

MOTIVATION, LEARNER IDENTITY AND LANGUAGE LEARNING

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ABSTRACT

This case study was conducted at a state university in Turkey. The participants were 9 students from the same classroom consisting of 24, registered in the English Preparatory Program at Ankara University. The main methods of the of data collection were a survey adapted from Gardner's (2004) Attitude/ Motivation Battery Test and the interviews conducted based on the results of the survey. In this study, we aimed to explore the context-based relationship among motivation, learner identity and second language acquisition in the given context. The findings indicated that learners possessing integrative and instrumental motivation in line with their ideal self and ought-to self invested into the target language more, compared to the learners having only instrumental motivation towards the target language.

Key Words: Motivation, identity, learner investment.