

MOTIVATION, LEARNER IDENTITY AND LANGUAGE LEARNING

Hakan TARHAN
TOBB University of Economics and Technology
Ankara, TURKEY

Sena BALBAN
Ankara University
Ankara, TURKEY

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.

INTRODUCTION

For around 3 decades, the sociocultural theory has been regarded as one of the most respected philosophical frameworks in education and in foreign language teaching besides many other fields such as medicine or business management (Schoen, 2011). According to the sociocultural perspective, learning process can be defined as a dynamic and complex social activity structured in and through the physical and social context; therefore, highly affected from people, tools and activities (Johnson, 2009). In contrast to the behaviourist theories of learning, Sociocultural theory (SCT) suggests that social life is the base of higher level of human cognition, which, in return, encourages the researchers to study the relationship among human mental functioning, culture, institutional and historical settings.

In SCT, individuals, their behaviours, former learning experiences and learner identities come forward in the process of learning, which is perceived as the transformation of the self. Learning depends mostly on individuals and their social context. In this respect, Johnson (2009) states the following:

How an individual learns something, what is learned, and how it is used will depend on the sum of the individual's prior experiences, the sociocultural context in which learning takes place, and what the individual wants, needs, and/ or is expected to do with that knowledge.

(p.2)

Regarding Johnson's (2009) claims, it can be argued that L2 identity and motivation can be used as a powerful mean to explore the sociocultural context of learners and to examine language learning and discourse giving power to speakers (Miller, 2009). Although there are many terminologies used to discuss identity and its implications; such as, social identity, ethnic identity, cultural identity and so on, this study aims to address L2 identity to explore the relationship among motivation, negotiation of learner identity and second language acquisition.

Norton (2000) defines identity as "how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how that person understands possibilities for the future"

(p.5), while Johnson (2003) argues it as “relational, constructed and altered by how I see others and how they see me in our shared experiences and negotiated interactions” (p.788). As it is seen, identity is a dynamic construct negotiated by individuals in a social setting rather than a state attained or reached. In this sense, L2 can be seen as a social formation necessary to negotiate meaning about self within a social context used as a tool to organize one’s former and current experiences for knowledge. For this reason, the concept potentially can serve researchers and educators to further explore how internalization process of knowledge takes place in relation to individual’s participation in the social interaction (Falsafi, 2010).

Motivation

The role of motivation in second language acquisition field has been a topic studied vastly by many researchers, since understanding of motivational characteristic helps teachers to better address diverse individual learner needs, and enables educators to adopt strategies to motivate learners (Salili & Hoosain, 2007). However, over time, the theoretical framework examining the nature of learner motivation has changed. Especially, with the globalization of the world, and the new status of English as an international language affected the learners’ motivation to learn a new language along with their needs (Ushioda & Dörnyei, 2009). For this reason, the concept of L2 motivation has been in the process of reconceptualization by embracing other concepts such as self and identity, in which motivation is seen as a part of learners’ identity.

Motivation has been regarded as a key element of language learning since the last three decades. While some researchers questioned the importance of motivation in learning a language (Clement & Kruidenier, 1983), some of them even argued that it is impossible for a motivated language learner not to learn the target language with enough exposure to it (Corder, 1967). After this first recognition, the importance of L2 motivation attracted more attention especially after the early works of Gardner (Rubrecht & Ishikawa, 2012) and, as a result, the concepts that attracted the widest attention in motivation research was put forward by Gardner (1959). The first of these concepts was integrative orientation towards language learning, which is defined as “*reflecting a sincere and personal interest in the people and culture represented by the other group*” (Gardner & Lambert, 1972, p.132). To put it simply, a learner with integrative motivation ultimately desires himself/herself to be regarded as a member of the community that has the target language as its native tongue. For the validity of this process of social identification, the L2 learner “*must be willing to identify with members of another ethnolinguistic group and take on very subtle aspect of their behaviour*” (Gardner & Lambert, 1972, p.135). However, especially towards the end of the 20th century a debate about the relevance of integrative motivation in L2 teaching after the spread of English as a global language (Dörnyei & Ushioda, 2009). After this new status of English language as a lingua franca, the number of people who used English for communicative purposes even though none of them is a native speaker of English, increased considerably (Graddol, 2006). That being the case, a lot of linguists started to question whether it is possible to accept the existence of the concept of integrative motivation when there is no reference group to target (Dörnyei & Ushioda, 2009). As a result, more than forty years after its introduction, Gardner (2001) re-characterised the concept of integrative motivation as follows:

“Integrativeness reflects a genuine interest in learning the second language in order to come closer to the other language community. At one level, this implies an openness to, and respect for other cultural groups and ways of life. In the extreme, this might involve complete identification with the community (and possibly even withdrawal from one’s original group), but more commonly it might well involve integration within both communities.”(p. 5)

The other concept introduced by Gardner was the instrumental orientation towards learning a language, which can be defined as learning a target language for practical reasons (Gardner & Lambert 1972). As Schmidt, Boraie and Kassabgy (1996) put it “*an instrumental orientation results from recognition of the practical advantages of learning and is identified when learners say that they want to learn the target language to pass examinations or for economic or social advancement (p. 10)*”. While these two concepts of motivation are sometimes regarded as mutually exclusive, this is not necessarily the case since it is possible for a learner of a particular target language to have both integrative and instrumental orientations (Dörnyei, 1991).

Identity and Learner Identity

Norton (2006) claims that the relationship between identity and language learning has been drawing attention from the researchers since 1970s and 1980s. Drawing upon the distinction between “social identity” and “cultural identity, which were seen as “the relationship between the individual and the larger social as mediated through institutions such as families, schools, workplaces” and “ the relationship between an individual and members of a particular ethnic group who are considered to share a common history, a common language and similar ways of understanding the world”; respectively, Norton (2006) finds the diverse research findings problematic (p.2). However, this distinction has been vaguer, since the concept of “sociocultural identity” intertwined the similarities belonging to both concepts. In understanding identity, institutional and contextual practices have outshined which shape language learners meaning construction socially and dynamically. In this respect, a number of characteristics of sociocultural identity are put forward by Norton (2006) by synthesizing the conceptualization of identity examined in various research designs. First of all, identity is a dynamic construct changing across time and space constantly; therefore, it is complex and multifaceted. It constructs and is constructed by language. Finally, it is affected by the social processes and classroom practices (p.3).

Similarly, Dörnyei & Ushioda (2009) assert that with the rise of technology and globalisation, the characteristics and motivations of second language learners have changed. Sociocultural diversity and communication patterns encouraged researchers in examining self and identity, and notions like social identification and ethnolinguistic identity come along with “the integrative concept”. Dörnyei (2005) explained the integrative concept by drawing on the theory of “possible selves”. Possible selves consist of the “ideal self” and “ought-to self” in “L2 Motivational Self System”. Ideal self is referred as “the representation of the attributes of someone would ideally like to possess (i.e. a presentation of personal hopes, aspirations or wishes)”, while ought-to self embodies “the attributes that one believes one ought to possess (i.e. a presentation of someone else’s sense of duty, obligations or responsibilities)” (Dörnyei & Ushioda, 2009, pp.3-4). In this regard, if the learners accommodate the idea to be proficient in L2 in their ideal and ought-to self, they will be more motivated towards the targeted language.

In a like manner, with regard to motivation and L2 identity, Norton (2000) refers to the term “learner investment” explained as “socially and historically constructed relationship of learners to the target language, and their often ambivalent desire to practice it” (p.10). As it is claimed, the more learners invest in a language, the more opportunities they will have to construct cultural concepts and L2 identity. Nevertheless, she further argues that it is not easy to distinguish the motivated and unmotivated features with clear L2 identities due to the changing and contradictory nature of identity and motivation. In other words, even if learners invest in the target language with different type of motivations in different amounts, depending on their ideal and ought-to self, it can be still problematic to draw generalized and clear-cut conclusions about L2 identity. For these reason, by referring on Dörnyei & Ushioda (2009) and Norton (2000), this study explored the context-dependent relationship of motivation and L2 identity in the given context.

Motivation and Learner Identity Research

The increasing role of motivation in second language acquisition attracted a lot of researchers. One of the most notable examples of research on this subject was conducted by Dörnyei, Csizer, and Nemeth (2006) with 13,391 students learning five target languages (English, German, French, Italian, and Russian) in Hungary. First of all, the study showed that the learners’ will to integrate themselves into the culture of the target language was one of the most important components of motivation, which is a finding that is also supported by many researchers including Gardner (1985) and Taguchi, Magid, and Papi (2009). Another important result was that, the instrumentality of the target language was of crucial importance in motivating students into learning it. In other words, if learners regard the target language as a means of reaching far better objectives such as finding a better job, they are more likely be motivated. The effectiveness of integrative and instrumental factors is also studied by Gardner and McIntyre (1991) in a research project in which they examined the impact of these factors on learning new words. The results of the study showed that those with integrative and instrumental motivation were much faster in learning new items. It is also mentioned in the Hungarian study that the

learners' attitudes toward the speakers and community of the second language is also quite important in creating motivation. In addition to the attitude toward speakers of L2, Wesely (2009) found out that the relationship between the teacher and peers are also quite influential in motivating students.

The works of Vygotsky and his theories of SCT (Sociocultural Theory) and AT (Activity Theory) have also been influential in shedding more light on the importance of the relationship between motivation, language learning and identity. Kim (2009) was particularly interested in finding answers for two main questions in her case study: "(1) To what degree can the internalisation of the ought-to L2 self contribute to L2 learning motivation and learning behaviour? (2) How does the learning goal influence the above two selves?" (p. 278) From the perspective of Vygotskian theories. Within her study, she interviewed two Korean ESL students living in Toronto. Even though, they were both male, almost at the same age and had similar educational backgrounds they had different motivating factors for learning English and also differed considerably in their ideal L2 selves and ought-to L2 selves. One of the most important findings of this study was that instrumentality of the language learnt can be regarded both within the ideal L2 self or the ought-to L2 self with internalisation being the differentiating factor. In other words, the more the learner internalizes the L2, the instrumental role of language becomes a part of ought-to L2 self, but if s/he fails to internalize it, the instrumental factors will exist within ideal L2 self. Another notable finding was that in order to envisage a positive and instrumental L2 self the learner needs to form a bridge between his/her ideal L2 self and "life experiences in a variety of communities" (p. 291).

With regard to the above discussion, this study aims to explore the dynamic and context-based relationship among motivation, learner identity and second language acquisition. In this sense, this exploration may help teachers to have a better understanding on how individual dynamics and constructs, motivation and identity, influences the language learning. By this way, teachers can address the individual learner needs better. Finally, the study can be of great help for educators to design or improve language learning programs supporting the developments of individuals in all manners targeted, while enhancing our understanding of learning as a socially constructed activity (Anwaruddin, 2012).

METHODOLOGY

Research Questions

Given the discussion and studies presented above, it can be seen clearly that motivation and identity have a crucial role in second language acquisition. For this reason, we aim to answer the following questions:

1. What is the relationship between motivation and learner identity?
2. Do different types of motivation have an influence on learner identity negotiation?
3. What is the relationship between learner identity and second language acquisition?

Research Setting

The University and English Preparatory Program

This study was conducted in an elementary-level EFL classroom in an English Preparatory Program. The program is designed for providing the students of the university with foreign language education at contemporary level. It is one of the biggest and well-known public universities in Turkey and is located in central Anatolia. Almost 40.000 students are enrolled to the university for undergraduate and graduate studies. The medium of the instruction is Turkish; however, students enrolled to certain departments are required to pass a proficiency exam by attending to the classes offered in the School of Foreign Languages. On the other hand, for some students, the program is selective and the proficiency exam is not compulsory, as long as they attend the classes. The classes usually requires two semesters of study. If the students, who are required to receive a successful grade, fail to attain a certain proficiency level, it is compulsory to repeat the program until receiving a satisfactory grade.

The School of Foreign Languages provides classes in English approximately to 2000 students each year. The students take a “placement test” to be grouped according to their test results based on the Common European Framework of References for Languages¹

The program has five achievement criteria; namely, first semester achievement score, second semester achievement score, coursework achievement score, spring semester proficiency exam score in addition to the year-end achievement score mentioned above. Progress tests, quizzes, oral exams, oral presentations, reading presentations, portfolios and class reports are used to calculate the first and second semester achievement scores.

The A2 (Elementary) Class

The class took part in this study was one of the A2 (elementary) level classes in the School of Foreign Languages. The main goal of the class was to provide the students with general English education along with the four main language skills. There were 24 students (13 female, 11 male) in the classroom, and only for two of them the year-end achievement test was optional. The students met in the same classroom every day. The technological devices such as a projector, a speaker and a laptop computer with internet connection were available to integrate communicative activities for active use. The classroom activities were gathered around individual and group projects, oral presentations and quizzes besides the lectures. Like each A2 level class, the context class had a standard curriculum and a book with 24 hours of classroom meeting per week for two semesters.

Two main teachers were assigned to the class for the second semester. The first main teacher instructed for 11 hours per week, while the second teacher, the researcher, taught for 13 hours. In this respect, knowing the students personally and observing the participants engagement to the classes provided valuable insight to the researchers in interpreting the qualitative data.

Participants

This case study conducted with 9 students (6 female-3 male). They were chosen in relation to the highest and lowest scores in the survey given to 24 students, who shared certain characteristics in terms of age, educational background and the type of language education they receive. The 9 participants were grouped under the three main criteria; general motivation, instrumental motivation and integrative motivation, and some of them were placed under more than one group due to their scores. The pseudonyms and the groups of the participants are as follows:

Table 1: The participants of the study for each group.

The Highests Means	General Motivation	Instrumental Motivation	Integrative Motivation
H1	Aslı	Gamze	Aslı
H2	Gamze	Melike	Kevser
H3	Kevser	Kevser	Gamze
The Lowest Means			
L1	Ali	Bengü	Salih
L2	Başak	Başak	Ali
L3	Alper	Alper	Alper

¹ <http://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr>

Table 2: Demographic information of the participants having the highest means from the survey

Pseudonyms	Age	Gender	Compulsory proficiency test
Aslı	18	Female	Yes
Gamze	18	Female	Yes
Kevser	18	Female	Yes
Melike	18	Female	Yes

Table 3: Demographic information of the participants having the lowest means from the survey

Pseudonyms	Age	Gender	Compulsory proficiency test
Ali	18	Male	Yes
Başak	18	Female	Yes
Alper	18	Male	Yes
Bengü	18	Female	No

Data Collection Tools

The data collection tools of this study included a survey adapted from Gardner's (2004) Attitude/ Motivation Battery Test and individual interviews with the 9 participants. Based on the highest and lowest means in the test in relation to the 3 main criteria, the participants were chosen for the interview. The data was gathered through a mixed-method within this study in order to benefit from the best of both paradigms, quantitative and qualitative methods, as Dörnyei (2007) suggests. By this way the bias and constraints researchers face in selecting participants in qualitative and longitudinal studies, and with qualitative data collection methods; such as observations, reflections and diaries, were tried to be overcome (Dörnyei, 2007).

The Survey

In order to reach the interviewees needed, the researchers applied a questionnaire to 24 participants studying in the preparatory English program, after piloting the adapted survey to 5 students from a different class sharing similar backgrounds. The questionnaire survey was used in order to elicit demographic information and to find out the current types of motivation participants have toward second language learning. The questionnaire items were adapted from Gardner's (2004) Attitude/Motivation Battery Test in accordance with the needs of the study. The items were translated into Turkish in order to prevent participants' language proficiency from having any influence on the results.

The Interviews

9 of the participants were interviewed in order to have an understanding about the relationship between their current types of motivation toward language learning and the L2 identities they construct. The interview questions were prepared by the researchers and additional questions were directed when it was necessary for further information (See appendix 6.2). The semi-structured interviews were conducted individually and in the participants' native language, Turkish, to encourage them to express themselves comfortably. All of the interviews were audio-recorded and transcribed before the analysis by the researchers to be able master everything stated. Denaturalized method was used for the transcriptions, because the main purpose of the

researchers was to explore the participants' feelings and perspectives towards motivation and L2 identity, rather than a discourse analysis.

Data Analysis

Quantitative Data Analysis

After the administration of the survey, the data collected through questionnaires were coded in SPSS. Next, the questionnaire items were reverse coded in SPSS so that a *strongly agree* would indicate high motivation for each item. First of all, the answers by the participants of the study were analysed under the categories of *general motivation towards the target language* (included all the items), *instrumental motivation towards the target language* (included items only about instrumental motivation), and *integrative motivation towards the target language* (included items only about instrumental integrative) by calculating the arithmetic means for every item in each category. According to the results of mean comparison, three of the participants with the highest mean and another three with the lowest mean for each category were grouped together. After the exclusion of overlaps, nine participants were identified for the interview.

Qualitative Data Analysis

For the analysis of the interviews, general inductive approach for qualitative data analysis was adopted on the basis of the grounded theory by Strauss and Corbin (1990). In this process, recurring themes was defined by analyzing the data gathered via the interviews by open coding. Using the constant comparison, common and different patterns were identified in the data by moving back and forth, to categorize them under the recurrent themes formed. Finally, an overall analysis was held among the themes to explore the relationship between motivation and learner identity.

Limitations

This study accommodates two limitations within its body. First of all, generalization of the findings may not be possible for bigger groups or contexts, since they are highly context-dependent dynamics under constant change. However, the main goal of this study was to explore and shed light on the relevant context, in this respect, the design and findings can be adapted for different settings. The second limitation arises due to the time constraints that the study could not adopt a longitudinal approach. Because this study was conducted as a requirement for a graduate course it had some limitations in terms of adequate time to collect the data and analyse the findings in a much more detailed way.

FINDINGS

Participants with the Highest Motivation Scores as a Case

Aslı, Gamze, Kevser and Melike were the participants having the highest means in the questionnaire survey in terms of general motivation, instrumental motivation and integrative motivation. They all had similar educational backgrounds. Starting the L2 education during the 4th grade of the elementary school and attending English classes since then, their programs were designed around proficiency in grammar without any focus on communicative skills. English was able to serve them only as an instrument to pass exams with good grades rather than a channel connecting them to the global world until the preparatory English program started. In this respect, although they expressed some similar ideas in terms of their feelings towards English, *ideal selves*, *ought-to selves* and *learner investments*, Aslı, Gamze and Kevser approached the target language as a field they enjoyed to be involved socially in addition to the L2's instrumental benefits, while Melike was likely to invest in English as an instrument to achieve her ideal and ought-to selves.

Attitudes towards English and Learning English

For Aslı, who held the highest means in general motivation and integrative motivation, learning new languages other than Turkish was a pursuit she had in her life. Since she was a little child, she liked foreign languages quite a lot and preferred to attend a number of English classes even during the summer holidays. She stated the following to underline her feelings towards English:

“Dile ilgim çok fazla. Küçükken, 4 ya da 5. sınıftayken, ailem beni “Anadolu Ateşi” dans grubuna yazdırmışlar, orada yetişeyim diye. Ben ne olursunuz beni alın, dil kursuna yazdırın diye yalvarmışım. Yani İngilizceyi çok seviyorum. Fransızca’ya aşırı bir ilgim var. Dili çok çok çok seviyorum.”

Like Aslı, Gamze had a strong integrative motivation towards the language, since she believed that English is the lingua franca of our age, and to be able to know about different cultures and be a part of the global culture, she started investing in the L2. Similarly, Kevser believed that English should be an important part of her life to improve herself socially and professionally. For her, English had integrative and instrumental purposes as well to have a better quality of life. Having strong motivation and commitment to learn the target language was important to her. To mention this point Kevser said the following:

“İngilizce her şey için gerekli. Sonuçta hayatın bir parçası. En basitinden yurt dışına gitmek istiyorsun, gezmek istiyorsun görmek için ama dil olmadığı için yapamıyorsun. Mesela onun haricinde iş için gerekli. Artık İngilizce olmadan hiç bir şey olmuyor. Kariyerin için.. Kendini geliştirmek için....İstersek olur, istemezsek öğrenemeyiz. Çünkü bir süre sonra insan sıkılıyor istese de sıkılıyor, ama hani sonuna kadar gayret edersek öğreniriz. Biz de bitiyor iş.”

However, Melike did not show such a personal interest in English as Aslı, Gamze and Kevser did, and she employed an instrumental stand towards English. She agreed that learning English was a must to be a part of this world, and for her English was more of a tool to benefit from to be the knowledgeable one in the society and in her profession, rather than a part of her identity or a social connector to the English culture. In this regard, Melike stated the following:

“İngilizceyi kesinlikle öğrenmem gereken bir dil gibi görüyorum, mesleğim açısından. Hatta İngilizce değil başka diller de öğrenmek istiyorum ama, faaliyet yok. Pek heves yok.....Dil öğrenmek farklı bir şeydir bence ama, hani farklı dilden insanlarla, onların aksanlarıyla konuşmak çok farklı bir his uyandırır ama, şu an onu yapamadığım için pek bir şey diyemeyeceğim.Ama mutlaka öğrenilmesi gereken bir dil olarak görüyorum. İşim gereği ve insanlarla olan iletişimi artırmak için İngilizce öğreniyorum. Kültürel açıdan değil de, işim için”

The Ideal Self and Ought-to Self

Aslı’s, Gamze’s and Kevser’s possible selves were in line with the types of motivation they have been constructing. Integrative and instrumental motivations they possessed within their L2 selves were serving their ideal and ought-to selves, respectively. In other words, Aslı, Gamze and Kevser were investing into the language, because English would help them to be open-minded and sophisticated people as they ideally desire, while helping them to be one of the best in their respected fields for their ought-to selves. Gamze’s statements about the place of English in attaining her ideal “socially knowledgeable” self and her ought-to “professional” self is the following:

“İngilizceyi çok akıcı konuşan insanları gördüğümde çok imreniyorum açıkcası. Oradan gelen bir heves var. Ben de onlar gibi konuşabilsem, yapabilsem. Çünkü o insanlar bana çok çok farklı insanlarmış gibi geliyor. Sonuçta aynı şeyi düşünsek de onlar daha farklı insanlarla bunu paylaşabiliyorlar.Ama ben paylaşamıyorum mesela. O yüzden benim için çok çok önemli İngilizce.”

“Şu an ortak dil İngilizce ve diğer insanlarla en azından kendi alanımda iletişime geçebilmek için, yaptıkları projeleri ve yahuatta onlarla irtibatla olabilmek için öğrenmek zorundayım. Aslında hepsi gelecekteki planlarım üzerine kurulu. Ama tabi bunun yanında arkadaş edinme olabilir, kendini geliştirme olabilir...En azından bir ortama girdiğinde kendini birazcık daha rahat hisseder. En azından ben öyle düşünüyorum.”

Melike differed from Aslı, Gamze and Kevser in terms of her motivation type. She placed the instrumental motivation in her ideal and ought-to selves, while the others combined integrative and instrumental motivation within their possible selves. Although she expressed her desire to travel abroad and meet new people and cultures, she did not refer to any particular integrative motivation. English was necessary to attain her goals in

life and and carry out her possible selves which were built on being successful in professional terms. Melike remarked this point by mentioning the following about her ideal self and ought-to self:

“Bir şirketin en vazgeçilmez işçisi olmak. Valgeçilmez yani. Her şey de bana sorulacak gibisinden. İngilizce’nin büyük bir yeri var bence. Bana bakacak olursanız, ben işim için İngilizce öğrenmek istiyorum. Yoksa öğrensem ne olur, öğrenmesem ne olur.”

“Toplum içinde iyi bir yer edinmiş ve saygınlık kazanmış kişi olmak. Ailem için özellikle. Öğrenmemi zaten çok istiyorlar. Saygın bir kişi olmak toplumda. Bunda İngilizcenin yeri büyük, çünkü saygın olabilmem için bir şirkette güzel işler yapabilmem lazım, ki bu da İngilizce öğrenmeden olmaz.”

Learner Investment

Parallel to the motivation types the participants integrate into their possible selves, their efforts, “the investment”, they put in learning the language and culture changed. The participants having integrative motivation together with the instrumental motivation, Aslı, Gamze and Kevser, expressed that they studied English regularly, even when it was not a part of the school work. Upon finishing the assignments or projects given, those participants were encouraged to read stories in English, watch movies, listen to songs, translate online newspapers and try to make friends that they can practice the language. Aslı gave the following points as an example:

“Listening çok yapıyorum evde. Çünkü dinlemede çok hatam çıkıyor. Ve hocamıza çok alıştığım için onun söyledikleri çok anlaşılır geliyor artık bana. Ama başkasından dinlediğimde, başkası konuştuğunda anlamıyorum hiç bir şey, hiç bir şekilde. Bol bol dinleme yapmaya çalışıyorum. Onun dışında makale ya da gazete açıyorum internetten. Onları çevirmeye çalışıyorum, hani kendim okuduğumda ne kadar anlayabiliyorum, çevirdiğimde ne kadar doğru çevirebiliyorum diye. Onun dışında (gives a name of a book)’dan çeviri yapıyorum günde bir ya da iki tane. Onun dışında da (gives a name of a university) web sitesine giriyorum, online çalışmak için. Onların geçmiş yıllarının sınavlarına bakıyorum.”

In a similar manner, Gamze expressed that:

“Dile hakim olmak için genelde yabancı dizi ya da sinemalar, yani elimde olduğunca izlemeye çalışıyorum. En azından İngilizce alt yazılı ve yahuatta eğer gerçekten çok önceden beri izlediğim bir diziye..Şu an mesela Türkçe alt yazılı bir de İngilizce alt yazılı. Aslında karşılaştırma yaptığım da oluyor, hani nerede kaçırmışım, nerede duymuşum. Ve yahuatta hikaye kitapları, onları çevirmeye çalışıyorum.”

Compared to Aslı, Gamze and Kevser, although getting one of the highest means in the motivation survey under the instrumental motivation category, Melike said that she did not put any extra effort other in acquiring the language and her inadequate vocabulary knowledge was the main reason behind this problem. About this issue Melike mentioned the following:

“İngilizce öğrenmek için bir kaç kitap aldım ama, sadece aldım yani. Hiç bir şey yapmıyorum da denebilir. Ama dersleri dinliyorum sadece. Sıkılıyorum işte, sözlüğe bakma sıkıntısı. Ve bir çok bilmediğim kelime olduğu için artık sözlüğe bakmak beni yoruyor.”

Participants with the Lowest Motivation Scores as a Case

Salih, Bengü, Ali, Başak and Alper were the participants getting the lowest means from the questionnaire survey in relation to the general, integrative and instrumental motivation criteria. Like the other participants of the study, they started studying English starting from the 4th grade of elementary school and received an education based on grammar. They never had the chance to practice the language neither with the native speakers of English, nor with non-native speakers of English. For this reason, English was perceived as another class they need to pass with good grades rather than an opportunity helping them to meet new cultures or people. In this regard, especially for Başak and Alper who were quite unmotivated to learn English, it was

nothing but a tool they have to possess to survive in the global world, while Bengü was the only one having both instrumental and integrative motives in her perception.

Attitudes towards English and Learning English

Salih and Ali presented a similar attitude towards English with Melike, who was the only participant with the instrumental motivation-only among the the highest-scored participants. English was crucial to them in terms of its usefulness in finding a good job and being aware of the current dynamics of the world. They did not express any personal interest towards the target culture or to the language itself. Salih said the following while talking about his feelings and perception of English:

“Ülke sınırları dışına çıkacağım zaman beni Dünya’ya bağlayacak olan bir araç İngilizce. İngilizce öğrenmek ve İngilizce konuşmak dünyaya açılan bir kapı. Ve benim için, ilerisi için, yani mezuniyet sonrası için, meslek ve mesleğin ötesine kendimi yükseltebilmem için, bir yerlere gelebilmek için bir basamak olarak görüyorum. Konuşurken şu an sıkılıyorum, ama bunun, hani, Türkiye’ye gelen yabancılardan gördüğüm kadarıyla, onlar Türkçe’yi bu kadar hızlı öğrenebiliyor ve konuşabiliyorsa, dışarı çıktığımda da ben de sıkılmadan konuşabileceğimi düşünüyorum.”

Likewise, Ali thought that he needed English just for finding a job but nothing else. However, when Başak and Alper were talking about the matter, they underlined the fact that they were quite indifferent to English, to the culture and learning the target language as well. Başak said that she felt “nothing” about English since she started learning it and, currently, because she still had four more years until she graduated, she neither thought nor cared about learning it. Like Başak, for Alper, the problem was not only his feelings about English, but also his beliefs about the instrumentality of English for his profession.

Alper emphasized his thoughts about the issue as the following:

“Sevmedim İngilizce’yi hiç bir zaman. Çok yakın gelmedi, güzel de gelmedi. Grameri de güzel gelmedi, ezberlemesi de zor geldi. Ezberi hiç bir zaman sevmedim, ben sevmediğim şeyi hiç bir zaman öğrenemedim. Benim bir şeyi ilk başta sevmem gerek. Çok fazla kural var, anlatma şekilleri çok ezberci. Sırf gramere dayalı yıllarca eğitim aldık. Hiç bir pratik yapma şansımız, olanağımız olmadı. Sadece işte haftada 10 saat gibi böyle fazla saatli ders aldık o kadar. Yani İngilizce öğrenmek bu devirde gerekli olabilir ama yani Dünya çapında bize çok da fazla bir şey kazandıracak diye de düşünmüyorum. Çünkü Dünya’da bir ön yargı var, hani nasıl diyeyim...Eğer gazeteciyseniz, yurt dışındaki gazetelerde çalışma şansınız, istediğiniz kadar İngilizce bilginiz olsun, çok fazla olduğunu düşünmüyorum. Çünkü hiç bir Türk gazeteci New York Times’da yazmıyor. Çünkü Dünya’da belirli ön yargılar var. Eğer Müslümansanız, Müslüman bir ülkede yaşıyorsanız, size en başta herkes terörist gözüyle bakıyor. Bu böyle olduğu içinde bizim çalışma olanaklarımızın çok fazla olduğunu düşünmüyorum. Kitlemizin de zaten İngilizce bilen bir kitle, piyasa olduğunu düşünmüyorum. Bu yüzden, evet, gazeteciliğin temellerini öğrenme konusunda İngilizce’nin gerekli olduğunu düşünüyorum, çünkü çoğu kitabın çevirisi çok daha sonra geliyor Türkiye’ye, ama bu da biraz sistemin yanlışı.”

Compared to the other participants in this group, Bengü was the only one having a more integrative stand towards the language. She liked learning the language because she wanted to go abroad and wanted to communicate people from different countries. However, she stated that no matter how much she tried, she was not able to master English fully.

The Ideal Self and Ought-to Self

Participants’ ideal and ought-to selves, except for Alper’s, directed them to the same point: finding a well-paid job and having a comfortable life allowing them to attain their desires. In doing so, Ali confirmed his stand one more time emphasizing that English was another step for him to take. The instrumentality of English was obvious for him. Even though Başak agreed that she desired a wealthy life and knowing English would help her to reach this goal, she put forward her apathetic character and stated that she was not sure about her ideals in life, her “ideal self” and “ought-to self”.

For Bengü, integrative motivation along with instrumental motivation came forward. In addition to getting a good job, being financially independent and having an important position in her profession, Bengü was encouraged to be culturally and socially knowledgeable. She mentioned that she wanted to meet new people and know about their cultures which she found quite appealing. Salih's motivation, on the other hand, for travelling abroad and learning about cultures was different from Bengü's. Although it seemed like he had an integrative stand at this point, it was not a desire for him to be a part of the target culture, but to decide which culture had better qualities, the Turkish culture or "the others". In this regard, again, English was an instrument for him to be able to judge the life styles of "the other". He stated the following to explain his perspective as the following:

"Eğer imkanım olsaydı, farklı ülkeleri görmek isterdim. Farklı insanlarla tanışmak isterdim. Çevremdeki yakın insanları, Türkiye'deki insanları zaten biliyoruz, kültürlerini zaten biliyoruz. Onun dışında insanlar nasıl düşünüyor. Biz mi doğru düşünüyoruz, yoksa dışarı mı, bizim garipsediğimiz insanlar mı doğru düşünüyor bir araştırmak isterdim.....Dediğim gibi insanları tanıyabilmek adına İngilizce bir basamak"

Alper differed from the other participants at this point. Alper questioned instrumental benefits of knowing English in his profession and concluded that he could still be successful in his field. He explained his point as the following:

"Ulusal anlamda bence çok da bir önemi yok. Eğer bir insan bilgiliyse ve Dünya'yı takip ediyorsa, evet İngilizce'nin muhakkak ki büyük artıları olur, ama hiç takip etmeyen bir insana göre sadece Türkçe'yle de çok iyi yerlere gelebilirsiniz..... Günümüz sosyo-ekonomik gerçekleri açısından benim İngilizce bilmem gerektiği gerçeği var. Ama bunun çok uğraşılırsa aşılabilir olduğunu düşünüyorum. Gelmek istediğim yerlerde, benden kaynaklı değil, sektörden kaynaklı olarak İngilizce'nin öneminin fazla olduğunu düşünüyorum."

Learner Investment

The participants' investment into the target language was in line with the motivation types they possessed towards English and learning English along with their possible selves. Similar to the findings of the first case, in the second case the participant motivated to learn the language with instrumental and integrative motives due to their ideal and ought-to selves, such as Bengü, were investing into the language relatively more compared to the participants having only instrumental motivation, such as Ali, Başak, Salih and Alper. Because Bengü was willing to be a part of the target culture and global culture, she stated that she tried to make friends on campus coming abroad in addition to the time she spent on studying for the proficiency exam. On the other hand, Ali, Başak, Salih and Alper mentioned that they have been studying English, mostly grammar, to be successful in the coming exam.

DISCUSSION

The purpose of this study was to explore the dynamic context-based relationship between motivation, L2 identity and second language acquisition with the participants chosen from an EFL classroom. The following research questions were explored:

1. What is the relationship between motivation and learner identity?
2. Do different types of motivation have an influence on learner identity negotiation?
3. What is the relationship between learner identity and second language acquisition?

In this chapter of the study, summary of the findings, discussion of the findings, implications and suggestions for future research are provided.

Summary of the Findings

A questionnaire survey adapted from Gardner's (2004) Attitude/ Motivation Battery Test was given to the subject EFL class in order to determine the motivation types of the participants. The participants receiving the highest and lowest means from the survey were grouped under 3 main categories: general motivation, instrumental motivation and integrative motivation. Based on these groups, 9 participants were interviewed by

the researchers to have further understanding about the relationship between the participants' possible selves, *ideal self* and *ought-to self*, motivation types and their investments into the language.

As it was presented, the motivation types of the students and their possible selves were closely interdependent. In case one, the participants with the highest motivation means, Aslı, Gamze and Kevser, showed the clues of integrative and instrumental motivation in combination. These motivations served to their ideal and ought-to selves. They were not only interested in receiving good grades and being successful in their respected fields, but also they were highly encouraged to be a part of the global culture by mastering English. For this reason, they were investing their time and energy to learn the L2 on a regular base. Melike, on the other hand, did not demonstrate such a personal interest to English and to the culture; therefore, her instrumental motivation and possible selves needed to use the language as a tool. In this regard, she did not do the necessary investment into learning them, although she had one of the highest means in the Motivation Battery Test (Gardner, 2004).

Similarly, in case two, the participants with the lowest means, Ali, Başak, Salih and Alper demonstrated instrumental motivation towards the target language. For them, English was a must to be carried out to achieve their possible selves. They were not enthusiastic about learning or being a part of the target culture. Accordingly, they did not feel the need to spend time on English to acquire it. Only Bengü, who had instrumental and integrative motivations together invested into the language socially other than class requirements. However, when compared to the participants from the case one, her investment was not regular or exemplified by concrete instances.

Overall, the findings were parallel with the literature discussed. As Dörnyei & Ushioda (2009) suggested, the participants accommodating the idea of being proficient in the target language in their ideal and ought-to self were more motivated towards the target language. Once they had integrative orientations, defined by Gardner & Lambert (1972) as "*reflecting a sincere and personal interest in the people and culture represented by the other group.*" (p.132), they were investing into the language more in comparison with the participants having instrumental orientations. For this reason, as Norton (2000) claims, those learners had more access to learning opportunities to construct cultural concepts and L2 identity, which facilitated their second language acquisition process.

Practical Implications

The findings of this study indicated that the learners embodying instrumental and integrative motivations in direction of their possible selves invested into the language more than the learners with only instrumental motivation or the ones who had a critical eye towards the instrumentality of L2. The more a learner invests in a foreign language, the more opportunities s/he will have to acquire the targeted language and be involved with the targeted culture. All in all, the findings indicated if the concept of learning a second language is a part of learner identity, students will be more motivated to learn it. It was also understood that higher motivation will make students invest more into learning the language, and more investment is quite likely to bring higher levels of success. Therefore, in addition to teaching grammatical facts and developing language skills, language teachers should also try very hard to make sure that their students' will be fully aware of why they are learning a foreign language and what advantages they may reach if they happen to acquire one.

Suggestions for Future Research

The findings of this study enhance our understanding of the relationship between motivation and L2 identity. However, possible future studies are needed to explore the relationship further, since this it is highly context-based and the findings cannot be generalize to bigger contexts. Moreover, designing a longitudinal study would be of great help in exploring these changing dynamics in a more detailed way. Finally, studies concentrating on the strategies to increase students' motivation in terms of integrative orientations can raise teacher awareness on the issue. By this way, motivation and L2 identity can be used as a facilitator in language classrooms in second language acquisition process.

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BIODATA AND CONTACT ADDRESSES OF AUTHORS



Hakan TARHAN is an EFL instructor at TOBB University of Economics and Technology and a post-graduate student in the department of English Language Teaching at Middle East Technical University in Ankara, Turkey. After receiving his B.A. in Foreign Language Education, Mr TARHAN taught in Finland between 2011 and 2012, under a grant awarded by the European Commission's Life Long Learning programme. His research interests include identity in language learning, multilingualism, computer assisted language learning, and sociology of education.

Hakan TARHAN
TOBB University of Economics
And Technology, Ankara, TURKEY
E. Mail: htarhan@etu.edu.tr



Sena BALBAN is an English Instructor at Ankara University, Turkey. Between August 2011 and May 2012, she served as the Fulbright Turkish Teaching Assistant at the University of Texas at Austin, after she graduated from Middle East Technical University. She is having her graduate degree in English Language Teaching at the Middle East Technical University, Turkey. Her research interest is learner identity in EFL classrooms; motivation and second language acquisition; professional teacher identity; mentoring for novice teachers; and instructional technology.

Sena BALBAN
Ankara Üniversitesi, Gölbaşı,
Ankara, TURKEY
E. Mail: senabalban@gmail.com

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