



HACETTEPE ÜNİVERSİTESİ
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Department of Foreign Language Education

English Language Teaching Program

AN INVESTIGATION OF MOTIVATION LEVELS OF PREPARATORY SCHOOL
REPEAT LEVEL STUDENTS

Nida TOK

Master's Thesis

Ankara, 2024

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

To the leading edge... Toward being the best...



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HAZIRLIK TEKRAR SINIFI ÖĞRENCİLERİNİN MOTİVASYON SEVİYELERİ
ÜZERİNE BİR ARAŞTIRMA

Nida TOK

Master's Thesis

Ankara, 2024

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis, prepared by **NİDA TOK** and entitled “AN INVESTIGATION OF MOTIVATION LEVELS OF PREPARATORY SCHOOL REPEAT LEVEL STUDENTS” has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of Department of Foreign Language Education** by the members of the Examining Committee.

Chair	Asst. Prof. Dr. İsmail Fırat ALTAY
Member (Supervisor)	Asst. Prof. Dr. Hatice ERGÜL
Member	Asst. Prof. Dr. Özge GÜMÜŞ

This is to certify that this thesis has been approved by the aforementioned examining committee members on 22/03/2024 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master’s Thesis** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from/...../.....

Prof. Dr. İsmail Hakkı MİRİCİ

Director of Graduate School of Educational Sciences

Abstract

This research aims to compare the motivation levels of the students at a preparatory school in a private university, in Turkey, during different semesters in which they study in C-Repeat (CR) and C-Proficiency (CP) levels. The students are called repeat-level students because they could not pass TOEFL ITP on their first attempt and continue studying at the preparatory level. In this study, a mixed method was applied. This study embraced Dörnyei's L2 Motivational Self System as its theoretical framework. Data were collected through a questionnaire and semi-structured interviews in two consecutive education semesters. The sample consisted of 90 participants from a private university in Ankara, Türkiye. Quantitative data analysis was completed via SPSS 25.0. Thematic Analysis method was used for qualitative data analysis. It was expected that there would be a significant difference between the statistical results of these two groups of repeat students. The results indicated that although there is no significant difference between the motivational levels of CR and CP levels, Ought to self, Instrumentality Prevention, Travelling, and Positive Change of Future Self-Image have been found significant variables that affect the students' language learning motivation. As a result of the interview, the students shared a common response regarding two different curricula, both of which have advantages and disadvantages. When asked whether the curriculum affected their motivation, they asserted the presence of both positive and negative aspects.

Keywords: language learning motivation, curriculum, toefl itp, preparatory school, repeat-level students

Öz

Bu araştırma, Türkiye'deki özel bir üniversitenin hazırlık okulundaki öğrencilerin motivasyon seviyelerini, C-Repeat (CR) ve C-Proficiency (CP) seviyelerinde farklı dönemlerde karşılaştırmayı amaçlamaktadır. Öğrencilere "tekrar öğrencileri" denilmektedir, çünkü TOEFL ITP sınavını ilk denemelerinde geçememişler ve hazırlık seviyesinde okumaya devam etmişlerdir. Bu çalışmada karma bir yöntem uygulanmıştır. Çalışma, Dörnyei'nin İkinci Dil Motivasyonel Benlik Sistemini teorik çerçevesi olarak benimsemiştir. Veriler, iki ardışık eğitim döneminde anket ve yarı yapılandırılmış görüşmeler aracılığıyla toplanmıştır. Örneklem, Türkiye'nin Ankara şehrindeki özel bir üniversiteden 90 katılımcıdan oluşmaktadır. Nicel veri analizi SPSS 25.0 aracılığıyla tamamlanmıştır. Nitel veri analizi için Tematik Analiz yöntemi kullanılmıştır. Çalışmanın sonucunda iki tekrar öğrenci grubunun istatistiksel sonuçları arasında anlamlı bir fark olması beklenmekteydi. Sonuçlar, CR ve CP seviyelerinin motivasyon seviyeleri arasında anlamlı bir fark olmasa da, "Ought to self", "Instrumentality Prevention", "Travelling" ve "Positive Change of Future Self-Image" gibi değişkenlerin öğrencilerin dil öğrenme motivasyonunu etkileyen önemli faktörler olduğunu gösterdi. Görüşme sonucunda öğrenciler, kendilerine motivasyonlarını etkileyip etkilemediği sorulan iki farklı müfredat hakkında ortak bir cevap verdiler. Her iki öğretim programının da avantajları ve dezavantajları olduğunu belirterek, motivasyonlarını nasıl etkilediği konusunda pozitif ve negatif yönlerinin olduğunu belirttiler.

Anahtar sözcükler: dil öğrenme motivasyonu, öğretim programı, toefl itp, hazırlık okulu, hazırlık tekrar öğrencileri

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Symbols and Abbreviations

L2: Second / Foreign language

EFL: English as a Foreign Language

TOEFL ITP: Institutional Testing Program

TOEFL IBT: The Internet-based Test of English as a Foreign Language

CR: C Repeat

CP: C Proficiency

L2MSS: Dörnyei's L2 Motivational Self System

Chapter 1

Introduction

This chapter introduces the problem statement of the thesis and outlines its theoretical dimensions. It then presents the purpose and significance of the study, which is anchored in the existing gap in the related literature. Subsequently, the research questions will be presented, followed by the assumptions and limitations of the study. Finally, essential definitions will be provided to ensure clarity of the terminology used throughout the research.

Statement of the Problem

Motivation, which plays a crucial role in determining learners' achievements or failure in language learning, has been extensively studied within the realm of second language acquisition (Li & Zhang, 2021). The process of learning a second language has frequently been regarded as a complex process due to diverse elements that can influence both the linguistic and nonlinguistic results for learners (Noels, Clément, & Pelletier, 1999). According to Masgoret and Gardner (2003):

“The motivated individual expends effort, is persistent and attentive to the task at hand, has goals, desires, and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and/or failure, is aroused, and makes use of strategies to aid in achieving goals” (p.173).

English-medium universities have been employing English as the language of instruction in addition to providing diverse English major courses, to prepare students to attain proficient communication skills at standard levels (Degang, 2010). Armağan et al. (2016) state that Turkish EFL students' English levels can rise to a certain level with the help of the language instruction offered in language departments of higher education institutions. In Ankara, it is known that there are 21 universities, and 17 of them have English preparatory program since they offer English medium instruction in the departments. Although the specific number is not

known, preparatory schools also have repeat-level s for the students who cannot pass the proficiency exams in the first year. The students who start to study at a university where the medium of instruction is English, are expected to pass English proficiency exams. Otherwise, they have to study at preparatory schools in the department of Foreign Languages at these universities. In the private university, where this study will be carried out, the students have to pass the TOEFL ITP exam to study in their departments. CR (C-Repeat) is a course level in the preparatory school. In this level, the students have C level proficiency which is the highest level of the preparatory school. The reason why the students repeat the C level in the C-Repeat classrooms is that they do not reach 500 in the TOEFL ITP exam at the end of the C level. In the CR class, the students follow the regular curriculum which includes Main Course, Listening-Speaking, and TOEFL-Writing. On the other hand, CP (C-Proficiency) is a new course level which will start to be applied in January. If a student in CR class does not reach 500 in TOEFL ITP, s/he will be placed in CP class in which the curriculum is based solely on TOEFL ITP.

Motivation, as Guilloteaux and Dörnyei (2008) stated, is among the most crucial key factors in psychology (p.55). They also claim that people with exceptional skills cannot succeed in their long-term goals (p.56) without motivation. In their work, the definition of motivation is (Guilloteaux and Dörnyei, 2008, p.64):

“The dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted out.”

During the preparatory school year, motivation is the key element for the students to learn English. According to Dörnyei (2000), motivation generally develops slowly through a complicated mental procedure which covers primary planning and goal setting, intention formation, task generation, action implementation, action control, and outcome evaluation (p. 524). Hadfield and Dörnyei (2013) claim that it comes from the instructors' intuition in the

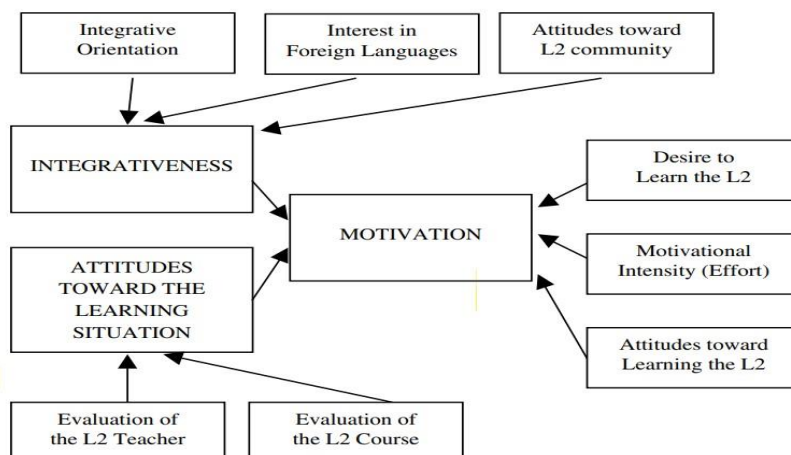
duration of teaching a second language which is an exhausting and long-lasting process, and some key factors of achievement or failure are eagerness, dedication, and continuity (p.1). Motivation in language learning has been studied by many researchers because it has a great impact on the second language learning procedure which is a complicated procedure (Oxford & Sherin, 1994). Clement et al. (1994) suggest that determining the motivations behind learning second and foreign languages has long been the subject of intense study and debate. As a result, students may encounter some problems related to motivation. According to Oroujlu and Vahedi (2011), motivation has a critical impact on language learning.

According to McGroarty (2001), research conducted until today on L2 motivation, and other research in the psychology of education, has started to rekindle the numerous and mutually influential connections that exist between people and their various social environments, which consists of contexts that may have a facilitative, neutral, or inhibitory role in subsequent learning, including L2 learning.

Kimura (2003) claims that classroom L2 learning motivation is a compound and relative phenomenon situated in various resources and tools in a dynamic classroom context, not an unchanging conception as often measured quantitatively (p.78). In addition to the motivation level of the repeat-level students, there is a curriculum revision for the repeat-level students at the preparatory school where this thesis study is conducted. Since the study covers two consecutive education semesters, and the curriculum revision is adopted between these two semesters, the perceptions of the repeat-level students in the second semester will be addressed.

Figure 1

Schematic Representation of Gardner's (1985) Conceptualization of the Integrative Motive (Dörnyei&Ushioda,2011, p.42).



Considering that the process of acquiring a language is notably extended, researchers in second language (L2) studies have noticed the potential importance of adopting a chronological point of view that considers the division of different motivational stages (Dörnyei,2005). Dörnyei (2005) offers a process model of L2 motivation that he developed with Ottó to detail the elements and mechanisms that make up the L2 motivation procedure. Dörnyei (2005) stated the process figure is the beginning to understand the evolution of motivation. The existing literature contains numerous studies examining student motivation in language learning. Nevertheless, after a comprehensive literature review, it was seen that no research has investigated the disparities in motivational levels among repeat-level students. For this reason, the current study attempts to contribute to the literature by investigating the motivation of CR and CP-level students in two consecutive education semesters.

Aim and Significance of the Study

This research aims to compare the motivation levels of CR and CP-level students in two consecutive education semesters. The study is significant in that it aims to reveal:

- (1) the motivation levels of CR students after they fail to pass the preparatory school for the first time,

- (2) the motivation levels of CP students who could not pass the preparatory class on their second attempt, and
- (3) students' perception of the CR curriculum and CP curriculum.

It is important to learn about the repeat-students' motivation levels because there are approximately 17 universities which have preparatory schools in Ankara, Türkiye, and there are also preparatory level students who cannot succeed in the preparatory school, which causes them to repeat the same education in the second year. This study investigated whether there are any factors that decrease their language learning motivation which leads them to fail in the preparatory school in the first year. However, no studies have been found which have been conducted on repeat-level students who have to pass TOEFL ITP in preparatory schools of a private university which changes its curriculum in the middle of two education terms. This study is significant research since the private university uses TOEFL ITP as the proficiency exam. Therefore, curriculum of the preparatory school is arranged according to TOEFL ITP. In the data collection and analysis sections, the outcome will be directly related to how learning English to pass TOEFL ITP affect the students' language learning motivation. This study should be conducted because important pedagogical implications will be drawn if there is a significant difference between the motivation levels of the repeat-level students in each semester.

Research Questions

1. What is the motivation level of C-Repeat students?
2. What is the motivation level of C-Proficiency students?
3. What are the perceptions of C-Proficiency students on the CR and CP curricula?

Sub Research Questions

- a. What are the differences between the CR and CP curricula according to the C-Proficiency students?

- b. What do the CP students think about the advantages and disadvantages of CR & CP curricula?
- c. Do the CP students think that their motivation is affected by the curriculum type that they follow? If so, how?
- d. What are the factors that affect their motivation level?

Assumptions

The CR and CP-level students have advanced levels of grammar skills from B2+ to C1 according to CEFR (2001). They are not happy with repeating the same level to take TOEFL ITP. They are tired and demotivated students. It is predicted that the questionnaire results of the motivation levels of CP level students will be lower than the CR level students because they study as repeat-level students for the second time.

Limitations

This study is conducted only with repeat-students. Therefore, additional study results may differ when a similar study is conducted with regular students. Since some of the students passed TOEFL ITP and started to study in their departments, the number of them decreased in the second term. Moreover, in the second term, because students who failed in TOEFL ITP in December were repeat students for the second time, it can be inferred that they felt stressed, and as a result, they were not comfortable with volunteering in the interview process. This thesis study was conducted in only one private university. Therefore, the results will not be generalizable. More private universities may be involved in a similar study. Moreover, state universities can be compared with private universities. Another limitation is that an earthquake in Kahramanmaraş, Türkiye occurred during the data collection process. This is the reason why the number of students is limited. Otherwise, more students may have been involved in the study. Due to the earthquake, the university started online education, which may have affected the motivation levels of the students. Additionally, students who claimed exemption by submitting their TOEFL IBT results left preparatory school education, which is another

reason for the decreased number of students who were involved in the study. Even though this study has shown some interesting results regarding motivation, the conclusions are limited to a small sample of participants in a private university context, who are 19-20 years old. It is possible that different age groups in different learning environments would give slightly different results. This study had limitations in terms of the motivational variables.

Definitions

Motivation: “the desire or want that energizes and directs goal-oriented behavior” (Huitt, 2011).

L2 Motivational Self-System: Dörnyei (2009) introduced the theory of L2 motivational self-system, which encompasses multiple factors impacting language learning motivation, including the ideal L2 self, ought-to self, and L2 motivation.

TOEFL ITP: “The TOEFL ITP® Assessment Series is a leading English-proficiency testing program for ages 16+ that allows you to measure and evaluate your students' English language skills with confidence” (The TOEFL ITP® Assessment Series,2023).

C Repeat: The preparatory school students who studied in C level in the 2022 spring term and could not score 500 in TOEFL ITP.

C Proficiency: C Repeat students who could not score 500 in TOEFL ITP in December 2022 and are placed in C Proficiency classrooms in the spring term of 2023.

Ought-to L2 self: The individuals' envisioned future selves who are expected or required to use English by important people in their lives (Dörnyei, 2005).

Ideal L2 self: This represents the future versions of the learners that respondents envision and personally wish to be by using English (Dörnyei, 2005).

Instrumentality (Promotion): This is related to the specific practical dreams and ambitions that learners have for their future, which are believed to be connected to their Ideal L2 self (Dörnyei, 2005).

Instrumentality (Prevention): This represents learners' fears, duties and obligations in the future; hypothesized to correlate with the Ought-to L2 self (Dörnyei, 2005).

Language Learning Experience: This scale focuses on the factors that the learners are affected by in the language learning environment such as teachers, friends, curriculum and materials (Dörnyei, 2005).

Cultural Interest: This measures the extent to which language learners are willing to enjoy the cultural factors of English-speaking societies (Dörnyei, 2005).

Parental Expectations: It refers to the pressure on the students through the language learning process that is caused by the family members (Dörnyei, 2005).

Travelling: It refers to the students' dreams of travelling abroad and their will to learn English to travel easily (Dörnyei, 2005).

Intended Learning Effort: This framework serves as the basis for evaluating L2 motivated behavior and assesses learners' perspectives on the effort they expect to involve in learning English (Dörnyei, 2005).

Ease of using Imagery: It measures to which extent the students can dream of their proficiency in English in the future (Dörnyei, 2005).

Positive changes of the Future L2 Self Image: This factor is related to the perceptions of the students in the past and now. It measures to which extent their L2 self-image has changed (Dörnyei, 2005).

Chapter 2

Theoretical Basis of Research and Literature Review

Motivation in Language Learning

Gardner (1985) defines motivation as a term which is related to second language learning with a clear explanation of success. Motivation for second language (L2) learning remains one of the most challenging concepts in the field of second language acquisition (SLA) research. Its intricate and multifaceted nature has frequently led to contradictory outcomes in previous studies (Papi, 2010). Chen (2012) states that motivation is one of the most important variables of language learning, especially in second language (L2) acquisition. The extent of willingness to learn can make a difference in how delighted and successful L2 learners can be.

Asker (2012) suggests that in the last ten years, motivational studies on second language learning have helped researchers understand the basis of the factors that motivate students in foreign language learning. He also suggests that it is important to understand possible selves to have a deeper understanding of Dörnyei's L2 Self System framework (Asker, 2012).

Tsuda (2008) states that several factors may be needed to learn a foreign language effectively; however, many instructors and researchers would agree that motivation is in the center that decides learning success. Thus, explaining and studying L2 and researching the features of motivated learners have usually taken a significant place on the research plan of both applied linguists and language instructors (Tsuda,2008).

Dörnyei, Z. (1998) defines motivation as "motivation is responsible for determining human behavior by energizing it and giving it direction". Dörnyei (2005) suggests that motivation is a term which can be easily understood as to why it is significant in foreign language acquisition (p.65). Moreover, he points out that it is the major incentive to initiate L2 learning and, later, the driving power to sustain the long and mostly overwhelming learning process; indeed, all other aspects involved in L2 learning are influenced by it. He suggests that

SLAs, to some extent, assume motivation. Even individuals with extraordinary ability cannot attain long-term goals without sufficient motivation, and appropriate curricula and effective instruction are insufficient on their own to ensure student achievement (Dörnyei, 2005).

Gardner (1985), on the other hand, suggests that motivation is a word which is mostly used to explain achievement in language learning. He claims that when students feel motivated to learn the language, they will learn the language. Moreover, he states that 'motivation' has unique features and obvious connections such as 'combination of effort and desire to achieve the goal of learning the language' with the procedure of language learning (Gardner, 1985, p.10). In this regard, Zhao (2015) states that the learner's classroom setting has grown increasingly significant, exerting an immediate influence on their motivation for second language (L2) learning. The cited study is significant for this thesis study since it focuses on a factor which directly affects the students' language learning motivation. As it can be seen in the discussion chapter, the participants of this thesis study point out their classroom while referring to their motivation levels.

Dörnyei (1994) states that "L2 learning presents a unique situation due to the multifaceted nature and role of language" (p.274). He states that it is a system of communication that can be taught in schools, a crucial component of a person's identity present in practically all mental activity, as well as the most significant social organization channel ingrained in the local culture (p.274). According to Dörnyei (1994), learned helplessness is a resigned, pessimistic, powerless condition that develops when a person desires to achieve but believes that success is unattainable or beyond him or her for any reason such as the probability of achieving a desired objective does not appear to be raised by any action or effort. It's a sense of "I simply can't do it," which, once developed, is extremely difficult to overcome (p. 277). In order to overcome learned helplessness, on the other hand, there can be some cautions that can be taken. One of them is Saheb's (2014) opinion regarding that there should be created a more accommodating educational program. According to him, it is essential to comprehend adults' reasons for wanting to learn English.

The progression of adult learners may be interfered with by other circumstances, such as their unique home and job situations, since motivation is not a linear process (Saheb, 2014).

Dörnyei's L2 Motivational Self System / The L2 Motivational Self System

The purpose of this part is to show the theoretical framework that this study adopts in regard to L2 motivation which aims to explain the rationale of choosing Dörnyei's (2005) L2 Self System. Dörnyei's L2 Motivational Self System (L2MSS) is probably the most prevailing theoretical model of the last 10 years in research into foreign language learning motivation. L2MSS has its roots in the theory of possible selves by Markus and Nurius (1986) and in the self-discrepancy theory by Higgins (1987). Dörnyei's model includes three core constructs, namely the ideal L2 self, the should-L2 self and the L2 learning experience (Kwok & Carson, 2018). Liu (2020) claims that the Motivational Self System developed by Dörnyei has gained attention from the researchers of education.

Tort Calvo (2015) advises that motivation has been the focus of research and theory of language learning since it has a significant role. The studies conducted in motivation have tried to reveal the reasons that increase the students' motivation towards language learning and the strategies that the instructors may use to motivate their students in the classrooms.

With Gardner and Lambert (1972), research related to language learning motivation started which focused on the concept of integrativeness. Afterwards, cognitive perspective, self-determination and attribution theories were added in the 1990s. The last theory related to motivation was offered by Dörnyei (2009), consisting of three factors which are the Ideal L2 Self, the Ought to self, and the learning experience. Its wide framework and aim to reevaluate some previous ideas on motivation created a suitable theory to study language learning motivation.

Dörnyei (2009) contends that the L2 Motivational Self System comprises three factors. The first one is the Ideal L2 Self, representing the vision of our will related to who we want to be in the language that we learn. The attempt to narrow the gap between our current self and the ideal self in the future plays a role as a potent motivator for L2 learners. The second one

is the Ought-to L2 Self, which is related to external influences, expectations that the learner believes they should meet and avoid potential negative outcomes. The external factors are generally based on social contexts, and the other people's explicit and perceived expectations construct them. The last one is the L2 Learning Experience which involves motivational factors developed within the learning environment, comprising the teacher, curriculum, lesson style.

Based on the theoretical principles of both Markus and Nurius (1986)'s concept of potential future selves and Higgins et al.' (1985) future self-guides, Dörnyei (2005) introduced his Motivational L2 Self System model to the field of L2 motivational research. This model consists of three key elements: the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience (Asker, 2012).

Taguchi et al. (2009) conducted a comparative study to investigate the results from research in Hungarian context in remarkably different environments to confirm whether the results were country based or they may be generalized for the rest of the world. Taguchi et al. (2009) claims that as long as the L2 Motivational Self System can be used in different cultural environments, it shows its effectiveness and applicability.

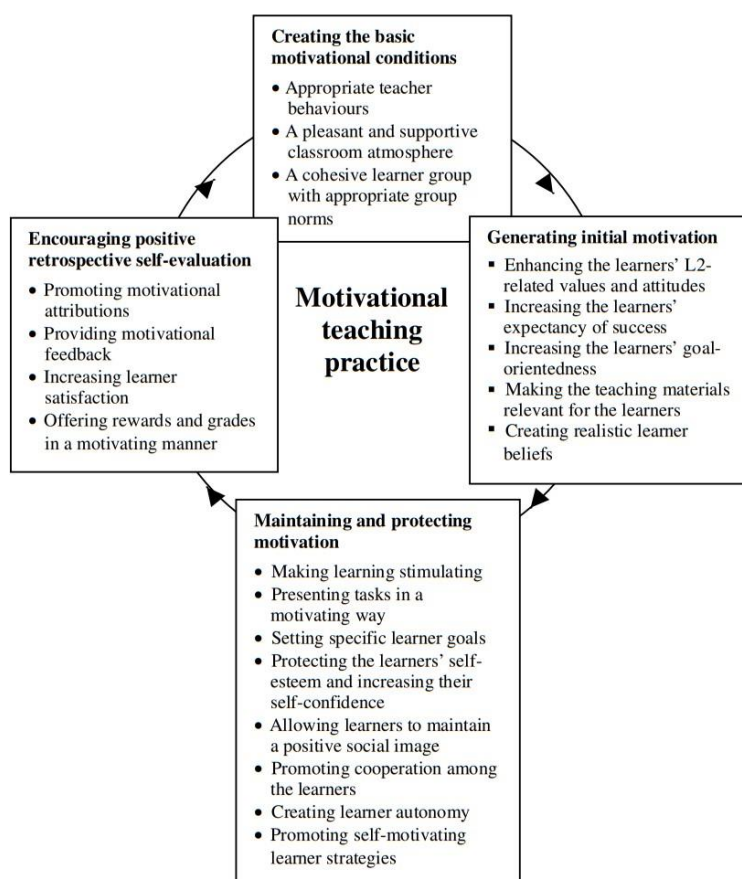
As Dörnyei (2005) proposes, there are three different dimensions which constructs L2 motivation, which include (1) Ideal L2 Self, referring to the L2-specific facet of one's ideal self', (2) Ought-to L2 Self, referring to the attributes that one believes one ought to possess, and (3) L2 Learning Experience, referring the environmental factors that the learner has during the learning process. For the ideal self, Dörnyei (2005) claims that the L2 ideal self is a strong motivation element to acquire L2 since the learners wish to decrease the discrepancy between their 'actual and ideal selves'. For ought-to L2 self, he gives examples such as different tasks, requirements, or responsibilities. For L2 Learning Experience, Dörnyei (2005) suggests that it is related to 'situation-specific motives' which include 'immediate learning environment and experience' (pp. 105-106).

Dörnyei and Ottó (1998) proposed a process model for teachers in order to maintain the motivation of the learners in situation specific motives. Dörnyei (2005) mentions four significant elements of this model:

1. creating the basic motivational conditions,
2. generating initial student motivation,
3. maintaining and protecting motivation,
4. encouraging positive retrospective self-evaluation.

Figure 2

The Components of Motivational L2 Teaching Practice (Dörnyei, 2005)



Possible Selves

Asker (2012) states that the topic possible selves was developed by Markus and Nurius (1986) into the field of personality psychology, which provides an analytical framework that makes a connection between human thinking and driven actions. Within the possible selves

framework, mental representations incorporating people's desires, anxieties, objectives, and potential challenges, as well as their visions of what they could achieve, desire to achieve, and fear of becoming (Markus and Nurius, 1986). The possible self-theory was grounded in two different variables which are a desire to reach a preferred situation in the future and a fear of the existence of unwanted consequences. Since possible selves have a wider impact in the future connected with goals, dreams, hopes, and fears, they should not be seen as equal to only future aims. The most significant dimension which differs possible selves from the goal may be related to the imagery in the future.

In relation to this, Oyserman and Fryberg (2006) claimed that if an individual's potential self is grounded in their own past achievements and setbacks, this self is social in nature because "these accomplishments and setbacks often depend on how they compare to similar individuals' achievements and setbacks." (p. 5)

Related Research - Previous Research and Studies on L2 Motivational Self System

In 2022, Khuong conducted research to examine prior studies on the L2 Motivational Self System between 2009 and 2021. Khuong structured the study following the methodologies employed in earlier research, which used both quantitative and qualitative approaches. The findings of this study showed that qualitative research methods presented a deeper understanding of language learning motivation and revealed more relevant themes within the adapted framework.

Figure 3

Quantitative Studies Conducted in L2 Motivational Self System (Khuong,2022)

Source	Method of Investigation	Research Aims	Context and Participant
Csizér & Kormos (2009)	A questionnaire with 65 five-point Likert items and 10 multiple choice and short answer items	Comparing the motivational and attitudinal dispositions between two age groups of language learners	432 Hungarian L2 secondary school, college and university learners in Budapest, Hungary
Taguchi, Magid & Papi (2009)	Three versions of a questionnaire were adapted for use in Japan, China, and Iran.	Validating L2MSS in the contexts of three Asian countries	roughly 5000 EFL middle school students, university students, and adult learners from Japan, China, and Iran
Lamb (2012)	An Indonesian language questionnaire with 50 six-point Likert scale items, a C-test for measuring participants' English proficiency	Examining the motivation to learn English of Indonesian junior high school EFL students	527 Indonesian EFL high school learners in three different contexts in Indonesia
You & Dörnyei (2016)	A customized questionnaire with 73 six-point Likert scale items	Offering an overview of general trends and interesting contrasts of EFL Chinese students' learning motivation	10,413 ELL secondary and university students in three main geographical regions of China
You, Dörnyei, & Csizér (2016)	A customized questionnaire with 73 six-point Likert scale items	Examining the role of vision and imagery in the Chinese ELL learners' language learning motivation	10,413 ELL secondary and university students in three main geographical regions of China
Teimouri (2017)	A questionnaire in Farsi with 56 six-point Likert scale items	Investigating language learners' emotional experiences through the lens of L2 future self-guides	524 secondary and high school EFL learners in Iran
Liu & Thompson (2018)	A bilingual (English and Chinese) questionnaire	Exploring Chinese EFL learners' motivation profiles,	468 EFL students in three tertiary level institutions in

Figure 4

Qualitative Studies Conducted in L2 Motivational Self System (Khuong,2022)

Source	Instruments	Focus	Context
Kim (2009)	Interviews, ESL classroom observations, picture-cued recall tasks, and language learning autobiographies	Exploring the nature and the interrelationship between ideal L2 self and ought-to L2 self from the perspective of Sociocultural Theory (SCT) and Activity Theory (AT) framework	02 adult Korean ESL students studying abroad in Canada
Zheng (2013)	Semi-structured interviews	Exploring the relevance of English as a Lingua Franca (ELF) to English Language Teaching (ELT) practices in	Chinese university students' situated

You and Dörnyei (2016) conducted a study on language learning motivation in secondary schools and universities in China. In their research, they used a wide sample which consisted of over 10,000 students. A questionnaire as a data collection instrument was

specifically created. They used a snowball sampling procedure. During the reliability analyses, they used Cronbach Alpha internal consistency reliability coefficients. In their study, You and Dörnyei (2016) included geographical, age, and gender information. Moreover, they separated the university according to the major of the students which are English majors and Non – English majors. Under the geographical content, urban and rural areas were included. They concluded that they did not identify a distinct "Chinese Imperative" factor conceptually different from Western ideas of extrinsic motivation related to the fear of academic failure. They stated that the only significant aspect of this dimension was Instrumental-Prevention, with societal and peer expectations only contributing minimally to moderately. As distinct from the study of You and Dörnyei (2016), in this study, a lot fewer samples were used because the study was conducted in a private university in Turkey through two academic semesters. Moreover, although the questionnaire developed for the study conducted in China (You & Dörnyei, 2016) had 3 different domains which were aspects of the L2 Motivational Self System, Intended Effort, and Language Learning Vision, the last one was not included in the study because of 'space limitations', some questions were included in this study from the third area of the questionnaire.

Another study in which the same dimensions were used is Brady (2019), which involves Southeastern Spain. It is both a quantitative and empirical study and the aim is to investigate the L2 motivation in Murcia, Spain. The sample consists of 500 undergraduate students. Some of the dimensions that You and Dörnyei (2016) used in their study were used. According to the study, Ideal and ought L2 selves were examined to gain the perception of the students' purpose in spending effort in learning the L2, the variables that have an impact on their decision, and their engagement in L2 acquisition. According to the study (2019), Brady suggests that the biggest factor related to the sample-wide learning goals was the ideal L2 self. Moreover, it is stated that among the external factors that affect language learning motivation, instrumentality prevention is more connected to the motivation of the students than an ought L2 self. The aim of the research is to examine how the ideal L2 self and ought L2 affect learning habits and

what role the past and present experiences play in L2 motivation. The study was completed using SPSS 17. Differently from this thesis study, the questionnaire consisted of 71 items, involving intended learning effort that refers to future goals to proceed learning or developing English language proficiency. The data was collected from both state university and private university students (Brady, 2019). The study concluded that the ideal L2 self has been demonstrated to be highly critical for motivation, and higher performers have less of a dissimilarity between their current and anticipated L2 selves. By referring to You and Dörnyei (2016), Brady (2019) also proved that the underlying structure may be more easily discovered through the concept of instrumentality prevention because the Ought to L2 self in their sample has been difficult to point to precisely the exterior sources.

Armağan et al. (2016) conducted a study about preparatory students' expectations by using qualitative research methods. In their research, they applied an online questionnaire to 218 students. They aim to understand to what extent their expectations are met in the department. According to the data, they created themes which are building, curriculum, and academic staff. Under the theme 'academic staff', they created a sub-theme which is 'caring and motivating instructors. Their responses show that they are motivated to contribute to the activities in the classroom.

A similar study in the international student context was conducted on English language learning motivation of adult learners who are in the Intensive English Program (IEP) in the U.S. In the study, Weger (2013) applied a questionnaire which was developed to measure language attitudes, learning orientations, and learning confidence. At the end of the study, it was concluded that the motivation of English learners abroad is not affected by positive attitudes toward the English community as much as it is affected by the feeling of self-esteem in learning and using English, even if their self-reliance is low.

Similarly, Bıçak (2019) conducted her thesis on preparatory school students. She used a mixed method which includes two phases. Her first phase is quantitative, and the second part is qualitative data. However, she did not examine the motivation levels, instead, she

examined the students' casual attributions to their achievements and failures. According to Bıçak (2019) most of the students, about 78,5 % perceived themselves unsuccessful although the others see themselves in the successful category.

Among the students who tend to show positive perception, being able to communicate with people and to understand English, and the feeling of success were the most common statements while they were deciding the fulfillment in their overall performance. Bıçak (2019) also claims that the students who focus on their failure and their peers' success when they evaluate themselves while the others who focus on the success state individual and valuable factors when they evaluate their performance.

According to the study conducted by Mcquillan (2000), the main reasons frequently cited for success were motivation, a relaxed learning pace, effective teaching, individual ability, time, and effort invested, the learning environment, and overall atmosphere. On the other hand, failure was primarily attributed to insufficient time and effort, ineffective study techniques, and an unfavorable learning environment.

In another study conducted on motivation in English language learning, Bernard (2010) focuses on motivational types such as motivation about the language, motivation about the class, confidence, external motivation, whether the class feels required, and self-reported motivation. According to Bernard (2010), "Factors contributing to language learning are complex, and the role motivation plays in achievement is a particularly interesting question that deserves to be studied" (p.2).

Oroujlou and Vahedi (2011), conducted a study to examine whether there is any effective and efficient connection between motivation, attitude, and language learning. They completed their study by collecting data from books, world-known journals, websites, and the researchers' experiences as university lecturers. They concluded that motivation and attitude play significant roles in increasing the expertness and productivity of language learners. Moreover, they suggested that even intelligent students who do not have enough attitude and motivation showed little advancement (Oroujlou & Vahedi, 2011).

Similarly, Sakiroglu and Dikilitas (2012) conducted a study on the language learning motivation of tertiary-level students at Gediz University. They collected data from 129 students through a questionnaire adapted from Dörnyei and Guillauteaux, (2008). One of their research questions was whether there was any relation between level factors and motivation in language learning. They concluded that there is a significant relation between how motivated they were and how proficient they were in the language. When the proficiency levels of the students develop, their motivation level also increases.

Khan and Takkac (2021) conducted a cross-sectional quantitative study at a multicultural center in Canada between June and December 2018. They collected data from 325 volunteer participants. They focused on the immigrants and the motivational elements that affect their English learning. They concluded that the primary elements that increase the immigrants' motivation to learn English as a second language are wishes to have a career and better economic conditions and wish to contact and unite with the foreigners (Khan & Takkac, 2021).

One study by Muftah and Rafic-Galea (2013), aimed to examine the integrative and instrumental motivation of the students who study in Malaysian state universities. Moreover, they also had a question which was whether there was any difference between the students' attitudes and motivation before and after they get into the university. They collected data from 182 non-native English speaker students who are aged between 17-20. The data was collected through the Attitude/Motivation Test Battery (AMTB) 7-point Likert Scale format, originally developed by Gardner (2004) along with Clement et al. (1994). Gardner and Lambert (1972) claim that instrumental motivation includes the aim of reaching some social or economic motivation by means of L2 achievement, as a result, pointing out a more effective motive to learn a language. The students' hopeful and positive opinions about the target language community and the desire to be the part of the target language community creates the integrative motivation (Gardner and Lambert, 1972). They concluded that the students' instrumental motivation was higher than their integrative motivation because the participants

had a wish to communicate with English speaking societies. In light of the data collected, they also found out that one of the demotivating factors is spending a lot of time and effort to learn the language and grammar. Moreover, it is also stated that it is the role of both the students and the instructors to recognize the significant role of English as a universal language so that they may organize their plans in terms of language and arrange compulsory criteria for it (Muftah & Rafic-Galea, 2013).

Altiner (2018) conducted a study to explore the motivation levels of Turkish students in second language learning. She examined the connection between their motivation and gender, curiosity in learning the language, and achievement grades. The data was collected from 105 participants who study in preparatory school. As a data collection tool, Wen's motivation questionnaire was used. At the end of the study, Altiner (2018) concluded that there was not any connection between the gender of the students and their language learning motivation. However, another significant outcome of this study was the identification of three motivational factors that influenced learners' interest in pursuing foreign language learning. These factors included learners' interest in culture, travel, and people, positive learning attitudes/experiences, and their curiosity about contemporary cultural media. Moreover, the students' midterm scores were found to be directly related to their motivation levels. This finding is critical in terms of the context of this thesis study since the participants of the study take midterm exams while studying for TOEFL ITP. At the end of her study, Altiner (2018) recommends that teachers should pay more attention to focus on some factors such as 'culture, people, lifestyles' (p.1736) because they may increase the students' interest in the language.

Research questions of the study conducted by Saheb (2014) on motivation in English language learning aim to answer the types of motivation that the learners have. The similarity between her study and this study is that both studies aim to compare adults according to their language proficiency levels. In Stockholm, this study examines the levels and forms of motivation among students taking English at the basic and upper secondary levels. A

questionnaire was used in order to collect data from 95 students of which 93 were used in the analysis. The study is similar to this study in terms of research method because it consisted of both quantitative and qualitative data collection and analysis. The study concludes that the qualitative data collected demonstrates that for adult learners, progress and improvement on the personal and social levels are directly related to learning the English language. The difference between the study conducted in Sweden and this study is that the language background of the Swedish students plays an important role. As a result of the study in Sweden, the teacher's methodology is the most significant element in the learning process of the students. In conclusion, the researchers claim that English teachers in Stockholm today have a significant role to play in adult education because the language itself is a requirement for social advancement, and adult learners' motivation to learn English may be hampered by several variables, including their personal and professional situations, as well as their unique perceptions of and experiences with English as a language and culture (Saheb, 2014).

Lebedina-Manzoni (2004) claims that the learners show a tendency for 'low motivation, self-efficacy, and self-esteem' when they encounter repetitive disappointment related to their success. Moreover, he also states that in the environment of language learning, unsatisfactory performance is an ordinary situation due to pessimistic perspectives of the students, which is directly related to the lack of motivation and determination (Lebedina-Manzoni, 2004).

In existing literature, students who repeat a grade are often known as at-risk learners. This is because they typically display lack of motivation, self-efficacy, and self-esteem due to their past activities with repeated academic inadequacy (Lebedina-Manzoni, 2004). It is significant to understand the factors that affect the motivation levels of repeat-level students in order to apply pedagogical methods to increase their motivation levels throughout the language learning process.

Hereunder, as presented in the questionnaire, 11 variables that affect the learner's English language learning motivation will be discussed. These variables are Ideal Self, Ought to Self, Instrumentality (Promotion), Instrumentality (Prevention), Travelling, Parental

Expectations, Attitudes to L2 Learning (Language Learning Experience), Intended Effort, Ease of Using Imagery, Positive Change of the Future Self-Image.

Ideal L2 Self & Ought to L2 Self

Dörnyei (2009) explains Ideal L2 Self as referring to the L2-specific dimension of an individual's ideal self, which refers how the learner want to progress in the language, what they want to do by using the language and how they dream of themselves while using the language. On the other hand, Dörnyei (2009) also explains Ought-to L2 Self as the second dimension of L2 Motivational Self System, which refers to the qualities that a learner believes they have to possess, which directly affects the learner's opinion and attitude with the factors derived from the learner's environment.

Šafranjanj et al. (2021) claims that the aim of examining the significance of the Ideal L2 Self as an element in the self-motivational willingness to interact with others. It is recommended that the concept of the ideal L2 self can be categorized into two components: the responsibilities an individual wishes to fulfill and the responsibilities that others anticipate them to fulfill. Over the past twenty years, motivation has increasingly been recognized as a fundamental factor and a crucial predictor of learning efficiency. In today's interconnected global environment, driven by the increasing demand for foreign language acquisition, motivation has gained an important attention within the field of language studies.

The L2MSS comprises three primary elements, as outlined by Dörnyei in 2006 and 2009:

1. The first element is the ideal L2 self, which concerns an individual's aspiration and desire to reach a high level of proficiency in the language they aim to achieve, or one that is seen as ideal or desirable. Consequently, the ideal L2 self expresses a person's ambitions and wishes.
2. The second element, the ought-to L2 self, is driven by practical needs and signifies the necessity to acquire or master the second language of a country where an individual intends to live in. This necessity, and the motivation arising from external expectations, represents the expectations imposed by others.

3. The L2 learning experience refers to an individual's interactions within the immediate learning environment, containing elements such as the instructor, the curriculum, and peers. Asker (2012) states that the Ideal L2 self is the core dimension of Dörnyei's L2 Self System since it is related to the aims and dreams of L2 learners to be proficient in the language. Asker (2012) states that if L2 learners use their ought beliefs to be motivated, they believe that the learning process is a type of duty, necessity, and requirement to meet. Moreover, he states that ought beliefs are related to external factors such as meeting others' expectations to become successful and to be proficient.

Šafranĳ et al. (2021) suggests that his findings relating to the significance of academic success, particularly in terms of grades, in foreign language proficiency and its relationship with willingness to communicate, point to the necessity of reevaluating the predictive validity of the Ideal L2 self. For future research, Šafranĳ et al. (2021) recommends to consider firstly reconceptualizing the Ideal L2 Self because the findings suggest that it may be beneficial to redefine the ideal L2 self as two distinct constructs: the obligations that individuals aspire to fulfill and the obligations that are expected of them by external sources, secondly assessing the role of the Ideal L2 Experience since it is significant to explore the contribution of the ideal L2 experience in evaluating these components, lastly evaluating model progress and practical applications, which refers to assessing the evolution of the model's design and its practical applicability is crucial. Understanding how these components impact language learning and communication can guide practical implementation and refinement.

Rattanaphumma (2016) conducted a study based on motivation by reaching 28 undergraduate students at an international university in Thailand. In the study, a questionnaire included questions about the vision of the ought-to L2 self. The similarity between the study of Rattanaphumma (2016) and this research study is the questionnaire part because, in the questionnaire, similar statements are asked to be ranked on the 5 scale Likert scale. According to the findings, the ideal self and ought to L2 self-have positive results on motivation. The highest mean related to the ideal self in the study is the students' dreams about their future careers and using English. According to the study, the aim of learning English is to become

proficient in both writing and speaking. The difference between the related study and this research study is that the related study includes learners' vision forms that ask the participants their future images in different areas such as their future jobs, lifestyles, learning English, positive and negative role models. This form is analyzed through thematic analysis and themes are created. In the analysis, the themes are 'the participants' future jobs', 'their goals for future jobs', 'their goals for lifestyle', 'goals for learning English', 'their L2 positive role model', 'how they envision themselves in English in the future', 'their negative role model', whether they want to be recognized as a native-like English speaker or non-native English speaker, 'confidence towards using English'. Additionally, ought-to L2 self-results show that the highest average is the statement which is related to the English-speaking skills of an educated person, which shows that a foreign language determines the identity of an educated person. After the highest average, the second and third averages belong to getting approval from 'peers, teachers and family'. English is seen as a critical means to develop their future career and lifestyles. Moreover, the Thai students state that they learn English to meet their parents' expectations (Rattanaphumma, 2016).

Göktepe (2014) conducted a motivation study in the Turkish context by examining the 'attitudes and motivation' of 90 Turkish students who study in their first year at Cag University. The data collection tool which was used in the study was adapted from Dörnyei and Csizér (2006). The similarity between the related study and this research is that they both investigate domains which examine the students' motivation from different perspectives such as 'attitudes to L2 community, cultural interest, attitudes to learning English, ideal L2 self, ought-to L2 self, family influence, instrumentality (promotion and prevention)'. According to the findings, Turkish students who are in their first year in university learn English mostly for instrumental reasons, and that integrative motivation is, to some extent, the dominant motivational orientation for the students.

According to Göktepe (2014), ought-to L2 self refers to the attributes that a person believes one has to possess to meet expectations and to prevent any unexpected results. This dimension corresponds to the type of instrumental drive that is less internalized. In her study,

she claims that the dimension ought to L2 self of the students considerably increased since about 72% of the participants stated that they have been learning English because the people around them learn English as well. Similarly, Papi (2010) also found a result related to ought to self and stated that the variable the ought-to L2 self significantly made students more anxious. In this regard, Dörnyei (2009) suggests that the learners need to escape negative consequences in order to maintain their motivation.

In 2023, Yu and Jiang conducted a research project that focuses on the motivation of 27 language learners in China with an emphasis on their motivation for L2 writing. The primary objective of their study was to explore how Dörnyei's motivational self-system was demonstrated in the writing experiences of these participants. They collected data through interviews and reflections provided by the learners. During data collection, the participants were exposed to a task with composing essays about their writing experiences, and subsequently, in the interviews, they explained these essays. When the interview data were analyzed, the researchers identified various codes, including one related to the curriculum arrangement. At the conclusion of their investigation, Yu, and Jiang (2023) determined that the development of an ideal L2 self in English writing was influenced by the broader context of learning and testing applications. Furthermore, they observed that the "ought to" selves of the participants were minimally influenced by instructors, family, and school due to the significant impact of high-stakes tests and the school's curriculum (Yu & Jiang, 2023). Similarly, Hughes et al. (2020) conducted a replicated study on L2 Motivational Self System to examine how the language learners see themselves as the users of English. The context of the study was a Japanese university, and 922 participants filled a questionnaire consisting of 10 motivational dimensions. The aim of the study cited was to examine the correlation between the integrativeness and Ideal L2 Self to determine whether there were two kinds of instrumentality to equate the two types of self in the L2 motivational self-system. In addition, the study aimed to reveal if the Ideal L2 self has more effect than integrativeness on L2 motivation in different contexts.

On the other hand, the research conducted by Chen in 2022 aimed to uncover the influence of Dörnyei's L2 Self Motivational system on the achievement of language learners. It achieved this by examining current research and assessing the system's utilization in English as a foreign language classroom. Chen's study suggests that the ought-to L2 self has a more significant impact on learning development compared to the ideal L2 self. Conversely, the ideal L2 self directly affects students' learning objectives. From a teacher's perspective, this research concludes that supporting learners' L2 motivation is crucial for achieving better learning outcomes and greater success (Chen, 2022). Similarly, Prasangani (2018) conducted a study on the students who are L2 learners in Asia. The aim of the cited study was to reveal the connection between the motivation levels and Ideal L2 Self of the undergraduate students. As the data collection method, Dörnyei's L2 Motivational Self System was adapted, and a questionnaire was distributed to 422 Asian students who are Malaysian and Sri Lankan in the rural places. The questionnaire was categorized into 4 groups in the light of Dörnyei's framework such as Motivated Learning, Ideal L2 Self, Ought to L2, Attitudes toward learning English. It was concluded in the study (Prasangani, 2018) there was a critical correlation between the language learning motivation and the ideal L2. The students' ideal L2 self has a connection to the necessity of learning English for their future. On the other hand, it was also revealed that there was not a strong correlation between the ought to L2 self and language learning motivation. Moreover, attitudes toward learning English, which is also known as language learning experience in Dörnyei's framework, needs further research. However, according to the results of Mousavi (2018) who conducted a motivation research study using Dörnyei's L2 Motivational Self System, focusing on Iranian students majoring in English, the primary objective of Mousavi's study was to compare and analyze the Ideal L2 Self and the Ought to Self. The research findings indicated that Ought to Self was the primary dimension influencing the motivation of Iranian English language learners. Based on these results, Mousavi (2018) argued that environmental factors had a more substantial impact on students' motivation for learning English. Notably, Mousavi's study also differed from the present thesis by examining motivation levels in relation to students' gender (Mousavi, 2018).

These two concepts are important for this thesis study since this thesis study is directly related to the reasons and factors that affect the student's language learning motivation. In the interview questions, the students are asked some questions related to their dreams, their future goals such as travelling, job, where they see themselves and the place of English in their future lives. The answers reveal their Ideal L2 self and ought to L2 Self.

Instrumentality (Promotion & Prevention)

The concept of "Instrumentality (prevention)" is related to the responsibilities and dedication that a language learner faces while studying the target language. It has a close connection and common aspects with the ought-to L2 self (Syed, 2016). Instrumentality (promotion) indicated the prominence of the language that has a role in encouragement to aim for the future use with regard to economic and professional earnings Syed (2016). According to Syed (2016), learners from different age groups agreed on the importance of the instrumentality in English, and mandatory English classes in their educational life makes the language learning process more significant.

The difference between the motivating feature of the ideal self and ought to self was explained in a deeper way by Higgins (1998) with the difference he developed between the type of motivation which is promotion-based, related to the ideal self, and the type of motivation related to prevention-based, related to ought to self. Higgins interprets that in this difference, when a learner has a promotion-based motivation, they deal with their aims in the future which has a meaning in individual values, growth, and development such as their dream careers. However, when a learner has prevention-focused motivation, they care about unwanted experiences which are likely to become in the future such as having to find a job since they need a guaranteed salary and approval of society. Actually, it was the same argument that Dörnyei (2005) based his theory that suggests that the conventional notion of instrumentality, initially seen as a motivating factor which is the cause of external elements can be categorized into two types of motivation: a more deeply incorporated instrumental motivation aligned with one's ideal self, and a less deeply incorporated or externally oriented instrumental motivation

that aligns more closely with the ought self (Sampson,2012). On the dimension of Instrumentality, Gardner (2001) supports the idea that all the motivation supports do not have to be related to integrative motivation since motivation may have instrumental elements and therefore, it may cause instrumental motivation.

Gardner (2001) suggests combining the 'Motivation' element of the Integrative Motive with instrumentality, rather than integrativeness, to develop Instrumental Motivation. This shows parallelism with the idea that the 'Motivation' component displays a key driving force that requires activation through different learning objectives which are instrumental or integrative orientation (Gardner, 2001). Yao and Crosthwaite (2017) discuss that the leading effect on English language learning is 'The ideal L2 self-domain' and 'instrumentality – promotion'; however, parental expectation is the motivation factor which has the lowest rate. Rasool and Winke (2019) conducted a study based on Dörnyei's L2 Motivational Self System as the theoretical framework. In their study, they aimed to examine the English language learning motivation of undergraduate students in three different universities in Pakistan. According to their findings, among the most critical motivational elements to learn English in Pakistan, are both Instrumentality–promotion and Instrumentality-prevention. The authors state that "International posture, instrumentality (promotion), and the Ideal L2 Self appear to be the most important motivational factors that are responsible for English-learners' L2 motivation in the context of Pakistan." (Rasool & Winke, 2019, p.54). As a result of the study, it was indicated that Dörnyei's L2 Motivational Self System was acceptable within the English language learning environment in Pakistan (Rasool & Winke, 2019).

Attitudes to L2 Learning / Language Learning Experience

Dörnyei (2005) states "L2 Learning Experience, which concerns situation-specific motives related to the immediate learning environment and experience." After Ideal L2 Self and Ought to Self, The L2 Learning experience is the third dimension of Dörnyei's L2 Motivational Self System (Dörnyei and Ushioda, 2009).

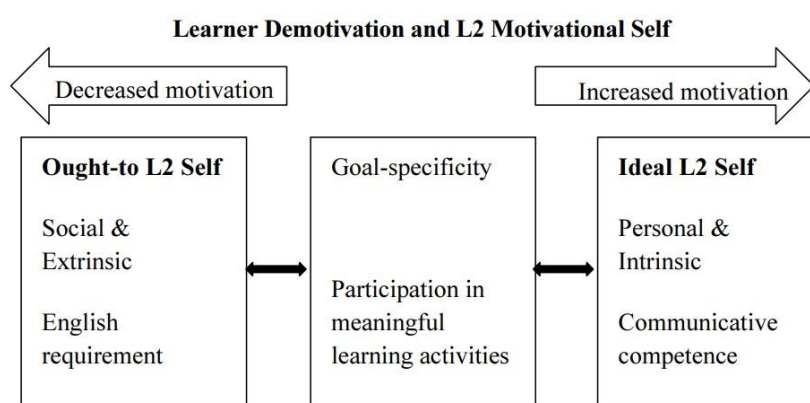
Zhao (2015) aimed to disclose not only the motivation but also the attitudes of the language learners and the teaching process of the language. In the study, two questionnaires were created to examine the attitudes toward learning and responsibility in achievement and failure (Zhao, 2015). She planned to develop the impact of teaching by revealing how the motivation and attitudes of the students affect second language education. Her focus group was Mongolian students in a Mongolian university for local people. Zhao (2015) states that she had 100 acceptable answers in the questionnaire from the participants who studied clinical medicine. As a result of the study, Zhao (2015) concluded that the effects of the teacher to encourage the motivation of students cannot be ignored; moreover, they need to do their best to scaffold the students to improve their self-sufficiency. Hence, the teacher can utilize rewards as a tool to boost students' learning motivation. Additionally, in a learner-centered classroom, it is essential to address the emotional needs of learners and create a positive and non-threatening atmosphere. This approach will significantly enhance the stimulation of learners' learning motivation (Zhao, 2015). She concluded that teachers should be aware of their students' motivation and attitudes since they are the most common emotional factors. Furthermore, according to Lv (2019), to improve the learning process, instructors have certain responsibilities to fulfill. These include developing the curriculum to establish a facilitative learning environment. This approach helps language learners recognize that they can receive assistance when facing challenges, by means of clear objectives and an atmosphere that makes foreign language learning an enjoyable experience. To establish a facilitative setting, educators should allocate time to individually guide their students, fostering a collaborative learning environment (Lv, 2019). As outlined in Lv's research (2019), guiding students in terms of their ideal L2 self, Ought-to self, and learning experiences contributes significantly to motivating them in the effort of foreign language acquisition. In the case of teacher related problems, the language learners may lose their eagerness towards language learning. Language instructors have a significant effect on flourishing the motivation of their students since they play an important role as a leader of the classrooms and therefore, the students see them as role models (Dörnyei, 2001). Instructors may identify whether the motivational

elements are integrative or instrumental, and they may raise the motivation by showing the challenges, how significant learning a foreign language is and alternative paths to acquire it. Additionally, they have the power to turn their classrooms into a healthy language learning area, which is an important aspect in the Motivational Self System. Another factor that the instructors need to focus on is the attraction of the lessons and class materials to students (Tort Calvo, 2015).

Kim (2015) focuses on teacher related demotivation within different learning environments, and states that it was a powerful demotivating reason for the learners. According to Lamb (2007), the students' attitude throughout the learning process can be negatively influenced if they do not feel comfortable with their English instructors.

Figure 5

Learner Demotivation and L2 Motivational Self (Kim, 2015)



Apart from the teachers, there are also many people that affect the students' language learning motivation. Related to this concern, Stamenkovska et al. (2022) conducted a study in 2022 centered on Dörnyei's L2 motivational self, involving international students in Hungary. Their research aimed to investigate the L2 Motivational Self System (L2MSS) within a group of 34 students who were learning both English and Hungarian. Similar to the current thesis study, the cited research went beyond solely examining the Ideal L2 Self and Ought to Self and investigated additional dimensions such as influential learning and environmental factors. According to Stamenkovska et al. (2022), the study revealed that learners' attitudes toward

the foreign language community had the most significant impact on their motivation. Feuerstein et al. (2015) have proposed that various individuals such as family members, instructors, caregivers, supportive professionals, and decision-makers in institutions can contribute a considerable influence on people's lives since the people tend to be influenced by others. On the other hand, to get motivated from the environment, a language learner should also have some responsibilities. According to Lv (2019), when a language learner effectively participates in the process of learning a foreign language and recognizes their capability as a proficient learner, it serves as a source of motivation. Furthermore, their experiences during the learning journey contribute to their enthusiasm for learning. This experiential phase involves the learner's surroundings, including their teachers, peers, and the courses they are engaged with (Lv, 2019). Yao and Crosthwaite (2017) conducted a study with Chinese undergraduate and postgraduate students on their English language learning motivation. In the study, Dörnyei's L2 motivational self-system was adapted to examine the relation between variables of motivation and English language learning for two groups of students. The number of participants was 210 who were from different Chinese universities. They were asked to complete a questionnaire, and after they answered the questionnaire items, an interview was conducted with 7 of the participants on L2 motivational self-system. According to the results, both groups of students were seen that they had a positive tendency towards English language learning. Moreover, in the study (ibid.) the researchers found important correlations not only between the success in English language learning and the Ideal L2 self of undergraduate students but also attitudes to L2 learning which refers to a more obvious 'L2 self-image' and more favorable 'L2 learning attitude'. The chance of acquisition increases when the rate of success in English language learning is high (Yao & Crosthwaite, 2017). According to the findings of the study, parental expectations under the variable of Ought-to L2 Self had the minimum value in the entire sample even though the findings of post graduate students than undergraduate students, which was an unexpected finding given the higher ages of Postgraduates.

Cultural Interest

As Zheng et al. (2018) stated, 'cultural interest' is a term to explain the learners' curiosity towards 'English culture', moreover, it is a critical and explicit predictor for the process of learner regulated English language learning. Abushihab (2016) states that language and culture are related and interrelated in the process of learning foreign languages. Moreover, culture has an important impact on students since it motivates them to learn foreign languages (Abushihab, 2016). In the last 50 years, culture has gained importance in the language classroom, especially in the foreign language context (Tsou,2005). Tsou (2005) suggested that integrating cultural instruction would be an endeavor to promote motivation, achievement, and enjoyment in the procedure of language learning.

Related to cultural interest, Genc and Bada (2005) conducted a study with the participants who studied in a university in Türkiye. They aimed to reveal the students' perceptions about culture. In the questionnaire they applied to the participants, they aimed to assess language skill, cultural awareness such as native and target culture, perceptions about the target culture, contribution to the potential field of teaching. Genc and Bada (2005) concluded that a culture class was critically effective in terms of language skills, promoting cultural awareness, altering perceptions towards native and target communities, and contribution to the teaching profession. Additionally, Liu & Laohawiriyanon (2013) states that language and culture are elaborately connected, and the significance of culture is critical in the context of English Language Teaching. As English develops into an international language, the focus on intercultural language learning has gained importance in current language education. This development leads the language instructors to take a big responsibility to supply their students for effective cross-cultural communication in a progressively multicultural global context (Liu & Laohawiriyanon, 2013).

Parental Expectations

Parental expectations can be defined as family influence on their children throughout their language learning process. Huang (2017) suggests that it is a part of ought to self since

it refers to the expectations that come from the environment of the language learner. It is related to academic performance, career prospects, and social positions (Huang,2017). Similarly, You and Dörnyei's (2016) survey study in China showed that parental expectations were critically integrated with university English majors' commitment to language learning. According to Huang (2017) families perceive language proficiency as a significant effect on their children's career life; thus, they have intense demand for their children's language proficiency. Likewise, Magid (2009) stated that parental expectations had a greater effect on the ought-to selves of university students than on those of high school students since university students have a feeling of more pressure to meet their families' expectations throughout their academic and career lives. Magid (2009)'s statement is directly related to this thesis study since the participants of this study are university level students who are worried about their academic and future career goals.

While the study indicates that parental expectations may not have had a significant impact on the investigated population, it is important to note that family influence remains crucial in children's education in mainland China. Other factors and dynamics within the family context can still play a vital role in shaping children's study habits and academic performance (Magid, 2011). Sugita-McEown and McEown (2019) conducted a study focusing on whether Japanese language learners of English have inner motivations of L2, how their motivation affect their effort and language skills, how the Japanese learners of English integrate the expectations of their families and values about English into their L2 self throughout each step of their English learning experience. According to their findings, Sugita-McEown and McEown (2019) concluded that the feelings and expectations of the families play a more important role for the students who have a higher level of language proficiency than the ones who have a lower proficiency level of language proficiency.

Hughes et al. (2020) reveals that a motivational factor derived from family has a more significant impact on the students' L2 motivation than the research findings of Taguchi et al. (2009) who found the family effect to be a strong one. At the same time, family influence and

the prevention instrumentality of L2 had an effect on the learners' ought to L2 self, which had an impact on the students' choices for and attempt to learn a foreign language.

Travelling

Travelling refers to the aim of learning English in order to travel the world. They become motivated since they wish to travel abroad, and they are aware that they need to learn English to travel comfortably and communicate with the foreign people. Regarding the variable, Degang (2010) conducted a study on motivation of Thai students toward English language learning. The aim was to examine whether the students had integrative or instrumental motivation. He conducted his study with 50 second-year undergraduate students. As a data collection tool, Degang used a 20-item questionnaire which was adapted from Gardner (1985). According to the results, Degang (2010), states that the integrative and instrumental motivation in English language learning of the students were nearly equal. However, he also claims that integrative motivation surpassed instrumental motivation with a small difference. In the questionnaire, the item related to travelling was 'Learning English is significant for travelling abroad'. Similarly, Lai (2013) conducted research to examine the factors that affect university students in Taiwan. According to his findings most of the students learned English to travel, instrumental and integrative orientations. Intrinsic motivation and the ideal L2 self were also significant for why the students learned English; however, it was concluded that the participants did not aim to learn the language due to the pressure that comes from their environment or the ought-to L2 self. Additionally, Lai (2013) believed that the participants learned English and explored different cultures, countries.

Intended Effort

Intended effort is used as a variable related to the L2 motivational self-system in the study conducted by Kwok and Carson (2018). In their study, this term refers to 'as the indicator of the amount of effort that the participants were willing to put into learning the language' (Kwok & Carson, 2018). Smith et al. (2020) aimed to explore several variables including self-images (the Ideal Self and the Current Self), self-authenticity attributions of learning, and intended

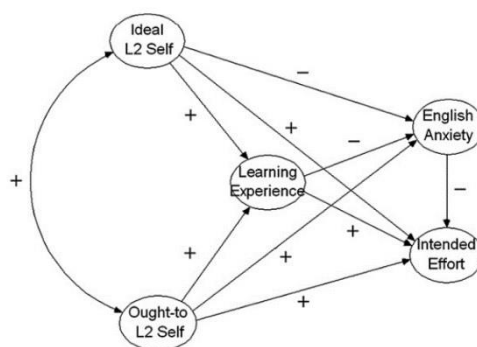
effort during L2 English learning in a different environment which is the rural China. Moreover, in their study they examined the identity of the students with the help of L2MSS and put the concept of identity into practice by explaining it as both the desired and current second language (L2) self (Kwok & Carson,2018). Kwok and Carson (2018) concluded that there was a positive connection between authenticity gap, which caused the students to experience lower motivation and satisfaction and intended effort. Their study is significant for this thesis study since it presents an integrated framework that merges several factors (English learner motivational selves and attributions) to have an understanding of motivation and intended classroom effort.

Papi (2010) conducted a study with 1011 students at the high school level in Iran. His study was based on Dörnyei's L2 motivational self-system. As a data collection tool, he applied a questionnaire which was created for Iran context. As a result of the study, Papi (2010) reached the finding that each variable of the model has a critical impact on intended effort; on the contrary, however, it was revealed that the anxiety level of second language learning was decreased because of 'ideal L2 self and the L2 learning experience. Papi (2010) concluded that he investigated Dörnyei' L2 self- model that included main elements in the context of 'L2 anxiety and intended effort'. Despite the different levels of the students, language learners who are motivated make much effort to acquire English, which proves that Dörnyei's L2 motivational self- system, which has three parts, is valid. On the contrary, Papi (2020) also states: "their impact on L2 anxiety showed a different picture. While the ideal L2 self and the L2 learning experience displayed a significant negative causal relationship with English anxiety, the ought-to L2 self-driven students were significantly more anxious. Whereas L2 anxiety is known as a rather situation-specific factor related to the immediate L2 learning environment, in this study the variance explained by each of the two future self-guides of the L2 motivational self-system was higher than the one explained by the L2 learning experience. This finding points to the conclusion that anxiety is closely related to the students' motivational regulations. Without exploring the anxiety-specific impact of the approach/avoidance tendencies inherent in the students' motivational self-system, we cannot obtain a full picture of the students' emotional

state. In other words, the students are motivated through a self-internalized, inner-directed imaginary view of their future L2 self or through an other-directed, less internalized picture visualized to fulfill others' expectations seems to make a real difference in the students' emotional propensities including L2 anxiety. The current study was intended to provide some initial results in this new line of inquiry" (p.476).

Figure 6

The Hypothesized Model of the L2 Motivational Self-system, English Anxiety, and Intended Effort. (Papi,2010).



Ease of Using Imagery

Dörnyei and Chan (2013) propose that the current theory related to second language (L2) motivation perceives motivation as arising from how language learners view their future selves in the target language. Their study examined the claim that severity of motivation is partly based on the learners' ability to create mental imagery. It would propose that the strength of motivation is partly influenced by the learners' ability to develop mental images (Dörnyei & Chan,2013). Moreover, they confirmed the multimodel aspect of future self-guides, which proposes the significance of a wide imagination capacity (including both visual and auditory factors) in the progress of students' personal identity in the future (Dörnyei & Chan,2013).

According to the findings of the study, important positive connections between how the students visualize themselves, how they imagine themselves, their ideal L2 selves, and their motivated L2 behavior (Dörnyei & Chan,2013). High relation between how they visualize themselves and how they imagine themselves, their ideal L2 self and their motivated behaviors which was found (Dörnyei & Chan,2013). Their visual style was found to be highly correlated with imagination, the ideal L2 self, and motivated behavior, indicating a strong connection among these factors (Dörnyei & Chan,2013).

In their study, they found that the intended effort had a positive correlation with the ought to self-variables (Dörnyei & Chan,2013). When the students felt pressure that came from their environment on them intended to arrange their behavior in response Therefore, despite the intended effort, their grades did not reflect the effort (Dörnyei & Chan,2013).

Üstünbaş & Üstünbaş (2022) conducted a mixed method motivation study with EFL students. They aimed to examine the factors of the L2 motivational self-system; they especially focused on experience in the learning process and change in how the learners see their language proficiency in the second language learning. They completed their study by collecting quantitative data from 125 students who studied in the department of foreign languages at a state university. 13 of the students also were volunteers to participate in a semi-structured interview. They concluded that the students' motivation source was the ideal L2 self, which means that they were motivated intrinsically. Moreover, they stated that the students saw themselves in a positive way as an English language learner.

Different from this thesis study, Üstünbaş and Üstünbaş (2022) analyzed the data according to the participants' genders. They concluded that female participants had more 'higher ideal L2 self' than male participants. Moreover, another point they had an effective result was that the preparatory school encouraged the low-level students to have positive future concepts in the language learning process when their former language learning experiences (Üstünbaş & Üstünbaş, 2022).

Positive Changes of the Future Self-Image

Future self-guides is actually related to mental imagery, which proves the term “vision” while referring to them (Dörnyei & Chan,2013). Dörnyei et al. (2014) claim that language learners can observe and consider their own performance and self-assess how much they progressed from their past self, and how far they progressed towards accomplishing their future self in their mind regarding several factors offered by the ideal self imagination. They refer to Higgins’ (1987) theory of self-discrepancy, which has the claim that motivated behavior is supported by the stress of the detected difference between actual and desired future self-images; however, this gap also interacts with the language learning process (Dörnyei et al.,2014).

Regarding future self-image, Sampson (2012) conducted a study on language learning, self-enhancement activities, and self-perceptual change. The context of the research involves an EFL university, and the aim was to examine the relationship between individual possible self-images, socially constructed possible self-images, and motivation for language learning. The findings suggest that getting help while learning a foreign language has a positive effect on possible self-images to impact motivation. Throughout the study, a women’s university in Japan was the data collection context. Moreover, English is the medium of instruction. The participants were asked to write about their best possible English self. The other sessions were conducted according to the first session. In the other sessions, the students were exposed to different tasks that led the researcher to understand their future self-image. According to the results, with the help of the free writing activity, communication with foreigners, desire to live abroad, and working abroad in the future were the statements related to their future self-image. Moreover, another statement is the wish to communicate with the foreigners coming to the participants’ country.

In the study (Sampson,2012), students evaluated some activities whether they were motivating or demotivating. Conversations with overseas friends, timeline to ideal future, own/other’s failed future are the ones which motivated them while English-using occupations and international communication events are perceived non- non-motivating. Sampson (2012)

stated that the answers to the questions asking about the students' future self-image included abroad, however, they were not enough to understand that they had positive future self-image. It was revealed that few of the students could have developed their future self-image. Sampson (2012) applied three cycled free writing activity processes on the students and provided students to put themselves in the center in the learning. While the first cycle could not offer a developed idea of the future self-image, the third cycle showed that after completing the free writing activity which had three cycles, it was revealed that the students started to see English as their own language, they can see their self-image closer to themselves. Students' reflections showed that there is a positive change in their future self-image. The cited study is significant for this thesis study since it may show the perceptions of CR level students who studied during the fall term. As the contexts of both studies are related to the university students, the aims of the students for the future may show parallelism.

Gaps in the Literature

As a limitation of the study cited (Liu, 2020), it was stated that integrative, instrumental, and international posture was not involved as a motivation dimension. Moreover, there are related studies in the high school context such as Chen (2012) and Tort Calvo (2015). However, any studies which investigated the repeat-level students who studied in consecutive educational semesters were found.

High School Context - Taiwan

According to Chen (2012), it is not possible to deny the internalized exam necessities in Taiwan or in the research context. The results of the study show the effect of the wider context on an individual's motivation in L2, and the role of the elements related to in developing an individual's possible L2 self. Chen (2012) proves that experimental results corroborate the Ideal L2 self-associating with Dörnyei (2005) theoretical framework. Remarkably, the ought to L2 self which is discovered in student interviews seems to have a difference from the theoretical concept since it contains a mixture of prevention and promotion instrumentality

related motivation in studying English. In Chen (2012)'s study, it was revealed that L2 motivation is mainly affected by both the requirement for motivation and Chinese Imperative ("a historically- and culturally specific motivation for future family glory through studying for exam success"). It presents the exam-based context of motivation among the learners in Taiwan, who are limitedly exposed to native speakers of English while mostly engaged with several tests such as quizzes, monthly exams, placement tests, and entrance examinations (Chen,2012).

Chen (2012) claims that the research conducted with interviews focuses on investigating possible L2 selves of the students. It searches to evaluate what degree of the Ideal L2 self and ought to L2 self-support the L2 motivation analysis among the students who study in secondary level in Taiwan.

According to Chen (2012) The exam-based environment is found in several Asian as well as maintaining its multifaceted effect on the development of L2 among secondary-level students. As long as the effect of the exams facilitates the learners in achieving English proficiency, instructors may focus on the learners' extrinsic motivation which is a regulatory type in learning English which helps externally supervised learners may develop the personal understanding of the significance of learning English.

High School Context - Spain

"Recent motivational theories on L2 learning emphasized the importance of the 'selves' in motivating students" (Tort Calvo, 2015). Tort Calvo (2015) aimed to investigate the relation between Dörnyei's L2 self-motivational system and the language competency of Spanish students. The participants were exposed to compulsory English courses like the participants in this thesis study. At the end of the study, it was revealed that the most effective dimension was Ideal L2 self while ought-to self was seen to be unimportant. Moreover, the study results claimed that it is significant how the students see themselves in the future (Tort Calvo,2015). It was suggested that the language instructors can arrange the learning environment by considering the students' Ideal L2 self. The results proved that there is a connection between

the students' success scores and the L2 Motivational Self System. The most related dimension was seen to be the Ideal L2 Self and the second was L2 Learning Experience.

Demotivation and L2 Motivational Self of Korean College Students

Differently from the studies reviewed in the literature review chapter, this cited study (Kim,2015) focused on the factors that demotivate learners towards learning a foreign language.

With the help of Dörnyei's L2 self-motivational system, the cited study aimed to reveal the demotivation of the university students in Korea and their views on demotivation (Kim,2015). In the study, the dimensions of Ideal L2 Self and Ought-to Self were used. In the data collection process, interviews were used as a data collection tool with 29 university students. The study context is similar to the Thesis study in terms of the application high stake test called Test of English for International Communication (TOEIC) which is a necessity to graduate from the university. As a result of the study (Kim,2015), students claimed that they did not have a clear aim, improvement, and experiences with success; moreover, they did not think that they were self-determined. In the light of the interview results, it was revealed that the wish of the students to communicate in English and the necessity to reach high scores in the standardized tests led them to be demotivated in the learning process (Kim, 2015). On the other hand, Hughes et al. (2020) stated that the connection between language proficiency and the motivation level is not generally positive, and motivation may not influence the proficiency level, which indicates that the opposite may be seen. For instance, a student who has a high proficiency in the test result may be satisfied with their L2 skills and therefore, they may encounter a decrease in their motivation levels (Hughes et al., 2020). At the same time, another student may be motivated as a result of a low-test result with the aim of reaching a higher result in the next test. Otherwise, a student who has a high-test score might be more motivated as they have seen their attempt worked on the test while a student who receives a low-test score may think that their efforts are ineffective regardless of how hard they study, they cannot achieve a high score in L2 (Hughes et al., 2020).

Chapter 3

Methodology

In this chapter, it is aimed at explaining the research design which adopted mixed method including a case study. Then, participants, data collection tools, and data analysis tools will be addressed. Moreover, the reason for the way of data collection and data analysis will be explained.

Type of Research

This study adopted a mixed method research design to conduct a more reliable study. Moreover, research questions of this thesis study need both quantitative and qualitative data collection and analysis to be answered. It is aimed to support the quantitative data analysis with the participants' statements. Prasangani also suggests that it is better to follow mixed method in research (2018).

Firstly, throughout the data collection in two consecutive education semesters, 68 CR level students who studied in the repeat class during the fall semester completed Language 2 Motivational Self System questionnaire adapted by Yu and Dörnyei (2016) on Google Forms. All the questionnaire items were translated into Turkish and double-checked, which was then administered to the students with a consent form. Then, 8 of the CR level participants attended semi-structured interviews on ZOOM. In the spring semester, 22 of the same participants of 68 participants from the spring semester filled the same questionnaire and 2 of them attended the semi-structured interview on ZOOM. The interview aimed to discover the learners' views on their motivation to learn English. Each interview lasted approximately 20 minutes. Turkish was the medium of the interviews with a mixture of English to let the students express themselves clearly. All the interviews were recorded on Zoom. Then audio files were

downloaded and uploaded into Microsoft Word to be transcribed. Each transcription was double-checked by listening to the audio concurrently.

At the beginning, it was aimed to conduct a quantitative approach mainly, but qualitative data is also used to have a more balanced and thorough picture.

Research Sample

In this research study, the participants' ages varied between 18 to 20. There are 90 participants in total. They are called 'repeat-level preparatory students' in the university. The participants are in preparatory classes, and they need to pass TOEFL ITP to continue their major departments. The participants are the students who could not pass TOEFL ITP at the end of their first year in the university and have to continue to study in the second year to obtain the required TOEFL ITP score.

In total, 68 students completed the questionnaire for the first term. 22 of them filled out the same questionnaire again for the second semester. In the qualitative part, 10 participants were volunteers to answer semi-structured interview questions.

In the light of Tarhan's (2014) study, there is a clear difference between regular students who are in their first year at preparatory school and repeat students. While the regular students feel aroused in a new university environment, the other group has already been busy with meeting the requirements of passing the preparatory school for a year. Moreover, he explains that the repeat-level students who spend more time learning the target language and get lower grades in their courses, have to complete the preparatory school has greater significance than that of the other group of students (Tarhan,2014). Bıçak (2019) describes the repeat-level preparatory school students in her master's thesis as the ones that are not in the internationally accepted proficiency stage; however, a student group who are not expert enough to be the

students of their departments and are required to study one more year in the preparatory school.

Curriculum of the University

The research context covers the repeat students who study at the CR level, have 3 different courses which are (1) the main course, (2) TOEFL-Writing, and (3) Listening & Speaking. In the main course, the students learn and practice grammar. They follow the National Geographic English language learning course book and practice grammar, listening, and reading activities. In the TOEFL–Writing course, they practice TOEFL strategies and learn how to write an essay. They receive feedback on the writing assignments they have. In the Listening and Speaking course, they practice listening and answer related questions, which helps them to practice speaking, as well. Moreover, in this course, they learn new vocabulary items. On the other hand, the repeat students who completed CR level but could not pass TOEFL ITP and start studying at the CP level have 3 different courses, which are Structure, Reading, and TOEFL. They are exempt from listening-speaking courses and speaking juries. In the structure course, they follow a grammar program with TOEFL practices. In TOEFL courses, they do not have writing sessions as at the CR level, they only practice TOEFL structure, reading, and listening. In the reading course, the CP students are exposed to reading sessions where they can learn key strategies for TOEFL ITP.

TOEFL ITP

David Schneider's Proficiency Testing and Gain Scores: A Research Overview and Use of the TOEFL at One Japanese College (n.d.) states that five frequently used English language proficiency tests are compared by the Educational Testing Service (ETS), one of which is The Test of English as a Foreign Language (TOEFL), and the test is used by numerous programs specifically for these objectives. In some circumstances, the difference between the placement or entry and exit scores is used to determine the raw gain score (p.26).

According to Wang and Huang (2020), international students must pass the TOEFL to enroll at a university in several English-speaking nations, including the United States and Canada. TOEFL ITP, on the other hand, is accepted only in internal institutions, and these examinations assess non-native English speakers' English language skills using academic and social content, giving you confidence in their aptitude in a genuine academic setting (The TOEFL assessment series, 2023).

Golubovich et al. (2018) state that the TOEFL ITP can be delivered independently by institutions using their own resources as often as desired. According to the TOEFL assessment series (2023), there is a significant number of purposes of TOEFL ITP. These are placement in intense English language programs requiring college- or graduate-level academic English proficiency, monitoring of progress in English-language programs with a focus on academic English competence, leaving English-language programs with a proven level of reading and hearing English, admittance to short-term, non-degree programs in nations where the sending and receiving schools concur to use TOEFL ITP results, acceptance into undergraduate and graduate programs in nations where English is not the primary language of instruction, and scholarship programs, which serve as contributing documentation for academic English competence; admittance to and placement in cooperative international degree programs in which English language instruction will be a component. (p.2).

Kim (2015) asserts that investigating the variables that affect the motivation of the learners is significant in comprehending the differences in the second language learning process. Apart from motivation, revealing the factors that demotivate the learners, particularly in the environment, high-stakes exams have an immense washback effect on the curriculum of the schools and topics of the classrooms (Kim, 2015).

Data Collection

The data collection tools are a questionnaire developed by You and Dörnyei (2014) and a semi-structured interview including 12 questions related to the language learning motivation

of the students and the factors that affected their motivation throughout the learning process. Data were collected in two different academic semesters. To collect the data, permission from the ethical commission of the private university where the data were collected was granted. After the commission's permission, classroom instructors were reached to ask for permission to share the QR code of the Google Forms link with the volunteer participants. For the fall semester, 68 CR students were asked to answer the questions in the questionnaire, then they were expected to be volunteers for the interview session. The same process was followed with 22 CP students for the spring semester. No demographic data was collected from the participants. Their age and sex were not important for the study. Sampling was designed through convenience sampling since the participants were studying at the private university where the researcher was working.

The questionnaire developed by You and Dörnyei (2014) was used. Originally, the questionnaire included 73 items. However, the number was reduced and 31 of them were included in this thesis study. Üstünbaş and Üstünbaş (2022) state that the data collection instrument used in the study was a valid and reliable questionnaire with 73 items in a five-point Likert scale developed by You et al. (2016) by utilizing different scales on the same content.

In the questionnaire, the items were given both in English and the participants' native language Turkish. The participants only accepted the consent form on the first page of the questionnaire, and then they started to scale 31 statements, which were 5-point Likert scale. In the spring semester, the participants were reached through the Zoom meeting because the

university decided to apply a hybrid education system after the announcement of the Council of Higher Education due to the earthquake that occurred in Kahramanmaraş, Türkiye.

Instruments

- 5-Point Likert Scale Questionnaire
- Interview

Instrument 1 - Questionnaire

The questionnaire was adapted by You & Dörnyei (2016). According to Pallant (2001), in a questionnaire, it is not appropriate to ask the participants if they agree or disagree, so the Likert scale should be used (p.9). The original version of the questionnaire in this study is a 6-point Likert Scale; however, in this study 5 Likert scale was used. The scale was changed to 5 Likert Scale so that the research would be coherent with the purpose of the research. The number of questions on the questionnaire was decreased to 31 from 73 to increase the reliability by making the students focus and answer more easily. The validity and reliability tests of the questionnaire were completed by You and Dörnyei (2016) in their study called 'Language Learning Motivation in China: Results of a Large-Scale Stratified'.

They stated in their method of the study:

"The questionnaire administrators were asked to take note of any problems raised by the respondents, but no issues were reported. Based on the item analysis of this pilot run, some items were removed or rewritten before the questionnaire was finalized". (You & Dörnyei, 2016, p. 501).

Permission was taken from Chenjing You via email to adapt and use the questionnaire. The reliability of the study was ensured by Cronbach Alpha. The Cronbach Alpha values for the total score and sub-factors range from .36 to .92. Thus, it can be stated that the internal consistency of the scales is adequate in this study (Cronbach,1951).

Moreover, a normality test was conducted. Upon the test results, it was found that the data did not have a normal distribution. As a result, the analysis was conducted through the Wilcoxon Signed-rank test. Since the students filled out the questionnaire by themselves, this study is regarded as valid. The questions of the questionnaire were delivered to the students via Google Forms to obtain more sincere answers by taking into consideration the possibility of the students getting bored and trying to answer without reading the questions. To answer the questions, a QR Code was used for students who were only in the target group. After students logged in to the form, QR codes were collected, and students were warned so that they did not share QR codes. Google Form data was publicly available.

Instrument 2 – Semi-structured Interview

The interview contains semi-structured questions. Each interview session followed a semi-structured format, during which the researcher had a predetermined set of questions that were posed in a specific sequence, yet additional related inquiries were introduced when needed. They were asked to understand what the student's motivation levels were and what the factors that affected their motivation were. Questions such as "Could you tell me about your motivation for learning English?" and "What would increase your English language learning motivation?" were asked during the interview. Each interview took 15 minutes with 10 students. The participants were selected from the volunteer students. Voice recording was used to record the interview, and the recordings will be kept for 5 years, and then they will be deleted. The personal information of the participants will be kept confidential.

Table 1

Data Collection Instruments

Research Questions	Data Collection Instrument
1. What is the motivation level of C-Repeat students?	Questionnaire
2. What is the motivation level of C-Proficiency students?	Questionnaire

3.What are the perceptions of C-Proficiency students on the CR and CP curricula?	Interview
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Table 2

Variables in the Questionnaire and Item Numbers

Variables	Questionnaire Item No
Ought to Self	1-2-9-13-17
Ideal L2 Self	14-22-31
Instrumentality Promotion	3-6-10-12-23
Instrumentality Prevention	11-15-18
Language Learning Experience	4-16-21
Cultural Interest	5
Parental Expectations	7-19
Travelling	8-20
Intended Effort	24-25-26-27-28
Ease of Using Imagery	29
Positive Changes of the Future L2 Self-Image	30

Data Analysis

This study is conducted at a private university in Ankara, Türkiye. The data collection contains two phases. The first phase is a questionnaire, and the second phase is an interview. Therefore, the first part is quantitative while the second part is qualitative.

Interview questions were checked by two faculty members with PhD degrees. The quantitative data analysis was completed by using the Wilcoxon Signed-Rank test, and the qualitative data analysis was completed by using thematic analysis. Alhojailan (2012) states that thematic analysis is a method of qualitative data analysis, and it is used to analyze classifications and present themes related to data. Similar to the study by Liu (2020), the means and standard deviations of each dimension were tested in SPSS. However, the difference is that in the thesis study, each dimension was compared in two consecutive education semesters involving fall and spring while the study cited (Liu,2020), compares their mean throughout 3 years (p.73).

The type of research utilized in this study is mixed methods case study design. For this study, both quantitative and qualitative research designs were adapted. The fundamental idea supporting the utilization of a mixed-methods research design is that integrating multiple data sources yields a more comprehensive comprehension of a research issue compared to employing a single or mono-method approach (Guest & Fleming, 2015). Case study research involves in-depth examination and analysis of a particular case within its real-life and current context or setting. This approach allows researchers to gain a comprehensive understanding of the complexities and intricacies of the case under investigation, providing valuable insights and knowledge that can be applied to similar situations or contexts (Yin, 2009).

This research aims to compare the motivation levels of the same students studying in a preparatory school in a private university during different semesters which are the fall semester and spring semester. In the fall semester, students study in their 4th term at the preparatory school which is called C-Repeat-level. If these students cannot succeed in TOEFL ITP at the end of the CR level, they continue studying in their 5th semester in C-Proficiency level, which is opened in the spring semester in which they study in C-Repeat and C-Proficiency.

Quantitative Data Analysis

Quantitative data analysis was completed by using SPSS Statistics 25. The analysis was done through the Wilcoxon signed rank test. In their study on language learning motivation, You and Dörnyei (2016) also used the SPSS T-test while analyzing the data.

The data collected were analyzed by using the Statistical Package for the Social Science (SPSS) version 25.0 to measure internal consistency with Cronbach's alpha, and descriptive statistics were used for the items to find mean, and standard deviation in this study.

Chen (2012) suggests that since the number of qualitative research related to possible L2 selves is limited, a deep requirement occurs to conduct context-based research to explain the concept of the ideal / ought-to L2 self-developed by language learners. In addition, Chen (2012) claims that utilizing appropriate methods to catch the fundamental nature builds the study by connecting with the view of the participants (Chen,2012). Similarly, Tort Calvo (2015) states that it would be intriguing to conduct qualitative-based studies or case studies to obtain a deeper method on the Ideal L2 self and students' perspectives of themselves, along with emphasizing varied learners with different proficiency levels to have more persuasive outcomes. According to Pallant (2001), a scale's test-retest reliability is evaluated by giving it to the same subjects twice in two different situations and determining the correlation between the results. High test-retest correlations point to a more trustworthy scale (Pallant, 2001). Chen (2012) states that the outcomes focus on emphasizing the necessity of using a qualitative research method for the L2 self, which may investigate deeply into how sociocultural factors affect the development of the individual's identity, providing a more detailed comprehension of the environment in which potential L2-related identities may occur.

Maguire and Delahunt (2017) suggest that the flexibility of the method makes it advantageous since it provides a wide scope of research in both learning and teaching.

Moreover, they stated: "Thematic analysis is the process of identifying patterns or themes within qualitative data" (p.3352).

Qualitative Data Analysis

The qualitative data analysis was completed by adopting thematic analysis. The reason is that it was believed that the perspectives of the students would support the quantitative data analysis.

A thematic analysis aims to discover themes, such as patterns in the data that are significant or captivating, as well as use these themes to conduct research or express something about a problem. It has a deeper method than summarizing the data and a successful thematic analysis clarifies and makes the data meaningful. Braun & Clarke (2006) offered 6 steps to conduct a thematic analysis. The first step is becoming familiar with the data, the second step is generating initial codes, the third one is searching for themes, the fourth one is reviewing themes, the fifth one is defining themes, and the last one is writing up.

Maguire and Delahunt (2017) claim that while analyzing qualitative data, reading twice is the first step to becoming familiar with the data and having a deep understanding of it. After reading step, data should be organized in a systematized in a meaningful way.

As mentioned in Maguire and Delahunt (2017), open coding was used in this thesis study which means the codes were not created, and they were developed and changed throughout the data analysis process.

Thirdly, a theme represents a frequent pattern that summarizes a noteworthy or interesting aspect of the data or the research question (Maguire & Delahunt, 2017).

When the codes were first examined, it was seen that most of them were relevant and related to the themes and sub-themes. For instance, many codes were related to perceptions of the factors that affected the language learning motivation of the students and feelings of how they were feeling throughout the language learning process. Two themes were created such as feelings and perceptions. Then, sub themes were developed according to the interview questions. Lastly, the codes were placed under the related sub themes. The themes were reviewed with an MSc graduate and checked whether they were coherent and if they represented different codes clearly or not.

As the fifth step, defining themes comes. In this part, the meaning of the themes and the relation between the subthemes and the themes should be examined (Maguire & Delahunt,2017). The last step of doing a thematic analysis is writing up, during which the themes and codes created are reported (Maguire & Delahunt,2017).

“Thematic analysis is a method for identifying, analyzing and reporting patterns (themes) within data” (Braun and Clarke, 2006). Since thematic analysis is flexible, it permits the researcher to decide themes (and frequency) in a different way (Braun & Clarke, 2006).

As Braun and Clarke (2006) suggested, thematic analysis does not follow straightforward progress by passing from one step to another. Back and forth movements are necessary among the steps (Braun & Clarke, 2006). Moreover, they also claim that it is easy to learn the process and adapt it while using thematic analysis (Braun & Clarke, 2006).

Chapter 4

Findings, Comments, and Discussion

In this chapter, the findings of this study will be presented. In this section, the audience will be acquainted with the results of quantitative and qualitative analyses and find the researcher's comments in the comments and discussion part.

The quantitative data were collected from 90 participants through 31 items questionnaire adopted by You and Dörnyei (2016). The items consisted of L2 Motivational Self System variables. statistical analysis was conducted by using IBM SPSS 25.0 (SPSS Inc., Chicago, Illinois, USA). The continuous variables are presented as mean \pm SD in the tables. Categorical variables are presented in terms of number (n) and percentage (%). The reliability analysis of scores obtained from the total and subscales of the Fall and Spring scales was tested with Cronbach's Alpha (Table 3). When the continuous data of the study were examined in terms of normality assumptions, it was determined that the data did not exhibit normal distribution due to both the Shapiro-Wilk values being $p < 0.05$ and the skewness and kurtosis values falling outside the ± 1.96 threshold range of their standard errors (Table 4). Therefore, the Wilcoxon Signed-Rank test was used for the comparison of scale total and subfactor scores between fall and spring. A p-value less than 0.05 was considered statistically significant.

Quantitative Findings

Table 3

Cronbach's Alpha Internal Consistency Coefficients for Scale Total and Sub-factors

Scale and Sub-Factors	Number of items	Fall Cronbach (α)	Spring Cronbach (α)
Motivation Level	31	0,926	0,919
Ought to Self	5	0,803	0,733
Ideal L2 Self	3	0,639	0,890

Instrumentality Promotion	5	0,822	0,703
Instrumentality Prevention	3	0,553	0,414
Attitudes to L2 Learning	3	0,546	0,881
Cultural Interest	1	-	-
Parental Expectations	2	0,651	0,886
Travelling	2	0,369	0,676
Intended Effort	5	0,724	0,810
Ease of using Imagery	1	-	-
Positive Changes of the Future L2 Self-Image	1	-	-

In Table 3, the results of the reliability analysis for the scale total and sub-factors are provided. Upon examination of the reliability analysis results, the Cronbach Alpha values for the total score and sub-factors range from .36 to .92. Cronbach Alpha values above the threshold of .50 indicate that the scale and its sub-factors have sufficient internal consistency (Cronbach, 1951). Therefore, it can be inferred from this that the internal consistency of the scales is adequate in this study (Cronbach,1951).

Table 4

Skewness and Kurtosis Values for Scale Total and Sub-dimension Scores

Variables	Fall				Spring			
	Skewness		Kurtosis		Skewness		Kurtosis	
	<u>Statistic</u>	<u>SE</u>	<u>Statistic</u>	<u>SE</u>	<u>Statistic</u>	<u>SE</u>	<u>Statistic</u>	<u>SE</u>
Motivation Level	-1,085	,491	4,411	,953	-,607	,491	-,790	,953
Ought to Self	-,912	,491	1,876	,953	-,432	,491	-,057	,953

Ideal L2 Self	-1,200	,491	,949	,953	-1,663	,491	2,820	,953
Instrumentality Promotion	-1,542	,491	2,979	,953	-,409	,491	-1,055	,953
Instrumentality Prevention	-,926	,491	1,482	,953	-,501	,491	-,469	,953
Attitudes to L2 Learning	-,075	,491	,773	,953	-,152	,491	-,663	,953
Cultural interest	-1,512	,491	1,216	,953	-1,054	,491	,452	,953
Parental Expectations	-,192	,491	-1,061	,953	,086	,491	-1,126	,953
Travelling	-1,707	,491	3,808	,953	,086	,491	-1,126	,953
Intended Effort	-,136	,491	-,206	,953	-,294	,491	-,238	,953
Ease of using Imagery	-,614	,491	,031	,953	-,611	,491	-,153	,953
Positive changes of the	-,105	,491	-1,397	,953	,661	,491	-,663	,953
Future L2 Self Image								

SE=Standard error

In Table 4, skewness and kurtosis values for the total and sub-dimension scores of the Fall and Spring scales are provided.

Table 5

Descriptive Statistics for Scores Obtained from Fall Scale Sub-dimensions

Variables	n	Min.	Max.	Mean	SD
Motivation Level	22	67,00	155,00	123,13	17,68
Ought to Self	22	10,00	25,00	20,04	3,51
Ideal L2 Self	22	7,00	15,00	12,90	2,26
Instrumentality Promotion	22	11,00	25,00	21,68	3,46
Instrumentality Prevention	22	6,00	15,00	12,27	2,25
Attitudes to L2 Learning	22	6,00	15,00	10,59	2,19
Cultural interest	22	2,00	5,00	4,45	,91

Parental Expectations	22	2,00	10,00	6,36	2,47
Travelling	22	4,00	10,00	8,81	1,50
Intended Effort	22	11,00	25,00	18,45	3,75
Ease of using Imagery	22	2,00	5,00	4,04	,84
Positive changes of the Future L2 Self Image	22	2,00	5,00	3,50	1,14

n=number, %= Frequency, Min=Minimum, Max=Maksimum, Mean=Average, SD=Standard deviation

In Table 5, the minimum, maximum, mean, and standard deviation values of the scores obtained by participants from the Fall scale total and sub-factors are provided.

Table 6

Descriptive Statistics for Scores Obtained from Spring Scale Sub-dimensions

Variables	n	Min.	Max.	Mean	SD
Motivation Level	22	77,00	142,00	114,36	19,11
Ought to Self	22	8,00	25,00	17,36	4,32
Ideal L2 Self	22	5,00	15,00	13,00	2,65
Instrumentality Promotion	22	15,00	25,00	21,27	3,08
Instrumentality Prevention	22	5,00	15,00	10,50	2,61
Attitudes to L2 Learning	22	3,00	15,00	9,09	3,46
Cultural interest	22	2,00	5,00	4,27	,88
Parental Expectations	22	2,00	10,00	5,77	2,52
Travelling	22	2,00	10,00	5,77	2,52
Intended Effort	22	7,00	25,00	17,77	4,69
Ease of using Imagery	22	2,00	5,00	3,90	,92
Positive changes of the Future L2 Self Image	22	1,00	5,00	2,68	1,28

n=number, %=Frequency, Min=Minimum, Max=Maksimum, Mean=Average, SD=Standard deviation

In Table 6, the minimum, maximum, mean, and standard deviation values of the scores obtained by participants from the Spring scale total and sub-factors are provided.

Table 7

Comparison of Fall-Spring Scale Total and Sub-factor Scores

Fall-Spring	Groups	n	Mean Rank	Sum of Ranks	Z	p
Motivation Level	Decreasing	12	13,25	159,00	-1,055	0.291
	Increasing	10	9,40	94,00		
	Equal	0				
	Total	22				
Ought to Self	Decreasing	13	14,73	191,50	-2,117	0.034
	Increasing	9	6,83	61,50		
	Equal	0				
	Total	22				
Ideal L2 Self	Decreasing	8	9,38	75,00	-0,462	0.644
	Increasing	10	9,60	96,00		
	Equal	4				
	Total	22				
Instrumentality Promotion	Decreasing	12	10,92	131,00	-0,542	0.588
	Increasing	9	11,11	100,00		
	Equal	1				
	Total	22				
Instrumentality Prevention	Decreasing	9	11,00	99,00	-2,227	0.026
	Increasing	6	3,50	21,00		
	Equal	7				
	Total	22				
Attitudes to L2 Learning	Decreasing	13	10,85	141,00	-1,352	0.176
	Increasing	7	9,86	69,00		
	Equal	2				
	Total	22				
Cultural Interest	Decreasing	8	7,69	61,50	-0,578	0.563
	Increasing	6	7,25	43,50		
	Equal	8				
	Total	22				
Parental Expectations	Decreasing	11	12,64	139,00	-0,820	0.412
	Increasing	10	9,20	92,00		
	Equal	1				
	Total	22				
Travelling	Decreasing	18	11,78	212,00	-3,364	0.001
	Increasing	3	6,33	19,00		
	Equal	1				
	Total	22				
Intended Effort	Decreasing	11	12,23	134,50	-0,260	0.795
	Increasing	11	10,77	118,50		
	Equal	0				
	Total	22				
Ease of Using Imagery	Decreasing	8	8,44	67,50	-0,442	0.659
	Increasing	7	7,50	52,50		
	Equal	7				
	Total	22				
Positive Changes of the Future L2 Self Image	Decreasing	12	9,79	117,50	-1,965	0.049
	Increasing	5	7,10	35,50		
	Equal	5				
	Total	22				

Wilcoxon Signed Rank test, $p < 0.05$.

Table 7 provides the analysis results for the comparison of the Fall-Spring scale total and subfactor scores. According to this analysis, a statistically significant difference has been

detected among participants in terms of Ought to Self scores between Fall and Spring ($Z=-2.117$, $p=0.034$). Considering the rank mean and sums of difference scores, it can be observed that this difference favors negative ranks (decreases), indicating that participants had higher scores in the Fall. Ought to self is related to the expectations of society, and with this variable, it was measured how much the students consider the expectations of the environment in the process of language learning.

A statistically significant difference has been observed among participants in terms of Instrumentality Prevention scores between Fall and Spring ($Z=-2.227$, $p=0.026$). Considering the rank mean and sums of difference scores, it can be observed that this difference favors negative ranks (decreases), indicating that participants had higher scores in the Fall. Instrumentality Prevention is a variable that is related to the duties and responsibilities of the students. It may refer to how much obligations in the language learning process affect the motivation of the students.

A statistically significant difference has been found among participants in terms of Travelling scores between Fall and Spring ($Z=-3.364$, $p=0.001$). Considering the rank mean and sums of difference scores, it can be observed that this difference favors negative ranks (decreases), indicating that participants had higher scores in the Fall. Travelling is a variable that has a relation with the wishes of the participants to travel to foreign countries.

A statistically significant difference has been observed among participants in terms of Positive Changes of the Future L2 Self-Image scores between Fall and Spring ($Z=-1.965$, $p=0.049$). Considering the rank mean and sums of difference scores, it can be observed that this difference favors negative ranks (decreases), indicating that participants had higher scores in the Fall. Positive Changes of the Future L2 Self-image is related to how the students compare their perception of language learning in the past and now.

Qualitative Findings

This section presents the results of the qualitative data analysis in relation to the research questions. Syed (2016) states that especially qualitative results emphasize the complexity of motivation and how several elements impact the students' language learning experiences. The data collected was analyzed using thematic analysis, which was explained in detail in the methodology chapter. Semi-structured interviews were conducted to address the following research questions:

Research Questions

1. What is the motivation level of C-Repeat students?
2. What is the motivation level of C-Proficiency students?
3. What are the perceptions of C-Proficiency students on the CR and CP curricula?
 - a. What are the differences between the CR and CP curricula according to the C-Proficiency students?
 - b. What do the CP students think about the advantages and disadvantages of CR & CP curricula?
 - c. Do the CP students think that their motivation is affected by the curriculum type that they follow? If so, how?
 - d. What are the factors that affect their motivation level?

While conducting a reflexive thematic analysis on the student interviews, students were examined under two groups which were CR and CP because they were interviewed in two consecutive semesters. In line with the research questions, the results are presented under two main themes which are students' feelings and perceptions. The first part provides insight into the repeat-level students' feelings consisting of seven sub-themes which are 'About studying at the repeat-level', 'About being motivated', 'About studying in the department instead of in the repeat-level', 'About studying at the CR level', 'About sharing their position with the people around them', 'About reaching enough support academically', 'About reaching enough support mentally'. The second part presents the repeat-level students' perceptions

consisting of four sub-themes which are 'Regarding their English language learning motivation', 'Regarding the advantages of CR Level', 'Regarding disadvantages of CR Level', 'The factors that decrease the students' English Language Learning Motivation'.

CR LEVEL

This section will focus on the results of thematic analysis after presenting the main themes and subthemes as a list.

(Main) Themes

1. Students' Feelings
2. Students' Perceptions

1. Students' Feelings – Subthemes and Codes

About studying in the Repeat Level

- Positive
- Negative

About being motivated

- Motivated
- Demotivated

About studying in the department instead of in the repeat level

- Positive
- Neutral

About studying in CR level

- Positive
- Negative

About sharing their situation with the people around them

- Sharing
- Concealer
- Partially
- Some knew

About reaching enough support academically

- Family
- Friends
- Instructors
- Preparatory School

About reaching enough support mentally

- Family
- Friends
- Instructors
- Preparatory School

2. Students' Perceptions – Subthemes

Regarding their English language learning motivation

- Language:
- Job opportunities
- Fluency
- Abroad: (Travelling, education and job purposes)
- Academic Success

Regarding the advantages of CR Level

- Positive
- Negative

Regarding disadvantages of CR Level

- Time
- Mental Wellbeing
- Student Profile
- Curriculum
- Belonging

The factors that decrease the students' English Language Learning Motivation

- TOEFL Based English Learning
- Pressure / Anxiety
- Skills
- Time
- Effort

The First Theme: Students' Feelings

The first sub-theme under the first theme was called 'about studying at the repeat-level' and is related to the interview question "How did you feel while you were studying at CR level? Why?". The sub-theme was separated into two groups which were positive and negative. Among positive feelings, there is only one item which is related to development in listening

and speaking. In their 4th semester in the preparatory school, the students feel that their listening and speaking developed while they were studying CR level stated by S7: "I believe listening and speaking have improved more."

Among negative feelings, the first code created is 'pressure/family pressure. The repeat-level students feel pressured both related to themselves and their families because they were repeat-level students in their 4th semester in the preparatory school. S1 stated: "I had a lot of pressure on me. There was also familial pressure. There was also a pressure of me living within myself."

The second code under the negative feelings of the first sub-theme is 'feeling bad'. In this code, the repeat-level students shared that they felt unwell and bad. Related to this code, S2 stated: "I wasn't feeling very well, honestly. But, you know, I wanted it to be over as soon as possible. I wanted to submit it sooner."

The third code under the negative feelings of the first sub-theme is 'coming from behind'. The repeat-level students felt that they had difficulty catching up with their friends. S1 stated that they had the feeling of coming behind "Studying in CR made me feel really bad. Because I had a situation of falling behind, I was constantly obsessing over it."

The fourth code under the negative feelings of the first sub-theme is 'overthinking'. Studying at the CR level caused the repeat-level students to overthink repeating the same level in two consecutive education semesters. The answer of the first student consists of two different codes.

Therefore, the student's answer was given as a quotation under both the third and fourth codes as expressed by S1: "Because I had a situation of falling behind, I was constantly obsessing over it."

The fifth code under the negative feelings of the first sub-theme is 'having difficulty'. The repeat-level students felt that they found being exposed to the same curriculum difficult. S3 stated: "Since we were preparing for TOEFL, getting that same set of questions and solving it again seemed difficult to me."

The sixth code under the negative feelings of the first sub-theme is 'pessimism'. The students felt pessimist because they were studying at the CR level as stated by S4:

"So, I was quite pessimistic because due to my major, I couldn't start irregularly like others, you know. That's why there was such a sense of hopelessness and disappointment. Moreover, I was stuck on a question, the guilt it gave me, a feeling of unluckiness, well, in the beginning, I couldn't recover. But then I said, "Since I'm repeating the year anyway, I should improve my English and start studying."

The seventh code under the negative feelings of the first sub-theme is 'remorse'. This code was created because the repeat-level students had the feeling of regret. Related to this code S4 stated: "I was stuck on one question, the guilt it caused, a feeling of unluckiness, so initially I couldn't recover, but then I thought, since I've repeated the year, I should work on improving my English, and then."

The eighth code under the negative feelings of the first sub-theme is 'unluckiness'. This code was created because the repeat-level students felt that studying at the CR level was an unlucky situation. The student whose answer was given as a quotation under the seventh code includes more than one code. Therefore, the same sentence was given as a quotation under both the seventh code and the eighth code. S4 expressed: "I was stuck on one question, the guilt it caused, a feeling of unluckiness, so initially I couldn't recover. But then I thought, since I've repeated the year, I should work on improving my English, and then..."

The ninth code created under the negative feelings is 'disappointment'. In this code, the students shared that they felt disappointed because they were studying at the CR level. S4 stated: "So, I was very pessimistic because due to my major, I couldn't start irregularly like others, you know. That's why there was such a feeling of hopelessness and disappointment."

The tenth code under negative feelings is 'demotivated'. This code explains that the repeat-level students were feeling demotivated while they were studying at the CR level as shared by S6: "I didn't think I was a motivated student because as I saw my classmates from the previous year starting their majors, I had the fear of 'they did it, what if I can't?'"

Another code created under the negative feelings is 'fear of being unsuccessful'. Under this code, the repeat-level students shared that they feared not passing TOEFL ITP again. S6 stated:

"I felt like I was falling behind compared to my other friends. My motivation was low, and I had the fear of not passing the exam. I didn't think I was a motivated student because as I saw my classmates from the previous year starting their majors, I had the fear of 'they did it, what if I can't?' Or rather, the fear of failure was affecting everything in general."

The eleventh code under negative feelings is 'unsuccessful, inadequacy'. This code presents that the repeat-level students were feeling inadequate and therefore unsuccessful. S4 stated: "I made myself feel very unsuccessful and inadequate, teacher."

The other code created under the negative feelings consists of three similar feelings which are 'tired, exhausted, fatigue' as stated by S4: "I didn't want it to prolong any further because I was already quite exhausted. I said to myself about studying preparatory classes, 'Since I've repeated, then this semester definitely come to an end now.'

The second sub-theme 'about being motivated' was separated into two groups which are motivated and demotivated. This sub-theme is related to the interview question asking the students whether they felt like a motivated student. The motivated group presents the students who felt that they were motivated at the CR level. This group consists of four codes. The first code created under the motivated group of the second sub-theme is 'hopeful'. The repeat-level students were feeling motivated because they had hope. S2 stated: "I was motivated because I had hope, but there was a lack of consistency."

The second code created under the motivated group of the second sub-theme is 'determined.' This code shows that the repeat-level students were motivated because they felt determined at the CR level as stated by S5: "It's important to prepare ourselves mentally and psychologically for this exam."

The third code created under the motivated group of the second sub-theme is 'Wish to achieve English language proficiency'. This code shows that the students have a wish to be

able to reach an adequate proficiency level in the English language. S4 expressed their feelings: "After dedicating 2 years to preparatory studies, I felt the need to do something about English. I wanted to be able to say that I learned English, rather than those 2 years passing in vain."

The demotivated group under the second sub-theme consists of 4 codes. The first code of the demotivated group is 'not motivated at all'. The students felt that they did not have any motivation at the CR level. S1 stated "No, I have never had motivation. Well, I did not have any source of motivation."

The second code of the demotivated group is fear of being unsuccessful. The same code was created for the first code which is 'about studying in the repeat-level. However, the same answers were received in another interview question. Therefore, the same code was created for a different sub-theme.

The third code of the demotivated group is obligation. This code shows that the repeat-level students felt demotivated because they were obliged to study. Moreover, in this code, the students shared that they did not put extra effort into studying, and they only did what they had to do as expressed by S8: "I was only doing what I had to do. I was trying not to let my morale down, just maintaining it without putting in extra effort to keep it high though."

The fourth code of the demotivated group is 'lack of consistency' in which the repeat-level students expressed that they did not study consistently as stated by S2: "I was motivated because I had hope, but there was a lack of consistency. I had such an issue."

The third sub-theme is related to the interview question which asks the students how they would feel about being a regular student in their departments at the time they were studying as a repeat-level student. This sub-theme was separated into two groups which are positive and neutral.

The first code under the positive group is 'happier.' The students expressed that they would have been happier if they had gone to their departments instead of studying in the preparatory school again. Related to this code, S1 stated: "I would have been much happier. I would have gone to school willingly and eagerly."

The second code under the positive group is 'easier'. If they had studied in their departments instead of being a repeat-level student in the preparatory school, the repeat-level students felt that the process would be easier as stated by S2: "It would have been easier compared to the current situation. I would have felt better about myself."

The third code under the positive group is 'better'. The students expressed that they would have felt better if they had studied in their departments as a regular student. Under this code, the same student's expression which was given under 'easier' code because the expression consists of two different codes. S2 stated: "It would have been easier compared to the current situation. I would have felt better about myself."

The fourth code under the positive group is 'more confident'. The students stated that they would feel more confident if they had studied in their departments in the semester when they had to study at the CR level. S4 stated: "Well, teacher honestly, I would have had more confidence in myself, and you know, the feeling of accomplishment would have motivated me even more."

After the fourth code, the other code under the positive group is 'relax-stressless'. The students stated that they would have felt relaxed and there was no stress in their life as stated by S6: "I would have felt more comfortable because I would have been following the normal flow. Because now, there are courses I need to retake. Or rather, my responsibilities have increased. I would have watched things unfold more smoothly."

Then, the sixth code under the positive group is 'clear and planned'. The students thought that everything would have been clear in their lives if they had studied in their departments as stated by S3: "I might have been more relaxed and clearer, I guess. Right now, my mind is still confused; for example, I'm still thinking about whether I should freeze the third semester. I still don't know what I'm going to do."

The seventh code under the same group is 'motivated'. The students expressed that they would have felt motivated if they hadn't studied as repeat-level students in the fall semester. S4 stated: "Well, teacher, to be honest, I would have had more confidence in myself, and you know, the feeling of accomplishment would have motivated me even more."

The eighth code under the positive group is 'normal'. This code presents that the students would have felt like normal, regular students if they had studied in their departments instead of studying in the preparatory school. S5 stated: "I would have felt more like a university student." Under the neutral group of the third sub-theme which expresses the students' feelings in a case where they had studied in their departments instead of being repeat-level students, there is only one code which is 'acceptance'. This code was grouped under 'neutral' because the students felt that they had to accept the situation they were in, and they did not express any positive or negative statements. As an example, S8 stated: "It should have been like that."

The fourth sub-theme which is 'About studying at the CR level' reveals how they felt while they were studying in the CR level. This sub-theme is like the first sub-theme which expressed their feelings about being a repeat-level student. However, in the related interview questions, the students were expected to comment on CR curriculum. Therefore, similar answers were received. This sub-theme was separated into two groups which are positive and negative.

The first code under the positive group is 'development in writing skills'. The students felt that they had a progression in their writing skills as stated by S6: "I developed my writing skills."

As the second and last code under the positive group, there is 'enough material support'. The students felt that they had received enough material support at the CR level as stated by S8: "It was sufficient, the material. "Moreover, S5 also stated: "So, the school... They're called worksheets, I mean study papers. I think there are quite a lot of them. It's creating a nice local resource. In the end, yes, we do have external resources like our books."

Under the negative group, the first code is 'being mad at themselves'. The students expressed that they felt mad at themselves, and they blamed themselves because they were at the CR level as stated by S1: "Of course, you know, this time I had also gotten angry at myself, wondering how I couldn't pass."

The second code under the negative group is 'pressure'. The students felt pressure while they were studying at the CR level as stated by S1: "Well, there was quite a lot of pressure on me. There was family pressure as well. There was also the pressure of living within me."

The third code under the negative group is 'uncomfortable'. This code expresses that the repeat-level students felt uncomfortable while they were studying at the CR level as stated by S3: ""So, you know, it was bothering me because it's constantly the same things." Similarly, S4 stated: "Because there's this failure and having to repeat a year, but seeing so many people around me who still don't care about it was bothering me."

Then, the fourth code under the same group is 'overwhelmed'. The students claimed that studying at the CR level was overwhelming, and S4 stated "Yes, exactly, because you know, one semester already got extended, and I didn't want it to prolong any further because I was already quite exhausted."

Another code under the negative group is 'unsuccessful' in which the repeat-level students felt themselves unsuccessful and related to this code S2 stated: "Because I felt unsuccessful. And since it was a class consisting of those who couldn't pass the exam, I felt unsuccessful because of that." Likewise, S4 also stated: "You know, I'm putting in effort to do these things because it's the fourth semester. Because there's a failure and having to repeat a year."

The sixth code under the negative group is 'inadequate'. This code shows that the repeat-level students felt inadequate to be successful, and as an example statement S6 shared: "I was comparing myself to my other friends and feeling unsuccessful and inadequate."

'Disappointment' is the seventh code under the negative group. This code expresses that the repeat-level students felt disappointed while they were studying in the CR level as stated by S4: "Because of my major, I couldn't start irregularly like others, you know. That's why there was such a feeling of hopelessness and disappointment." Similar to S4, S5 stated: "When you take the exam and then when it comes to the CR level and you enter the exam with hopes and end up failing, it's a disappointment of course, in the beginning."

The eighth code under the negative group is 'anxiety – uneasy'. In this code, the students shared that they felt uneasy while they were studying in the CR level as stated by S5: "When I learned that I would be taking a CR level, I felt uneasy."

The other code under the negative group is 'self-questioning'. The students stated that they questioned their success because of studying at the CR level as stated by S4:

"You know, am I a failing student? Why couldn't I do it? I questioned myself a lot. That's why that feeling of inadequacy lingered with me for quite a long time. What was missing, why didn't it work, why couldn't you do it? I questioned myself a lot."

After self-questioning, 'scared' was created as the tenth code. This code shows that the repeat-level students were feeling scared while studying in the CR level as stated by S6: "My motivation was low, and there was the fear of not passing the exam." Similarly, S5 stated:

"Because there are those who put a lot of effort into studying for this exam, stressing over it, and still can't pass. There are those who can't pass even after deferring the exam, and there are those who don't pass at all. There are even those who haven't studied at all and still can't pass. That's why when someone first learns about the CR level, they feel this fear. How will the class environment be? These individuals have been repeating for how many semesters after all. So, there's this uneasiness about whether there will be any issues in the way the course is taught."

'Dissatisfaction' is the eleventh code under the negative group. This code was created to express that the students were not satisfied in the CR level as stated by S4: "Well, teacher I wasn't very satisfied with the people I studied with."

The other code is 'environment'. In this code, this code was created because the repeat-level students were not happy with the environment they were exposed to as stated by S7: "The student profile isn't pleasant." Similarly, S8 stated: "Because everyone had the same concerns, there was extra tension. Even though the students in the class tried not to show it openly, the smallest things could quickly lead to arguments."

The fifth sub-theme created under students' feeling theme is 'About sharing their position with the people around them'. This sub-theme was created to examine how the

students felt about sharing that they were still studying in the preparatory school in their 4th semester with the people around them. This sub-theme was separated into three groups which are sharing, concealer, and partial sharing. The first group 'sharing' expresses that the repeat-level students felt comfortable with sharing. The first code that is the only one under the sharing group is 'yes, they knew' as stated by S1: "They thought I was directly taking the departmental courses or something. I was explaining, 'No, you know, I'm still in preparatory classes.'" Similarly, S4 stated: "Yes, they knew, because I don't really like hiding these things. Somehow, I think they come out eventually, and if I couldn't do it, then I probably wouldn't have done it. I had to take responsibility for that as well."

Under the second group which is concealer, the first code is 'no, they did not know'. This code expresses that the repeat-level students did not feel comfortable with sharing their situation with the people around them as stated by S2: "Nobody knew, including my family. I didn't want to feel more pressure."

The third and last group of partial sharing has only one code as well which is 'some knew'. This code expresses that the repeat-level students were selective among the people while they were sharing their situation as stated by S5:

"If I thought I couldn't convey it to that person through my words, I wouldn't say it directly. I would say things like, 'I'm in the department, started second year, first year, etc.' So, I wouldn't let slightly older people know."

The sixth sub-theme under the 'students' feelings' theme is 'About reaching enough support academically'. This sub-theme reveals how the repeat-level students felt about receiving adequate academic support. This sub-theme was grouped into four which are family, friends, instructors, and the preparatory school. In each group, the codes were created revealing that the students received enough support, or they did not receive enough support.

The first group under the sixth sub-theme is family, and the students were separated into two codes. While one group thought that they received enough support from their family, the second one did not think so. The first code is 'yes, they motivated' as stated by S3: "When I ended up taking the CR level, you know, because I had repeated once before, one semester

got extended, so I had started seeking external support. They kind of pushed me to study more." Similarly, S6 stated "My family said "If you want, we can take you to several foreign language courses as additional support. If you're interested, we can further enhance your education."

The second code 'no, they did not support' reveals that the repeat-level students did not receive a support/motivation from their families as expressed by S4:

"So, academically, I didn't receive any support from my family for the CR level. I had taken a course for C though. With CR, I completely relied on my instructors, meaning I realized that our instructors would be sufficient for me."

The second group under the sixth sub-theme is friends, and under this group there is only one group because all of the students thought that they received academic support from their friends as stated by S4:

"Yes, one of my closest friends and I ended up in the same class. We went through a tough period together. We were always studying together. Sometimes we would ask each other about something we couldn't solve, we would discuss questions quite a bit. I received support from my friends in that aspect."

The third group under the sixth sub-theme is instructors, and under this group the students were separated into two codes. The first code 'yes, they supported academically' expresses that the students felt that they were exposed to enough support in an academic way because the instructors offered them office hours. S3 stated:

"Constantly encouraging me to bring questions during office hours, like saying 'bring me questions, you're not bringing me questions, nobody is bringing me questions,' it makes you feel more at ease when approaching the teacher to ask questions, at least it encourages you to."

Similarly, S8 stated:

"I can say that I did receive support, actually, because at least... You know, I asked my questions very comfortably. I expressed things that didn't sit well with me very openly,

and I received responses. So, there was a discussion about this matter. It didn't just end there, it wasn't one-sided."

The fourth group under the sixth sub-theme is the preparatory school. Under this group, the answers of the students were grouped into 4 codes. The first code under the preparatory school is 'no, they did not support' as stated by S1: "There was no benefit."

The second code under the preparatory school group is 'not enough support'. This code expresses that the repeat-level felt that they received support but that was not enough as stated by S2: "I don't think they prepared us adequately for three semesters because, you know, there wasn't any focused preparation for the exam. However, in terms of teaching English, I believe the instructors are quite competent."

The third code under the preparatory school group is 'no need'. This code shows that the students felt that they did not need the support of the preparatory school. Related to the code, S4 stated: "I didn't experience any issues in terms of not getting support, but I also didn't really need additional support from them, I think."

The fourth code under the same group is 'enough material support'. This code shows that the students felt that the preparatory school supplied them with adequate material as stated by S5: "So, if we didn't have any external resources from them, the school provides materials that are more or less equivalent to having used an external resource during these three-months."

The seventh sub-theme 'About reaching enough support mentally' is the last one of the 'Students' Feelings' theme. This sub-theme was separated into four groups as the sixth subtheme. The groups are family, friends, instructors, and the preparatory school. Differently from the sixth sub-theme, mental support was examined under this group. The first group, which is family, consists of 6 codes. The first code of the family is 'tiring'. This code expresses that the students felt that their family made them tired mentally as stated by S1:

"They were mentally exhausting me. There was pressure on top of that. On one hand, mentally, I was getting sad, thinking I couldn't do it, but academically, they believed I would succeed because they didn't think I had any knowledge gaps. So, I was also

academically motivated. I was becoming motivated, but there was still mental pressure."

The second code of the family group is 'pressure'. This code shows that the repeat-level students feel pressured instead of getting mental support from their parents. S2 stated: "I felt pressure from my family because I felt responsible towards them."

'Being responsible' is the third code which comes after pressure. This code is similar to the previous code because the students explained the feeling of pressure as a result of feeling responsible towards their family as stated by S2: "I felt pressure from my family because I felt responsible towards them."

Differently from the previous three codes, the fourth one is 'believers'. The students thought that their family believed in their children to be successful as stated by S1: "They believed I would do well. They could already see that I was successful. They knew that I didn't have many shortcomings."

Similar to the fourth code, 'supporters' is the fifth code in which the students claimed that their family supported them mentally throughout the process as stated by S6: "My family and friends were always by my side. They provided constant support throughout this CR process to boost my morale."

Another code of the family group is 'partial supporters' in which the students claimed that they received some support from their family; however, they did see it as adequate support as stated by S8: "I did receive support, but it wasn't sufficient. My parents said: "You can do it, my son." The second group of the seventh sub-theme 'About reaching enough support mentally' is friends. This group consists of 4 codes. The first code of the group is 'tiring'. This code expresses that the students felt mentally tired because of their friends as stated by S1: "My friends were the same way. It was really mentally tough; they never provided support in any way." The second code of the same group is 'non-competitive' in which the repeat-level students did not feel that they competed with their friends, and therefore, they did not feel pressure. Related to this code, S2 stated:

"I didn't feel a hierarchy. No, no, I... I never saw it that way. I never viewed it as a hierarchy or thought that I was left behind from the past or something. Not in terms of myself. But yes, I looked at it from an exam perspective. I evaluated it based on the success of the exam."

'Believers' is the third code of the friends group. It shows that the students felt that their friends believed in them. With respect to this code, S3 stated: "You know, my friends in the department also motivated me in the same way. I mean, when I talked to them about these things, I didn't feel very uncomfortable discussing these matters with them."

The last code of the friends' group is 'inadequate support'. This code shows that the students felt that their friends were supportive, but it was not enough. Related to this code S8 stated: "Overall, since we were all in the same situation, my friends and I had the mindset of 'we'll do it, hopefully we'll pass.' It was happening within a positive frame of mind."

The third group of the seventh sub-theme 'About reaching enough support mentally' is 'instructors'. This group consists of 4 codes. The first code of this group is 'sincere supporters'. In this code, the repeat-level students claimed that they were exposed to support from their instructors, and they felt that it was sincere as stated by S2: "Actually, our instructors, especially during the CR level, were very sincere. They were trying to support us not only academically but also psychologically. That's why I felt good mentally."

The second code of the 'instructors' group is 'comforting.' This code shows that the support that the students received made them feel comfortable. Related to this code, S4 stated:

"Teacher, our instructors said: "Starting from AF and then taking TOEFL within 3 semesters is really challenging to reach that level. Yes, there are those who can do it, but there's no need to feel bad about yourself just because you couldn't."

'Bad Attitude' is the next code which reveals that the students were not comfortable with the attitude and language of their instructors as stated by S5:

"When I wanted to ask a question to one of my professors, you know, their reaction to the question, even how they solved that question. Sometimes it can bring down my mood.

After a certain point in preparatory classes, I decided not to ask questions to the instructors and sort of... I got upset with them for a while. Their attitude and manner upset me."

The fourth code of the same group is 'judging'. This code expresses that the students felt that their instructors judged them while they were studying for TOEFL ITP in the CR level. S7 stated: "He judged and belittled me, for instance, when I told him I was going to take the IBT exam. He said, 'Why bother with that? You can't pass ITP. Will you pass this one?' right to my face."

Then the same student has another expression on this code:

"Not all instructors have the same perspective, not all of them approach it with support. In my opinion, there are quite a few instructors in preparatory classes who tend to belittle. I think there's a lot of that."

The fourth group of the seventh sub-theme is preparatory school. This group includes 3 codes.

The first code of this group is 'no support' which addresses that the students felt that they did not receive support from the preparatory school mentally as stated by S8: "They did what they had to do. I did not receive extra support."

The second code of the group is 'neutral'. In this code, the students did not share any positive or negative comments on receiving mental support from the preparatory school as stated by S4:

"The general cause of my mental struggle was primarily my own internal conflicts. Apart from that, I didn't receive any negative feedback mentally from my teachers, friends, or school."

The third code of the group is 'pressure'. This code was created because the students felt pressure while they were studying in the preparatory school. Related to this code, S5:

"So, there is certainly mental pressure because there's a ranking system in place. It's impossible not to feel some mental pressure within this system. In the end, there's someone in front of me studying program B, another studying program C, and it's their first semester, while I've been in preparatory classes for four semesters. Naturally, there's mental pressure, and consequently, there's a feeling of being pressured."

The Second Theme: Students' Perceptions

The first sub-theme under the second theme is 'Regarding their English language learning motivation'. This sub-theme is related to the interview question which asked the repeat-level students what motivates them to learn the English language.

This sub-theme consists of 5 groups. The first group of the sub-theme is 'language'. This group consists of three codes. The first code of the group is 'interest in a foreign language'. This code expresses that the repeat-level students motivate themselves towards learning English because they are interested in learning a foreign language as stated by S2: "Actually, I've been receiving English education since elementary school, and I also love English. I have an affection for foreign languages. In fact, not just English specifically, but any second language because, you know, a language defines a person."

The next code under the 'interest in a foreign language' code is 'watching videos or series in

English'. It shows that the students motivate themselves while learning a language by being exposed to videos and series in English. S6 stated:

"Especially on YouTube, I really want to live in New York. Whenever I see a vlog about New York or related to it, specifically on foreign channels, my interest grows as they speak English. When I hear about things I'm interested in, but in English, it motivates me even more."

'Reading for understanding' is the third code of the same group. The students claimed that they are motivated when they understand what they read in English. S2 stated: "Being able to read and understand in written language brings me extreme happiness."

The second group of the first sub-theme is 'Job Opportunities'. This group shows that the students are motivated because of the dream of having a job in the future. The first code of the group is 'necessity for a job'. It addresses that learning English is an obligation to find a job, and the students are motivated by it as stated by S4: "In fact, to become a current doctor, you need to know English. For being able to read, understand, and analyze those articles instantly, well, that was actually a bit of what motivated me." The second code of the same group is 'easiness of finding a job'. The students dream of being accepted in their career as

stated by S5: "When we graduate tomorrow, finding any job will be facilitated by English. The ease it will provide motivates me to learn it."

'Speaking' is the third group of the same sub-theme. This group consists of three codes. The first code is 'fluency'. This code shows that the dream of speaking like a native motivates the students to learn the English language as stated by S1: "I want to speak English fluently."

The second code of the same group is 'pronunciation'. This code refers to the dream of the students to pronounce correctly in English. S1: "My sole motivation was to be able to comfortably communicate with people, to be understood correctly without misunderstandings, with accurate pronunciations and, if necessary, with accurate meanings, in the way I wanted." Similar to the previous code, the next code which motivates the students to learn the English language includes communication in English. S5: "People from abroad can also come, or students can come through certain programs, and I think we have foreign students at our university. So, the ease of communicating with them motivates me."

The next group of the same sub-theme referring to the factor that motivates the students to learn the English language is 'abroad.' Educational purposes such as getting a master's degree, going to a language course, and going for Erasmus, setting up a business, travelling, and learning about different cultures and people were placed under the 'abroad' group. This group addresses that the students are motivated to go abroad to use their English to continue their education, and career, to travel, and to get engaged in different cultures by socializing with foreigners. S6 stated on abroad: "The idea of Erasmus or living abroad, maybe I'll speak fluently there. I'll also explore around, maybe even complete my education there." Likewise, S3 stated: "I want to go to places like Ireland or Canada for language courses and such. That's why I'm still thinking about whether I can go if I pause the third semester."

The last group expressing the reason for students' English language learning motivation is 'Academic success'. 'The advantage of English in the Academic life', 'being successful in TOEFL ITP', and reaching the materials and articles to be able to read them in their original language' are the codes under this group. S1 stated on TOEFL: "I wanted to understand the TOEFL Listening sections directly, with the idea that the better I can learn

English geared towards the exam, the better." On academic materials, S4 stated: "When we consider the time it takes to translate articles, being able to read them in their original language is better."

The second sub-theme under the 'students' perceptions' theme is 'Regarding the advantages of CR Level'. This sub-theme was separated into two groups which are positive and negative. Five codes were placed under the positive group. 'Effect of the instructor', 'Development in language skills', 'Understanding the logic of the language', 'Repeating the language rules', and 'exposure to new language topics' were created according to the students' answers when they were asked the advantages of studying CR level. With the first code 'effect of the instructor', the students claimed that their instructors teaching them were proficient in the English language, and they had an impact on the students' success as stated by S2: "I had gained a lot from my main course instructor's teaching. Additionally, since classroom participation increased, my speaking skills have improved. They are academically successful as well. In my opinion, they are quite knowledgeable. Our teachers are quite proficient." Under the second code, the students thought that they realized their development in language skills such as vocabulary, listening, speaking grammar, and writing as stated by S3: "I can now write more advanced, longer, and more complex sentences, like when writing essays. I can use conjunctions and such in the correct places. In

CR level as well, my writing suddenly improved compared to the others." Similarly, S7 stated: "I think it's more about listening and speaking. You gain a slight advantage, you know, in your English, maybe a bit more vocabulary and a more detailed understanding of listening." Related to the third code, it was revealed that the students claimed that they could understand the logic of the English language with the help of CR level. S4 stated:

"I felt like most of the rote memorization turned into a proper understanding in CR, as if I internalized the general structure of English a bit more. CR was important for me, in my opinion, it was a more crucial period compared to the other levels like C."

The fourth code, 'repeating the language rules' addresses that the student saw CR level as an opportunity to repeat the language rules as stated by S5:

"For instance, ultimately, some of the topics we covered at the CR level don't appear in the TOEFL. Also, um, there are some differences in the exam formats within the CR group. Because of this, even if it's not completely TOEFL-focused, we were looking at some things with a TOEFL-oriented perspective."

'Exposure to new language topics' is the last code of the same group. The students thought that they were open to new language topics and on this code, S5 stated: "Because we had progressed to a certain point, we were more open to learning English. Especially about things we didn't know."

The second group of the second sub-theme is 'negative'. The students claimed that there was no advantage of studying at the CR level.

The third sub-theme of the 'students' perceptions' theme is 'Regarding disadvantages of CR Level'. This sub-theme reveals the thoughts of the repeat-level students on the disadvantages that they were exposed to while studying in the CR level. This sub-theme consists of five groups which are 'Time', 'Mental Wellbeing', 'Student Profile', 'Curriculum', and 'Belonging'. In the first group, the students thought that studying at the CR level was a waste of time, it was a long, fatiguing, and stressful process. S1: "The first disadvantage was the loss of time. It created a decrease in motivation as well." Like the S1, S7 also stated:

"But the disadvantages are quite exhausting, in my opinion, because there's an exam at the end of it all, and you're constantly preparing for a test. Yes, at the end of the term, it's a very stressful period, whether you passed or not."

'Mental well-being' is the second group of the same sub-theme. Under this group, there are two codes which are 'uncertainty', and 'mental pressure'. The students complained that the process was uncertain, and they felt pressure on themselves as stated by S1: "If I continue like this, I often wonder what I'll do, it's all uncertainty. I really don't like that." Moreover, S3 commented on their behaviors due to the mental pressure they had: "The preparatory building feels very uncomfortable to me. I don't enter the Department of Foreign Languages building."

'Student Profile' is the third group of the same sub-theme. This group reveals that the students were not happy with the other students they had to study in the same classroom.

They perceived their environment as nervous and reckless in terms of student profile as stated by S4: "Because there's the sense of failure and having to repeat a year, but seeing so many people around me who still don't care at all was bothering me. I mean, how can they be so indifferent?"

'Curriculum' is another group of the same sub-theme, and this group was separated into two codes which are 'not TOEFL based', and 'absenteeism limit'. For the first code, the students complained that the CR curriculum was not TOEFL based, and therefore they were exposed to basic English courses instead of studying for TOEFL ITP as stated by S6:

"It's a disadvantage for it to follow the same structure as the other courses. Continuously staying in the preparatory format is a disadvantage in my opinion. It would have been better if it had been more exam-oriented, in my opinion. That's the only disadvantage, in my opinion."

Related to the CR curriculum, The students are complaining about the limit on absenteeism, which they must not exceed to avoid failing in the preparatory school as stated by S5:

"We had 25 hours during the week, 5 days, 5 hours each. Our total allowable absences were 30 hours, then 31 hours, we would fail. So, because of this, there's something about the class hours. They slightly structure your life, but in the process of organizing it, you can get a bit worn out due to this hustle and bustle."

The last group of the same sub-theme is 'the feeling of belonging'. With this code, it was expressed that the students could not socialize with the regular students in the department because they were studying at the CR level while their friends were taking departmental courses. S5 stated on socializing: "Because I started a semester later, I noticed the difference in social connections. Due to the disadvantage of starting a semester late, I couldn't really establish a social aspect around the department, I couldn't form a social circle."

The last sub-theme of the 'students' perception' theme is 'The factors that decrease the students' English Language Learning Motivation'. This sub-theme consists of five groups which are 'Test-based English learning', 'Pressure/Anxiety', 'skills', 'time', and 'effort'. The first

group consists of three codes. The first code is 'TOEFL'. This code shows that the students thought that studying in a test-based process demotivated them towards English language learning as stated by S8: "Focusing solely on TOEFL preparation lowered my motivation. Exposure to TOEFL-style listening and reading affected me." Similar to the S8, S4 also stated that after the process, learning the language was more enjoyable because there was not any test-related stress as they expressed: "I've studied English so exam-focused, and I realized that's why I never enjoyed it. Right now, during this free period, I'm trying to understand TV series or practice what I hear. I find this way much more enjoyable.

Another code referring to TOEFL is that it is a determinant exam that demotivated the repeat-level students as stated by S7: "Yeah, having a determinant exam is, I think, demotivating because you don't enjoy it, or just focusing on grammar alone isn't enjoyable either."

'Unsuccessfulness in skills' is the last code related to TOEFL. Under this code, the students complained that their language skills in TOEFL regressed which demotivated them towards English language learning. S4: "My weakest area was listening, and still struggling to understand the listening part, facing difficulty with those questions, and not being able to achieve the score I wanted – all of these significantly lowered my motivation."

The next group of the same sub-theme is 'pressure/anxiety'. According to the repeat-level students, as a demotivating factor, as stated by S6: "Seeing friends who had a better speaking ability than me was lowering my motivation. Because I would think, why can't I speak or why do I feel embarrassed?"

'Skills' is the next code of the same sub-theme. This code was created because the students claimed that they regressed in speaking. Therefore, it demotivated them towards learning English as stated by S3: "I regressed in terms of speaking."

Under the 'time' code, time was considered a demotivating factor for the student throughout the English language learning process. S1 stated: "This English learning process requires a lot of patience, and I'm not very patient, to be honest. Yeah, I'm more of a quick-tempered person."

The last code of the same sub-theme is 'effort without result'. As a demotivating factor, the students try but they cannot receive the reaction and result in the end. Related to this code, S2 stated: "Trying and trying but not being able to do it, you deserve it, but not getting that response, you know, that brings me down."

CP LEVEL

This section will point out the results of thematic analysis of CP level after presenting the main themes and subthemes as a list.

(Main) Themes

- 1. Students' Feelings**
- 2. Students' Perceptions**

1. Students' Feelings – Subthemes

About studying in CP level instead of CR

- Feeling bad
- Falling behind
- GPA

About studying in CP level

- Positive
- Negative

About being more motivated in the spring term when compared to the fall term

- Motivated
- Demotivated

About sharing their position with the people around them

- Sharing
- Partially sharing

About reaching enough support academically

- Family
- Friends
- Instructors
- Preparatory School

About reaching enough support mentally

- Family
- Friends
- Instructors
- Preparatory School

2. Students' Perceptions – Subthemes

Regarding their English language learning motivation

- Abroad
- Fluency
- Sosial medya
- Academic Success

Regarding the advantages of CP Level

- Academic Success
- Skills
- TOEFL Based

Regarding the Disadvantages of CP level

- Academic Success

Regarding the advantages of CR Level

- Academic Success

Regarding the differences between CR and CP

- Curriculum

The First Theme: Students' Feelings

The first sub-theme of the first theme is 'About studying at the CP level instead of CR' is related to the interview question which asked the CP level students how they would feel if they had studied at the CP level while they were studying in the CR level in the fall semester. This subtheme provides insight into the students' feelings about two different curricula that they were exposed to. 'GPA' and 'normal' are the groups of this sub-theme. Related to 'GPA', the students claimed that they would have felt bad because, at the CP level, it was more difficult to reach an adequate GPA. On the other hand, some students felt that their GPA would be affected because reading and listening skills were mostly focused on while studying for TOEFL ITP as stated by S9:

"I think I would feel very bad; CP is a troublesome course in my opinion. Because reaching the adequate average is very difficult. Right now, all of my friends are dealing with the average issue. Because all of our midterms are structured like TOEFL exams, and people

who haven't passed TOEFL yet are expected to pass each midterm with a TOEFL passing grade."

Similarly, S10 stated: "Since emphasis is placed on Reading and Listening, it would have an impact on the overall average."

Under the 'normal' group, the students claimed that they did not feel like a regular student, which means that they had the feeling of falling behind while studying at the CR level as stated by S9: "I would have felt much better, probably. I wouldn't have felt so behind, and everything would have progressed in a more linear path."

The next sub-theme of the 'feelings' theme is 'About studying in CP level'. This sub-theme touches upon the feelings of the CP students and how they felt while studying in a repeat classroom for the second time. The sub-theme was separated into two groups which are positive and negative. The positive group consists of one code 'optimistic'. This code shows that the students were feeling optimistic about studying at the repeat level again because they had an opportunity to spare time for travelling as stated by S10: "I had tried to look at the positive side of the situation. I have traveled more."

The second group consists of six codes which are 'Depressive', 'Bad', 'Sad', 'Mentally tired', 'Unsuccessful', and 'Relations with other people'. These codes indicate that studying at the CP level made the repeat-level students feel depressed, bad, and sad. Moreover, it tired them mentally and made them feel unsuccessful. Lastly, their relations with other people broke down. S9 stated on feeling sad: "I wasn't feeling very good, to be honest. I was quite sad with my friends. Overall, we were pretty down, dragging each other down most of the time." Similarly, S9 stated on relations with the other people: "I distanced myself from society. I didn't even want to make eye contact with anyone. For a long period of time. Because of the same conversations again, people trying to motivate me in some way, had started to feel very unnatural."

The next sub-theme 'About being more motivated in the spring term when compared to the fall term' was created concerning an interview question that asked the repeat-level

students whether they were feeling more motivated at the CP level when compared to the CR level.

According to their answers, two groups were developed which are 'motivated', and 'demotivated'. The students claimed that they had been motivated because it was an obligation to pass the course. On the other hand, some students were feeling motivated because they were hopeful as stated by S10: "I was already just 2 questions away. I was trying to handle them outside of school. With my efforts, I was already thinking that I would pass the next TOEFL." In the next group, the students were demotivated because they felt reckless and they thought that they had to obey the and regulations of the preparatory school as stated by S9: "So, I hadn't grasped the dynamics within the school system, and I honestly didn't feel the need to cater to them. I mean, my goal was still focused on getting into university." The next sub-theme 'About sharing their position with the people around them' reveals whether the student shared their situation with the people in their environment. 'Sharing' and 'Partial sharing' are two groups under this sub-theme. While some of the students did not see any problem with letting the other people know that they were still in the preparatory school, some students stated that some of the people in their life knew as stated by S10: "Most people knew, but there were also those who said, 'I passed' you know."

The next sub-theme 'About reaching enough support academically' touches upon whether the students felt that they received enough mental support from their family, friends, instructors, and the preparatory school. The students felt that their family, friends, and instructors were supporters of academic issues. On the other hand, they did not find the support that the preparatory school provided adequate as stated by S9: "I have friends who study English at METU. They would say, 'Come, let's go to the library together, I'll give you resources.' Everyone did their best. I mean, they wanted to help me." On the other hand, S10 stated the support that they received from the preparatory school: "The materials were good, yes. Well, there was always a feeling that there could be more material available. When I was about to take the final exam, I couldn't find a source to practice, and in the end."

The last sub-theme of the same theme 'About reaching enough support mentally' mentions the support that the students received from their family, friends, instructors, and the preparatory school. Among these groups, the students thought that only their family motivated and supported them as expressed by S10: "Well, starting from my family, they provided a great support. They never said things like, 'Why are you prolonging the preparation so much?' They never put any pressure on me." On the other hand, they claimed that their friends were mocking them, and their instructors had a judging attitude as stated by S9:

"If you keep going like this, you'll never make it," they said. Everyone in our class was demoralized. Probably, they meant well to motivate us like 'Get it together now, because this process is going to exhaust you more, and if you don't take action, it will be harder for us to recover.' I understood what they were trying to say, but the language they used affected me. It created a more negative impact."

The students were neutral about the mental support from the preparatory school. They claimed that they did not need to ask for mental help.

CP LEVEL

The Second Theme: Students' Perceptions

The second sub-theme touches upon the CP-level students' perceptions about different subthemes related to the motivation of English language learning, the advantages of the CP AND CR levels, the disadvantages of the CP level, and the differences between CR and CP levels.

The first sub-theme 'Regarding their English language learning motivation' consists of four groups which are 'abroad', 'fluency', 'social media', and 'academic success'. The first group includes codes that touch upon that the students are motivated towards English language learning because they dream of travelling and setting up a business as stated by S9: "I have a dream of starting a business."

The next groups fluency and social media share the same statement, and these groups provide insight into the codes that motivated the CP level students towards English language

learning which are the will for having a good knowledge of the language and using social media as stated by S9:

"I consume content from that culture through TV series and stuff. When I follow foreign people on Twitter, you know, the culture there, the language there, the desire to master that jargon, there was motivation. I mean, I used to imagine that I would always be someone who speaks English in the future."

The last group academic success consists of a code which is reaching sources in Psychology. It reveals that being able to use the sources related to their majors motivated them towards English language learning as stated by S9: I am studying psychology, and most of the resources in psychology are published in English. By the time someone translates those from Turkey, the resource is likely to have become outdated, and there was already this thing. 'Regarding the advantages of CP Level' is the next sub-theme of the same theme. This subtheme consists of three groups which are 'Skills', 'TOEFL based', and 'GPA'. In the first group, the students claim that the skills that the students are successful in motivate them towards learning English as stated by S9: "I used to enjoy giving presentations and watching movies as well. Because they somehow boosted my ego." Moreover, the exams at the CP level motivated the students because they showed parallelism with TOEFL ITP. With the code 'exam', it was revealed that the students were motivated because they were exposed to tests which looked like TOEFL ITP in the courses as stated by S9: "But I think it would make more sense for the CP to do TOEFL. TOEFL is constantly monitored, and it's very good."

'Regarding the disadvantages of CP level' is another sub-theme of the students' perceptions. This sub-theme revealed which factors were seen as a disadvantage by the CP-level students. Being successful enough to pass the CP level and take TOEFL ITP is the code created upon the students' answers. They claimed that reaching an adequate GPA in the CP level is difficult because there are limited skill-based courses that they can collect points from as stated by S9:

"My friends don't know whether they will take the TOEFL. They are all left for the final exam. In our class, not everyone can pass at an incredibly relaxed level. If it weren't like this, CP could have been a much healthier and more productive course."

The group "Regarding the advantages of CR Level" consists of one group which is academic success, and this group consists of three codes which are writing assignments, speaking juries, and GPA. According to the CP-level students, the writing assignments and speaking juries that they were responsible for in the previous semester helped them reach an adequate GPA. Moreover, the students also thought that they could balance their scores with the help of these assignments because they were successful in their skills. On these codes, S10: "In CR, there used to be writing assignments and speaking exams. They had a greater impact on the score. So, in the CP course, are we solely focusing on one thing and doing these things to pass TOEFL?"

The last sub-theme of the students' perceptions is 'Regarding the differences between CR and CP'. This sub-theme is also the last one of the thematic analyses of the interview data.

In light of this sub-theme, the differences between CR and CP levels were revealed.

According to the CP level students, 'CP is TOEFL based', 'CP would have been healthier', 'CP is more sensible', 'CR is unnecessary', and 'CR is skill-based and reaching GPA is easier' are the codes created. S9 stated:

"CP has the potential to be a healthier course because it doesn't burden students with extra diverse tasks. The purpose here is not so much about English education as it is about explaining the connection to and the mathematics of a specific exam. That's why CP is a healthy course, but the average thing demoralizes a person and takes away their health. But CP's idea is normally more sensible. Midterms are based on TOEFL, and it's very good. I can say, CR is more unnecessary."

Comment & Discussion

The purpose of the present study was to provide insight into whether there is any significant difference between the motivation levels of the repeat level students who study in preparatory school. Moreover, it was aimed to reveal the students' feelings and perceptions on studying in the preparatory school as repeat-level students. In this chapter, the major results of the study will be discussed concerning the relevant literature and research questions, and implications for practice and further studies will be presented.

Firstly, the results of this study will be discussed in accordance with the research questions of the study. Findings about the motivation levels of the repeat-level students in two consecutive semesters are discussed. In this study, our research questions were as follows:

1. What is the motivation level of C-Repeat students?
2. What is the motivation level of C-Proficiency students?
3. What are the perceptions of C-Proficiency students on the CR and CP curricula?
 - a. What are the differences between the CR and CP curricula according to the C-Proficiency students?
 - b. What do the CP students think about the advantages and disadvantages of CR & CP curricula?
 - c. Do the CP students think that their motivation is affected by the curriculum type that they follow? If so, how?
 - d. What are the factors that affect their motivation level?

The first paragraph will respond to the first research question that asks what the motivation level of CR-level students is. The next paragraphs will handle the other research questions.

Considering the quantitative data, the motivation level of CR level has a mean value (M_{fall}: 123,13). When the maximum mean value (M: 155,00), and minimum mean value

(M:67,00) are considered, it can be concluded that the language learning motivation is high in the fall semester. When we look at the spring semester, motivation level of CP level students (Max. 142,00 M:114,36), there is not any significant difference (p:0.291).

The second research question asks what the motivation level of CP-level students is. Considering the quantitative data, according to SPSS results any significant outcome in terms of the motivational levels was not found between CR and CP levels throughout two consecutive educational semesters. When the maximum mean value for the spring semester (M:142), and p-value: 0.291, minimum mean value (M:77,00) are considered, it can be stated that it does not suggest a significant difference. Moreover, when the fall and spring semesters are compared, the number of increasing participants is 10 while the decreasing group is 12, which proves that there is not any significance in terms of the motivation levels of the students. The reason for this result may be derived from the curriculum system of the preparatory school since both student groups are in the repeat level and they try to pass TOEFL ITP to continue in their departments. Most of the students in two consecutive educational semesters complained about the curricula they were exposed to. For instance, CR-level students complained that they used the same materials in the repeat level as they used in the previous semesters while CP-level students complained that they had difficulty in reaching adequate grades to have a right to take TOEFL ITP since they did not have speaking juries and writing portfolios. With this regard, S9 stated:

"I think I would feel very bad; CP is a troublesome course in my opinion. Because collecting averages is very difficult. Right now, all of my friends are dealing with the average issue. Because all of our midterms are structured like TOEFL exams, and people who haven't passed TOEFL yet are expected to pass each midterm with a TOEFL passing grade."

Moreover, the students felt overwhelmed since they were repeat-level students. The only thing they wished was to pass TOEFL ITP and start to study in their departments. As a response to the question related to how they would have felt if they were in their departments,

S9 stated: "I would have felt much better, probably. I wouldn't have felt so behind, and everything would have progressed in a more linear path."

Another reason may be the support they could not receive from their parents, friends, or instructors. As it was suggested in the literature review of this thesis study, the attitude of the teacher and the peers may affect the students' motivation. Language instructors have a significant effect on flourishing the motivation of their students since they play an important role as leaders of the classrooms and therefore, the students see them as role models (Dörnyei, 2001). S5 stated on this issue: "Didn't you pass the preparatory year yet? Are you still in it?"

Conversations like these could come up. These can be a bit annoying." Le (2018) claims that the instructor's teaching method and motivation directly affect the students' motivation. Additionally, Le (2018) recommended that fostering learning context had a significant impact on the learners' learning process. The prominence of the class materials should not be ignored as they play an important role in raising the learners' interest in learning a foreign language (Le,2018).

The next paragraph will point out the third question and the sub-research questions related to the perceptions of the students on CR and CP curricula. In light of the students' perceptions, the differences between the two curricula, the advantages, and disadvantages of them, and whether the students' language learning motivation is affected by these curricula will be discussed.

CP-level students believe that it is effective to focus on only TOEFL ITP in their classes. They also claim that they do not have writing and speaking courses, therefore they are exempt from essay writing portfolios and speaking juries. According to CP-level students, it is difficult to reach an adequate grade, which is 70, to pass the level and take TOEFL ITP since they cannot collect scores by using their writing and speaking skills, which affects their language learning motivation negatively. S10 stated on this issue:

"But you know, the disadvantage was that it became harder to pass the course. Like in the writing tests, they used to give, what, 5 points for passing? In other courses, even

if I got the lowest, like 4.5 or 4, it still significantly boosted my average. That was also the case when I was dealing with the CP situation, you know?"

Finally, the next paragraphs will focus on the 4th research question which investigates the factors that affect the students' language learning motivation level.

Liu (2020) states that the students' ought-to self was not much affected by the other people around them, which indicates that their personal interest in learning English and their ideal self in their mind had an impact on their motivation more than the ought-to self did. Similarly, Chen (2012) states that Ought to L2 self of the Taiwanese context does not show parallelism with the theoretical concept because it presents instrumentality, which is promotion and prevention-based, throughout learning English. He also states that the study does not show that ought to L2 self is problematic. However, it perceives the findings as a contextualized answer to the definition in theory by regarding the ought-to L2 self from the learners' perspective (Chen, 2012).

On the other hand, in our study, a significant result was found regarding ought to self variable which was that CR-level students were more responsible while learning English when compared to the students of CP level. When qualitative data is examined, the students state that they ought to self-demotivate them since society expects them to learn English to obtain a job and have a good career and academic life. Additionally, this anxiety may occur in the classroom setting. Regarding the students' anxiety, Tort Calvo (2015) states that learning anxiety affects the students' learning experiences since they may be demotivated when they have to participate in the classroom.

The reason why the students are motivated through ought to self may be the fact that they are all university students and aim to obtain a job when they graduate. Some of the students would like to pursue their academic careers, which is another reason they are motivated to learn English which is supported by S9's interview: "I am studying psychology, and most of the resources in psychology are published in English." Learning English in Iran is a requirement to obtain a good job since it is a necessary factor in university education; moreover, reaching a higher degree mostly elevates an individual's opportunity to find a

guaranteed job with a regular salary (Taguchi et al., 2009). Additionally, Mousavi (2018) claims that English is a necessary element of educational life; therefore, to have a good career with a high salary is necessary. In addition, many business companies and their owners ask for proficiency in English while recruiting their employees (Mousavi,2018).

The results related to the other variable Instrumentality Prevention showed significant results. While it is higher in the CR Level, it decreases in the CP level. The interview results showed that the students motivate themselves by aiming to reach the sources which are written in English within their academic life. Moreover, the fact that entertaining environments such as series, movies, and videos on social media are mostly presented in English motivates them to learn the language as soon as possible. As most of the world's resources relating to science and technology are written in English, it is an obligation to be proficient in English to develop many careers in Iran (Taguchi et al., 2009). The result of the study showed that the students' motivation was high towards learning English (Liu,2020). In addition, the students thought they made a progression in their competency in English since they encountered some sources and assignments in English (Liu, 2020).

Another result related to travelling is the other significant variable. According to SPSS results, it is seen that it affects fall term students more than spring term students. When SPSS results are examined, it can be seen that the number of increases is 3 while the decrease is 18. There is a significant difference between the fall and spring semesters ($p:0.001$). The reason for this result may be derived from the students' age group. Although demographic data were not collected from the students, they are all freshmen who study in the preparatory school. They see English language education as important because they need to travel the world when they are young. They would like to travel through Erasmus and other educational opportunities. They aim to see other countries and use their English while travelling. According to Kim (2015), the participants wanted to use English while travelling around the world, but they did not have good opportunities to speak in English. The most significant reason for the demotivation of the students is the contradiction between what students want and what they do (Kim,2015). Moreover, Lai (2013) claims that the participants who have English proficiency

tend to learn about foreign cultures and countries as S6 stated in the interview: "I have a dream of speaking English fluently because I dream of living abroad through Erasmus. I can explore around and fulfill my education." Similarly, S3 stated: "I wish to visit places such as Ireland or Canada to learn the language. That's the reason I'm considering whether I can go when I freeze the third semester."

Positive Changes in Future L2 self-image, which is the final variable analyzed through SPSS, can be seen to affect the motivation of CR-level students more than it affects that of CP-level students. The decrease in the second semester presents a significant result, which indicates that CP-level students are less motivated to change their image of themselves as language users in the future when compared to the past. Since CP-level students consider that their past is their CR-level times, it may not be expected that there would be a positive change. The reason is that CP-level students could not pass the exam at the end of the fall break. When CR-level students consider the previous years as the past, CP-level students perceive the past as the fall term. The cited study in the literature review by Chen (2012) found that necessary motivation has the biggest connection with the participants' past and future expectations and self-assessment (2012). S9 stated:

"I am exposed to content from different cultures through TV series and Twitter on which there are cultures, the languages, which motivates me to learn the jargon. I have always imagined myself as someone who speaks English in the future."

Liu (2020) suggested that in terms of career life, it was revealed that the students also dreamed of using English professionally when they started working (Liu,2020). S8 stated: "For my career, I plan to be abroad for a while. I am aware that I need to have a certain level of language to spend a certain amount of time there. It is my first motivation to learn it."

Chapter 5

Conclusion, Pedagogical Implications, and Suggestions

This chapter will present the aim of this study, the pedagogical implications of the results of the study, and further studies which may be conducted based on the findings of this study.

Conclusion

This study has aimed to examine the motivation levels of repeat-level students within two consecutive education semesters in a private university in Ankara, Türkiye. In the quantitative data analysis, the factors that affect their motivation levels were investigated according to Dörnyei's L2MSS framework (2009). Moreover, in the qualitative data analysis, the students' perceptions on two different curricula and how these curricula affected their language learning motivation were investigated. In order to conduct the research, mixed method research design was utilized. In the quantitative data collection part, a questionnaire with a 5-point Likert Scale was distributed to the repeat-level students. The participants were chosen according to convenience sampling. A semi-structured interview was completed on ZOOM with the volunteer participants who filled in the questionnaire. The analysis of the quantitative data was completed by using SPSS Wilcoxon Signed-rank test while the analysis of the interview was completed by using thematic analysis. Overall, the results have shown that the four variables which are Ought to Self, Instrumentality Prevention, Travelling, and Positive Changes of Future-Self Image of the framework have an impact on the participants' language learning motivation.

The quantitative and qualitative findings have revealed that variables within the L2 motivational self-system directly affect the language learning motivation of the students. The repeat-level students who study English with a curriculum in the TOEFL ITP context at the university face some challenges while learning the language although they all have different aims such as academic careers, speaking fluently, and travelling the foreign countries. Some of the other results are as listed below:

- The dream of being able to travel abroad comfortably motivate the students to learn English.
- The goal of start a business abroad motivates the students to learn English.
- Being obliged to pass TOEFL ITP to pass the preparatory school demotivates the students to learn English.
- Bad attitude and demotivating behaviors of the language instructors' demotivate the students to learn English.
- Motivating attitudes of the language instructors such as offering office hours motivate the students to learn English.
- The dream of being able to speak fluently in English motivates the students to learn English.

Pedagogical Implications

This study has many pedagogical implications for language instructors, students, and curriculum designers. This section presents some of the pedagogical implications of this research:

- In the curriculum designing process, instructors and the people who work in the curriculum units in the department of foreign languages schools should pay attention to the students' class levels and motivation levels. They should arrange the materials accordingly, and they should arrange a curriculum that displays similarity with the proficiency exam.
- Instructors and administration of the Department of Foreign Languages should be aware that proficiency exams always have some kind of Washback Effect either positive or negative, thus, instructional arrangements and developments should be arranged accordingly.
- Parents and instructors need to be aware of the fact that everyone does not have the same motivation and eagerness when it comes to language learning. Parents not only should support their students financially, but also, they should give their children mental support. Similar to the parents, instructors should observe each of their students' motivations and try to support them mentally and academically according to their needs. In this regard, counselors

have a big duty as well as teachers and administrators. They should be very well aware of students' motivations and arrange their study plans accordingly.

- If the instructors realize that their students are demotivated at the beginning of the lectures, they can use different teaching methods to motivate them for the learning process.
- School authorities and instructors should make their students feel comfortable and let the students know that they are supported not only academically but also mentally.
- School administrators should give motivational talks periodically to show their support to the students.
- Language instructors can show the benefits of using English in speaking, a different world to live in and other people from all over the world to increase their motivation levels and help them develop their own future image. Similarly, language instructors can stimulate the L2 Learning Experience by decreasing the anxiety in the classroom and turning the environment into a positive place.

Suggestions

Further studies can be conducted at more repeat students in the preparatory schools of the private universities. Moreover, language learning motivation of the repeat-level students in the preparatory schools of the state universities and private universities can be compared. Additionally, the factors that affect their motivation levels can be easily observed and it can be related to different language teaching strategies of both state universities and private universities.

This study's borders can be expanded, and not only students but also teachers may be included in the study to see the students' language learning motivation levels from the perspectives of their teachers. In this study, each dimension was examined in two consecutive education semesters. The relationship of different dimensions can be examined in terms of their effect on the language learning motivation. Frequency of the motivational factors that are expressed by the students can be examined. Kim (2015) suggests that future studies may involve the journals or reflection essays of the participants. Since the self-reported

questionnaires, essays or interviews have some disadvantages, longitudinal research may be conducted to examine the changes of the motivation levels of the learners and the ways the students use to handle stress in specific cases.

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APPENDIX A – QUESTIONNAIRE ITEMS (5 Point Likert Scale)

Question 1: My parents/family believe that I must study English to be an educated person.

Question 2: Learning English is important to me in order to gain the approval of the society.

Question 3: Learning English can be important to me because I think I'll need it for further studies.

Question 4: I always look forward to English classes.

Question 5: I think learning English is important in order to learn more about other cultures.

Question 6: Learning English is important to me because I am planning to study abroad.

Question 7: I have to learn English, because, otherwise, I think my parents will be disappointed.

Question 8: Learning English is important to me because without English, I won't be able to travel comfortably.

Question 9: Learning English is important to me in order to gain the approval of my peers.

Question 10: Learning English is important to me because other people will respect me more if I have a knowledge of English.

Question 11: Learning English is important to me, because I would feel ashamed if I got bad grades in English.

Question 12: Learning English is important to me in order to achieve a personally important goal (e.g., to get a degree or scholarship).

Question 13: Learning English is important to me in order to gain the approval of my teachers.

Question 14: I can imagine myself doing business using English.

Question 15: Learning English is necessary for me because I want to pass a proficiency test (TOEFL, NMET, CET, MET, IELTS...).

Question 16: I think time passes faster while studying English.

Question 17: I consider learning English important because the people I respect think that I should do it.

Question 18: When thinking of not becoming a successful user of English in the future, I feel scared.

Question 19: I can feel a lot of pressure from my parents when I'm learning English.

Question 20: Learning English is important to me because I plan to travel to English-speaking countries in the future.

Question 21: I really enjoy learning English.

Question 22: I can imagine myself in the future having a discussion with foreign friends in English.

Question 23: Studying English is important to me because an educated person is supposed to be able to speak English.

Question 24: I am prepared to expend a lot of effort in learning English.

Question 25: I would like to spend lots of time studying English.

Question 26: I would like to concentrate on studying English more than any other topic.

Question 27: Even if I failed in my English learning, I would still learn English very hard.

Question 28: English would be still important to me in the future even if I failed in my English course.

Question 29: It is easy for me to imagine how I could successfully use English in the future.

Question 30: In the past I couldn't imagine of myself using English in the future, but now I do imagine it.

Question 31: I can imagine myself in the future giving an English speech successfully to the public in the future.

APPENDIX B – Interview Questions

INTERVIEW QUESTIONS (CR)

1. How long had you been in the preparatory school in the last fall semester? What was your level? After how many semesters did you start level C? (Sonbahar döneminde hazırlıkta kaçınıcı döneminizdi? Hangi seviyeden başladınız? Kaçınıcı döneminizde C kuruna başladınız?)
2. How did you feel while you were studying at the CR level? Why? (CR sınıfında okurken nasıl hissediyordunuz? / Neden?)
3. Did you think that you were a motivated student? (Motivasyonlu bir öğrenci olduğunuzu düşünüyor muydunuz?)
4. If you had been in the department during fall semester, how would you feel? (Sonbahar döneminde bölümde okuyor olsaydınız nasıl hissederdiniz?)
5. What did you think about / How did you feel about studying in CR classroom? (CR sınıfında okumakla ilgili ne düşünüyordunuz? / nasıl hissediyordunuz?)
6. Could you tell me about your motivation for learning English? (İngilizce öğrenme motivasyonunuzu anlatır mısınız?)
7. Did everyone around you know that you studied in preparatory school? (Çevrenizdeki herkes sizin hazırlıkta okuduğunuzu biliyor muydu?)
8. Were there any advantages of studying in the CR classroom? What were they? (CR sınıfında okumanın avantajları var mıydı? Var ise neler?)
9. Were there disadvantages of studying in the CR classroom? What were they? (CR sınıfında okumanın dezavantajları var mıydı? Var ise neler?)

10. What would increase your English language learning motivation? (İngilizce öğrenme motivasyonunuzu ne artırır?)
11. What would decrease your English language learning motivation? (İngilizce öğrenme motivasyonunuzu ne düşürür?)
12. Did you think that you got enough support academically and mentally from your family and friends, preparatory school, instructors? (Akademik ve mental olarak;
 - aile ve arkadaşlarınızdan
 - hazırlık okulundan
 - hocalarınızdan yeterli desteği aldığınızı düşünüyor muydunuz?

INTERVIEW QUESTIONS (CP)

1. What do you think about / How do you feel about studying in CP classroom? (CP sınıfında okurken nasıl hissediyorsunuz? / Neden?)
2. If you had been in the proficiency classroom in the first academic semester, how would it be? (Eğer ilk dönem CP sınıfında okusaydınız nasıl olurdu?)
3. Do you think that you are more or less motivated compared to the fall semester? (Sonbahar dönemine göre daha fazla ya da daha az motive olduğunuzu düşünüyor musunuz?)
4. Are there any advantages of studying in the CP classroom? What are they? (CP sınıfında okumanın avantajları var mı? Var ise neler?)
5. Are there disadvantages of studying in the CP classroom? What are they? (CP sınıfında okumanın avantajları var mı? Var ise neler?)

6. Does everyone around you know that you study in preparatory school? (Çevrenizdeki herkes sizin hazırlıkta okuduğunuzu biliyor mu?)

7. Do you think that you get enough support academically and mentally from your family and friends, preparatory school, instructors? (Akademik ve mental olarak;


- aile ve arkadaşlarınızdan

- hazırlık okulundan

- hocalarınızdan yeterli desteği aldığınızı düşünüyor musunuz?

APPENDIX C – Screenshot of the Permission to Use the Questionnaire

Re: A Request for an MA Data Collection Posta: 3 / 247

Gönderen:  Alici Nida Tokcan
Tarih: Cum 15:50

Dear Nida Tokcan,

I am sorry for the late reply. Thank you very much for your interest in my research. Here please find the three versions of the questionnaire for your reference.

I hope this helps.

Best wishes,

Shenjing You

Nida Tokcan 13:56 写道:

Dear You,

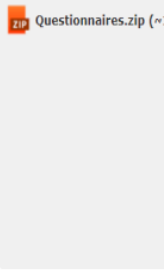
I am Nida Tokcan. I graduated from the department of English Language Teaching in Middle East Technical University, and I am currently an MA Student in Hacettepe University. I am writing you to ask for your permission to use the attached questionnaire called 'English Learner Questionnaire'.

Within my master's thesis, I am conducting a research on motivation of repeat level students in preparatory school where I am currently working, and I would like to use your motivation questionnaire. If you allow me to use and adapt it, I would really appreciate. Thank you for your time and consideration.

Yours Sincerely,

Lecturer Nida Tokcan

TOBB University of Economics and Technology
Department of Foreign Languages
ANKARA, TURKEY



APPENDIX D – The Codebook of Thematic Analysis

CR Level Codebook

CODE	DESCRIPTION
Development in language skills	The students thinks that they developed their language skills as an advantage of being a repeat student in their 4 th semester in the preparatory school.
Pressure – Family pressure	As a disadvantage of being a repeat student, the students share that they had a feeling of pressure such as family pressure.
Feeling bad	Being a repeat student made them feel unwell.
Coming from behind	The repeat-level students think that they had difficulty catching up with their friends.
Overthinking	As a disadvantage of being a repeat-level student made them overthink.
Having difficulty	As a disadvantage of being a repeat-level student, the students had difficulty with repeating the same curriculum.
Pessimism	The students were pessimist because they were in the repeat-level.
Remorse	They had the feeling of regret because they were in the repeat-level.
Unluckiness	They felt unlucky about being a repeat-level student.
Disappointment	They felt disappointed about being a repeat-level student.
Demotivated	They think that they lost their motivation.
Fear of being unsuccessful	They had the feeling of fear for the possibility of being unsuccessful again.

Unsuccessful inadequacy	They saw themselves inadequate to pass the exam.
Tired– exhausted- fatigue	They felt overwhelmed and tired because of being a repeat-level student.
Hopeful	They felt hopeful to be a motivated student.
Determined	To motivate themselves, they became determined.
Wish to achieve English language proficiency.	The repeat-level students motivated themselves because they wanted to be able to achieve the enough English proficiency level.
Not motivated at all	The repeat-level students did not feel motivated during their repeat semester.
Fear of being unsuccessful	One of the factors that demotivated them is the fear of failing in the preparatory school again.
Easier	If they had studied in their departments instead of being a repeat-level student in the preparatory school, the process would be easier.
Better	If they had studied in their departments instead of being a repeat-level student in the preparatory school, they would have felt better.
More confident	If they had studied in their departments instead of being a repeat-level student in the preparatory school, they felt more confident.
Acceptance	The students accepted the situation, and they did not comment on what would change if they had studied in their departments.
Increase in writing skill.	As a repeat student of CR level, the students think they their writing skills developed.
Inadequate	They saw themselves inadequate.
Yes, they motivated me.	The students think that their family supported them academically.

No, they did not motivate me.	The students think that their family did not support them academically.
Yes, they motivated me.	The students think that their friends supported them academically.
Yes, they supported me.	The students think that their instructors supported them academically by offering office hours.
No, they did not support	The students think that the preparatory school did not support them academically
Not enough support	The students think that the preparatory school supported them academically, but it was not enough.
No need	The students think that they did not need to get any support from the preparatory school.
Enough material support.	The students think that the preparatory school supplied enough material.
Tiring	The students think that their family made them tired mentally.
Pressure	The students felt pressure in their family.
Feeling of being responsible	The students felt responsible towards their family.
Believers	The students felt that their family believed their children to become successful.
Supporter	The students felt that their family was supportive.
Partial support	The students felt that their family was supportive, but it was not enough.

Tiring	The students felt that their friends made them tired mentally.
Noncompetitive	The students felt that they were equal with their regular friends and there was no hierarchy between them.
Believers	The students felt that their friends believed in them.
Inadequate support	The students felt that their friends were supportive, but it was not enough.
Sincere supporters	The students think that their instructors were sincere while supporting them.
Watching videos or series in English	Regarding their English language learning motivation, the students motivate themselves by being exposed to English sources.
Reading to understand	Regarding their English language learning motivation, the students think that understanding a foreign language motivates them.
Job necessity	Regarding their English language learning motivation, thinking about their future job made them motivated towards learning English.
Easiness of finding job	Regarding their English language learning motivation, thinking about finding a job easily made them motivated towards learning English.
Fluency	The students motivated themselves because they dream of speak fluently in English.
Pronunciation	The student motivated themselves because they dream of pronouncing in English correctly.
Communication with foreigners	The student motivated themselves because they would like to communicate with foreigners in English.
TOEFL-based.	TOEFL ITP made the students motivated to learn English.

Instructor effect	Regarding the advantages of CR Level, the students found the instructors effective.
Skills	Regarding the advantages of CR Level, the students think that their language skills developed such as listening, grammar.
Reaching sources	Aim of reaching original sources in English.
Logic of the language	Regarding the advantages of CR Level, the students felt that they understood the logic of the language.
Repeating the language rules	Regarding the advantages of CR Level, the repeat-level students think that they had a chance to repeat the language rules.
Exposure to the new language topics	Regarding the advantages of CR Level, the repeat-level students think that they were open to new language topics.
Waste of Time	Regarding disadvantages of CR Level, the students think that repeating CR level is a waste of time.
Fatigue process	Regarding disadvantages of CR Level, studying the same level again is a fatigue process.
Student profile	They perceive their environment as nervous and reckless.
Peer pressure	As a demotivating factor, the students claimed that they have peer pressure in their classroom environment.
Regression in skills	As a demotivating factor, the students think that there is a regression in their speaking skills.
Time	As a demotivating factor, the students think that learning English requires the students to spend time on it.
Effort without result	As a demotivating factor, the students try but they cannot receive the reaction and result in the end.

CP Level Codebook

CODE	DESCRIPTION
Normal	About studying in CP level instead of CR, the students claim that they do not feel like a regular student.
Optimistic	About studying in CP level, the students are optimistic in CP level.
Depressive	About studying in CP level, the students feel depressed.
Bad	About studying in CP level, the students claim that they do not feel good.
Sad	About studying in CP level, the students are sad.
Mentally tired	About studying in CP level, the repeat-level students feel tired mentally.
Unsuccessful	About studying in CP level, the repeat-level students feel themselves unsuccessful.
Relations with people other people	About studying in CP level, the students share their comments about their social status.
Obligation	About being more motivated in the spring term when compared to the fall term, the students feel obligation to pass TOEFL.
Hopeful	About being more motivated in the spring term when compared to the fall term, the students think that they will pass TOEFL eventually.
Against	The students do not feel that they have to obey the rules and regulations of the preparatory school.
Yes they knew	The repeat-level students share that they still study in the preparatory school with the people around them.

Supporter	The students feel that their family is supportive academically.
Supporter	The students feel that their instructors are supportive academically.
Not enough support	The students feel that the preparatory school is partially supportive academically.
Supporter	The students feel that their family is supportive mentally.
Neutral	The students are neutral about the mental support of the preparatory school.
Setting up a business	Regarding their English language learning motivation, the repeat-level students motivate themselves by dreaming of their own business.
Social media	Regarding their English language learning motivation, the repeat-level students motivate themselves by being exposed to English on social media.
Reaching materials in Psychology	Regarding their English language learning motivation, the repeat-level students motivate themselves to learn the language because they would like to understand the sources related to their departments.
Writing assignments	Regarding the advantages of CR Level, the students claim that writing assignments are an advantage in CR level.
Speaking Juries	Regarding the advantages of CR Level, the repeat-level students claim that speaking juries are an advantage of the CR level
GPA	Regarding the advantages of CR Level, the students think that reaching GPA is easier in CR level.
Curriculum	Regarding the differences between CR and CP, the students compare CR and CP level in terms of their curriculum.

APPENDIX E – Ethics Committee Exemption Form / Ethics Committee Approval

T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük

Tarih: 25/05/2023 08:24
Sayı: E-35853172-300-00002863795



Sayı : E-35853172-300-00002863795
Konu : Etik Komisyon İzni (Nida TOKCAN)

25.05.2023

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 09.05.2023 tarihli ve E-51944218-300-00002836264 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans Programı öğrencisi **Nida TOKCAN**'nın **Dr. Öğr. Üyesi Hatice ERGÜL** danışmanlığında yürüttüğü "**Hazırlık Tekrar Öğrencilerinin Motivasyon Seviyeleri Üzerine Bir Araştırma**" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **23 Mayıs 2023** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Sibel AKSU YILDIRIM
Rektör Yardımcısı

APPENDIX F – Declaration of Ethical Conduct

I hereby declare that...

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

8/03/2024

Nida TOK

APPENDIX G – Thesis/Dissertation Originality Report

11/03/2024

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

Thesis Title: AN INVESTIGATION OF MOTIVATION LEVELS OF PREPARATORY SCHOOL REPEAT-LEVEL STUDENTS

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

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

I respectfully submit this for approval.

Name Lastname: Nida TOK

Student No.: N21139318

Department: Foreign Language Education

Program: English Language Teaching

Status: Masters Ph.D. Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED
(Title, Name Lastname, Signature)

APPENDIX H – Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

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

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

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

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

..... / /

(imza)

Öğrencinin Adı SOYADI

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

- (1) Madde 6.1. Lisansüstü teze ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezinerişime açılmasının ertelenmesine karar verebilir.
 - (2) Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internette paylaşılması durumunda 3 şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanın önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.
 - (3) Madde 7.1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.
- Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir
- *Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir

