R.= 37.46) students.

4. 1. 2. 7. The Relationship betweenFields of Study and Instrumentality (prevention)

Referring to the first research question, the relationship between participants' fields of study and instrumentality (prevention) was presented in Table 14.

Table 14

Mann Whitney U Test results based on INSTRUMENTALITY (PREVENTION) in terms of participants' fields of study

INSTRUMENTALITY (PREVENTION)	Fields of Study	N (no of participants)	Mean rank	MWU	Sig. (p)
1st comparison	FB	172	118.12	-3.119	.002
	FM	49	86.01		
2nd comparison	FB	172	112.14	-3.701	.000
	FE	37	71.81		
3rd comparison	FB	172	107.64	-2.902	.004
	OF	32	74.86		
4th comparison	FEAS	67	57.63	-2.352	.019
	FE	37	43.20		
5th comparison	FEAS	67	54.07	-2.052	.040
	OF	32	41.48		

Table 14 revealed higher scores between Faculty of Business (M.R.= 112.14) and Faculty of Economics (M.R.=71.81); Faculty of Business (M.R.= 118.12) and Faculty of Medicine (M.R.= 86.01) students' fields of study and their prevention based instrumentality.

4. 1. 2. 8. The Relationship between Fields of Study and Cultural Interest

The findings of the first research question in terms of the relationship between participants' fields of study and cultural interest was demonstrated in Table 15.

Table 15

Mann Whitney U Test results based on CULTURAL INTEREST in terms of participants' fields of study

CULTURAL INTEREST	Fields of Study	N (no of participants)	Mean rank	MWU	Sig. (p)
1st comparison	FB	172	117.64	-2.912	.004
	FM	49	87.68		
2nd comparison	FB	172	98.34	-2.349	.019
	OF	32	124.84		
3rd comparison	FEAS	67	66.75	-3.105	.002
	FM	49	47.22		
4th comparison	FM	49	38.74	-2.042	.041
	FE	37	49.80		
5th comparison	FM	49	32.96	-3.833	.000
	OF	32	53.31		
6th comparison	VS	28	24.29	-2.601	.009
	OF	32	35.94		

Table 15 demonstrates the salient difference between Other faculties (M.R.= 53.91) and Faculty of Medicine (M.R.= 32.96); Faculty of Economics and Administrative Sciences (M.R.= 66.75) and Faculty of Medicine (M.R.= 47.22) in terms of cultural interest.

4. 1. 2. 9. The Relationship between Fields of Study and Future Plans

The relationship between the participants' fields of study and future plans was given in Table 16.

Table 16

Mann Whitney U Test results based on FUTURE PLANS in terms of participants' fields of study

FUTURE PLAN	Fields of Study	N (no of participants)	Mean rank	MWU	Sig. (p)
1st comparison	FB	172	119.16	-3.584	.000
	FM	49	82.36		
2nd comparison	FEAS	67	67.28	-3.313	.001
	FM	49	46.49		
3rd comparison	FM	49	36.77	-2.917	.004
	FE	37	52.42		
4th comparison	FM	49	32.92	-3.182	.001
	VS	28	49.64		
5th comparison	FM	49	32.53	-4.046	.000
	OF	32	53.97		

As it can be seen in Table 16, there is significant difference between Other Faculties' (M.R.=53.97) and Faculty of Medicine (M.R.= 52.53); Faculty of Business (M.R.= 119.16) and Faculty of Medicine (M.R.= 82.36); Faculty of Economics and Administrative Sciences (M.R.= 67.28) and Faculty of Medicine (M.R.=46.49); Vocational School (M.R.= 49.64) and Faculty of Medicine (M.R.= 32.92) students in terms of future plans.

4.1.3. Differences Based on Proficiency Level

Another aim of the first research question was to find out whether there is a significant difference between students who start prep school in different levels. Table 17 presents the differences based on proficiency level.

Table 17

Mann Whitney U test results based on PROFICIENCY LEVEL

Scales	Proficiency Level	N	Mean Rank (M.R.)	Z	p.
Ought to self	A1 starters	222	195,97	-2,651	0,008
	A2 starters	163	188,96		
Instrumentality (prevention)	A1 starters	222	205,87	-2,225	0,026
	A2 starters	163	175,48		
English anxiety	A1 starters	222	203,76	-3,119	0,002
	A2 starters	163	178,35		
Learning experience	A1 starters	222	208,9	-2,400	0,016
	A2 starters	163	172,44		

According to the first research question results, it can be concluded from Table 17 that A1 starters were more motivated moderately than A2 starters in terms of the components such as ought to self (M.R.= 195,97), instrumentality (prevention) (M.R.= 205,87) and learning experience (M.R.= 208,9). Likewise, English Anxiety levels of A1 starters (M.R.= 203,76) were higher than A2 starters' (M.R.= 178,35).

4. 1. 4. Differences Based on Education Type

The first research question also tried to investigate whether there is a difference between the students studying at English preparatory school at different times of the day such as during the day or in the evening. Table 18 displays the results in detail.

Table 18

Mann Whitney U test results based on EDUCATION TYPE

Scales	Type of education	N	Mean Rank (M.R.)	Z	p.
Instrumentality (promotion)	Daytime	246	183,22	-2,300	0,021
	Evening	139	210,31		
Ought to self	Daytime	246	184,17	-2,073	0,038
	Evening	139	208,62		
Attitudes to L2 community	Daytime	246	182,85	-2,387	0,017
	Evening	139	210,96		
Instrumentality (prevention)	Daytime	246	183,09	-2,338	0,019
	Evening	139	210,55		

Table 18 displays that the students studying in evening education were more motivated than the students studying in day time education in terms of instrumentality (prevention) (M.R.= 210,55), instrumentality (promotion) (M.R.= 210,31), attitudes to L2 community (M.R.= 210,96) and ought to self (M.R.= 208,62).

4.1.5. Differences Based on the Motives to Study at Preparatory School

The students studying at prep school study English voluntarily or compulsorily. Hence, another target of the first research question was to seek whether there was a difference between those students' motivational constructs or not. To find out its answer, Mann Whitney U test was used.

Table 19

Mann Whitney U test results based on the motives based on studying at preparatory school

Scales	The motives to study at preschool	N	Mean Rank (M.R.)	Z	p.
Ideal L2 self	Voluntary	268	211,40	-4,957	0,000
	Compulsory	117	150,85		
Learning experience	Voluntary	268	217,48	-6,542	0,000
	Compulsory	117	136,92		
Instrumentality (promotion)	Voluntary	268	210,76	-4,757	0,000
	Compulsory	117	152,31		
Ought to self	Voluntary	268	200,79	-2,082	0,037
	Compulsory	117	175,15		
Attitudes to L2 community	Voluntary	268	207,50	-3,879	0,000
	Compulsory	117	159,79		
Criterion measures	Voluntary	268	200,84	-2,098	0,036
	Compulsory	117	175,04		
Cultural interest	Voluntary	268	206,47	-3,614	0,000
	Compulsory	117	162,17		
Future plan	Voluntary	268	203,54	-2,839	0,005
	Compulsory	117	168,85		

Table 19 shows that the students studying at English prep school voluntarily were more motivated than the students studying at English prep school compulsorily. The first significant difference was about learning experience (M.R.= 217,48). The other significant differences were in ideal self (M.R.= 211,40), instrumentality (promotion) (M.R.=210,76), attitudes to L2 community (M.R.=207,50) and cultural interest (M.R.= 206,47). On the other hand, there was a moderate difference in future plan (M.R.= 203,54), ought to self (M.R.= 200,79) and criterion measures.

4.2. Findings of the Second Research Question

The second research question sought to find out the most significant components of L2MSS of Turkish EFL preparatory school students. Thus, in order to figure out the

most significant factors of L2MSS of these students, descriptive statistics was run to determine the best predictors of L2 motivation of Turkish EFL preparatory school students and to describe the basic features of the data in the present study. The findings of descriptive analysis were tabularized in Table 21.

Table 20

Descriptive statistics results of the scales

Scales	Mean
1. Instrumentality (promotion)	4,2992
2. Cultural interest	4,0117
3. Attitudes to L2 community	3,9242
4. Future plan	3,8909
5. Instrumentality (prevention)	3,8896
6. Ideal L2 self	3,7265
7. Learning experience	3,3295
8. Daily life/ events	3,2701
9. Criterion measures	3,0740
10. English anxiety	3,0571
11. Ought to self	2,6974
12. Society effect	2,3052

As it is seen in the Table 20, the most significant factor of the L2MSS is instrumentality (promotion) (M=4,2992). The following components are cultural interest (M=4,0117), attitudes to L2 community (M=3,9242), future plan (M=3,8909), instrumentality (prevention) (M=3,8896), ideal L2 self (M=3,7265), learning experience (M=3,3295), daily life/ events (M= 3,2701), criterion measures (M= 3,0740), English anxiety (M= 3,0571), ought to self M= 2,6974) and lastly society effect (M= 2,3052). However, this significant was not seen in ought to self

(2,6974) and society effect (2,3052) like they were obviously stood out in other scales.

4.3. Findings of the Third Research Question

The third research question is trying to find out whether there is significant relationship between L2MSS components or not. In order to identify the relationship among the components of L2MSS, the researcher conducted correlational analysis. This relationship will be looked in detail in the following section.

4. 3. 1. The Interconnections among Scales Measuring L2 Motivation of the Sample

As demonstrated in Table 21, there are ample significant relationships between the components of L2 motivational self system. The correlation results among the motivational constructs will be elaborately presented in this part.

Table 21

Correlations among the scales

Scales	1	2	3	4	5	6	7	8	9	10	11	12
1. Ideal L2 Self	.....										
2. Learning Experience	.505** 000	.....									
3. Instr. (Promotion)	.443** 000	.392** 000	.....								
4. Ought to Self	.119** 019	.119** 019	.144** 005	.....							
5. Attitudes Toward L2 Community	.453** 000	.469** 000	.568** 000	.214** 000	.....						
6. Criterion Measures	.457** 000	.577** 000	.308** 000	.103* 044	.343** 000	.....					
7. Instr. (prevention)	.175** 001	.132** 009	.333** 000	.323** 000	.268** 000	.129* 011	.....				
8. Cultural Interest	.410** 000	.428** 000	.397** 000	.060 244	.450** 000	.366** 000	.042 406	.....			
9. English Anxiety	-.009 861	.104* 041	.047 360	.319** 000	.088 083	.006 910	.268** 000	.048 349	.....		
10. Future Plans	.272** 000	.242** 000	.483** 000	.214** 000	.346** 000	.217** 000	.272** 000	.217** 000	.138** 007	.....	
11. Society Effect	.004 936	.123* 016	.002 976	.467** 000	.108* 035	.131* 010	.142** 005	.020 690	.177** 000	.224** 000	.....
12. Daily Life/ Events	.356** 000	.414** 000	.269** 000	.045 378	.404** 000	.350** 000	.115* 024	.444** 000	.037 473	.172** 001	.153** 003	.....

Note: All the correlations are significant at the $p < 0.001$ level

Table 21 shows the relationship among all subscales for the whole sample. In the light of this table, the significant relationship between the three main components of L2MSS which are ideal self ought to self and learning experience and other scales will be given in detail.

4. 3. 1. 1. The Relationship between Ideal L2 self and the Other Scales in Turkish EFL Context

As the Table 21 indicates, the ideal L2 self was positively correlated with learning experience. In other words, there was a significant relationship between the ideal L2 self and learning experience (.505). This component was also correlated with other components including instrumentality (promotion) (.443), attitudes toward L2 community (.453), criterion measures (.457), cultural interest (.410), future plan, and lastly daily life/ events (.356).

However, there is slightly difference between ideal L2 self and ought to self (.119) and instrumentality (prevention). On the other hand, there isn't significant relationship between ideal L2 self and English anxiety (.009) and society effect (.004).

4. 3. 1. 2. The relationship between ought to self and the other scales in Turkish EFL context

One of the components of L2MSS is ought to self and the correlation result according to Table 21 revealed that ought to self correlated more highly with attitudes toward L2 community (.568). It also has a significant relationship with future plans (.483), cultural interest (.397), instrumentality (prevention) (.333), English anxiety (.319) and criterion measures (.308).

In contrast, it had no relationship with ideal L2 self, learning experience and instrumentality (promotion).

4. 3. 1. 3. The relationship between learning experience and the other scales in Turkish EFL context

The salient relationship of this component according to Table 21 is that learning experience had relationship with all L2MSS components. There was a significant relationship between learning experience (LE) and ideal L2 self (.505), LE and instrumentality (promotion) (.392), LE and attitudes toward L2 community (.469), LE and criterion measures (.577), LE and cultural interest (.428), LE and future plan (.242) and lastly with LE and daily life/ events (.414).

Whereas, there was slightly significant relationship between LE and ought to self (.119), LE and instrumentality (prevention) (.132), LE and English anxiety (.104) and LE and society effect (.123).

4.4. Findings of the Fourth Research Question

The fourth research question is trying to reveal what kind of factors affect students' motivation positively while learning English. In order to find out what they were, the researcher conducted multiple response analysis which is a frequency analysis when there can be more than one response for per participant to a question in the survey. As it can be seen in Table 22, 3139 marking, ticking the factors that they in favour or against, was done by the participants. The reason of the 3139 marking was that the participants could mark more than one phrase. Otherwise, the analysis could be done with frequency analysis, but there might have been missing values due to this. For that reason, the analysis was carried out with multiple response analysis.

Table 22

Multiple response analysis of the fourth research question

Factors	Responses		No of the participants (n)	General percentage (%)
	N	%		
Having a joyful time in the class	303	9,7%	385	78,7%
Teacher's attitude towards to the students	298	9,5%	385	77,4%
Teacher's guidance/ eliciting while Ss are speaking	280	8,9%	385	72,7%
Classroom atmosphere	252	8,0%	385	65,5%
Teacher's having sense of humour	249	7,9%	385	64,7%
Using the target language in the classroom	245	7,8%	385	63,6%
Speaking about daily events in the classroom	217	6,9%	385	56,4%
Teacher's using target language in the classroom	213	6,8%	385	55,3%
Giving correct answers to the questions	206	6,6%	385	53,5%
Games	204	6,5%	385	53,0%
Competitions	199	6,3%	385	51,7%
Participation of my Classmates in the lessons	149	4,7%	385	38,7%
Materials used in the lessons	125	4,0%	385	32,5%
Quizzes	93	3,0%	385	24,2%
Homework	72	2,3%	385	18,7%
Other	34	1,1%	385	8,8%
Total	3139	100,0	385	815,3%

As seen in Table 22, %79,7 (n=303) of the participants state that the factor affecting their motivation positively in the classroom most is having a joyful time in the class. When it comes to other factors affecting motivation positively, teacher's attitude/ approach is the second factor with the 77,4% (n=298) percentage, teacher's helping while speaking is the third factor with the 72,7% (n= 280) percentage, classroom environment is the fourth factor with the 65,5% (n= 252) percentage, and teacher's sense of humour is the last factor with the 64,7% (n= 249) percentage. However, the least factors/ phrases marked by the participants are homework and the factor "other".

While only 18,7% (n=72) of the participants marked the factor homework, 8,8% of them (n=34) marked to the factor 'other'. However, none of them wrote any other issues apart from the factors/ phrases given.

4.5. Findings of the Fifth Research Question

In the previous part, the factors affecting students' motivation positively in the classroom and its analysis were mentioned. In this part, the factors affecting their motivation negatively in the classroom will be elaborated. To find out what motivates students negatively, the same procedure (multiple response analysis) was followed like in the previous part. The total marking was 2828 that 385 participants made.

Table 23 revealed that participants' motivation was mostly affected negatively by the vocabulary issues such as lack of vocabulary knowledge and forgetting the meaning of the vocabulary. These two factors' general percentages were quite akin to each other. While the 71,7 % (n= 276) of the participants marked the factor lack of vocabulary knowledge, 60,3 % (n= 232) of them marked the factor to forget the meaning of vocabulary.

Table 23

Multiple response analysis of the fifth research question

Factors	Responses		No of the participants	General percentage (%)
	N	%		
Lack of vocabulary knowledge	276	9,8%	385	71,7%
Forgetting the meaning of vocabulary	232	8,2%	385	60,3%
Not being able to express himself well	193	6,8%	385	50,1%
Having a boring lesson	189	6,7%	385	49,1%
Not being able to speak in English	187	6,6%	385	48,6%
Being tired	172	6,1%	385	44,7%
Being afraid of making mistakes	171	6,0%	385	44,4%
Not being able to speak in English	157	5,6%	385	40,8%
Noise in the classroom	156	5,5%	385	40,5%
Speaking Turkish outside the classroom	147	5,2%	385	38,2%
Doing the same activities all the time	128	4,5%	385	33,2%
Giving wrong answers to the questions	123	4,3%	385	31,9%
The ones trying to interrupt the lesson	115	4,1%	385	29,9%
Thinking that his level is low	107	3,8%	385	27,8%
Exam results	93	3,3%	385	24,2%
Teacher's doing lesson with the same students	92	3,3%	385	23,9%
Homework	81	2,9%	385	21,0%
Reluctant peers	69	2,4%	385	17,9%
Starting the lessons early in the morning	46	1,6%	385	11,9%
Health problems	33	1,2%	385	8,6%
Other	31	1,1%	385	8,1%
Having education in the evening	30	1,1%	385	7,8%
Total	2828	100.0%	385	734,5%

The factors/ phrases marked by the participants revealed that the 50,1% (n= 193) of the participants similarly stated that not being able to express themselves well also affects their motivation in a negative way. In addition to this, if the lesson is boring (n= 189), it also affects their motivation negatively. One of the highest percentages is related to not being able to speak. In other words, 48.6% of the participants stated that if they cannot speak, it surely affects their motivation. Additionally, the following factors that affect students' motivation negatively in the classroom are being tired (n= 172), being afraid of making mistakes (n= 1721), not being able to speak in English (n= 157), noise in the classroom (n= 156), speaking Turkish outside the classroom (n= 147), doing the same activities all the time (n= 128), giving wrong answers to the questions (n= 123), the ones trying to interrupt the lesson (n= 115), thinking that his/ her English level is low (n= 107), exam marks (n= 93), teacher's doing the lesson with the same students (n= 92), doing homework (n= 81), reluctant peers and lastly lesson's starting early which is invalid for the students studying during the daytime (n= 46). However, the tables show that health problems, other issues and studying at second education do not significantly affect students' motivation in a negative way, but a student responded to the 'other' section that sleeping problems affected his motivation negatively.

4.6. Findings of the Sixth Research Question

In this part of the survey, the students were asked to mark the factors/ phrases (more than one is possible) related to the activities liked most in the classroom. The total markings of this part were 3009. The results are shown in Table 24.

Table 24

Multiple response analysis of the sixth research question

Classroom Activities	Responses		No of the participants	General percentage (%)
	N	%		
Activities related to series/ movies	318	10,6%	385	82,6%
Vocabulary games	236	7,8%	385	61,3%
Song activities	236	7,8%	385	61,3%
Competitions	216	7,2%	385	56,1%
Group activities	189	6,3%	385	49,1%
Translating	184	6,1%	385	47,8%
Speaking activities	183	6,1%	385	47,5%
Explaining a word in English	169	5,6%	385	43,9%
Grammar activities	149	5,0%	385	38,7%
Listening activities	146	4,9%	385	37,9%
Doing exercises in the book	138	4,6%	385	35,8%
Interpretation of visual data	136	4,5%	385	35,3%
Pronunciation activities	130	4,3%	385	33,8%
Reading activities	120	4,0%	385	31,2%
Writing activities	114	3,8%	385	29,6%
Pre- and post-activities/ games	113	3,8%	385	29,4%
Individual activities	105	3,5%	385	27,3%
Role- play	63	2,1%	385	16,4%
Drama	40	1,3%	385	10,4%
Other	24	,8%	385	6,2%
Total	3009	100.0%	385	781,6%

It can be concluded from the results that the 82,6% (n=318) of the participants like the activities about films or series. The intriguing result about the second and the third factors is that they have the same percentages (61,3%). These factors are vocabulary games and song activities (n=236). The fourth factor that marked by the participants was competitions with 56,1% (n=216) percentage. The following activities that liked most by the participants are group activities (49,1%), translating (47,8%), speaking activities (47,5%), explaining a word in English (43,9%), grammar activities (38,7%), listening activities (37,9%), doing exercises (35,8%), interpretation of visuals (35,3%), pronunciation activities (33,8%), reading activities (31,2%), writing activities (29,6%), games before/ after the grammar subjects

(29,4%), individual activities (27,3%) and lastly role play (16,4%) respectively. On the other hand, the participants pointed out that they were not in favour of drama activities (10,4%).

4.7. Findings of the Seventh Research Question

The seventh research question tries to find out to what extent the students were satisfied with studying at English prep school. To reveal it, 5 point likert scale was used ranging from very satisfied to very dissatisfied.

Table 25

The descriptive analysis of the participants' satisfaction levels of studying at Preparatory school

Being satisfied with studying at English prep school	Very dissatisfied		Dissatisfied		Neutral		Satisfied		Very satisfied		\bar{X}	Std. Deviation
	1		2		3		4		5			
	N	%	N	%	N	%	n	%	n	%		
General Content	23	6,0	35	9,1	93	24,2	175	45,5	59	15,3	3,55	1,04

According to the Table 25, it can be said that the participants who study at English preparatory school are partially satisfied ($M=3,55$; $S.D=1,04$). While 15,3 % of the participants were very satisfied with studying at prep school, 45,5% of them were satisfied. In other words, in total 60,8% of the participants were satisfied with studying at prep school. In addition, 24,2% of them were neutral about it. On the other hand, 9,1 % of them were dissatisfied and 6,0% of them were very dissatisfied. That is to say, in total 15,1 % of the participants were not content about studying at prep school.

4.8. Findings of the Qualitative Data

The last research question tried to find out whether studying at prep school has positive or negative effects on students' motivation towards learning English. In line with the answers that the students gave, it can be concluded that the students' motivation had increased after they studied at prep school. This also justified the fact of the previous research question which was about whether they were satisfied with studying at prep school or not.

The content analysis of the answers to the open ended question revealed that most of the participants believe that their motivation increased based on both vocabulary and grammar. For instance, while one of the participants claimed that "*I have learnt a lot of vocabulary thanks to prep school*" (Student 2), the other one claimed that "*Even though the prep school was not compulsory, I wanted to study at prep school and it really contributed to me, so I don't think that it has negative effects on me.*" (student 6). It can be concluded from the answers of the students that after they studied at prep school, not only their grammar and vocabulary knowledge, but also their speaking and pronunciation skills improved. A student stated that he can work as an animator in a hotel after studying at prep school. A few of the students indicated that they have learnt the pronunciation of the words wrongly at high school. However, prep school enabled them to be aware of and correct them. They also added that their academic knowledge improved. In addition to these skills, their self-confidence increased and they got over the problems such as being afraid of making mistakes or hesitating to talk in English either in the classroom or with the foreign people outside. Besides, they pointed out that they can easily understand the movies, series, books or magazines in English better, which makes them want to have their English level a step forward. Additionally, three of the students stated that they want to learn the other languages apart from English since they realized that learning a language is not as difficult as they thought. In other words, studying at prep school raised their self awareness towards learning a language. The students also specified that studying

at prep school made them be aware of the fact that English could be learnt with the activities which are enjoyable and fun. Furthermore, they think that teachers are playing a vital role in motivating the students and they are one of the most motivating factors that affect students positively. In addition to these, the students also pointed out that they can also learn views of other countries' people and the way they think while learning a language (See Appendix B).

On the other hand, the responses given to the open ended question revealed that students' motivation towards learning English decreased owing to some reasons. Firstly, the topics in the reading texts were not eye catching enough. For that reason, they can easily get bored. Another reason why their motivation fell down that the teachers did not use different activities in the classroom. They also complained that the time for speaking was too limited. Thirdly, they stated that if their lessons in Bachelor's degree were in English to some percent, they could be more motivated to learn English. (See Appendix B). Lastly, a few of the students complained that the classroom does not have enough and appropriate materials for language learning.

In conclusion, students' motivation has been affected positively and negatively due to these reasons mentioned.

CHAPTER V

CONCLUSION, DISCUSSION AND SUGGESTIONS

5.0. Introduction

In this part of the study, general conclusions based on the findings presented thoroughly in the previous section will be presented in relation with the purpose of the study. The significance of the study for the context was carried out and the implications drawn out of the study will be summed up. It then, outlines the various limitations that came into play at different stages of the study and it will be concluded by giving some recommendations to improve EFL teaching/ learning motivational research.

5.1. Discussion

The main aim of this study was to sought out the L2 Motivational self system of Turkish EFL learners. Returning to the research questions set out in 1.5, some conclusions can be drawn in eight subheadings.

- When the findings of the first research question were examined, it can be concluded that Turkish preparatory school female students outweighed males in terms of future plans, instrumentality (promotion), instrumentality (prevention), English anxiety and attitudes to L2 community. In other words, it can be said that the females were more motivated compared to the males. This study also verifies the study of Dörnyei et al (2006) because they explored that females were different from males and scored higher in integrativeness, instrumentality, attitudes to L2 speakers, communities and culture and the intended effort. Henry

(2009) also stated that “Teachers need to encourage all pupils, but especially boys, to project into the future and imagine their ‘future language- using selves” (p.189). According to Magid (2014) this can be achieved by using imagery to raise students’ Ideal L2 self. As Segal emphasizes, fantasy can be integrated with the self concept construct so that the learner can make his dreams come true.

Furthermore, the recent study indicated that Faculty of Business (FB) students’ ideal selves, learning experience, ought to selves, attitudes to L2 community and instrumentality (prevention) were higher compared to the Other Faculties’ students. The reason why Faculty of Business’ students motivational constructs were significantly higher when compared to the other faculties may come from the fact that Faculty of Business students including the fields of Tourism Management, Business or International Trade will need English in their future career for communicating with the tourists in the hotels where they work, working in international companies or for writing an e- mail in English.

On the other hand, instrumentality (promotion) cultural interest and future plan of Other Faculties' students were higher.

When looked at the findings of this research question one by one in terms of each component, the ideal selves of Faculty of Business students were higher than Faculty of Medicine students. The reason of this can be due to the fact of Faculty of Medicine students study at English prep school compulsorily.

This research also demonstrated that proficiency levels of the students had an effect on their motivation. A1 starters’ ought to self, instrumentality (prevention) and learning experience levels were higher than A2 starters’. Likewise, A1 starters’ English anxiety levels were higher than A2 starters’.

When the educational type differences were investigated, it was found out that the time of the classes affect students’ motivation. In other words, students

having evening education were more motivated in terms of the motivational constructs such as instrumentality (prevention), instrumentality (promotion), attitudes to L2 community and ought to self when compared to the students having education during the daytime, so the classes can be started at a later time of the day, not in the morning so that the students will undoubtedly be more motivated to learn something.

Another finding was that students' motivation studying at prep school voluntarily or compulsorily was affected by these. The students studying at prep school voluntarily were motivated compared to the students studying at prep school compulsorily. These differences could be seen easily in the components such as learning experience, ideal self, instrumentality (promotion), attitudes to L2 community, cultural interest, future plan and ought to self. According to Tort (2005), being compulsory or not has an effect that makes learning less appealing for the learners. Hence, this study also justified this claim by the findings.

- Overall, the results revealed that not only three dimension of the theory, but also the other factors had an impact on language learning even though their effect appeared to be partially different. The research displayed that the best predictors of L2MSS survey were instrumentality (promotion), cultural interest, attitudes to L2 community, future plan and instrumentality (prevention).

The findings of the second research question indicates that the participants learn English due to the reasons such as getting a good job, getting promotion, further studies on their major, working globally, making a lot of money, communicating with the people from other cultures, achieving a special goal (e.g. to get a degree or scholarship) or living abroad (e.g. studying and working) in terms of instrumentality (promotion).

Furthermore, the participants have significantly higher motivation to learn English in terms of cultural interest. It can be concluded that they like English

films, series and music. Broadly speaking, “a cultural interest toward products coming from English speaking communities contributes significantly to positively motivating students” (Alshahrani, 2016, p.150). It can be drawn that the students learn English to get used the culture of the target language.

As noted, one of the most significant factors of the L2MSS was attitudes to L2 community. Under the shadow of this component, it can be claimed that the learners would like to know more about people from English- speaking countries and meet people from different cultures, like meeting people from English-speaking countries, like the people living in English- speaking countries, like to travel to English- speaking countries, understand English culture, literature and art more by learning English.

Beside this, they were motivated in terms of instrumentality (prevention). That is to say, the students are learning English due to the reasons such as not wanting to be thought like an unsuccessful person by other people such as family or friends, not wanting to fail in the lessons and graduating.

Also, English is a requirement for their future plans. The term ‘future plans’ which was first used in this research revealed that the English is playing a vital role for learners’ future plans such as studying or working abroad, finding a job or getting promotion.

Not only these motivational factors, but also learning experience plays a vital role in motivating the learners. Either positive or negative experiences define at least construct their future selves. Hence, as Rubrecht and Ishikawa (2012), reiterated, “the environment should present facilitating factors to encourage language learning” (p.88).

On the other hand, one of the least significant components of L2MSS is ought to self (M= 2,6974). Simply put, the participants neither learn English for gaining

the approval of their families, bringing honour to their families, attaining a higher social respect people's expectations nor the pressure on them to study English or because of their close friends. The other least significant factor of L2MSS is society effect (M= 2,3052). Akin to the component ought to self, the participants are not learning English by virtue of societal issues.

As a conclusion, out of L2 components of L2MSS, instrumentality (promotion) and cultural interest are the best predictors of L2MSS. Attitudes to L2 community, future plans and prevention based instrumentality were the next predictors with almost the same predictive power.

- The third research question is trying to understand whether there is a relationship between L2MSS components. The results revealed that one of the main components of L2MSS, namely ideal *L2 self* had a significant relationship with the other components including attitudes toward L2 community, criterion measures, cultural interest and future plans. According to Dörnyei (2006), the more a learner has positive attitudes toward L2 community, the more appealing his ideal self is. This study had also confirmed the validity of Dörnyei's (2005, 2009) study which was the largest L2 motivation study ever and Kim's (2011) study. This justification was that there is a significantly high correlation between ideal self and promotion- based instrumentality and ought to self and prevention-based instrumentality as in Dörnyei's study. This can be supported with Sung's (2013) statement. According to him, if a learner has instrumental motive in learning a language, his ideal self increases as well. Not only with Dörnyei (2005, 2009) and Kim's (2011) studies, but this study also had similar results like in Islam et al., 2013; Ryan, 2009; Alshahrani, 2016; Papi, 2010; Taguchi et al., 2009. This similarity is about the relationship between ideal L2 self and criterion measures. This study also revealed that ideal L2 self had significant relationship with learning experience as in Alshahrani's (2016) study. However, this relationship was not seen between ideal L2 and ought to self. According to

Kim (2011), no matter what the levels of learners' ideal self is, it is nonsense if it is not supported by educational environment since personal selves, in other words, ideal self is reinforced with learning experiences.

Ought to self highly correlated with attitudes to L2 community. The significant relationship between ought to self and Future plans which was firstly used in this study indicated that the students learn English not only for the approval, pressure on them, expectations of others, attaining a higher social respect or bringing honours to their family, but also to avoid the negative effects on their life and career in the future. Additionally, ought to self had a relationship with English anxiety. As in Papi's (2010) research, ought to self had a relationship with English anxiety. Papi (2010) claimed that ought to self increases anxiety. Moskovsky, Assulaimani, Racheva and Harkins' (2016) explained this owing to the fact that the source of ought to self is outside of the individual. Thus, it may cause stress and it leads to anxiety in individual. Not surprisingly, ought to self had no relationship with promotion based instrumentality. On the contrary, there was expectedly a moderate relationship between ought to self and prevention based instrumentality since both of them deal with the endeavour in which a learner tries to avoid or minimize the negative outcomes.

Learning experiences and learning environment play a vital role in shaping learners' views of themselves as successful language learners (Henry, 2009). The results of the study revealed that learning experience highly correlated with both criterion measures and ideal L2 self. This component which is the last construct of L2MSS also had a relationship with attitudes toward L2 community, promotion based instrumentality and daily life events. However, it correlated less with ought to self, prevention based instrumentality, English anxiety and society effect.

- Another aim of this study is to find out what kind of factors affect students' motivation positively and negatively in the classroom which measures the fourth research question. The results displayed that factors such as having a joyful time in the class, teacher's attitudes towards the students, teacher's guidance/ eliciting while speaking, classroom atmosphere, teacher's having a sense of humour and using the target language which is English in the classroom.

The interpretation of the fourth question is that teachers' attitudes towards the students, teachers' sense of humour and teachers' guidance/ eliciting while the students are speaking play a crucial role to increase their motivation. In other words, as stated in Nicholson's (2013) article, "Teachers can cultivate student motivation to varying degrees and play a central role in activating and sustaining it" (p, 705).

In addition to these, students were in favour of some activities during the lessons and these activities motivated them positively which were related to series/ movies, vocabulary games, song activities and competitions. As Tort (2015) reiterated "if a learner enjoys the teaching materials in their language environment, they will probably be remarkably motivated." (p.9)

- One of the findings of the multiple response section (the fifth research question) which tried to investigate the factors affecting students motivation negatively showed the factors affecting students' motivation negatively include lack of vocabulary knowledge, forgetting the meaning of vocabulary, not being able to express themselves well, having a boring lesson and not being able to speak in English. Additionally, it can be inferred that the students' motivation had decreased because they do not have the chance to use English outside the classroom. On the other hand, it is vital for an EFL learner to use the target language either inside or outside the classroom. Similarly, Csernicskó (1998) stated that "It must also be pointed out that foreign languages in the region are

only taught and learnt within the framework of instructional settings, and direct contact with the language is rarely available outside the language classes”. (cited in Henkel, B. 2010, p, 88).

Besides, it was concluded that lack of vocabulary knowledge affects students' motivation negatively. Hence, it will be good for teachers to teach the students some vocabulary learning strategies so that they can also be motivated to use the target language in the classroom due to the fact that lack of vocabulary knowledge affects their speaking in the classroom. The reason why is that when they do not remember any words, it avoids them to speak and they are afraid of making mistakes due to the reason of not using the vocabulary correctly.

- The sixth research question investigated the activities liked most in the classroom by the students. The findings revealed that the students really like the activities related to series/ movies, vocabulary games, activities related to songs. Apart from these, the multiple responses of the participants revealed that they enjoy competitions between each other or in groups. The reason behind is that they are in favour of learning the language by having fun. On contrary, they stated that activities such as role play or drama are not preferred by the students. Moreover, they do not want to do individual activities. For that reason, collaborative and cooperative activities can be applied more in the classroom so that the students may be more willing to participate in the lessons and classes without excuses such as being bored.
- In the last section of the survey, the students were asked to be happy or not with studying at prep school which tried to find out of *the seventh research question*. From the answers of the students, it can be easily seen that more than 60 percent of the participants were satisfied with studying at prep school. In other words, they were mostly happy with studying at prep school. It can be concluded that with the factors affecting students positively and negatively, the preparatory class

conditions can be brought to a better place by also looking at the answers that the students responded to the open ended question.

- Finally, the last research question tried to demonstrate whether studying at prep school has positive or negative effects on students' motivation towards learning English. When all the results are considered, it can be deduced that students had different motivational factors and this was not only justified by multiple responses, but also with the open ended questions they responded to the survey. According to the open ended question given by the students, it can be said that studying at prep school had enabled them to learn more vocabulary, grammar and in the future, it will help them to get promotion or use it in foreign countries and with the native speakers of this language.

They stated that their past experiences about English were not good enough. However, these prior histories changed after studying at prep class. As Gu (2010) stated the relationship with English and constructing identity is influenced with these histories.

Overall, the study presented relational factors highly affecting participants' L2 motivation. Finally, based on the findings, some suggestions and recommendations to tap the students' motivation for teachers have been highlighted.

This section will be followed with the limitations recognized and recommendations will be provided for future studies.

5.2. Implications

In this section, the researcher provides the implications of the present study based on the discussion. The implications of this study are presented in both theory and pedagogy.

5.2.1. Theoretical implications

L2 motivation within the L2 Motivational Self System offers “new avenues for motivating language learners” (Dörnyei, 2009b:34). Taking into account those conditions for the L2 Motivational Self System, Dörnyei (2009b) proposed the following six strategic implications:

Construction of the Ideal L2 Self: Creating the vision (future self-guides need to exist)

Imagery enhancement: Strengthening the vision (elaborateness and vividness of the vision)

Making the Ideal Self plausible: Substantiating the vision (vision should have valid and realistic expectations)

Activating the Ideal L2 Self: Keeping the vision alive (innovative, enthusiastic and engaging activities)

Developing an action plan: Operationalizing the vision (concrete and appropriate plans, self-regulatory strategies)

Considering failure: Counterbalancing the vision (potential utilization of cumulative impacts) (in Shakila, N., 2012, p.7).

5.2.2. Pedagogical implications

The present study might have implications in terms of class teaching and learning. From Dörnyei's (2001) viewpoint, it is stated that if the attention is what can be done to achieve and maintain motivation, it is important to say that self determination should be fostered. In other words, learning needs should be driven by learners' own personal needs, goals and interests. Additionally, the teachers should also guide and gear the learners towards achieving their goals. Oroujlou and Vahedi (2011) also maintained that learners have different purposes to learn a language. The teacher's job is to identify these purposes and needs and to develop motivational strategies. They claimed that motivation fluctuates. For that reason, it can be sometimes difficult to keep language learners' motivation at a high level all the time. As stated in Caner, Arıkan and Çelik's (2013) article, “In this sense, it may be claimed that an effective teacher is always in the process of professional growth; and thus, teacher effectiveness should be perceived as a fluid rather than a fixed phenomenon” (p. 295). Hence, when designing a course, teachers must take into account that each learner has

different needs, purposes, interests and expectations (See Appendix C). Apart from this view, cooperative and collaborative learning may also increase students'/learners' motivation. According to McCombs (1994, in Dörnyei), positive interpersonal and properly structured feedback can also help achieving to motivate learners. In other words, if a student fails doing a task, we, as teachers, should point to the problem and try to find out solutions for it. As teachers, we should bear in mind that the role of classroom specific variables, the relationship of task enjoyment with task effectiveness, effects of authentic teaching materials, the interrelationship of motivation and learner strategy use and two areas-groupspecific motivation and teacher motivation also play a vital role to achieve, increase and maintain learners' motivation. Furthermore, we should not underestimate the important point made by Dörnyei and Csizér (1998), i.e., that one of the main ways in which teachers can motivate their students is by being models of motivation themselves. In other words, according to them, the teacher's level of enthusiasm and commitment is one of the most important factors that affect the learners' motivation to learn. The learning experience which is one of the main components of L2MSS is significantly important in shaping and sustainin students' motivation. For that reason as Dörnyei (2009a) stated a positive learning experience also affects learners' behaviour in a positive way. For that reason, the conditions for language learning should be improved to make the language learning environment better. In addition to this, most of the students complained about not having enough time to do speaking. Thus, the teachers should allocate much more time for speaking. For example, speaking clubs can be allocated except from the lessons in the classroom.

However, as Scheidecker and Freeman (2009) stated, “unfortunately, and realistically, motivating students yesterday, today, and tomorrow will never be a singular or simplistic process” (p. 200).

Apart from these implications made by the researcher, Dörnyei (2001) also has some motivational strategies in terms of L2MSS. Following strategies could be followed while teaching English as a foreign language.

Strategy 1 Demonstrate and talk about your own enthusiasm for the course material, and how it affects you personally.

Strategy 2 Take the students' learning very seriously

Strategy 3 Develop a personal relationship with your students.

Strategy 4 Create a pleasant and supportive atmosphere in the classroom.

Strategy 5 Promote the development of group cohesiveness.

Strategy 6 Formulate group norms explicitly, and have them discussed and accepted by the learners.

Strategy 7 Have the group norms consistently observed.

Strategy 8 Promote the learners' language-related values by presenting peer role models.

Strategy 9 Raise the learners' intrinsic interest in the L2 learning process.

Strategy 10 Promote 'integrative' values by encouraging a positive and open-minded disposition towards the L2 and its speakers and towards foreignness in general.

Strategy 11 Promote the students' awareness of the instrumental values associated with the knowledge of an L2.

Strategy 12 Increase the students' expectancy of success in particular tasks and in learning in general.

Strategy 13 Increase your students' goal-orientedness by formulating explicit class goals accepted by them.

Strategy 14 Make the curriculum and the teaching materials relevant to the students.

Strategy 15 Help to create realistic learner beliefs.

Strategy 16 Make learning more stimulating and enjoyable by breaking the monotony of classroom events.

Strategy 17 Make learning stimulating and enjoyable for the learner by increasing the attractiveness of the tasks.

Strategy 18 Make learning stimulating and enjoyable for the learners by enlisting them as active task participants.

Strategy 19 Present and administer tasks in a motivating way.

Strategy 20 Use goal-setting methods in your classroom.

Strategy 21 Use contracting methods with your students to formalise their goal commitment.

Strategy 22 Provide learners with regular experiences of success

Strategy 23 Build your learners' confidence by providing regular encouragement.

Strategy 24 Help diminish language anxiety by removing or reducing the anxiety-provoking elements in the learning environment.

Strategy 25 Build your learners' confidence in their learning abilities by teaching them various learner strategies.

Strategy 26 Allow learners to maintain a positive social image while engaged in the learning tasks.

- Strategy 27** Increase student motivation by promoting cooperation among the learners.
- Strategy 28** Increase student motivation by actively promoting learner autonomy.
- Strategy 29** Increase the students' self-motivating capacity.
- Strategy 30** Promote effort attributions in your students.
- Strategy 31** Provide students with positive information feedback.
- Strategy 32** Increase learner satisfaction.
- Strategy 33** Offer rewards in a motivational manner.
- Strategy 34** Use grades in a motivating manner, reducing as much as possible their demotivating impact (p.33-133).

5. 3. Conclusion

The study intended to investigate what the motivational constructs of Turkish EFL learners based on a model called L2 motivational self system constructed by Dörnyei. Based on the analysis of the quantitative data, the students had different motivational types toward learning English. The best predictors of this model in Turkish context were promotion based instrumentality, cultural interest, attitudes toward L2 community. Apart from these, the students' instrumentality prevention values were high. Additionally, the students' motivation was affected by some negative or positive factors. The qualitative data of the research indicated that studying at preparatory school enabled them to raise their awareness to learn a language easily thanks to the teachers and activities applied in the classroom.

5.4. Recommendations for Future Research

This study has tried to address some of the key issues, limitations and some recommendations that will be presented for further studies to shed light into L2MSS research in line with them. One of the shortcomings linked to this study is related to participants of the study because only university preparatory school students were taken into consideration to find out what motivational constructs are the predictors in foreign language frame. On the other hand, the other level of learners such as high school students could also be studied with, so that a conclusion based on a more general could be made. The reason why this ideal L2 self cannot be investigated with pre- secondary school students is that their ideal self presentations do not emerge

before adolescence. On the contrary, their ought to self is moderately higher because of others. As Tort (2015) stated, motivation is not stable and constant. Therefore, the results may vary in the future because the other factors can influence motivation easily even if the participants are the same.

It is also important to note that the scope of this research only focused on assessing L2 Motivational Self system. Another avenue would be to explore the application of L2MSS in language learning.

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APPENDICES

- 1. Appendix A.** L2MSS Survey (Turkish version)
- 2. Appendix B.** Transcription of the qualitative data
- 3. Appendix C.** Implications based on students' responses to the open ended questions

APPENDIX A

L2MSS Survey (Turkish Version)

Sayın katılımcı,

Bu çalışma, Akdeniz Üniversitesi, Eğitim Bilimleri Enstitüsü, İngiliz Dili Eğitimi Anabilim Dalı'nda hazırlanmakta olan “*İngilizceyi yabancı dil olarak öğrenen hazırlık sınıfı öğrencilerinin ikinci dil öğrenme motivasyonu benlik sistemi*” konulu yüksek lisans tezi için gerekli veriyi toplamayı amaçlamaktadır. Gönüllülük gerektiren bu çalışmaya katılımınızla elde edilecek veriler, yukarıda bahsedilen amaç dışında kullanılmayacaktır. İfadelere vereceğiniz cevapların samimi olmasını diler ve yardımlarınız için teşekkür ederim.

Lütfen size en doğru gelen ifadenin yanına X işareti koyunuz.

Okt. Funda Gül YAPAN
İngiliz Dili Eğitimi
Akdeniz Üniversitesi

1.Cinsiyet

Kadın Erkek

2.Bölüm

3.Eğitim Türü

4. Örgün gündüz Örgün gece

5. Hazırlığa başlangıç seviyeniz

A1 A2

6.Hazırlığı okuma sebebiniz

İsteğe bağlı Zorunlu

Aşağıdaki ifadelere katılım derecenizi <u>X</u> işareti ile belirtiniz.		Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne	Katılıyorum	Kesinlikle katılıyorum
		1	2	3	4	5
1.	Kesinlikle katılmıyorum					
2.	Katılmıyorum					
3.	Ne katılıyorum ne katılmıyorum					
4.	Katılıyorum					
5.	Kesinlikle katılıyorum					
7	İngilizce öğrenmeyi seviyorum.					
8	Gelecekte imkânım olursa, İngilizcemi ilerletmek isterim.					
9	Kendimi yabancı bir ülkede İngilizce konuşurken hayal ediyorum.					
10	İngilizce konuşulan ülkelere seyahat etmek isterim.					
11	İngilizce öğrenmek farklı kültürlerdeki insanları tanımama sağlar.					
12	İngilizce öğrenmek zorundayım çünkü B1 seviyesine gelmeden mezun olamam.					
13	Eğitilmiş bir insandan İngilizce konuşması beklenir.					
14	Ailem, İngilizce öğrenmem için beni destekler.					
15	İngilizce öğrenmem gelecekte iş bulmamı kolaylaştıracaktır.					
16	İngilizce film izlemeyi severim.					
17	Sınıfta İngilizce soru sormaya ve cevaplamaya istekliyimdir.					
18	İngilizce konuşan diğer kişilerin İngilizcemi tuhaf bulmasından endişelenirim.					
19	İngilizce öğrenmeyi ilginç buluyorum.					
20	İsteğe bağlı ödevleri yaparım.					
21	İngilizceyi bir İngiliz gibi konuştuğumu hayal ediyorum.					
22	İngilizce konuşulan ülkelerdeki insanlarla tanışmak isterim.					
23	İngilizce öğrenmek farklı ülkelerden insanlarla sohbet etmemi sağlar.					
24	İngilizce bilmek bana yeni bir uğraşı alanı sunmaktadır.					

25	İngilizce öğrenemezsem gelecekte kariyerimde başarısız olurum.					
26	İngilizce <u>bilmemek</u> gelecekte hayatımı olumsuz etkileyecektir.					
27	Ailem eğitilmiş biri olmam için İngilizce öğrenmem gerektiğine inanıyor.					
28	İleri derece bir İngilizce bilgisiyle çok para kazanabilirim.					
29	İngilizce dizi izlemeyi severim.					
30	Sınıfta Türkçe yerine İngilizce konuşmayı tercih ederim.					
31	Sınıfta İngilizce konuşurken kendimi çekingen ve bocalamış hissedirim.					
32	İngilizce derslerindeki sınıf ortamını seviyorum.					
33	İngilizce öğrenmek için elimden gelenin en iyisini yaparım.					
34	Gelecekte yapmak istediklerim İngilizce öğrenmemi gerektirmektedir.					
35	İngilizce konuşulan ülkelerdeki insanlar hakkında daha fazla şey öğrenmek isterim.					
36	İngilizce öğrenerek, İngiliz kültürü, edebiyatı ve sanatını daha iyi anlarım.					
37	Sınavlarda başarılı olmak için İngilizce öğrenmek zorundayım (Hazırlık atlama, TOEFL, YDS gibi).					
38	İngilizce bilen insanlar toplum tarafından saygıyla karşılanır.					
39	Ailem, İngilizce öğrenmem için bana baskı yapar.					
40	İngilizce bilmek bana mesleğimde terfi imkanı sağlayacaktır.					
41	İngilizce konuşulan ülkelerdeki TV programlarını izlerim.					
42	Okul dışında, yabancı tanıdık ya da arkadaşlarımla İngilizce konuşmayı severim.					
43	Bir İngilizle konuşurken kendimi tutuk ya da kaygılı hissedirim.					
44	İngilizce öğrenirken zaman daha çabuk geçiyor.					
45	Çalışmam gerekmeseydi bile İngilizce çalışırım.					
46	Gelecekte İngilizceyi çok iyi kullandığımı hayal ediyorum.					
47	Toplumda daha fazla saygı görmem için İngilizce bilmem gerekir.					
48	İngilizce konuşulan ülkelerdeki insanları severim.					

49	İngilizce müzik dinlemeyi severim.					
50	İngilizce bilmeyenler düşük eğitilmiş biri olarak algılanırlar.					
51	İngilizce öğrenmede başarısız olmam başkalarını hayal kırıklığına uğratar.					
52	Ailemi gururlandırmak için İngilizce öğrenmem gerekir.					
53	Uzun bir süre yurt dışında yaşayacağım için İngilizce öğrenmem gerekir (okumak, çalışmak).					
54	İngilizce yayınları okumayı severim (gazete, dergi, kitap).					
55	Lisansta İngilizce derslerinin sayısı artırılmalıdır.					
56	Zamanımın çoğunu İngilizce çalışarak geçiririm.					
57	Sokakta yabancılarla İngilizce konuştuğumu hayal ediyorum.					
58	İngilizce öğrenmek zorundayım çünkü lisanstaki İngilizce derslerden kötü notlar almak istemiyorum.					
59	Çevremdeki insanlar benden İngilizce öğrenmemi beklediği için İngilizce öğreniyorum.					
60	Belli hedefleri gerçekleştirmem için İngilizce bilmem gerekir (burs almak, mezun olmak).					
61	İngilizce derslerini sabırsızlıkla bekliyorum.					
62	İngilizceye arkadaşlarımdan daha çok çalışırım.					
63	Eğitim dili İngilizce olan bir üniversitede okuduğumu hayal ediyorum.					
64	İngilizce bilgisi olmayanlar toplumda başarısız bir öğrenci olarak algılanırlar.					
65	Ailemin takdirini kazanmak için İngilizce öğrenmem önemlidir.					
66	İngilizce bilirse başka ülkelerde çalışabilirim.					
67	İngilizce öğrenmek için çok çalışırım.					
68	Yabancı arkadaşlarımla İngilizce konuştuğumu hayal ediyorum.					
69	Hazırlık sınıfında başarılı olmak için İngilizce öğrenmek zorundayım.					
70	Arkadaşlarım İngilizcenin önemli olduğunu düşündüğü için İngilizce öğreniyorum.					
71	Dünyadan son haberleri almak için İngilizce bilmem gerekir.					
72	Akıcı bir şekilde İngilizce e-mail yazabildiğimi hayal ediyorum.					

73	Alanımda daha fazla çalışmalar yapabilmem için İngilizce öğrenmem gerekir.					
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74. Sınıfta motivasyonunuzu olumlu yönde etkileyen unsurlar nelerdir? (Birden fazla seçeneği işaretleyebilirsiniz.)

- () Sınıfta İngilizce konuşulması () Konuşurken öğretmenin yardım etmesi () Sınıf ortamı
 () Arkadaşlarımın derse katılımı () Öğretmenin tavrı/ yaklaşımı () Oyunlar
 () Güncel konuların konuşulması () Öğretmenin esprili olması () Yarışmalar
 () Dersin eğlenceli geçmesi () Öğretmenin derste İngilizce konuşması () Ödevler
 () Derste kullanılan materyaller () Sorulara doğru cevap vermek () Küçük sınavlar
 () Diğer...

75. Sınıfta motivasyonunuzu olumsuz yönde etkileyen unsurlar nelerdir? (Birden fazla seçeneği işaretleyebilirsiniz.)

- () Kelime bilgisi eksikliği () Sürekli aynı aktivitelerin yapılması
 () Kelimelerin anlamını unutmak () Sınıftaki uğultu/ gürültü
 () İngilizce konuşamamak () Dersi kaynatmaya çalışanlar
 () Kendini iyi ifade edememe () Öğretmenin dersi belli kişilerle işlemesi
 () Sorulara yanlış cevap vermek () Seviyemin düşük olduğunu düşünmek
 () Konuşamayacağımı düşünmek () Derslerin erken başlaması
 () Hata yapmaktan korkmak () 2.öğretimde okumak
 () Dışarıda Türkçe konuşmak () Dersin sıkıcı olması
 () Sağlık problemleri () Yorgunluk
 () Sınav notları () Ödevler
 () Arkadaş ortamı () Diğer...

76. Sevdiğiniz sınıf içi aktiviteler nelerdir? (Birden fazla seçeneği işaretleyebilirsiniz.)

- () Yarışmalar () Film/ dizi ile ilgili aktiviteler () Okuma aktiviteleri
 () Görsel veri yorumu () Kelimeyi İngilizce olarak anlatmak () Çeviri yapmak
 () Grup aktiviteleri () Konu öncesi/ sonrası yapılan oyunlar () Konuşma aktiviteleri
 () Bireysel aktiviteler () Gramerle ilgili aktiviteler () Dinleme aktiviteleri
 () Role- play () Alıştırmalar/ egzersizler () Şarkı aktiviteleri
 () Drama () Yazma aktiviteleri (e-mail, hikaye...) () Diğer...
 () Kelime oyunları () Telafuzla ilgili aktiviteler

77. Genel anlamda hazırlıkta aldığım İngilizce eğitimden memnunum (Lütfen X işareti koyunuz).

1. Kesinlikle katılmıyorum 2. Katılmıyorum 3. Ne katılıyorum ne katılmıyorum 4. Katılıyorum 5. Kesinlikle katılıyorum

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78. Hazırlık sınıfında okumanızın İngilizce öğrenmeye yönelik, motivasyonunuzu artırıcı olumlu veya olumsuz etkileri var mıdır? Var ise, nelerdir? Lütfen birkaç cümle ile açıklayınız.

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APPENDIX B

Transcription of the qualitative data

The positive effects of studying at prep school towards learning English

“I have learnt to speak English fluently.”

(Student 1)

“I have learnt a lot of vocabulary thanks to prep school.”

(Student 2)

“I really thank my teachers that they gave a very good education because the things I have learnt will be very helpful in my future life and career.”

(Student 3)

“I think studying at English prepschool is very important because the basic and fundamental parts of English are being taught in here.”

(Student 4)

“Studying at prep school undoubtedly has positive effects on learning if we, as students, focus on studying regularly.”

(Student 5)

“Even though the prep school was not compulsory, I wanted to study at prep school and it really contributed to me, so I don’t think that it has negative effects on me.”

(Student 6)

“I have never regretted studying at prep school because I can communicate with the customers in the place where I am working now. I wish I had studied more.”

(Student 7)

“Studying at prep school made me learn the grammar. Furthermore, when I listen to a song or watch a movie, I can understand well what is being told to some extent.”

(Student 8)

“Studying at prep school has positive effects because the reason why I learn English is due to the fact that I love learning it.”

(Student 9)

“I overcame my fear of speaking and making mistakes.”

(Student 10)

“English is an international language, so it is important to learn it, but having the speaking exams with the teachers that I don’t know makes me a bit nervous.”

(Student 11)

“Although I have been learning English since primary school, I have learnt English at prep school.”

(Student 12)

“My English improved a lot since I started prep school”

(Student 13)

“Prep school is very good in terms of learning grammar points because if someone wants to do it on his own, I don’t think that it will work like in here.”

(Student 14)

“I will be more qualified thanks to English I have learnt here because learning it in early ages is much better compared to the older ages.”

(Student 15)

“English cannot be learnt as a lesson. It can be learnt with the movies, series or songs.”

(Student 16)

“Talking to the foreigners in their language makes me happy and I want to learn English more and the prep school has enabled me to do it. I also think that I will go on learning and improving it.”

(Student 17)

“I definitely think that studying at prep school makes us learn the things deeply and we cannot make this in an English course outside”.

(Student 18)

“If I don’t study at prep school, I will have to pay more to learn English outside.”

(Student 19)

“Owing to the importance of it for my work life, it is important to study English at prep school.”

(Student 20)

“The lessons are really enjoyable. I hope, one day, every person will be able to speak at least in level of A2.”

(Student 21)

“With the language I have learnt here, I will be able to use it abroad. I also hope to get promotion in the future with the language I know.”

(Student 22)

“I thought that I knew everything about English, but I was wrong with it. I realized in here that I do not know most of the things about English especially vocabulary.”

(Student 23)

“Our teachers are rather eager to teach something and it really motivates me positively towards learning English.”

(Student 24)

“I have realized that English is not as difficult as I thought after I have studied at prep school.”

(Student 25)

“The quality of the relationship between the students and the teachers has encouraged me to learn more because the way a teacher approaches is really important to me.”

(Student 26)

“In terms of having good relationships with the students, the teachers at primary, secondary and high schools do not take problems of the students into consideration a lot, but it is totally different here. I love the way our teachers approach to us.”

(Student 27)

“The positive side of studying at prep school for me is that the students are getting more and more conscious about learning a language and they meet a new culture.”

(Student 28)

“I had realized that I could learn a language.”

(Student 29)

“I started to use English in conversation and dialogues with foreign people thanks to prep school.”

(Student 30)

“I can easily find a job in the hotels with the English I have learnt here.”

(Student 31)

“I do not think that I have learnt enough about English until prep school because we have learnt a lot of things not only about daily use of English but also for academic purposes.”

(Student 32)

“I speak English fast and without hesitating thanks to the education in prep school.”

(Student 33)

“It has made my self confidence boost.”

(Student 34)

“My pronunciation skills have improved with the education I have got here.”

(Student 35)

“We speak and use English here all the time, so it makes us understand other people easily.”

(Student 36)

“Thanks to my dear teacher Funda, I got over my problem of hesitating and being afraid of making mistakes. Even though I made wrong sentences, my teacher had always made me corrected nicely and encouraged us to keep on.”

(Student 37)

“I can easily express myself and my feelings in English after the prep school.”

(Student 38)

“I overcame the prejudices about learning English thanks to prep school. I took English into my life without being aware of it. The most enjoyable part of learning English is that I can understand, read and watch the things I like most in native tongue. For that reason, I want to improve it.”

(Student 39)

“Learning English has become more fun and enjoyable. Furthermore, I realized that it wasn't as difficult as I thought. Generally speaking, I am happy with studying at prep school.”

(Student 40)

“I am not afraid of making mistakes anymore.”

(Student 41)

“Learning a language at 18 is better than learning it at the age of 35. Thus, everybody should learn it at prep school.”

(Student 42)

Transcription of the qualitative data

The negative effects of studying at prep school towards learning English

“It was a waste of time to study at prep school for one year”.

(Student 1)

“I forgot most of the things about grammar and vocabulary due to some of my teachers. While one of my teachers is using simple structures and vocabulary, the other one is using complex ones and it makes my mind complicated”.

(Student 2)

“The topics in our textbooks are similar to each other a lot. My advice is that it will be better to translate movies or songs.”

(Student 3)

“The Q Skills books made me have difficulty in learning at the beginning and my desire to study has gone away because of this.”

(Student 4)

“When we, the students, give up, the teachers give up as well. However I need their guidance and support to achieve anything.”

(Student 5)

“I wish the dialogues shouldn’t only be based on one topic, but also we could make the dialogues in a more relaxing way.”

(Student 6)

“The students do not give enough importance to the lessons. Therefore, the lessons are boring.”

(Student 7)

“The reason why my motivation has decreased is that our teachers have changed in the first two weeks which was unnecessary and it caused our motivation to decrease in the lessons. I wish you took the fact we are eager to learn into consideration”

(Student 8)

“The passing grade should not be 70 because it is too much to get it and everybody cannot achieve this.”

(Student 9)

“I want teachers who can reach me. Otherwise, my motivation is decreasing.”

(Student 10)

“One negative side of studying at prep school is that we could not have the chance to practice the English we have learnt”.

(Student 11)

“Some students are trying to interrupt the lesson and it decreases my desire to listen to the lesson.”

(Student 12)

“The reason why I did a lot of absenteeism is you because our teachers have changed and your lessons’ number has decreased and it has led my motivation to decrease.”

(Student 13)

“I wish our lessons in bachelor’s degree should be 30 or 40 % in English so that we may give more importance to learn English and be more enthusiastic.”

(Student 14)

“Teachers are always teaching in the same way and they are using the same activities all the time. It makes me really bored. Also, enough importance is not being given to speaking.”

(Student 15)

Appendix C

Implications based on students' responses to the open ended questions

“I don't like teachers who always teach in the same way because in my opinion, everybody has a different way of understanding and if you are a teacher, you should reach every student and widen their horizons.”

(Student 1)

“I must say that I like playing games. Even if we lose the game, there is always something that we learn at the end of the game or from other group members.”

(Student 2)

“The best thing I like about you is your correcting my e- mails when I send you the homework because I do not forget anything that you have corrected.”

(Student 3)

“I know that you correct my mistakes in a nice way.”

(Student 4)

“You point the students who do not listen to you and make them join into the lessons. When you do this, it makes me listen to the lesson.”

(Student 5)

“I think, you make us focus on the lesson by games and competitions.”

(Student 6)

“The games are very useful for us that we do in the classroom.”

(Student 7)

“The important thing for a student is to be with a teacher who has positive attitudes and who is cheerful. Actually, if I liked the teacher, I would join the lessons and I really love attending your lessons”.

(Student 8)

“It is very nice of you to come to the class with a smiling face. The way you do it makes me listen to the lesson much more”.

(Student 9)

“Teaching or learning well is not enough, I think. I get positive energy from you. If I am sad on that day, I don’t want to listen to the lesson, but if this is your lesson, it is not like that. You always behave in a good way, so I am much more motivated”.

(Student 10)

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A study on L2 motivational self system of Turkish EFL Learners

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