International Journal of Language Academy
ISSN: 2342-0251
DOI Number: http://dx.doi.org/10.18033/ijla.3585

Article History:
Received
12/05/2017
Received in revised form
19/05/2017
Accepted
26/05/2017
Available online
15/06/2017

Volume 5/3 Summer
2017 p. 66/83

THE EFFECT OF GENDER AND L2 PROFICIENCY ON LEARNERS' MOTIVATIONAL DISPOSITIONS AND VISION

Cinsiyet ve Dil Yeterliğinin Öğrencilerin Dil Öğrenme Motivasyon ve Vizyonlarına Etkisi

Gizem DOĞAN[1]

Abstract

This study reports on a cross-sectional study conducted at the preparatory school of a state university in Turkey to examine the role of gender and L2 Proficiency on learners' motivation and vision to learn English as a foreign language. While motivational dispositions of learners has been subject to research for several decades, understanding visualization has become a part of motivational studies in recent years and how it is affected by learners' gender and L2 proficiency needs further research. This study aimed to contribute to the literature by studying some aspects of motivation and vision to find how they are affected by gender and L2 proficiency of learners. The results revealed that although gender had a main effect on Ideal L2 Self of learners in motivation, and on their Vividness of Imagery in vision; L2 proficiency was found to yield no main effect on any of the areas investigated.

Keywords: *Motivation, vision, gender, L2 proficiency, language learning.*

Özet

Türkiye'deki bir devlet üniversitesinin hazırlık okulunda gerçekleştirilen bu çalışmada, cinsiyet ve dil yeterliğinin öğrencilerin yabancı dil olarak İngilizce öğrenme motivasyon ve vizyonlarına etkisini araştırmak amaçlanmıştır. Öğrencilerin motivasyonel eğilimleri son yıllarda araştırmalara konu olsa da, görselleştirme ancak son yıllarda motivasyon çalışmalarının bir parçası olmuştur; bu nedenle görselleştirmenin öğrencilerin cinsiyet ve dil yeterliğinden nasıl etkilendiği konusunda daha fazla araştırmaya ihtiyaç duyulmaktadır. Bu çalışmada, motivasyon ve vizyonun bazı yönleri çalışılarak bunların öğrencilerin cinsiyet ve dil yeterliğinden nasıl etkilendiğini bulmak suretiyle alanyazına katkıda bulunulması amaçlanmıştır. Sonuçlar göstermiştir cinsiyetin, motivasyon açısından, öğrencilerin ideal dil benliklerine; ve vizyon açısından imgelerin canlılığı üzerinde bir etkisi olmasına rağmen, dil yeterliğinin araştırılan hiçbir alanda etkisi olmadığı görülmüştür.

Anahtar kelimeler: *Motivasyon, vizyon, cinsiyet, dil yeterliği, dil öğrenimi.*

[1] EFL Instructor, Ankara University, e-mail: gizemakilli@gmail.com

Introduction

With the recent developments in the second language (L2) motivation theory, one of main research interests has been the growing focus to understand visualization (You et al., 2016) and "self", in effect, how learners' selves affect their motivational dispositions (Csizer and Magid, 2014) in that how people imagine themselves in the future has an impact on how they canalize their present learning behaviour.L2 proficiency is one of the aspects which is found to be effective in learners' motivational dispositions. Gardner and Lambert (1972) stated that highly proficient learners are more closely related with high levels of motivation while low achievers are observed to be less motivated and instrumental rather than integrative in their motivation. Cho (2013) supports this view and states that there is a close relationship between L2 achievement and motivation in which the first predicts the latter, and asserts that as the level of motivation rises, it provides more and better chances for proficiency in L2 achievement. She claims that learners' positioning of proficiency as an essential goal in their struggle to learn an L2 is accepted to have direct relation to the motivational dimensions.

Gender, on the other hand, is a recurring type of variation in the motivation studies and it has generally been reported that there is a distinctive difference between females and males in their motivational dispositions, the first almost always outscoring the latter (You et al., 2016). Females' focusing on interpersonal communication and putting more of themselves to relationships of other selves are thought to help them visualize themselves in future L2 situations which results in their engagement with more sophisticated and vivid motivated future self-guides (Henry and Cliffordson, 2013).This study examines the role of gender and L2 proficiency on motivation and vision separately, from the perspective of L2 Motivational Self System (Dörnyei, 2005, 2009) and it reports on a cross-sectional study conducted at a state university in Turkey.

The L2 Motivational Self System

The L2 Motivational Self System is first originated from self-discrepancy theory (Higgins, 1987) and possible selves theory (Markus and Nurius, 1986) which suggests that possible selves are ideas of learners on "what they might become, what they would like to become, and what they are afraid of becoming in the future" (Dörnyei and Chan, 2013: 438). The validity of the system has been confirmed by a variety of studies in diverse learning settings like in Germany (Busse, 2013), Hungary (Kormos and Csizer, 2008), Japan, Iran and China (Taguchi et al., 2009), Pakistan (Islam et. al. 2013), and Saudi Arabia (Al-Shehri, 2009) since it was first proposed by Dörnyei (2005).

It consists of three constructs which are Ideal L2 Self, Ought-to L2 Self and L2 Learning Experience. Ideal L2 Self mainly concerns the desirable self-image that an L2 user ideally wants to reach in the future. It is suggested to be the most salient component in predicting motivated behaviour (Csizer and Lukacs, 2010). Ought-to L2 Self reflects the beliefs and attributes of a learner on what she/he needs to possess to satisfy the expectations of learning an L2 and to refrain from possible negative outcomes in the L2 learning process. Mostly this component is seen to be similar to the Ideal L2 Self while the salient difference is the source of vision which indicates that while ideal self-images are created by the learner, ought-to self-images are imported by some significant others who may be present in learner's immediate environment (Dörnyei, 2009; You et. al., 2016).

The third construct is L2 Learning Experience which can be defined as a component covering a wide range of motives in relation to present learning environment like the influence of teacher, any experience of success or failure, the peers and the curriculum. Kormos et al. (2011) state that the immediate social environments of learners influence learning aims along with attitude, self-efficacy and self-concept beliefs. Intended Effort, which is defined as the effort a learner puts into a work to achieve a goal, is thought to be linked to Ought-to L2 Self with L2 Learning Experience and thus, although not included in this tripartite originally, it is added to these constructs to be able to analyse the relation and dynamic systems among them better (You et. al., 2016).

Imagery and Vision

Imagery is defined as internal representation of the external, in the absence of any experience (Hall et al., 1990) like "playing scales on a piano and envisioning a concert hall" (Wenger, 1998:176). The ability to create images help learners not just to reconstruct the past, but also to predict what may happen in near or distant future and is more like "placing oneself in the mental shoes" (Moulton and Kosslyn, 2009: 1276). Markus and Nurius (1986) stressed that possible selves involve images and senses and the simulating nature of mental imagery is at the core of its potential (Dörnyei and Chan, 2013). It gives learners the chance to visualize how they would ideally be when they learned the language, and thus energizes the present picture to close the gap between the imagined and the real.

The term, vision is closely related to mental imagery, and is seen to be as the first step to involve learners constructing their Ideal L2 Selves (Dörnyei, 2009); however, its use in motivational context happens when imagery is followed by behaviour (You et al, 2016). Dörnyei (2014) explains that it is a state of a future goal a learner wants to reach and is personalized by the learner by adding imagined realities of the target state where he/she experiences what he/she wants to achieve. Dörnyei and Kubanyiova (2014: 4) claim that to study vision is particularly promising as it offers "a useful, broad lens to focus on the bigger picture, the overall persistence that is necessary to lead one to ultimate language attainment".

The recent increasing body of research studying different aspects of vision in L2 learning (e.g. Al-Shehri, 2009; Dörnyei and Chan, 2013) suggest that L2 motivation is related to visualization. Along similar lines, in other studies conducted (e.g. Chan, 2014; Magid, 2014; Sampson, 2012), an increase in visualization was reported in an increase in motivation with the help of some training programmes which provided learners with the advantage of more vivid imagery of L2 learning process. You and Chan (2015), however, found that visualization experiences did not necessarily result in fully created L2 self-images and further criteria should be met for this to happen which is consistent with the findings of Dörnyei (2009) and Dörnyei and Ushioda (2011). As You and Chan (2015) asserts imagery, thus, is a not a static component of motivational system, but affects and is affected by the process of learning too.

Motivated by the above considerations, the research questions guided the study are as follows:

1. Does gender and L2 proficiency have a significant role on motivation?

1a. Does gender and L2 proficiency have a significant role on Ideal L2 Self?
1b. Does gender and L2 proficiency have a significant role on Ought-to L2 Self?

1c. Does gender and L2 proficiency have a significant role on L2 Learning Experience?
1d. Does gender and L2 proficiency have a significant role on Intended Effort?

2. Does gender and L2 proficiency have a significant role on vision?

2a. Does gender and L2 proficiency have a significant role on Ease of Using Imagery?
2b. Does gender and L2 proficiency have a significant role on Vividness of Imagery?

3. Is there a significant interaction between gender and L2 Proficiency levels of participants on their motivation and vision?

Method

Participants

In this cross-sectional survey, a total of 133 students (F=77, M=56) from three different levels of proficiency (L2=45, L3=39, L4=49) which represent A2, B1 and B2 respectively in Common European Framework of Reference (CEFR) (Council of Europe, 2001) were investigated. The students were studying at a preparatory school of a state university based in Ankara, Turkey with their age ranging from 17 to 23 years old (M=18.7, SD=.99). In selecting the participants, convenience sampling method was followed, and the three proficiency levels were chosen to investigate as there were no L1 (A1) students studying at the time of the study. Below is an overview for the participants:

Table 1: A summary of participant characteristics

Category	Sub-category	Number	Percent
Nationality	Turkish Citizen	123	92.5
	Other	7	5.3
	Missing	3	2.3
Age	17	1	.8
	18	69	51.9
	19	39	29.3
	20	15	11.3
	21	7	5.3
	22	1	.8
	23	1	.8
Gender	Female	77	57.9
	Male	56	42.1
L2 Proficiency	L2	45	33.8
	L3	39	29.3
	L4	49	36.8
Having a native teacher before or/and now	yes	34	25.6
	no	99	74.4
Travelling to or being abroad more than 3 months	yes	8	6
	no	125	94

Instrument

The instrument used in the study was a questionnaire developed by You et. al. (2016) drawing on some other instruments and scales from a variety of studies (see Dörnyei and Chan, 2013). It contained 73 five-point Likert scale items ranging from strongly disagree (1) to strongly agree (5) with 7 background questions. Motivation domain included aspects of L2 Motivational Self System which are Ideal L2 Self, Ought-to L2 Self, L2 Learning experience, and Intended Effort which was included to these three in the study of You and Dörnyei (2016); while vision domain included two aspects which are Ease of Using Imagery and Vividness of Imagery. Two subcategories which are visual style and auditory style constitute the Vividness of Imagery. In this study not all questionnaire items were utilised, yet instead, only the ones targeting the main dependent variables; motivation and vision, were drawn upon (for more detail see Table 2 below). For some participants, there existed missing data which were handled by calculating the means for each proficiency level and replacing missing items with mean scores for each. The English version of the questionnaire was translated to Turkish by the researcher, and an independent researcher was asked for further modifications. Then two students were asked to think aloud on the items translated and with final corrections, the process was finalized. Below is the information about the multi-item scales:

Table 2: Information about the multi-item scales

Variables	Number of Items	Sample Items
Motivation		
Ideal L2 Self	5	I can imagine myself in the future giving an English speech successfully to the public.
Ought-to L2 Self	6	Studying English is important to me in order to gain the approval of my teachers.
L2 Learning Experience	5	I really like the actual process of learning English.
Intended Effort	5	I would like to spend lots of time studying English.
Vision		
Vividness of Imagery	5	When imagining how I could use English fluently in the future, I usually have a vivid mental picture of the scene.
Visual Style	5	Charts, diagrams, and maps help me understand what someone says.
Auditory Style	5	I remember things I have heard in class better than things I have read.
Ease of Using Imagery	5	I find it easy to "play" imagined scenes and/or conversations in my mind.

Procedure

Data collection of the study took place on 16th of December, 2016.The Preparatory School administration was contacted and provided with information about the purpose and details of the study. After the permission was obtained for the data collection, instructors of each level (L2, L3, L4) were contacted personally and asked for their cooperation in implementing the questionnaire to their classes during the class time. Printed copies of the questionnaire were given personally to each instructor, and students who agreed to participate in the study signed informed consent forms and filled out the questionnaire in approximately 15 minutes. Out of 172 students, 133 of them agreed to participate in the study. The completed forms and questionnaires were given back to the researcher at the end of the class time by the instructors of each level for the analysis.

Results

Motivation

In order to examine the role and significance of gender which has two levels (male and female) and L2 proficiency which has three levels (L2, L3 and L4) on motivation of the participants, a2×3factorial ANOVA was conducted for each analysis. For the motivation domain, there were four subcategories constituting the variable which were Ideal L2 Self, Ought-to L2 Self, L2 Learning Experience and Intended Effort.

Table 3: Means (Ms) and Standard Deviations (SDs) of Motivation by Gender and L2 Proficiency

	Gender	L2 Proficiency	M	SD
Ideal L2Self	Female	L2	20.82	4.58
		L3	20.05	3.20
		L4	20.43	3.85
		Total	20.47	3.94
	Male	L2	16.65	5.59
		L3	17.94	5.67
		L4	19.71	4.35
		Total	18.21	5.25
Ought-to L2 Self	Female	L2	17.78	5.00
		L3	16.66	4.02
		L4	14.86	4.92
		Total	16.41	4.83
	Male	L2	17.94	4.81
		L3	17.04	4.16
		L4	18.05	4.12
		Total	17.69	4.30
L2 Learning Experience	Female	L2	15.81	4.58
		L3	14.76	3.13
		L4	15.31	4.65
		Total	15.35	4.23
	Male	L2	14.53	4.87
		L3	15.61	5.46
		L4	15.51	4.14
		Total	15.24	4.75
Intended Effort	Female	L2	17.68	4.37
		L3	16.86	4.16
		L4	15.60	4.53
		Total	16.70	4.41
	Male	L2	15.81	4.60
		L3	16.56	5.63
		L4	15.67	4.50
		Total	16.00	4.84

Note that Number of Female Participants are L2=28, L3=21, L4=28
Number of Male Participants are L2= 17, L3= 18, L4=21 for each case.

As it is displayed in Table 3, the mean score and standard deviation of the **Ideal L2 Self** for female participants in all levels were (M=20.47, SD=3.94). On the other hand, the mean score and standard deviation of the Ideal L2 Self for male participants in all levels were (M=18.21, SD=5.25). As for **Ought-to L2 Self**, the mean score and standard deviation of the Ought-to L2 Self for female participants in all levels were (M=16.41, SD=4.83) while the mean score and standard deviation of the Ought-to L2 Self for male participants in all levels were (M=17.69, SD=4.30). For **L2 Language Learning Experience**, the mean score and standard deviation of female participants in all levels were (M=15.35, SD=4.23) while the mean score and standard deviation of male participants in all levels were (M=15.24, SD=4.75). Lastly, for **the Intended Effort**, the mean score and standard deviation of female participants in all levels were (M=16.70, SD= 4.41) while the mean score and standard deviation of male participants in all levels were (M=16.00, SD=4.84). (For details of every level by gender, see Table 3 above.)

A 2×3 factorial ANOVA was conducted to investigate the role of gender which had two levels (male and female) and L2 proficiency which had three levels (L2, L3 and L4) on

motivation which consisted of Ideal L2 Self, Ought-to L2 Self, L2 Learning Experience and the Intended

Effort of the participants. The homogeneity of variances turned out to be nonsignificant indicating that the error variance of the dependent variables could be assumed equal across groups (p > .05) apart from the one for the Ideal L2 Self (p=.042) which was close to .05 alpha level.

The Ideal L2 Self: The results of ANOVA yielded that there was a main effect of gender on Ideal L2 Self of the participants **(F(1,127)=8.10, p=.005)**; however, there was no main effect of L2 proficiency on Ideal L2 Self of the participants (F(2,127)=.73, p=.48) nor was there a significant interaction between gender and L2 proficiency level on Ideal L2 Self of the participants (F(2,127)=1.66, p=.19).

The Ought-to L2 Self: The results of the ANOVA indicated that there was no main effect of gender and L2 proficiency level of participants on Ought-to L2 Self while no interaction of both was identified either. The results were for gender (F(1,127)=2.81, p=.09); for proficiency (F(2,127)=1.63, p=.20); and for interaction of gender and proficiency (F(2,127)=1.55, p=.21).

The L2 Learning Experience: The results of the ANOVA revealed that there was no main effect of gender and L2 proficiency level of participants on the L2 Learning Experience while no interaction of both was found either. The results were for gender (F(1,127)=.14, p=.91); for proficiency (F(2,127)=.03, p=.97); and for interaction of gender and proficiency (F(2,127)=.61, p=.55).

The Intended Effort: The results of the ANOVA indicated that there was no main effect of gender and L2 proficiency level of participants on Intended Effort while no interaction of both was detected either. The results were for gender (F(1,127)=.70, p=.41); for proficiency (F(2,127)=1.10, p=.34); and for interaction of gender and proficiency (F(2,127)=.55, p=.58).

All in all, the results of2×3 factorial ANOVA conducted to investigate the role of gender and L2 proficiency on motivation domain yielded no significant results apart from the main effect of gender on Ideal L2 Self of the participants **(F(1,127)=8.10, p=.005)**.

Vision

In order to examine the role and significance of gender which has two levels (male and female) and L2 proficiency which has three levels (L2, L3 and L4) on vision of the participants, a 2×3 factorial ANOVA was conducted for each analysis. For the vision domain, there were two subcategories constituting the variable which were Ease of Using Imagery and Vividness of Imagery.

Table 5: Means (Ms) and Standard Deviations (SDs) of Vision by Gender and L2 Proficiency

	Gender	L2 Proficiency	M	SD
Ease of Using Imagery	Female	L2	16.68	5.15
		L3	17.76	3.62
		L4	17.50	3.90
		Total	17.27	4.30
	Male	L2	15.10	5.23
		L3	18.17	4.82
		L4	18.76	3.52
		Total	17.45	4.71
Vividness of Imagery	Female	L2	56.36	9.70
		L3	54.80	6.19
		L4	53.21	9.93
		Total	54.79	8.96
	Male	L2	50.18	11.60
		L3	49.61	11.43
		L4	49.90	9.78
		Total	49.89	10.69

Note that Number of Female Participants are L2=28, L3=21, L4=28
Number of Male Participants are L2= 17, L3= 18, L4=21 for each case.

The mean score and standard deviation of the **Ease of Using Imagery** for female participants in all levels were (M=17.27, SD=4.30) as it is displayed in Table 5. On the other hand, the mean score and standard deviation of the Ease of Using Imagery for male participants in all levels were (M=17.45, SD=4.71). As for **Vividness of Imagery**, the mean score and standard deviation for female participants in all levels were (M=54.79, SD=8.96) while the mean score and standard deviation for male participants in all levels were (M=49.89, SD=10.69). (For details of every level by gender, see Table 5 above.)

A 2×3 factorial ANOVA was conducted to investigate the role of gender which has two levels (male and female) and L2 proficiency which has three levels (L2, L3 and L4) on vision which consisted of Ease of Using Imagery and Vividness of Imagery of the participants. The homogeneity of variances turned out to be nonsignificant indicating that the error variance of the dependent variables could be assumed equal across groups ($p > .05$).

The ease of using imagery: The results of ANOVA indicated that there was no main effect of gender and L2 proficiency level of participants on Ease of Using Imagery while no interaction of both was found either. The results were for gender ($F(1,127)=.008$, $p=.93$); for proficiency ($F(2,127)=2.80$, $p=.06$) which could be perceived as nearly significant; and for interaction of gender and proficiency ($F(2,127)=1.21$, $p=.30$).

Vividness of Imagery: The results of ANOVA yielded that there was a main effect of gender on Vividness of Imagery of the participants **($F(1,127)=7.75$, $p=.006$)**; however, there was no main effect of L2 proficiency on Vividness of Imagery of the participants ($F(2,127)=.48$, $p=.62$) nor was there a significant interaction between gender and L2 proficiency on Vividness of Imagery of the participants ($F(2,127)=.25$, $p=.78$).
All in all, the results of 2×3 factorial ANOVA conducted to investigate the role of gender and L2 proficiency on vision domain yielded no significant results apart from the main effect of gender on Vividness of Imagery of the participants **($F(1,127)=7.75$, $p=.006$)**

which indicated that there was only the main effect of gender on The Ideal L2 Self for motivation**(F(1,127)=8.10, p=.005)** and Vividness of Imagery for vision of participants in the study (see Figure 1).

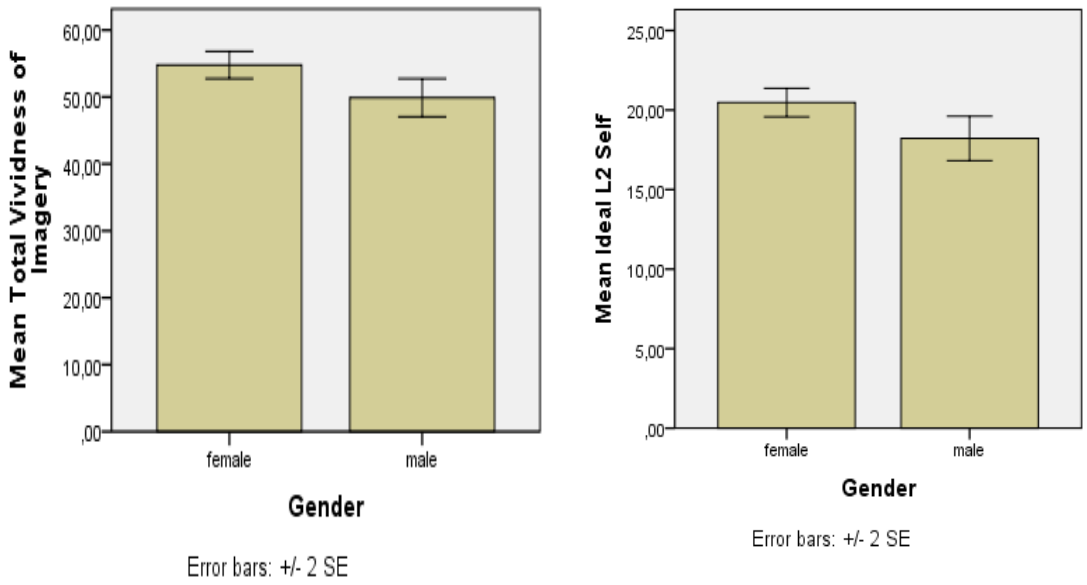


Figure 1. The 'main effect' representations of gender on Vividness of Imagery and Ideal L2 Self

Discussion

The Role of Gender and L2 Proficiency on Motivation (RQ1)

In previous research (see You et. al., 2016), out of all constructs which constitute L2 Motivational Self System, Ideal L2 Self has been found to function as the core motivator in a wide variety of learning settings irrespective of the specific age groups or learning context. In this study, as it was in the study of You and Dörnyei (2016) in which the Ideal L2 Self scores were higher than the rest of three constructs of L2 Motivational Self System; Ideal L2 Self is the only one that yielded significant main effect as for the role of gender on it. The finding of the effect of gender on Ideal L2 Self is totally in line with the finding of Henry (2009), who found that Ideal L2 Self increased significantly in females while males resulted in decrease. However, for learners' Ideal L2 Self and for other constructs of L2 Motivational Self System, no main effect of L2 proficiency was identified. As a result of the findings, there existed no interaction between gender and L2 proficiency for any of the variables.

The Role of Gender and L2 Proficiency on Vision (RQ2)

In line with the findings of Dörnyei and Chan (2013), it is apparent from the study that some L2 learners in this setting make use of mental imagery in their process of learning. However, the only significant role is that of gender on Vividness of Imagery for vision. As You and Dörnyei (2016) confirmed, there is a distinct gender difference for visualization which supports the finding that female participants have more vivid imagery than their

male counterparts. Another reason for why males did not engage in vivid imagery might be that even if a learner has a self-image, it may not be elaborate and vivid enough to be efficient (Dörnyei, 2009). Moreover, unlike the finding of You and Chan (2015) there existed no interactions between imagery and L2 Proficiency either. As opposed to the studies of You et al. (2016) and You and Dörnyei (2016) in which they found that the more educated one is, the stronger Ideal L2 Self one possesses; in this study, there were no differences identified between the three levels; L2, L3 and L4; hence, in this study no main effect of L2 Proficiency on learners' Ideal L2 Self was identified.

Overall, there came out two significant findings which were the main effect of gender on Ideal L2 Self for motivation, and the main effect of gender on Vividness of Imagery for vision. Females outscoring males in both cases may result from a couple of reasons one of which is, as You et al. (2016) also expressed, female students are generally overrepresented in university settings which was also the case in this study (F=77, M= 56). Another reason might stem from the fact that as Henry (2010) proposed, possible selves of females are characterized with qualities of more interdependence and social qualities than men which may result in better visualization of their Ideal L2 Self and in more vivid images which aid to their vision.

In conclusion, it is understood from this study that L2 proficiency do not have a main effect in any areas of motivation and vision which suggest that regardless of their L2 proficiency, learners may engage in motivational dispositions, and may use visionary aspects in their struggle to learn an L2 if guided by their teachers and the significant others in their immediate environment.

Summary and Conclusion

In this study, it was aimed to find out if there were any effect of gender and L2 Proficiency on motivation and vision of L2 learners in order to contribute to the literature from a different setting. Results revealed that while there was no main effect of L2 proficiency on any of the components, gender had a main effect on Ideal L2 Self for motivation and on Vividness of Imagery for vision. It can be concluded from this study that gender plays a role in motivational dispositions of learners, particularly on their Ideal L2 Self while it also yields a significant result for Vividness of Imagery as part of visionary disposition.

As for limitations, this study doesn't cover enough diversity to lead the origination of a comprehensive picture of Turkish setting overall, a study with a wider context and with participants from different educational levels would enable a bigger picture to identify motivational dispositions of learners in Turkey. Another point to indicate is that as both motivation and vision include many subcomponents, further studies may apply structural equation modelling (SEM) to analyse various variables across various groups to identify the relations between better.

References

Al-Shehri, A. H. (2009). Motivation and vision: The relation between the ideal L2 self, imagination and visual style. In Z. Dörnyei& E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 164-171). Bristol, UK: Multilingual Matters.

Busse, V. (2013). An exploration of motivation and self-beliefs of first year students of German. *System, 41*, 379-398.

Chan, L. (2014). Effects of an imagery training strategy on Chinese university students' possible second language selves and learning experiences. In K. Csizer& M. Magid (Eds.), *The impact of self-concept on language learning* (pp. 357-376). Bristol, UK: Multilingual Matters.

Cho, Y. G. (2013). L2 Learning Motivation and Its Relationship to Proficiency: A Causal Analysis of University Students' EIL Discourses. *English Teaching, 68*(1), 37-68.

Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment.* Cambridge: Cambridge University Press.

Csizer, K., &Lukacs, G. (2010). The comparative analysis of motivation, attitudes, and selves: The case of English and German in Hungary. *System, 38*, 1-13.

Csizer, K., &Magid, M. (Eds.). (2014). *The impact of self-concept on language learning.* Bristol, UK: Multilingual Matters.

Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition.* Mahwah, NJ: Erlbaum.

Dörnyei, Z. (2009). The L2 motivational self system. In Z. Dörnyei& E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 9-42). Bristol, UK: Multilingual Matters.

Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Harlow, UK: Pearson Education.

Dörnyei, Z., & Chan, L. (2013). Motivation and vision: An analysis of future L2 self images, sensory styles, and imagery capacity across two target languages. *Language Learning, 63,* 437-462.

Dörnyei, Z. (2014). Future self-guides and vision. In K. Csizer& M. Magid (Eds.), *The impact of self-concept on language learning* (pp. 7-18). Bristol, UK: Multilingual Matters.

Dörnyei, Z., &Kubanyiova, M. (2014). *Motivating learners, motivating teachers: The role of vision in language education.* Cambridge, UK: Cambridge University Press.

Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second language learning.* Rowley, MA: Newbury House Publishers.

Hall, E., Hall, C., & Leech, A. (1990). *Scripted Fantasy in the Classroom*. London: Routledge.

Henry, A. (2009). Gender differences in compulsory school pupils' L2 self-concepts: A longitudinal study. *System, 37*, 177-193.

Henry, A. (2010). Gender differences in L2 motivation: A reassessment. In S. Davies (Ed.), *Gender gap: Causes, experiences and effects* (pp. 81-102). New York: Nova Science.

Henry, A., & Cliffordson, C. (2013). Motivation, gender and possible selves. *Language Learning, 63*, 271-295

Higgins, E.T. (1987). Self-discrepancy: A theory relating self and affect. *Psychological Review, 94*, 319-340.

Islam, M., Lamb, M., & Chambers, G. (2013). The L2 motivational self system and national interest: A Pakistani perspective. *System, 41*, 231-244.

Kormos, J., & Csizer, K. (2008). Age-related differences in the motivation of learning English as a foreign language: attitudes, selves and motivated learning behaviour. *Language Learning, 58,* 327-355.

Kormos, J., Kiddle, T., &Csizer, K. (2011). Systems of goals, attitudes, and self-related belifs in second-language-learning motivation. *Applied Linguistics, 32,* 495-516.

Magid, M. (2014). A motivational programme for learners of English: An application of the L2 Motivational Self System. In. K. Csizer& M. Magid (Eds.), *The impact of self-concept on language learning* (pp. 333-356). Bristol, UK: Multilingual Matters.

Markus, H., &Nurius, P. (1986). Possible selves. *American Psychologist, 41*, 954-969.

Moulton, S. T., &Kosslyn, S. T. (2009). Imagining predictions: mental imagery as mental emulation. *Philosophical Transactions of the Royal Society B, 364*, 1273-1280.

Sampson, R. (2012). The language-learning self, self-enhancement activities, and self perceptual change. *Language Teaching Research, 16*, 317-335.

Taguchi, T., Magid, M., &Papi, M. (2009). The L2 motivational self system among Japanese, Chinese and Iranian learners of English: a comperative study. In Dörnyei, Z., Ushioda, E. (Eds.), *Motivation, Language Identity and The L2 Self.* (pp. 66-97). Bristol, UK: Multilingual Matters.

Wenger, E. (1998). *Communities of Practice: Learning, Meaning and Identity.* Cambridge: Cambridge University Press.

You, C. J., & Chan, L. (2015). The dynamics of L2 imagery in future motivational self guides. In Z. Dörnyei, P. MacIntyre, & A. Henry (Eds.), *Motivational dynamics in language learning* (pp. 397-418). Bristol, UK: Multilingual Matters.

You, C. J., Dörnyei, Z., &Csizer, K. (2016). Motivation, vision, and gender: A survey of learners of English in China. *Language Learning, 66*(1), 94-123.

You, C. J., & Dörnyei, Z. (2016). Language learning motivation in China: Results of a large scale stratified survey. *Applied Linguistics, 37*(4), 495-519.

APPENDIX

MOTİVASYON ANKETİ

Ankara Üniversitesi Yabancı Diller Yüksekokulu'ndaki öğrencilerin İngilizce öğrenimleriyle ilgili düşüncelerini ve inançlarını daha iyi anlayabilmek için gerçekleştirdiğimiz bu çalışmada sizden, aşağıdaki sorulara kendinize en uygun şekilde cevap vererek yardımcı olmanızı rica ediyoruz. Ankette doğru ya da yanlış cevap yoktur ve sizden herhangi bir kişisel bilgi paylaşımı yapmanız da istenmemektedir. Tamamen kişisel fikirlerinizi önemsiyoruz. Bu çalışmaya verdiğiniz cevaplar sadece bilimsel amaçlar için kullanılacaktır, bu yüzden, çalışmanın başarılı olabilmesi ve hedeflediği sonuçları elde edebilmesi için samimi ve size göre doğru olduğunu düşündüğünüz şekilde cevap vermeniz önemlidir. Eğer anketin herhangi bir noktasında devam etmek istemediğinize karar verirseniz, herhangi bir neden belirtmeksizin çalışmadan ayrılabilirsiniz. Katılımınız için çok teşekkür ederim.

1. Bölüm

Lütfen, aşağıda belirtilen ifadelere ne kadar katıldığınızı ya da katılmadığınızı 1'den 5'e kadar olan rakamlardan birini yuvarlak içine alarak belirtiniz. Lütfen hiçbir soruyu boş bırakmayınız.

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

1	İngilizce öğrenmek benim için önemli çünkü başka ülkelere seyahat etmek isterim.	1	2	3	4	5
2	İngilizce filmleri severim.	1	2	3	4	5
3	Ailem, eğitimli bir kişi olabilmem için İngilizce öğrenmem gerektiğine inanır.	1	2	3	4	5
4	Toplumun onayını kazanabilmek için İngilizce öğrenmek benim için önemlidir.	1	2	3	4	5
5	İngilizce öğrenmek benim için önemlidir çünkü ileriki çalışmalarımda İngilizceye ihtiyacım olacağını düşünürüm.	1	2	3	4	5
6	İngilizce derslerini daima iple çekerim.	1	2	3	4	5
7	Bence İngilizce öğrenmek, bu dili konuşanların kültürü ve sanatı hakkında daha fazla şey öğrenmek için önemlidir.	1	2	3	4	5
8	İngilizce öğrenmek benim için önemli çünkü yurtdışında öğrenim görmeyi planlıyorum.	1	2	3	4	5
9	Kendimi ilerde yabancı arkadaşlarla partilerde İngilizce konuşurken hayal edebilirim.	1	2	3	4	5
10	İngilizce öğrenmek zorundayım çünkü aksi halde, ailemi hayal kırıklığına uğratırım.	1	2	3	4	5

11	İngilizce öğrenmek benim için önemli çünkü İngilizcem olmadan çok fazla seyahat edemem.	1	2	3	4	5
12	İngilizce öğrenmek, arkadaşlarımın onayını kazanmak için bence önemlidir.	1	2	3	4	5
13	İngilizce öğrenmek benim için önemli çünkü eğer İngilizce bilirsem, diğer insanlar bana daha çok saygı duyacak.	1	2	3	4	5
14	İngilizce konuşulan ülkelerde yapılan TV programlarını severim.	1	2	3	4	5
15	İngilizce öğreniyorum çünkü yakın arkadaşlarım İngilizce öğrenmenin önemli olduğunu düşünüyor.	1	2	3	4	5
16	İngilizce öğrenmek, ailemin onayını kazanmam için önemlidir.	1	2	3	4	5
17	İngilizce konuşulan ülkelere seyahat etmek isterim.	1	2	3	4	5
18	Gelecekte kendimi, insanlara, başarılı bir şekilde İngilizce konuşma yaparken hayal edebiliyorum.	1	2	3	4	5
19	İngilizce öğrenmek benim için önemli çünkü İngilizceden kötü notlar alsam, utanç duyarım.	1	2	3	4	5
20	Mevcut İngilizce öğrenme sürecimi oldukça seviyorum.	1	2	3	4	5
21	İngilizce öğrenmek benim için, kişisel olarak önemli bir hedefi gerçekleştirmek adına önemlidir (ör. mezun olmak ya da burs kazanmak).	1	2	3	4	5
22	Gelecekte başarılı bir İngilizcem olmayacağını düşündüğüm zamanlarda, İngilizceye daha sıkı çalışırım.	1	2	3	4	5
23	İngilizce öğrenmek, öğretmenlerimin takdirini kazanmak açısından benim için önemlidir.	1	2	3	4	5
24	İngilizce öğrenmek benim için önemli çünkü eğer iyi derecede İngilizce öğrenirsem, hayatım değişecek.	1	2	3	4	5
25	İngilizceyi ilerde kullanmayı isteme sebeplerim aileminkilerle aynıdır.	1	2	3	4	5
26	İngilizce konuşulan ülkelerin müziklerini (ör. pop müzik) çok severim.	1	2	3	4	5
27	İngilizce öğrenmeyi oldukça ilginç bulurum.	1	2	3	4	5
28	İngilizce konuşarak yabancılarla iş yaptığım bir anı hayal edebilirim.	1	2	3	4	5
29	İngilizce öğreniyorum çünkü İngilizcem sayesinde yurtdışı seyahatlerimden zevk alabilirim.	1	2	3	4	5
30	İngilizce öğrenmek benim için gerekli çünkü İngilizce sınavlarından (ör. kur atlama, muafiyet, yeterlilik) düşük bir not almak ya da kalmak istemem.	1	2	3	4	5
31	Bence İngilizceye çalışırken zaman daha hızlı geçiyor.	1	2	3	4	5
32	İngilizcenin önemli olduğunu düşünüyorum çünkü saygı duyduğum insanlar İngilizce öğrenmem gerektiğini düşünüyor.	1	2	3	4	5
33	İlerde kendimi bir kafede oturmuş, fonda hafif bir müzik çalarken yabancı bir dostla kahvelerimizi içip İngilizce muhabbet ederken hayal edebiliyorum.	1	2	3	4	5
34	İlerde İngilizceyi başarılı bir şekilde kullanamayacağımı düşününce korkarım.	1	2	3	4	5
35	İngilizce öğrenirken ailemden oldukça baskı hissediyorum.	1	2	3	4	5
36	İngilizce öğrenmek benim için önemli çünkü gelecekte İngilizce konuşulan ülkelere seyahat etmeyi planlıyorum.	1	2	3	4	5

37	İngilizce dergileri, gazeteleri ve kitapları severim.	1	2	3	4	5
38	İngilizce öğrenmekten gerçekten zevk alırım.	1	2	3	4	5
39	İngilizce öğrenmek zorundayım çünkü İngilizce dersinden kalmak istemem.	1	2	3	4	5
40	İlerde kendimi yabancı arkadaşlarla bir konu üzerine İngilizce tartışırken hayal edebilirim.	1	2	3	4	5
41	İngilizce öğrenmek benim için önemli çünkü eğitimli bir insanın İngilizce konuşabilmesi gerekir.	1	2	3	4	5
42	İlerde İngilizceyi nasıl kullanacağımla ilgili kafamdaki imajı temelde anne babam etkilemiştir.	1	2	3	4	5

2. BÖLÜM

Çalışmanın bu bölümünde de aşağıda belirtilen ifadelere, önceki bölümde olduğu gibi, ne kadar katıldığınızı ya da katılmadığınızı 1'den 5'e kadar olan rakamlardan birini yuvarlak içine alarak belirtiniz. Lütfen hiçbir soruyu boş bırakmayınız.

43	Öğretmenim bana ne yapmam gerektiğini anlattığında daha iyi anlarım.	1	2	3	4	5
44	İngilizce öğrenmek için oldukça fazla çaba sarf etmeye hazırım.	1	2	3	4	5
45	Kendimi, gelecekte ustalıkla İngilizce kullanırken hayal ettiğim zaman, genellikle hem belirgin zihinsel resimler canlandırabilir hem de bu durumlara uygun sesleri canlı bir şekilde duyabilirim.	1	2	3	4	5
46	Öğrenirken, öğrenmeme yardımcı olsun diye renk kodlaması yapar, renkli kalemlerden yararlanırım.	1	2	3	4	5
47	Kendimi, ilerde ustalıkla İngilizce kullanırken hayal ettiğim zamanlarda, genellikle kafamda o anların birkaç canlı zihinsel resmi ve/veya sesi olur.	1	2	3	4	5
48	Sınıfta duyduğum şeyleri, okuduğum şeylerden daha iyi hatırlarım.	1	2	3	4	5
49	İngilizce çalışarak çok zaman geçirmek isterim.	1	2	3	4	5
50	Eğer istersem, gelecekte İngilizceyi ne kadar başarılı bir şekilde kullanabildiğimi o kadar canlı bir şekilde hayal edebilirim ki görüntüler ve/veya sesler ilgimi iyi bir film ya da hikâyedeki gibi canlı tutabilir.	1	2	3	4	5
51	Öğretmenin tahtaya yazdığını okuyarak daha iyi öğrenirim.	1	2	3	4	5
52	Öğretmen anlattığında, sınıfta daha iyi öğrenirim.	1	2	3	4	5
53	İngilizce öğrenmeye, diğer bütün konulardan daha fazla odaklanmak isterim.	1	2	3	4	5
54	Çizelgeler, grafikler ve haritalar birinin ne söylediğini anlamama yardımcı olur.	1	2	3	4	5
55	Bir öğretmeni dinlerken, resimler, rakamlar, ve kelimler hayal ederim.	1	2	3	4	5
56	Gelecekte İngilizceyi ne kadar akıcı kullanabileceğimi düşündüğümde, genelde kafamda bu sahnenin canlı bir görüntüsü olur.	1	2	3	4	5
57	Birinin bana derste ne yapmam gerektiğini yüksek sesle anlatmasını isterim.	1	2	3	4	5

58	İngilizce öğrenmede başarısız olsaydım bile, yine de İngilizceye hala çok çalışırdım.	1	2	3	4	5
59	İngilizce çalışırken, yazıların değişik renklerle altını çizerim.	1	2	3	4	5
60	Başkalarıyla tartışıp konuştuğum şeyleri daha iyi hatırlarım.	1	2	3	4	5
61	İngilizce dersinden kalsam bile, İngilizce gelecekte benim için hala önemlidir.	1	2	3	4	5
62	Gelecekte İngilizceyi başarılı bir şekilde kullanmakla ilgili hayallerim bazen o kadar canlıdır ki kendimi sanki gerçekten o onları yaşıyormuş gibi hissederim.	1	2	3	4	5

Aşağıda belirtilen ifadelere de, önceki bölümde olduğu gibi, ne kadar katıldığınızı ya da katılmadığınızı 1'den 5'e kadar olan rakamlardan birini yuvarlak içine alarak belirtiniz. Lütfen hiçbir soruyu boş bırakmayınız.

63	Gelecekte kendimi başarılı bir şekilde İngilizce kullanırken görmekte hiç zorluk çekmem.	1	2	3	4	5
64	İngilizce öğrenmekle ilgili kafamdaki imaj ya da hayal geçen yıllar boyunca değişti.	1	2	3	4	5
65	Kafamda, hayali sahneler ve/veya sohbetler canlandırmayı kolay bulurum.	1	2	3	4	5
66	İngilizce öğrenmekle ilgili kafamdaki imaj ya da hayal eskiden daha basitti; ama şimdi daha da belirginleşti.	1	2	3	4	5
67	İngilizceyi gelecekte ne kadar başarılı bir şekilde kullanabileceğimi hayal etmek benim için kolaydır.	1	2	3	4	5
68	İngilizce öğrenmekle ilgili kafamdaki imaj ya da hayal şimdi eskisinden daha da canlıdır.	1	2	3	4	5
69	Bence, kendimi gelecekte İngilizceyi başarılı bir şekilde kullanırken gözümde canlandırmak konusunda doğal bir yeteneğim var.	1	2	3	4	5
70	Eskiden, kendimi ilerde İngilizce kullanırken hayal edemezdim; ama şimdi hayal edebiliyorum.	1	2	3	4	5
71	Hayali anları gözümde canlandırmayı her zaman kolay bulmuşumdur.	1	2	3	4	5
72	Eskiden, İngilizceyi gelecekte nasıl kullanacağıma dair zengin hayallerim vardı; ama şimdi yok.	1	2	3	4	5
73	İngilizceyi kullanmakla ilgili kendime yönelik imajım gittikçe canlılığını kaybetti.	1	2	3	4	5

3. Bölüm

Lütfen, size uygun kutucuklara tik atarak aşağıdaki bilgileri doldurunuz. Cevaplarınızı daha iyi anlayabilmemiz için verilen boşlukları doldurmayı unutmayınız.

- Kadın ☐ Erkek ☐
- T.C. Vatandaşı ☐ Diğer (lütfen belirtin: _____)
- Yaşınız: _____
- Anadili İngilizce olan bir öğretmeniniz hiç oldu mu ya da şu anda böyle bir öğretmeniniz var mı?

  Evet ☐ Hayır ☐
- İngilizce konuşulan bir ülkede (seyahat etmek, okumak vb. nedenlerden) toplamda en az 3 aydan daha fazla zaman geçirdiniz mi?

  Evet ☐ Hayır ☐

Anketi tamamladınız. Katılımınız ve işbirliğiniz için çok teşekkür ederiz.