REPUBLIC OF TURKEY
YILDIZ TECHNICAL UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAM

MASTER'S THESIS

AN INTERVENTION STUDY ON FOSTERING TURKISH EFL LEARNERS' L2 MOTIVATIONAL SELF-SYSTEM

SEVDA KAYIKCI PEKER
21708021

THESIS ADVISOR
PROF. DR. HATİCE GÜLRU YÜKSEL

2024

REPUBLIC OF TURKEY
YILDIZ TECHNICAL UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAM

MASTER'S THESIS

AN INTERVENTION STUDY ON FOSTERING TURKISH EFL LEARNERS' L2 MOTIVATIONAL SELF-SYSTEM

SEVDA KAYIKCI PEKER
21708021
ORCHID NO: 0000-0002-6071-7455

THESIS ADVISOR
PROF. DR. HATİCE GÜLRU YÜKSEL

JUNE 2024

Sevda KAYIKCI PEKER tarafından hazırlanan "Türk EFL Öğrenenlerin L2 Motivasyonel Benlik Sisteminin Geliştirilmesi Üzerine Bir Müdahale Çalışması" başlıklı çalışma, [13/06/2024] tarihinde yapılan savunma sınavı sonucunda oybirliği ile başarılı bulunmuş ve jürimiz tarafından Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Programında YÜKSEK LİSANS tezi olarak kabul edilmiştir.

Danışman	**İmza**
Prof. Dr. Hatice Gülru Yüksel	……

Jüri Üyeleri	**İmza**
Doç. Dr. Mehdi SOLHİ	……
Dr. Öğretim Üyesi, Emrah ÖZCAN	……

ABSTRACT

AN INTERVENTION STUDY ON FOSTERING TURKISH EFL LEARNERS' L2 MOTIVATIONAL SELF-SYSTEM

The L2 motivational self-system (L2MSS) is a theory explaining L2 motivation through three constructs: ideal L2 self, ought-to L2 self, and L2 learning experience. Research on L2MSS mostly comprises survey studies, and the number of intervention studies is fewer in the literature. Thus, this quasi-experimental intervention study on L2 motivation aims to contribute to the literature by filling in this gap. The study specifically focuses on the ideal L2 self of university students through technology-integrated classroom practices. Additionally, the study aims to explore the effect of the six-week intervention program on the ought-to L2 self and attitudes toward learning English, which is considered equivalent to the L2 learning experience, through a questionnaire used as pre- and post-tests. Moreover, the influence of proficiency level on the L2MSS constructs was investigated. Six intact classes were assigned as experimental (n = 79) and control (n = 90) groups. The activities, adopted from a resource book by Dörnyei and Hadfield (2014), included envisioning the ideal L2 self, creating a roadmap with strategies and plans to reach it, and activating the ideal L2 self. Furthermore, students used an AI app and wrote about different scenarios for their ideal L2 selves and received a realistic photo on the app. Besides, role models with similar educational backgrounds were invited, and in the post-test, the experimental groups were asked about this experience. The T-test results revealed that after the intervention, there was a significant difference regarding the ideal L2 self, with the experimental group having a higher level in the post-test. Differences in the ought-to L2 self and attitudes toward learning English were found to be insignificant. Moreover, students with higher proficiency levels had significantly higher levels of ideal L2 self; however, the difference between proficiency levels regarding the ought-to L2 self and attitudes toward learning English was insignificant. Open-ended questions regarding the role models revealed positive outcomes from these interviews, such as enhanced motivation and ideal L2 self. Finally, pedagogical implications are discussed, and suggestions for further studies are shared.

Keywords: ideal L2 self- ought- to L2 self - technology- attitude toward learning English

ÖZET

TÜRK EFL ÖĞRENENLERİN L2 MOTİVASYONEL BENLİK SİSTEMİNİN GELİŞTİRİLMESİ ÜZERİNE BİR MÜDAHALE ÇALIŞMASI

L2 Motivasyonel Benlik Sistemi, dil öğrenme motivasyonunu üç yapı aracılığıyla açıklayan bir teoridir: ideal yabancı dil benliği, sahip olunması beklenilen yabancı dil benliği, yabancı dil öğrenme deneyimi. L2MSS üzerindeki araştırmalar çoğunlukla anket çalışmalarından oluşmakta ve müdahale çalışmaları literatürde daha az yer almaktadır. Bu nedenle, yabancı dil motivasyonu üzerine gerçekleştirilen bu yarı-deneysel müdahale çalışması, bu boşluğu doldurarak literatüre katkı sağlamayı amaçlamaktadır. Çalışma, üniversite öğrencilerinin ideal yabancı dil benliğine teknoloji ile entegre edilmiş sınıf uygulamaları aracılığıyla odaklanmaktadır. Ayrıca, çalışma altı haftalık müdahale programının sahip olunması beklenen yabancı dil benliği ve İngilizce öğrenme tutumu üzerindeki etkisini, ön ve son test olarak kullanılan bir anket aracılığıyla araştırmayı amaçlamaktadır. Bunların yanı sıra, yabancı dilde yeterlilik düzeyinin L2MSS yapıları üzerindeki etkisi incelenmiştir. Altı sınıf deney (n = 79) ve kontrol (n = 90) grupları olarak atanmıştır. Bir kaynak kitaptan (Dörnyei & Hadfield, 2014) uyarlanan aktiviteler, ideal yabancı dil benliğini tasavvur etmeyi, bunu gerçekleştirmek için strateji ve planlarla bir yol haritası oluşturmayı ve ideal yabancı dil benliğini harekete geçirmeyi içermektedir. Ayrıca, öğrenciler bir yapay zekâ uygulaması kullanarak farklı ideal yabancı dil benliği senaryoları yazmış ve uygulamada gerçekçi bir fotoğraf almışlardır. Bunun yanı sıra, benzer eğitim geçmişine sahip rol modeller davet edilmiş ve son testte deney gruplarına bu deneyim hakkında sorular yöneltilmiştir. T-test sonuçları, müdahale sonrasında ideal yabancı dil benliği konusunda deney grubunun son testte daha yüksek bir seviyeye sahip olduğunu göstermiştir. Ancak sahip olunması beklenilen yabancı dil benliği ve İngilizce öğrenme tutumu arasındaki farklar önemsiz bulunmuştur. Ayrıca, daha yüksek yeterlilik düzeyine sahip öğrencilerin ideal yabancı dil benliği düzeylerinin anlamlı derecede daha yüksek olduğu görülmüştür. Ancak, farklı yeterlilik seviyelerine sahip gruplar arasında sahip olunması beklenilen yabancı dil benliği ve İngilizce öğrenme tutumu açısından anlamlı bir fark bulunmamıştır. Rol modellerle ilgili açık uçlu sorular, bu görüşmelerden artan motivasyon ve ideal yabancı dil benliği gibi olumlu sonuçlar ortaya koymuştur. Son olarak, pedagojik çıkarımlar tartışılmış ve gelecekteki çalışmalar için öneriler paylaşılmıştır.

Anahtar Kelimeler: ideal yabancı dil benliği- sahip olunması beklenilen yabancı dil benliği -teknoloji- İngilizce öğrenme tutumu

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my advisor, Prof. Dr. Hatice Gülru YÜKSEL, for her constant support and invaluable guidance, which significantly enhanced the quality of this thesis. I cannot thank her enough for her constructive feedback and encouragement during this challenging process.

I am extremely thankful to the faculty members of the Foreign Languages Education Department at Yıldız Technical University for their invaluable classes. The discussions and assignments have broadened my perspective. My friends and classmates' support and encouragement are also much appreciated. It has been a privilege to be a part of this esteemed institution.

I would like to acknowledge Sakarya University for permitting data collection for this research. My appreciation also extends to my colleagues at the School of Foreign Languages, Sakarya University, for their support and collaboration during my research.

My sincere gratitude goes to the participants of this study, whose willingness to share their experiences made this research possible.

Finally, my heartfelt thanks go to my dearest family. I am thankful to my son, Kuzey Peker, for being an endless source of joy in my life. I want to thank my husband, Murat Peker, for his constant support. I am extremely thankful to my parents, Tenzile and Hasan Kayıkcı, and my brother, Ali Kayıkcı, for their invaluable support and being there when I needed them.

This thesis was supported by the TÜBİTAK-2211/ A General Domestic Graduate Scholarship Program.

Sevda KAYIKCI PEKER

June, 2024; İstanbul

TABLE OF CONTENTS

ABSTRACT iii
ÖZET iv
ACKNOWLEDGEMENTS v
TABLE OF CONTENTS vi
LIST OF TABLES viii
LIST OF FIGURES ix
ABBREVIATIONS x
1. INTRODUCTION 1
1.1. Purpose of the Study 2
1.2. Significance of the Study 3
1.3. Research Questions 4
2. LITERATURE REVIEW 6
2.1. Historical of Motivation Research in Second Language Acquisition 6
2.2. Motivation Theories in SLA 8
2.2.1. Gardner and Lambert's Theory of Motivation 8
2.2.2. Dörnyei's L2 Motivational Self System 9
2.2.2.1. Validation of L2MSS 12
2.3. Ideal L2 Self 15
2.3.1. Visualization and the Ideal L2 Self 17
2.3.2. Intervention Studies on Ideal L2 Self 19
2.4. Ought-to L2 Self 23
2.5. Attitude towards Language Learning /L2 Learning Experience 24
2.6. Language Proficiency and L2MSS 25
2.7. Technology Integration in Language Learning and Teaching 28
2.8. Role Models 29
3. METHOD OF THE STUDY 33
3.1. Research Design 33
3.2. Setting and Participants 33
3.3. Data Collection Instrument 34
3.4. Data Collection Process 35
3.5. Data Analysis 47
4. FINDINGS 49
4.1. Quantitative Findings 49
4.1.1. The Impact of the Intervention on L2 Motivation 49
4.1.2. The Effect of Proficiency Level on L2MSS 62
4.2. Qualitative Findings 69
4.2.1. The Influence of Role Models on L2 Motivation 69
4.2.2. Overall Findings for the Qualitative Data 76
5. DISCUSSION 78
6. CONCLUSION 86
6.1. Pedagogical Implications 89
6.2. Limitations and Suggestions for Further Research 90
REFERENCES 91

APPENDICES 100

LIST OF TABLES

Table 1. Intervention Schedule 37
Table 2. Color Code for the Writing 38
Table 3. Skewness and Kurtosis Values for the Pre-test of the Experimental Group 50
Table 4. Skewness and Kurtosis Values for the Pre-test of the Control Group 50
Table 5. Tests of Normality for the Pre-test of the Experimental Group 51
Table 6. Tests of Normality for the Pre-test of the Control Group 51
Table 7. Descriptive Statistics for the Pre-test Results 52
Table 8. The Independent-samples T-test Results of the Experimental and Control Groups' Pre-tests 53
Table 9. Skewness and Kurtosis Values for the Post-test of the Experimental Group 54
Table 10. Skewness and Kurtosis Values for the Experimental Group's Post-test After the Exclusion of the Outlier 55
Table 11. Tests of Normality of the Experimental Group's Post-test 55
Table 12. Descriptive Statistics of the Experimental Group's Pre- and Post-test Results 56
Table 13. The Independent-samples T-test Results of the Experimental Group's Pre- and Post-tests 58
Table 14. Skewness and Kurtosis Values for the Post-test of the Control Group 59
Table 15. Tests of Normality of the Control Group's Post-test 59
Table 16. Descriptive Statistics of the Post-test Results of the Experimental and Control Groups 60
Table 17. The Independent-samples T-test Results of the Experimental and Control Groups' Post-tests 61
Table 18. Test of Normality for the Pre-tests of B1 and A2 Proficiency Levels 62
Table 19. Tests of Normality for the Pre-test of B1 and A2 Proficiency Levels 63
Table 20. Descriptive Statistics of Proficiency Levels' Pre-tests 63
Table 21. The Independent-samples T-test of B1 and A2 Groups' Pre-tests 64
Table 22. Test of Normality for the Proficiency Levels' Post-tests 65
Table 23. Tests of Normality for the Proficiency Levels' Post-tests 66
Table 24.Descriptive Statistics for the Post-tests of Proficiency Levels 66
Table 25. The Independent-samples T-test of the Proficiency Levels' Post-test Results 68
Table 26. Themes and Codes for the First Question 70
Table 27. Themes and Codes for the Second Question 74
Table 28. Table of Themes 77

LIST OF FIGURES

Figure 1. The Sequence of the Motivational Program Provided in the Book by Dörnyei and Hadfield (2014) 36

ABBREVIATIONS

L2MSS	: L2 Motivational Self System
SEM	: Structural Equation Modeling
EFL	: English as a Foreign Language
L2	: Second Language
ANCOVA	: Analysis of Covariance

1. INTRODUCTION

Scholars have defined motivation from various perspectives. The term "motivation" originates from "movere," which means "to move" in Latin (Dörnyei & Ushioda, 2011, p. 3). Gardner (1985) states that motivation entails exerting effort and the desire to attain the objective of language acquisition alongside positive attitudes toward the learning process. As noted by Dörnyei and Ottó (1998), motivation is the constantly evolving buildup of excitement within a person, which triggers, guides, coordinates, intensifies, concludes, and assesses the cognitive and physical activities through which initial aspirations and desires are chosen, organized, put into action. Brown (2001) described it as the degree to which one makes decisions regarding the objectives and the dedication one commits to pursuing those goals. According to Gardner (2007), providing a straightforward definition of motivation proves challenging, as it encompasses many characteristics associated with motivated individuals. These traits include being goal-directed, putting in effort, displaying persistence, maintaining attentiveness, having desires, experiencing arousal, possessing expectancy, demonstrating self-confidence (self-efficacy), and having specific reasons (motives).

Acquiring proficiency in a second language (L2) is an arduous and intricate task (Brown, 2007). Motivation, recognized by both educators and researchers as a crucial element affecting the speed and efficacy of L2 acquisition (Dörnyei, 1998), has been proven to contribute to the foreign language learning process. As Dörnyei (2005) states, it significantly contributes to language learning success since it is the primary reason for learning a new language and provides persistence in the long learning process. Besides, even those with the most extraordinary skills cannot attain long-term objectives without significant drive, and practical instruction and curriculum alone cannot guarantee student success. Gardner (2007) suggests that while possessing knowledge of other languages offers numerous advantages, it is not considered an absolute necessity. Consequently, acquiring a second language relies significantly on motivation and ability.

The number of L2 motivation studies has been consistently increasing over the years, indicating a rising trend (Boo et al., 2015; Vonkova et al., 2021). According to Cheng and Dörnyei (2007), regarding theoretical aspects, prior to the early 1990s, the trajectory of motivation research was significantly influenced by the impactful contributions of Robert Gardner and Wallace Lambert (1959, 1972). However, the popularity of Gardner's theory started declining in 2011/12, in contrast to the simultaneous rise in Dörnyei's (2009) L2 motivational self-system (L2MSS) during the same period, which has been consistently strong, with each subsequent year matching or exceeding the production levels of the preceding year from 2005 to 2021 (M. Liu, 2024). Nevertheless, the data do not suggest the gradual solidification of a new orthodoxy. On the contrary, using different theories at the same time was on the rise, which highlights a creative interest in juxtaposing various perspectives (Boo et al., 2015).

Among several theories, Dörnyei's L2MSS dominates current empirical motivation research in the EFL contexts. Self-determination theory is the second most studied theory, followed by Gardner's motivation theory and expectancy-value theory in articles published in prestigious journals between 2016 and 2020 (Vonkova et al., 2021). The teaching and learning process constituted the central theme in motivation studies during this period. Among various approaches, using technologies such as applications, games, or technological devices to enrich learning English as a Foreign Language (EFL) is prevalent in motivation research. Additionally, the relationship between motivation and correlated academic variables, including EFL achievement, student emotions, and perceptions within the learning environment, has been investigated (Vonkova et al., 2021).

1.1. Purpose of the Study

This intervention study aims to foster Turkish EFL preparatory program learners' L2MSS by enhancing the ideal L2 self which refers to the person's desired self in language learning (Dörnyei, 2009).

Motivation is a prominent component of the language learning process (Dörnyei, 2005; Gardner, 2007), and L2MSS has been proven valid (Csizer & Kormos, 2009; Papi, 2010; Ueki & Takeuchi, 2013; Islam et al., 2013; Kong et al., 2018). In several studies, the ideal L2 self has been seen to be the most significant component of

motivation (Kormos & Csizér, 2008; Al-Shehri, 2009; Csizér & Lukács, 2010; Dörnyei & Chan, 2013), and it has been proven to be enhanced via intervention programs (Magid & Chan, 2012; Mackay, 2019; Safdari, 2021; Sato, 2020; De Rutté, 2024).

Moreover, language learning achievement and the ideal L2 self correlate positively (Dörnyei & Chan, 2013; Li & Zhang, 2021; Fathi & Hejazi, 2023). Besides, language learning achievement is aimed at language courses, including preparatory programs (e.g. *Sakarya Üniversitesi | | Misyon Ve Vizyon*, n.d.; *Vizyon, Misyon | YTÜ Yabancı Diller Yüksekokulu*, n.d.). A direct and positive correlation between the abovementioned constructs was revealed in a survey study with four hundred fifty-two intermediate English language learners between 14 and 19, underscoring the significant impact of envisioning an ideal self in learning L2 (Fathi &Hejazi, 2023). In addition, the ideal L2 self has been identified as a positive direct predictor of the language proficiency test (Li & Zhang, 2021). In a survey study by Šafranj et al. (2021), the correlation between the grade and the L2 self showed moderate intensity, which leads to the conclusion that, in general, individuals with a more enhanced L2 self also tend to achieve higher grades.

Overall, the ideal L2 self has positively affected L2 motivation and achievement in the previously mentioned studies. Thus, an intervention, including technology-integrated classroom practices, is planned to enhance the L2MSS, specifically focusing on the ideal L2 self to benefit from possible positive outcomes. The evidence from previous studies supports the notion that its enhancement through intervention programs has shown promising results. The study seeks to enhance the current body of literature by creating an intervention that is both theoretically grounded and empirically rigorous.

1.2. Significance of the Study

Lamb (2017) suggests that motivation researchers should also strive to advance the field by developing theoretically grounded and empirically rigorous interventions, as they provide the most compelling evidence of motivational influence. However, intervention studies constitute only a small portion of the research conducted on L2MSS. In Turkey, one study, which was a PhD dissertation, was conducted as an L2MSS intervention (Özönder, 2020). The present intervention study significantly contributes to the literature by conducting an L2MSS intervention in Turkey.

Previous intervention programs regarding the ideal L2 self have revealed positive outcomes (Magid & Chan, 2012; Mackay, 2019; Safdari, 2021; Sato, 2020; De Rutté, 2024). The present study is an intervention study that aims to foster Turkish EFL preparatory program students' motivation through classroom activities focused on the ideal L2 self. The intervention adopts a technology-enhanced design, which can improve L2 learning (Sung et al., 2015; Sung et al., 2016; Shadiev & Yang, 2020) and support motivation (Stockwell, 2013; Shadiev & Yang, 2020). Thanks to this integration, access to and completion of the activities can be done more collaboratively, efficiently, and without wasting paper as much as possible.

Yashima (2009) states that more advanced learners can serve as personalized models of the ideal self for other learners, referring to a conversation with a college student who says achieving fluency as a native speaker feels unattainable because it is hard to relate to their level; however, Japanese teachers seem like more feasible targets to strive for. In this intervention, successful L2 role models, which is an aspect that needs more central attention in motivation studies in L2 acquisition (Muir et al., 2019), who speak English well and have similar educational backgrounds, are interviewed by the participants.

In conclusion, this study's significance lies in addressing a gap in the existing literature by conducting an L2MSS intervention in Turkey. It takes an innovative approach by building upon the positive outcomes of previous intervention programs targeting the ideal L2 self (Magid & Chan, 2012; Mackay, 2019; Safdari, 2021; Sato, 2020; De Rutté, 2024). This study is significant since it benefits from a component of motivation and activities proven effective in similar interventions, focuses on an aspect that still needs detailed analysis, and presents them in a technology-enhanced way. Overall, this study contributes to the ongoing discourse on motivation in language learning by offering a novel intervention approach that combines theoretical insights with practical applications, ultimately aiming to enrich language learning experiences and outcomes.

1.3. Research Questions

The present study poses the following research questions:

1. How does the use of technology-integrated classroom practices affect Turkish EFL students' L2 motivational self-system?

2. To what extent does language proficiency influence L2MSS?

3. How do role model interviews affect language learning motivation?

2. LITERATURE REVIEW

This section aims to assess the literature relevant to the present investigation. However, since the study was conducted at a university, this literature review mainly focused on studies conducted with university students.

2.1. Historical of Motivation Research in Second Language Acquisition

As Dörnyei (2005) and Al-Hoorie (2017) suggest, the period till the 1990s can be named the social-psychological period of language motivation. Gardner and Lambert's (1959, 1972) perspective on motivation was grounded in social psychology, viewing the second language as a bridge connecting various ethnolinguistic communities. As a result, motivation to acquire L2, which is spoken by another community, was considered a decisive factor affecting the facilitation or hindrance of intercultural communication. Nevertheless, Gardner's social-psychological approach did not specifically delve into the classroom implications. It did not aim to directly assist language teachers in enhancing their teaching practices. Moreover, it did not explain learners' motivation when there is no chance of integration with the L2 community (Dörnyei, 2005).

The field then transitioned into a different period, broadening its research scope to encompass learners within the scope of the classroom's micro context and explore the cognitive processes involved in language acquisition (Dörnyei, 2005; Al-Hoorie, 2017). From a cognitive perspective, motivational psychologists persuasively argued that how individuals perceive their capabilities, potentials, limitations, possibilities, past performance, and different aspects of tasks or objectives plays a critical role in motivation (Dörnyei, 2005). It is important to note that the cognitive-situated period marked a change in emphasis rather than a dismissal of the significant social-psychological aspect of language learning, which has remained a focal point of interest (Dörnyei & Ushioda, 2011).

Around the 1990s, many L2 researchers started adopting a conceptualization of motivation that was more in line with mainstream educational psychology, as

evidenced by the growing number of papers advocating for this approach (Cheng & Dörnyei, 2007). To illustrate, Dörnyei's (1990) study delves into the elements of foreign language learning motivation, with a specific focus on learning the target language in institutions or educational settings lacking consistent engagement with the community where the target language is spoken. Moreover, Crookes and Schmidt (1991) summarized research on motivation within mainstream education. They investigated the connection between motivation and the process of acquiring an L2, dissected across various levels such as the micro level, concentrating on the motivational influences on the cognitive processing of stimuli in the second language, the classroom, addressing instructional methods and activities from a motivational perspective, the syllabus level, where decisions about content are made; and also factors relevant to out-of-class and long-term concerns. Throughout this exploration, they highlighted instances where motivation was acknowledged as crucial in second language learning. Additionally, they summarized mainstream educational research in certain areas to indicate how maturation may influence second language learning. Gardner (2007) contributed to the classroom aspect of motivation as well. He focused on differentiating between two forms of motivation: motivation for language learning and motivation within the classroom. In his paper, he highlighted the connection of these motivations to cultural and educational contexts by examining their impact on integrativeness and attitudes toward the learning environment.

The third phase, which started in the 2000s (Dörnyei & Ryan, 2015), has been marked by the rise of different themes, encompassing evolving, unconscious, affective, and long-term motivation for learning English and other languages (Al-Hoorie, 2017). Al-Hoorie (2017) explains that assigning a single, overarching title to this period proves challenging since a title typically comes about in hindsight, particularly when the field is prepared to move into a new stage. Dörnyei and Ryan (2015) first labeled the third phase as a 'process-oriented period' in 2005. However, analysis of classroom dynamics and learners' behaviors led to the recognition of the importance of time in understanding the fluctuations of motivation in daily learning experiences. They later described this period as characterized by the transition towards socio-dynamic perspectives, underscoring the concept's dynamic nature and variation over time. As Ryan and Dörnyei (2013) state in a similar sense, even the most successful learners

experience language acquisition as a long and frequently challenging journey characterized by fluctuations in motivation over time.

Dörnyei and Ushioda (2011) state that the third phase—the process-oriented period—evolves into, or possibly merges with, a novel one, which they term the socio-dynamic period of L2 motivation theory, which emphasizes L2 motivation's temporal flexibility and dynamic nature. In this period, L2 motivation research focuses on global shifts in motivation, changes in motivation within individual learners' experiences over extended periods, and the significance of cultivating self-regulatory strategies to effectively manage or maintain one's motivation throughout the learning process. They suggest that L2 motivation research is transitioning from the process-oriented period into a new phase that focuses on the intricate nature of L2 motivation within specific contexts and its natural evolution through dynamic interactions with various internal, social, and contextual elements. Additionally, there is a growing emphasis on theorizing L2 motivation in a manner that acknowledges the wider complexity of learning.

2.2. Motivation Theories in SLA

2.2.1. Gardner and Lambert's Theory of Motivation

Gardner and Lambert's (1959) study with high school students who studied French as an L2 aimed to explore the variables influencing achievement in L2 acquisition beyond linguistic aptitude. Multiple tests, including ones measuring verbal IQ, linguistic aptitude, and other motivational and attitudinal traits, were used in the study. Examining how these interact unveiled two distinct and independent factors associated with success in French language acquisition: "linguistic aptitude" and "motivational". The motivational factor was associated with variables such as attitude scale, orientation index, and motivational intensity scale. This factor highlighted the importance of motivation in successful L2 acquisition, particularly the desire to be like respected language community members, which suggested that success in learning an L2 depends on linguistic aptitude and motivation, precisely the orientation and intensity of motivation.

Gardner (1968) suggests that it is evident that the attitudinal and motivational traits of the student play a crucial role in acquiring a second language. Motivational differences

influence how students develop skills applicable in communicational contexts. This generalization is derived from research conducted in diverse locations, such as Montreal, London, Canada, Maine, Louisiana, and Connecticut. The consistent findings across these regions highlight a distinct pattern of attitudinal-motivational factors that enhance L2 acquisition. Students who prioritized acquiring an L2 for interaction with the French-speaking community tended to display positive attitudes toward the French language. Additionally, these students exhibited heightened motivation to learn French, investing more effort in the process. As a result, such motivated students achieved tremendous success in attaining proficiency in French.

In sum, Garner's theory of motivation addresses motivation from a social-psychological standpoint. Learners' attitudes, willingness to engage, and general intent toward learning a foreign language shape L2 motivation. Moreover, learners' orientation could occur in various forms: an instrumental outlook, which emphasizes the practical utility and benefits of acquiring L2, and an integrative outlook, demonstrating a genuine interest in the individuals and customs of the L2 group (Gardner & Lambert, 1972).

2.2.2. Dörnyei's L2 Motivational Self System

As Dörnyei (2005) states, motivation constantly evolves, so research should also progress over time. He introduces a new interpretation of L2 motivation that reorients motivation to a theory of identity and self, which drew inspiration from the most extensive L2 motivation survey ever, encompassing over 13,000 language learners across three times: in 1993, 1999, and 2004, focusing on five target languages (Dörnyei et al., 2006). A notable consistent discovery throughout the longitudinal dataset from 1993 to 2004 was the robust correlation between instrumentality and integrativeness. This observation led researchers to hypothesize that integrativeness could be more appropriately conceptualized as an internal means of identifying one's own self-concept, which might also entail internalized manifestations of instrumental drive (Ushioda, 2011).

While not conflicting with traditional conceptualizations of L2 motivation, the ideal L2 self introduces a broader perspective than integrativeness. This approach differs from the motivation concept of the social psychological period because it considers motivation from a whole-person perspective; it aims to come up with a broader

interpretation of integrativeness since the original setting in which integrativeness emerged holds less relevance in learning environments. For instance, when contact with L2 speakers is unavailable, the relevance of integrativeness has not always been straightforward in language learning (Dörnyei, 2005). Furthermore, the position of English as a global language (Crystal, 2003) and its rapid expansion of dominance as the primary global lingua franca (Jenkins, 2007) posed challenges in explaining the motivation for learning the language solely to identify with a particular linguistic and cultural community (Ushioda, 2011). Moreover, the relevance of native-speaker norms diminishes as English increasingly becomes integrated into basic education curricula across many countries (Graddol, 2006). Ushioda (2011) adds that the absence of a clearly defined target language community, whether it is in the UK, US, or globally, undermines the notion of integration, and the spread of the internet and online networks makes it harder to understand how people fit into language groups, as physical locations matter less. She states that considering the worldwide scope of communication in English and internet usage, our desire to engage in these realms might be more accurately elucidated by our desired self-images as inherent participants of these global communities rather than by affiliation with specific reference groups.

In light of these, Dörnyei (2005, 2009) developed the L2 motivational self-system (L2MSS), borrowing the concepts of possible selves from psychology, which were offered and studied by Markus and Nurius (1986) and Higgins (1987) in self-discrepancy theory. According to Markus and Nurius (1986), possible selves encompass the idealized versions of ourselves that we aspire to achieve. They represent the potential selves we envision for our future and those we fear becoming. A person's collection of possible selves might be perceived as the cognitive expression of long-standing aims, motivations, aspirations, and concerns. Possible selves are depicted similarly to the current self through imagination and semantic understanding. They serve as cognitive links between the present and the future, outlining the potential transformations individuals may undergo from their current state to their envisioned future selves. According to Higgins (1987), there are actual, ideal, and ought selves and one angle of the self (own, significant other).

The ideal self pertains to how individuals envision their own or someone else's desires, dreams, or aspirations for them. The ought self relates to individuals' perceptions of

their or someone else's expectations concerning their duties, responsibilities, or obligations.

According to Dörnyei (2005), there are links between the perspective of the ideal L2 self and two prominent approaches to L2 motivation by Noels (2003) and Ushioda (2001). Three primary dimensions of L2 motivation appear to be shared by these distinct models. Furthermore, notable similarities emerge upon comparing this pattern with Gardner's (1985) approach, in which he suggests three components for motivation. He proposed that motivation includes attitude toward learning the language, language learning goals, and the integrative motive. According to Dörnyei (2005), L2MSS interprets integrative reasons by Noels, integrative dimension by Ushioda, integrative motive, and promotion-focused language learning goals by Gardner as the ideal self. Extrinsic reasons by Noels, external pressures by Ushioda, and prevention-focused language learning goals correspond to the ought-to L2 self. Besides, Noels' intrinsic reasons, Ushioda's actual learning process, and Gardner's attitude toward learning the language correspond to the L2 learning environment.

The L2MSS comprises three main components (Dörnyei, 2009):

Ideal L2 Self: This represents the person's desired self in language learning. If individuals envision themselves as proficient speakers of a second language, this vision can be a powerful motivator.

Ought-to L2 Self: This component pertains to the qualities individuals feel they should possess to fulfill expectations and prevent negative consequences. It is associated with external demands and less internally driven instrumental motives.

L2 Learning Experience: This involves incentives linked to the learning settings and background, such as the role of the instructor, materials of the course, lesson plan, peer group dynamics, and accomplishments.

Ushioda (2011) states that the ought-to self-aligns with externally regulated instrumental motives that adopt a prevention orientation. For instance, one can study well in order not to fail an exam or disappoint parents, which exemplifies this perspective. Conversely, in social, personal, or professional contexts of L2 usage, the ideal L2 self takes on a promotion orientation, where motivation is fueled by desired self-representations.

Dörnyei's interpretation of motivation gained support from scholars. To illustrate, Kormos and Csizér (2008) found that the ideal L2 self is more strongly associated with international posture than with attitudes toward the speakers of that language. Therefore, they found that the ideal L2 self and integrativeness are not interchangeable in a Hungarian context. Ryan (2009) collected data covering 18 motivational variables and surveyed over 2,000 secondary and tertiary institution students in Japan. The researcher aimed to empirically assess the core element of the L2MSS, namely the ideal L2 self, as a viable guide for interpreting efforts to learn a language, specifically focusing on learning English. While there are distinctions, the robustness of certain similarities indicates that some crucial Hungarian findings (Dörnyei et al., 2006) are not exclusive to the specific Hungarian context. Instead, they suggest consistent motifs could be seen in learning environments that do not allow for direct communication with the L2 target group. One of the study's most significant findings is the robust empirical support for reconsidering L2 motivation from a self perspective. Taguchi et al. (2009) researched to replicate the Hungarian study to see if these results are generalizable, as Dörnyei et al. (2006) claimed. The survey included nearly 5,000 participants from different age groups in Japan, China, and Iran. They investigated the L2 learning experience for the first time. They generated empirical proof of its critical role in the entire construct by incorporating questions about the participants' attitudes toward learning English. The results endorse the core concept of the L2MSS, suggesting that integrativeness can be redefined as the ideal L2 self, exhibiting more explanatory value when applied to situations involving foreign languages. Besides, the structural equation modeling analysis validated the entire tripartite L2MSS and facilitated an understanding of cross-cultural differences in various educational settings.

2.2.2.1. Validation of L2MSS

Several scholars have validated Dörnyei's tripartite construct of L2MSS across diverse settings and participant age groups (Csizer & Kormos, 2009; Taguchi et al., 2009; Papi, 2010; Magid, 2011; Ueki & Takeuchi, 2013; Islam et al., 2013; You & Dörnyei, 2014; Moskovsky et al., 2016; Kong et al., 2018; Rasool & Winke, 2019; Li & Zhang, 2021). The outcomes derived from the questionnaire data affirm the validity of the L2MSS theory among secondary school and university students within the context of Hungary (Csizér & Kormos, 2009) and China (You& Dörnyei, 2014). Moreover, it is

validated among Iranians (Papi, 2010), Japanese (Ueki & Takeuchi, 2013), Pakistanis (Islam et al., 2013; Rasool & Winke, 2019), and Koreans (Kong et al., 2018).

Papi (2010) carried out a study involving one thousand and eleven high school students through a questionnaire tailored to the Iranian educational setting. This survey encompassed items representative of all facets of the L2MSS. The findings revealed that, albeit to varying degrees, motivated language learners invest more effort in learning English, providing evidence for the theory's validity.

In a mixed-methods study, Magid (2011) administered a survey to over 1,000 students who either studied at a middle school or a university in China and interviewed 10 university students (five female and five male). The L2MSS gained both quantitative and qualitative validity from this research. The SEM analysis revealed that attitudes toward learning English and the ideal L2 self were the primary determinants of motivated effort. The influence of the ought-to L2 self was observed to be the least prominent among the factors examined. Moreover, its effect on the criterion measures did not show a significant relationship among middle school students. However, compared to middle school, it was shown that university students' criterion measures were significantly more influenced by their ought-to L2 self. Besides, the interviews verified that all L2MSS constructs influenced participants' time and effort to study English. However, the specific component having the most significant impact varied among individuals.

Ueki and Takeuchi (2013) discovered that L2MSS applied to diverse populations within the Japanese EFL environment in their quantitative research involving 302 Japanese university students (half majoring in English and the other half in non-English academic disciplines).

Moreover, a number of institutions in Punjab created and conducted a survey with 975 participants to validate L2MSS. Significant empirical evidence for the validity of the theory and its applicability in the Pakistani context was provided by correlation and regression analyses of the data (Islam et al., 2013).

Moskovsky et al. (2016) carried out research with three hundred and sixty university students using a questionnaire concerning the L2MSS along with the intended learning effort. Based on both descriptive and inferential evaluations of the data gathered, it

was determined that the elements of the L2MSS were reliable indicators of the planned learning endeavors of learners.

Besides, a questionnaire was conducted among 1296 Korean college students, and the result affirms the validity of Dörnyei's L2MSS in comparing and explaining the motivation of Korean students learning both commonly and less commonly taught languages (Kong et al., 2018).

Rasool and Winke (2019) examined the motivation of undergraduate participants to learn English in Pakistan, employing L2MSS as the theoretical framework. The study involved undergraduate students from three public universities in Pakistan and utilized a mixed methods approach. The first researcher of this study gathered 229 paper-based questionnaires from students and conducted interviews with 11 of them. The findings suggest that Dörnyei's (2009) L2MSS holds validity in Pakistan's English-language learning context.

Li and Zhang (2021) used a questionnaire including items for L2MSS and a subsequent Chinese language proficiency test involving the participation of 198 Tibetan high school students. According to the results, three critical components of the L2MSS can directly or indirectly predict Tibetan students' intended learning effort (ILE).

Moreover, Al-Hoorie (2018) conducted a meta-analysis of thirty-two research reports encompassing thirty-nine distinct samples and 32,078 participants. The findings indicated that the L2MSS strongly predicted subjective intended effort.

However, L2MSS only received partial support in Kormos and Csizér's (2008) research context with 623 Hungarian students because they could not identify the ought-to L2 self. Besides, Papi and Teimouri (2012) examined the temporal development of motivational characteristics among 1,041 participants from various age groups through a questionnaire designed for use in the Iranian context. Among the components of the L2MSS, both the English learning experience and the ideal L2 self were proven influential motivational factors. The ought-to L2 self was not, however, proven to be a reliable indicator of motivated behavior. Moreover, in a study conducted at a university in Turkey, the data analysis indicates that the ought-to L2 self makes no significant contribution to L2MSS. However, the other components have strong and positive outcomes (Şahin, 2020).

2.3. Ideal L2 Self

Several elements determine how effective the ideal L2 self is. It is shown to be influential in the following ways: (1) the learner possesses this image; (2) it is detailed and precise; (3) it is viewed as plausible and does not conflict with what is expected of the learner; (4) it is consistently stimulated; (5) it is supported by pertinent and useful techniques that guide the learner to the goal; (6) it includes comprehensive information on the drawbacks of failing to reach the intended goal (Dörnyei, 2009).

Research by Cho (2020) delved into the correlation between five components characterizing the ideal L2 self—namely, the presence of strategies and plans, vividness, plausibility, accessibility, centrality, and two motivational factors: the overall effort intended for learning and the self-guiding function of the ideal L2 self. Forty-four Korean college students completed a questionnaire and crafted narratives depicting their ideal L2 selves. According to multiple regression analyses, centrality did not demonstrate an association with the ideal L2 self's self-guiding role; however, it did with the intended effort. On the contrary, plausibility and accessibility showed significant correlations with the ideal L2 self's self-guiding function, but they did not predict the intended learning effort. Moreover, neither the ideal L2 self's self-guiding role nor the learners' intended learning effort was significantly predicted by the presence of strategies and plans (Cho, 2020).

The ideal L2 self is a significant predictor of motivated behavior (Kormos & Csizér, 2008; Al-Shehri, 2009; Csizér & Lukács, 2010; Dörnyei & Chan, 2013; Ueki & Takeuchi, 2013; Demir Ayaz, 2016; Kong et al., 2018). Kormos and Csizér (2008) conducted quantitative research with 623 Hungarian secondary school, university, or adult language school participants. The primary factors influencing students' motivation in their L2 were the attitudes toward language learning and the ideal L2 self. Al-Shehri (2009) did research with two hundred university and high school graduate students. The survey results revealed that the ideal language self was a significant source of motivation. Csizér and Lukács (2010) utilized a questionnaire to collect data from two hundred and thirty-seven L2 learners who were around 16, and the ideal L2 self emerged as the most significant predictor of motivated learning behavior. Dörnyei and Chan (2013) revealed noteworthy connections between intended effort and future self-guides, confirming the motivational influence of the

ideal L2 self in their quantitative study with 172 teenage participants. Ueki and Takeuchi's (2013) research revealed that English majors showed more motivation in their L2 studies. In terms of motivation, the ideal L2 self was the most influential, indicating that learners were probably more motivated to pursue the desired course of learning or action when they had more distinct visions of their ideal L2 selves. Munezane (2013) aimed to examine and expand upon L2MSS in the context of Japanese university students. The study employed a questionnaire and an interview involving 178 EFL university students majoring in science and humanities. The results suggest that valuing global English and the ideal L2 self directly predicted motivation. Taguchi's (2013) mixed-methods study, incorporating a survey with 1534 adults and interviews with 20 adult participants, verified that the ideal L2 self significantly influenced the intended learning effort directly and indirectly through attitudes toward learning English. Csizér and Kormos (2014) carried out a questionnaire to investigate the varied significance of the ideal L2 self among students of various age groups. The participants were from Budapest, of whom 205 were from secondary school, 105 were from college, 164 were from university, and 164 were adult language school learners. The ideal L2 self scale indicates that the participants generally held an optimistic view toward their future selves as proficient learners. The findings demonstrated a moderately robust correlation between the ideal L2 self and commitment control, a factor akin to motivated behavior. It suggests that students who have a clear picture of themselves as fluent language users in the future tend to commit more effectively to language learning. Demir Ayaz (2016) adopted a quantitative design in his research study, which involved 343 EFL learners at a state university, specifically targeting prep-class and 1st-year students at the tertiary level. The results documented the highest mean value for the participants' ideal L2 self, and the most substantial statistically significant correlation observed was between motivation and the ideal L2 self. Moreover, according to the structural equation model analysis, the ideal L2 self significantly impacted the effort of language learners (Kong et al., 2018). In the study by T. Y. Kim and Kim (2018), the ideal L2 exhibited the greatest explanatory power regarding the motivated L2 behavior of 283 college students. Besides, the correlation coefficient between them indicated that participants with a clearer ideal L2 self are more likely to display higher motivation.

2.3.1. Visualization and the Ideal L2 Self

According to Dörnyei and Ryan (2015), since approximately 2010, two areas in L2 motivation research that have garnered significant attention alongside topics about the self are investigations into the influence of vision and imagining on L2 motivation and the examination of motivational dynamics. According to the dictionary definition (*Oxford Learner's Dictionaries*, n.d.), vision is an idea or a picture in your imagination. Dörnyei and Kubanyiova (2013) consider "vision" among the highest-order motivating factors. While there are many reasons why people learn languages, and just as many that keep them motivated, one of the most consistent indicators of the long-term intended effort appears to be their image of the person they want to become when using a second language. Moreover, Dörnyei (2014) states that this phenomenon is technically termed mental imagery in psychology. The concept entails creating mental depictions of emotional or perceptual occurrences and scenarios, utilizing various sensory modes such as visual, auditory, tactile, olfactory, and gustatory. It involves constructing an imagined world with senses of taste, smell, touch, and hearing. This quasi-sensory experience is commonly referred to in everyday language in different ways, such as 'visualizing' or 'mentally seeing.'

The use of mental imagery holds great importance (Szameitat et al., 2007; Cox, 2012). Szameitat et al. (2007) conducted research with 15 people. Participants envisioned two categories of everyday physical actions, including actions limited to the upper parts of the body (e.g., drinking soda) and actions engaging the entire body (e.g., surfing) while undergoing fMRI scanning. Both practices caused activation in the brain, and the results suggest that mental practice based on motor imagery works by stimulating a cortical network similar to that engaged in actual training. According to Cox (2012), this study shows that, in a real sense, the brain cannot distinguish between an actual physical event and the vivid mental imagery of the same event. When employed alongside actual practice, mental practice significantly improves motor performance. In addition, mental practice alone is more effective than no practice at all, and in specific situations, it can be as effective as actual practice.

Visualization is a significant aspect of the ideal L2 self (Csizér & Kormos, 2009; Dörnyei & Chan, 2013; Demir Ayaz, 2016), and imagery capacity strongly affects the motivational mindset of L2 learners (You et al., 2015). According to research by Csizér and Kormos (2009), the motivation for learning among secondary school and

university students is partly influenced by their ideal L2 self, which refers to how well students can envision themselves as competent language users. Moreover, the research by Dörnyei and Chan (2013) confirms the multifaceted nature of future self-representations, emphasizing the importance of a well-developed ability to imagine both visual and auditory aspects in shaping individuals' conceptions of their future selves. Their study demonstrated a strong correlation between future self-representations and visual mental imagery. In the longitudinal mix-methods study's first-year findings, gathered from three university students' interviews, Irie and Brewster (2013) revealed that a well-defined ideal L2 self, aligning with most desired conditions, served as an effective self-guide, encouraging language learning behaviors. The diverse levels of vividness in the future self-images relevant to each individual were directly related to the language learning behaviors exhibited by the three students. This implies that the strength of imagination and the depth of personal experiences contribute significantly to fostering the enhancement of an active ideal L2 self. Demir Ayaz (2016) suggests reinforcing vision since her findings indicated that vision was crucial to language learning achievement, primarily attributed to its strong predictive capability concerning the L2 motivation and ideal L2 self.

Moreover, visualization significantly affects motivation (Magid & Chan, 2012; Dörnyei & Kubanyiova, 2013; Safdari, 2021). Magid and Chan's (2012) intervention study, which aimed to motivate the participants of the study by enhancing the visualization of their ideal L2 selves, demonstrated that the sessions were successful in motivating the participants to continue learning English. In addition, Sampson (2012) conducted a study at a women's university in rural Japan with 34 participants. The research implemented three cycles of action research and employed mixed-methods data collection and analysis techniques to gather comprehensive insights. The results suggest that helping students focus on their possible self-images and goals regarding language learning can improve motivation and increase awareness of self-regulation in language learning. This implies that incorporating self-enhancement activities and encouraging students to visualize their language-learning goals could positively impact their motivation and self-regulation skills. Furthermore, Safdari (2021) aimed to assess the efficacy of a vision-based intervention in enhancing motivational qualities among 51 Iranian adult EFL learners. The quantitative and qualitative analysis results indicated that the vision-based intervention significantly

improved L2 learners' motivation and vision. The findings suggest that such interventions are feasible to enhance L2 learners' motivation and future self-guides.

2.3.2. Intervention Studies on Ideal L2 Self

The ideal L2 self has been proven to be enhanced through classroom practices (Magid, 2011; Magid & Chan, 2012; Munezane, 2013; Chan, 2014; Mackay, 2019; Safdari, 2021; Sato & Lara, 2019; Sato, 2020; De Rutté, 2024).

Magid (2011) conducted an intervention program with thirty-one international university students from China. The intervention program's primary goals were to encourage participants to invest additional time and energy into learning English. This was planned to be achieved by improving participants' perception of the ideal L2 self, aiding in creating action plans for goal attainment, and helping them balance their ideal L2 selves against their feared L2 selves. The intervention lasted for four weeks. The researcher opted for a mixed-method longitudinal design, including a questionnaire and interviews. The influence of the program on the ideal L2 self was assessed through a paired-samples t-test. The results revealed a statistically significant rise in their ideal L2 self with a p-value of less than .0005 (two-tailed). In post-workshop interviews, twenty-five participants out of thirty-one said that the program was the reason they spent more time learning English, and twenty-eight participants said they tried harder to acquire the language. Moreover, the interview excerpts validated factors influencing the motivational potential of the selves outlined by Dörnyei and Ushioda (2011), affirming their role in augmenting the motivational influence of future self-guides. Additionally, many participants exhibited heightened motivation toward learning English due to the program.

Magid and Chan (2012) aimed to investigate whether two distinct intervention programs conducted in England and Hong Kong, rooted in Dörnyei's L2MSS, could motivate one hundred and eleven Chinese university students to learn English by improving the ideal L2 self. According to the paired-samples t-test results, in both programs, participants' ideal L2 self increased significantly, which means the programs were effective in enhancing the participants' vision of their ideal L2 self. The qualitative analysis indicated that the participants experienced increased confidence in their English proficiency, and the programs motivated them to engage more actively in learning English. Additionally, they reported clearer and more specific goals

following their participation in the programs. Overall, the results of this mixed-methods study showed that participants were more motivated to learn English thanks to these programs. Furthermore, reinforcing the vision of their ideal L2 self and providing greater clarity and specificity to their language learning goals enhanced the linguistic self-confidence of the participants.

Munezane (2013) investigated the developmental aspects of the ideal L2 self and motivation among 30 Japanese university science majors. This exploration is conducted by designing lessons to enhance motivation by evoking the learners' ideal L2 selves. In these lessons, learners were encouraged to envision themselves as specialists in their field, discussing and presenting their innovative ideas for global challenges. An identical set of questionnaires was distributed at the commencement and conclusion of the spring semester. Additionally, an open-ended questionnaire was administered towards the end of the semester with the instruction, "Please provide your thoughts freely regarding the creative thinking project involving visualization.". The findings of the ANOVA analysis indicate that the participants' ideal L2 self and motivation experienced a statistically significant increase over one academic semester. Furthermore, in the open-ended questionnaires, students expressed feeling more motivated to study and aspirations to enhance their proficiency, often visualizing their ideal future in the process.

Chan (2014) investigated how employing an imagery training approach influenced 80 university students' potential L2 selves and their overall learning encounters. The intervention was conducted as an integral component of a mandatory university English course. Questionnaires assessing the potential L2 selves were administered before and after the course. During three distinct phases—specifically, in the second week, the tenth week, and two months following the conclusion of the course—qualitative data were gathered through interviews. Parametric paired-samples t-tests were employed to investigate statistical variances. Furthermore, content analyses of interview data were conducted and coded into distinct categories, including ideal and feared L2 selves, visualization, and evaluation of the intervention. According to data gathered from the mixed-method approach, the intervention led to a notable enhancement in the ideal L2 self. Nevertheless, the impact on the feared L2 self was relatively stable and did not show significant changes. Overall, the imagery intervention resulted in a beneficial impact on participants' potential L2 selves and

their learning experience. Quantitatively, the findings demonstrate a noteworthy enhancement in learners' ideal L2 selves. Qualitatively, changes were observed in different aspects of potential L2 selves, with some emerging while others receding.

Mackay (2019) conducted a study examining how a specifically designed intervention focused on the ideal L2 self, guided by the principles of L2MSS, could affect participants. Activities aimed at enhancing and cultivating the ideal L2 self were carried out with forty-seven university students in Barcelona. The 12-week program involved methods for visualization and aimed to guide learners to create and enhance the ideal L2 self vision. The results of the interviews show that the intervention activities enhanced participants' capacity to express an ideal L2 self-image and had an impact on the type of vision that was generated. However, there is no indication of any alteration in the ought-to L2 self. The author also notes that the learners' perceived need for English may have an impact on the intervention's motivational influence and that activities' outcomes may produce visions that are too remote or hypothetic to alter motivated behavior within the study's time constraints significantly.

Sato and Lara (2019) conducted an eight-week intervention at the university level with 45 participants in Chile. In the experimental group, the focus was on utilizing English for professional purposes. Conversely, the tasks of the control group addressed professional lives in general and involved scenarios outside of the student's own experiences. The study employed a questionnaire and conducted group interviews with the two classes. At the post-intervention evaluation, the control group was surpassed by the experimental group, according to the ANCOVA on the ideal L2 self-scores, which showed a significant effect. However, with a significant effect, the control group surpassed the experimental group on the ought-to L2 self scores. Individuals in the experimental group observed a decline in the ought-to L2 self from 3.28 to 3.16 with a small effect size ($d = 0.33$). The experimental group achieved higher scores on the learning experience scale with a notable difference. Lastly, the intended effort scores did not indicate a significant difference.

Özönder (2020) explored the impact of a program on participants' ideal L2 selves with 59 university students divided into a control and experimental group. The researcher created a six-week visionary and motivating program including activities addressing L2 selves for only the individuals in the experimental group. The researcher designed a general curriculum that involved visualization and imagination exercises as well as

personal development activities for the participants in the control group. Data for the study were gathered through a survey before and after the intervention, semi-structured group interviews, and an open-ended questionnaire. While no statistically significant difference was observed across the attitudes toward learning English, ought-to L2 self, and ideal L2 self in the ANCOVA test comparing control and experimental groups, both exhibited increases in post-test mean scores.

Sato (2020) investigated the influence of an intervention in an L2 classroom, examining its effects on motivational variables and L2 production among fifty university students using a quasi-experimental design. The nine-week vision intervention centered on entrepreneurship and aimed to stimulate and further develop the vision of the experimental group, incorporating group activities related to the future usage of L2 in the international market. The sources of data included pre- and post-intervention L2 motivation questionnaires and interviews. According to the ANCOVA analysis, the intervention significantly influenced the international posture and the ideal L2 self of the experimental group. In contrast, the impact on the intended effort and ought-to L2 self was minimal for them. Interestingly, the control group, which solely participated in communicative tasks, experienced an increase in ought-to L2 self over time. The initial ANCOVA analysis on ideal L2 self scores proved a significant difference between groups ($p = .019$), indicating that the vision group performed better at the post-test. Similarly, ought-to L2 self-scores also indicated significant group differences at the posttest ($p = .014$). However, the control group displayed better scores. The analysis of the intended effort did not show a significant difference ($p = .983$).

In the mixed-methods approach study by Safdari (2021), the experimental groups, whose ages varied from 16 to 38, underwent the treatment over an academic semester, involving six steps with a variety of activities to promote vision and imagination. The analysis of covariance demonstrated that the experimental groups' scores regarding intended effort were significantly higher ($p = .002$) compared to those in the control groups. Similarly, concerning the attitude toward L2 learning and ideal L2 self, the experimental groups surpassed the control groups ($p = 0.006$) and ($p = .016$), respectively. However, the results did not reveal a significant difference ($p = .115$) for the ought-to L2 self.

De Rutté (2024) aimed to explore how virtual reality (VR) simulations impact L2MSS among six university students learning Spanish as an L2. During the study, participants engaged in 12 VR simulations replicating standardized patient encounters adapted for intermediate Spanish learners. The participants engaged in these scenarios over 12 successive weeks during the semester and then underwent the posttest. Besides, at the conclusion of the study, participants were tasked with writing a journal entry reflecting on their experience with VR technology. Responses underwent coding with a focus on the L2MSS. This mixed-methods study resulted in a significant increase in the ideal L2 self. Over the study period, there was an upward trend in the overall scores for the ideal L2 self, a decline in scores for the ought-to L2 self, the mean scores diminished from 17.2 to 14.8, and no significant change in scores for the L2 learning experience. Furthermore, journal responses provided evidence supporting the relationship between the L2 learning experience and the ideal L2 self.

2.4. Ought-to L2 Self

The ought-to L2 self explains motivated behavior, as proven in previously mentioned studies that validate L2MSS. However, how these two components affect motivation changes. To illustrate, the ought-to L2 self was solely significant for university students. However, the ideal self was a significant predictor of motivation for university and secondary school participants (Csizér & Kormos, 2009). Furthermore, Kormos, Kiddle, and Csizér's (2011) research involving 375 participants discovered that among secondary school students, the influence of the ought-to L2 self was unable to predict the ideal L2 self within the L2MSS. It did, however, show predictive ability with regard to university-level students' ideal L2 selves. The fact that there was not a significant correlation between students' motivated behavior and their ought-to L2 selves was another finding made by the researchers. Moreover, the ought-to L2 self has been proven to be less significant than the ideal L2 self for L2 motivation (You & Dörnyei, 2014; Kong et al., 2018). In their study with more than 10,000 participants, You and Dörnyei (2014) found that the ought-to L2 self has the smallest effect size among the three criterion measures. Regarding comparing the impact of the ought-to L2 self and the ideal L2 self on effort between commonly taught language and less commonly taught language groups, the influence of the ideal L2 self was notably greater for both groups (Kong et al., 2018). We should also note that in studies that

cannot fully validate L2MSS, the ought-to L2 self is the construct that cannot be found (Kormos & Csizér, 2008), predict motivated behavior (Papi & Teimouri, 2012) or contribute to the L2MSS (Şahin, 2020). However, the opposite scenario is also seen in studies. The ought-to L2 self was the most influential variable affecting the motivation of the non-major English group in a study by Ueki and Takeuchi (2013).

The interventions, including practices to enhance the ideal L2 self and accomplish it, do not always impact the ought-to L2 self in the same way. According to the data analysis, it has remained unchanged (Mackay, 2019; Safdari, 2021; Sato, 2020), and a decrease in the ought-to L2 self is seen (Sato & Lara, 2019; De Rutté, 2024). In De Rutté's (2024) study, the initial mean score for the ought-to L2 self was 17.2, which decreased to 14.8 by the time of the posttest. Moreover, no students documented their ideas about the ought-to L2 self in their journals.

2.5. Attitude towards Language Learning /L2 Learning Experience

L2 learning experience, which can be explained as the degree of learners' perceived involvement with various elements of the language learning procedure (Dörnyei, 2019), constitutes one of the three components of the L2MSS theory (Dörnyei, 2005, 2009). Taguchi et al. (2009) tested this dimension by examining the learners' attitudes toward learning English for the first time. In Dörnyei's (2009) theorization, the last dimension is exemplified as issues relating to the L2 classes, teacher, curriculum, and the experience of success. The items used by Taguchi et al. (2009) mainly focus on classroom atmosphere and the course, but they lack information regarding teachers or coursebooks. Several other researchers accepted attitudes toward L2 learning (including similar titles with minor changes in wording such as L2 learning attitude) as equivalent to the L2 learning experience (e.g., Islam et al., 2013; Safdari, 2021; Al-Hoorie, 2018; Kong et al., 2018). However, Csizér (2019) states that while some concepts overlap, they are not identical. It is necessary to clarify if the L2 learning experience encompasses a more complex construct related to the learning process or if it only reflects overall favorable attitudes toward L2 learning. Therefore, future research is needed to address this discrepancy. We must also note that some studies did not include this aspect in the L2MSS questionnaires (e.g., Munezane, 2013; Sato, 2020).

The L2 learning environment significantly predicts motivated behavior (Csizér & Kormos, 2009; Islam et al., 2013; You & Dörnyei, 2014; Kong et al., 2018). In their study with 432 participants, Csizér and Kormos (2009) revealed that language learning experience emerged as a significant determinant, with a more substantial influence seen among secondary school learners. However, language learning experiences and the ideal L2 self held equal importance for university students. As researchers state, the L2 learning experience explains the degree to which students like learning or learners' attitudes towards learning English. Islam et al. (2013) revealed that the most significant predictors of learning effort were attitudes toward the learning process and the ideal L2 self. The study proved a strong association between the participants' reported learning efforts and attitudes towards learning English. This suggests that the participants' motivation to study English is significantly influenced by the present learning setting. Moreover, attitudes toward learning English and the ideal L2 self were closely correlated.

However, interventions aim to enhance the ideal L2 self affect attitude toward learning L2 in different ways. It is shown to be enhanced through an intervention program (Safdari, 2021; Sato & Lara, 2019); however, no significant change is seen in another study (De Rutté, 2024). The study by De Rutté (2024) shows that the L2 learning experience scores remained consistent from the study's outset to its conclusion. One potential rationale for this consistency might be that participants initially scored very highly in this category, beginning at 32.3 out of 36 and ending at 32.2 out of 36. This narrow range of scores at the outset might have limited the potential for significant growth over the course of the study. Nevertheless, these six students specifically referenced this aspect in their journal entries.

2.6. Language Proficiency and L2MSS

Various studies have analyzed how L2MSS and L2 proficiency interact. In studies, L2 proficiency is assessed either by a test (see Lamb, 2012) or by participants sharing their proficiency level (see Thompson & Erdil-Moody, 2014).

The relationship between Turkish EFL learners' ought-to and ideal L2 selves and their English language proficiency was examined by Thompson and Erdil-Moody (2014). The participants self-assessed their proficiency, and the data was grouped into two proficiency levels. The one-way ANOVA findings show significant differences

between the two groups concerning only the ideal L2 self. The mean scores indicate that the higher proficiency group expressed a notably stronger ideal L2 self with a large effect size compared to others.

Ghapanchi and colleagues (2011) investigated the Iranian EFL university students' L2 proficiency predictability based on personality factors and L2MSS variables. One hundred forty-one participants completed questionnaires for personality traits and motivation and provided self-ratings for their second language proficiency. The correlation analysis revealed a significant and positive relationship between the L2 learning experience, the ideal L2 self, and proficiency. The two important predictors of second language competency that emerged from the regression analysis were the L2 learning experience and the ideal L2 self, and the influence was significant. However, the ought-to L2 self did not show up as a major predictor.

Y. Liu and Thompson (2018) aimed to examine how ought-to, ideal, and anti-ought-to selves interact with the language learning experience. Four hundred sixty-eight university students in China answered questionnaires and shared self-reported scores for their proficiency in English. After proficiency-based grouping, a one-way ANOVA was conducted, and the results revealed that all three "self" constructs influenced L2 proficiency, either negatively or positively, at significant levels. To be more precise, students in the low-mid proficiency group showed lower anti-ought-to and ideal selves than those in the mid-high proficiency group. However, for the ought-to self, students with lower L2 proficiency demonstrated a higher score. Multiple regression results show that the ideal self emerges as the most influential predictor. Whereas the ought-to L2 self has a negative impact, the other two exhibit positive impacts on proficiency, suggesting that students with a stronger ought-to self tend to have lower proficiency. In contrast, the opposite holds true for the other two selves.

T. Kim’s (2012) study juxtaposes Gardner's (1985) socio-educational model with Dörnyei's (2009) L2MSS by examining the English learning motivation of 2,832 Korean students across Grades 3 through 12 in distinct institutions. According to the regression analysis, the ought-to L2 self and ideal L2 self were found to be meaningful predictors of proficiency. At the same time, instrumentality and integrativeness did not significantly predict proficiency.

Lamb (2012) examined the motivation of 527 Indonesian junior high school students to learn English in different environments: a city, a provincial town, and a rural area. The study used a C-test to gauge proficiency and a questionnaire regarding motivation. The most significant predictor of motivated learning behavior and L2 competency was found to be a positive view of the English language learning process. At the same time, the ideal L2 self was identified as a significant factor solely among the city cohort. Among the motivational variables examined, both the ideal L2 self and positive perceptions of learning experiences in school were proven to predict proficiency in the stepwise multiple regression analysis. However, it did not reach the conventional significance level for the ideal L2 self.

T. Kim & Kim (2014) investigated the structural relationship between English learning achievement, motivation, and perceptual learning styles among over two thousand Korean EFL students from Grades 3 to 12. Data collected through a questionnaire were analyzed using correlation analysis and structural equation modeling. Students self-reported their proficiency, depending on their midterms. Upon analyzing the impact of every variable on English competence, it was discovered that the ideal L2 self was the most significant predictor (b =.29). Even though motivated behavior (g =.21) exhibited a slightly larger direct influence on proficiency, the ideal L2 self demonstrated a larger overall effect on English proficiency (g =.29). Consequently, when motivated behavior acts as a mediator, the ideal L2 self has the potential to impact the attainment of higher English proficiency levels.

Wong (2020) aimed to analyze the relationship between motivation and L2 proficiency by examining the impact of both self-perceived and demonstrated proficiency on L2 motivation. The participants in the study were 121 sixth-grade Chinese language learners. They underwent tests in reading and listening comprehension, self-rated their proficiency, and completed a questionnaire on L2MSS. The SEM analysis revealed that students' self-perceived proficiency had a greater impact on their ideal L2 selves than it had on their ought-to L2 selves. Moreover, the results suggest that while participants' self-perceived and performed competencies are significantly related, language competency influences their motivation to study a language through their self-perception.

2.7. Technology Integration in Language Learning and Teaching

Among various approaches, using technologies such as applications, games, or technological devices to enrich learning EFL is prevalent in motivation research (Voňková et al., 2021). However, according to Al-Hoorie (2017), although language motivation researchers have acknowledged technology's potential, these two disciplines have advanced independently.

L2 learning and teaching process, which is supported by technology, has indicated improvement in L2 learning (Sung et al., 2015; Sung et al., 2016**;** Shadiev & Yang, 2020), and the incorporation of technology has the potential to enhance learners' motivation (Stockwell, 2013; Shadiev & Yang, 2020). The meta-analysis by Sung et al. (2015), encompassing forty-four doctoral dissertations and peer-reviewed journal articles written between 1993 and 2013, involving more than nine thousand participants, indicates that mobile-device-assisted language instruction has substantially improved achievement. In the meta-analysis examining 110 quasi-experimental and experimental journal articles published between 1993 and 2013, Sung et al. (2016) concluded that learning through mobile devices is considerably more efficient than conventional teaching approaches. In their review, Shadiev and Yang (2020) examined articles focused on technology-enhanced language teaching and learning, most of which suggested positive outcomes. Specifically, learners demonstrated improved results when their learning was supported by technology. In their meta-analysis, Chen et al. (2020) analyzed eighty quasi-experimental and experimental studies published between 2008 and 2018. The findings strongly suggest that using mobile devices for language learning is more influential than traditional methods.

Stockwell (2013) states that L2 learning motivation and the interest in utilizing technology may reciprocally influence each other. To illustrate, when a student curious about ChatGPT, which is used in one of the intervention activities of the present study, discovers its potential for studying English, their motivation to learn the language may rise. Similarly, someone already motivated to learn English might use ChatGPT as a language learning tool, increasing their motivation to utilize ChatGPT.

Moreover, in the article by Golonka et al. (2012) reviewing 350 studies, compelling evidence has emerged from various studies exploring the integration of chat in foreign

language learning. These investigations have demonstrated a substantial increase in both the quantity and complexity of learners' language production when utilizing it. Furthermore, in their review, including 25 empirical studies, Huang et al. (2021) found that chatbots are beneficial because of timeliness, ease of use, and personalization. As Barrot (2023a) states in his tech review article, students from diverse backgrounds can enjoy equitable chances to enhance their writing proficiency through ChatGPT. In another article, he states that language teachers must regard ChatGPT as a valuable ally rather than a formidable adversary since embracing this tool allows them to harness its accessibility, adaptive and immediate feedback, immersive learning features, and versatile writing capabilities (Barrot, 2023b).

2.8. Role Models

Individuals do not solely depend on direct experience as the only source of information regarding their capabilities. Vicarious experiences partly shape efficacy assessments. Witnessing similar individuals succeed can elevate efficacy expectations in observers, leading them to believe that they also have the capacity to excel in similar tasks (Bandura, 1982). Observing or visualizing individuals who are similar to oneself successfully performing a task typically boosts observers' confidence, leading them to believe that they, too, have the ability to excel in similar activities (Bandura, 1997). As Murphey and Arao (2001) summarise, this process begins with the recognition that "we share similarities" and is followed by the understanding that what the "other" is capable of achieving should also be attainable for oneself.

Gibson (2004) defines a role model as a mental representation formed by an individual, shaped by the characteristics of individuals occupying social roles perceived as similar to oneself to some degree. This cognitive construct involves a desire to enhance perceived similarity by imitating the attributes exhibited by these role models. Cohen (1994) states that a role model is an individual whose behavior serves as an example and is imitated by others.

The positive effects of having a role model in education have been found in various educational settings. In the survey study, which included 587 university students from three different universities, Thevenin et al. (2016) found that students with a mentor or role model of influence demonstrated significantly higher levels of self-efficacy and motivation toward achieving success and completing their construction education.

Jack et al. (2017) aimed to investigate the concept of role modeling in undergraduate nurse education and its impact on student nurses' personal and professional growth, employing a descriptive narrative approach with 14 participants. The students appreciated exposure to positive role models in clinical environments and university settings, perceiving them as advantageous to their learning process. The study found that role modeling effectively supports learning and improves student satisfaction across clinical and university settings. Nauta and Kokaly's (2001) findings, which include four studies conducted with 634 university or college students focusing on creating and validating a tool for evaluating the extent and nature of role model impacts on students' career and academic choices, indicate the significance of acknowledging that individuals perceived as role models can contribute to career and academic advancement through inspiration and modeling and the support and guidance they offer.

The importance of role models has been acknowledged in language teaching, as well. Dörnyei and Murphey (2003) state that modeling is widely regarded as one of the most effective teaching methods. Events, desires, decisions, strategies, beliefs, and personal perceptions uniquely shape everyone’s language-learning journey; however, despite these individual differences, we also share many common characteristics with our near-peers. Often, we were exposed to similar educational systems, encountered similar challenges, and harbored similar needs and desires. Highlighting the positive behaviors, roles, and beliefs of near peer role models can serve as a potent tool for motivating students. These individuals, whom students respect and admire, offer diverse examples of how to navigate the world, providing students with a broader range of options for personal development. Besides, Dörnyei and Kubanyiova (2013), referring to Bandura (1997), state that a positive role model who has achieved remarkable success can elevate the aspirations of observers for the future, motivating them to strive for similar excellence. In addition, referring to Lockwood and Kunda (1997), Dörnyei and Kubanyiova (2013) conclude that students are more likely to feel inspired by an exceptional individual who excels in their field of interest and shares a similar social background or age group. By relating to such a model, they can more readily envision themselves in a similar future role. The authors suggest establishing platforms in which students can share their experiences and effective strategies for language learning, integrating narratives of successful L2 speakers into teaching

materials, and inviting successful L2 learners from the same school, town, or region to speak to your class to leverage the motivational influence of near-peer role modelling.

Positive effects of exposure to near-peer role models (NPRMs) regarding motivation in second or foreign language education have been seen in various studies (Murphey & Arao, 2001; Jia, 2019; Wang, 2020; Zeng & Jia, 2023). Murphey and Arao (2001) conducted a study in which 115 university students were exposed to videos of four exemplary Japanese individuals slightly older than the participants. In the videos, these individuals expressed beliefs and attitudes that supported second language acquisition (SLA). They employed pre- and post-questionnaires, gathered student comments on videos, and Arao continued to observe the students after the experiment. The findings indicate that many of these students experienced positive changes in their reported beliefs and behaviors after watching the video. Furthermore, they appeared to sustain higher levels of motivation during subsequent observations.

Jia (2019) states that presenting other accomplished learners from comparable backgrounds is the most effective stimulus for inspiring the two participants of the study to develop their visions of learning and utilizing Chinese. The participants' language learning journeys illustrate that the greater the similarities between them, the more motivating and impactful the interaction becomes.

Wang (2020) aimed to investigate the influence of near-peer role modeling on the development of learners' ideal selves, particularly concerning language other than their native tongue (LOTE)-related aspects. With seventeen volunteers, the study was carried out at a Chinese public university. The narratives of ten previously graduated students were shared in the intervention. Data were collected through open questionnaires, interviews, and written journals over one academic term. The results suggest that NPRMs in the classroom may enhance learners' ideal LOTE selves and their multilingual identities. Under the direction of NPRMs, students not only gain a greater awareness of the potential benefits of multilingualism for their own future growth and development, but they also clarify their uncertainties regarding the possibilities of using LOTE in their surroundings.

Zeng and Jia (2023) found that incorporating a role model plays a role in shaping the development of a professional L2 self in their qualitative study with 4 participants, so they suggest introducing students to role models who share similar traits and

educational backgrounds, such as program alumni or even fictional characters featured in textbooks, which was the case in their study, to facilitate opportunities for students to observe how they navigate real-world scenarios.

3. METHOD OF THE STUDY

3.1. Research Design

This research used technology-enhanced classroom practices to explore their impact on enhancing the ideal L2 selves of participants as well as their attitudes toward learning English and ought-to L2 selves. As Sato and Lara (2019) state, any effects of an intervention aimed at boosting motivation must be assessed within the framework of a learner's entire motivational system. Moreover, this research aimed to see the effect of the proficiency level on L2MSS constructs before and after the intervention. Finally, this research investigated the influence of role model interviews on L2 learning motivation through open-ended questions.

A quasi-experimental research design, which is used to assess whether an intervention causes an effect on intact groups (Clark & Creswell, 2014), was employed. Six intact classes were designated as experimental or control groups for the study. Before the intervention started, pre-tests were administered for all groups after obtaining ethics committee approval (see Appendix 5) and application permission for the study. The same questionnaire was used as the post-test, and it was administered at the end of the intervention. Open-ended questions were included in the post-test for the experimental group.

3.2. Setting and Participants

This study was carried out in the fall semester of the 2023–2024 academic year at a state university in a voluntary English preparatory program. In this institution, at the beginning of the term, students who enroll in the voluntary English preparatory program are given a language proficiency test. The proficiency test is prepared by the School of Foreign Languages. Students' registration into classrooms is based on the results. According to the English proficiency test scores, students are grouped into three levels: A1, A2, and B1, which are structured in accordance with the Common European Framework of Reference (Council of Europe, 2020). This program has a

two-semester intensive schedule, with each semester lasting 16 weeks. Students receive 20 class hours (4 hours per day) per week throughout the academic year. For students to pass the preparatory program, the minimum passing score is set at 65, and they must get at least 65 on the final exam.

Six intact classes were split into experimental (n = 79) and control (n = 90). Both the experimental and control group participants received detailed explanations regarding the study's objectives and procedures. Additionally, they were provided with written informed consent forms (see Appendices 3 and 4) to make sure that their rights were protected. Among them, one hundred sixteen participants, all non-major English students (57 male and 59 female), voluntarily accepted to participate in the research and took the pre-test. The experimental group comprised 73 participants, and the control group comprised 43 participants. For the post-test, 119 participants (65 male and 53 female) voluntarily agreed to take part in the research. The experimental group comprised 60 students, and the control group included 59 students. The participants were chosen through convenient sampling. Classes that were convenient to conduct the intervention were chosen. The researcher's three classes with different proficiency levels (two A2 and one B1) were assigned as the experimental group. The control group comprised three classes that had the same proficiency level as the experimental classes.

3.3. Data Collection Instrument

Data regarding students' L2MSS was collected using the *Motivation Questionnaire* developed by Dörnyei (2010) and adopted by Şahin (2020) (see Appendix 2). The questionnaire includes 26 items comprised of three subdomains: Ideal L2 Self (10 items), Ought-to L2 Self (10 items), and L2 Learning Experience/Attitudes Towards Learning English (6 items). It employs a five-point Likert scale ranging from 1 "I strongly disagree," to 5 "I strongly agree". Participants were asked to choose the option that best described their opinion about the item.

Şahin (2020) translated the questionnaire into Turkish and assessed the internal consistency and reliability using the Cronbach Alpha coefficient. She found Cronbach's alpha value for the questionnaire to be 0.87, which was very good (DeVellis, 1991). The researcher of the present study modified the wording for eight items to make it more comprehensible in Turkish. The revised versions of the

questionnaire items can be seen in Appendix 2. The internal consistency for the 'Ought-to L2 self' was calculated on the Statistical Package for Social Sciences (SPSS 23) and found to be 0.79 for the pre-test and 0.82 for the post-test, which were both acceptable (DeVellis, 1991). Moreover, the researcher added two open-ended questions in the post-test.

3.4. Data Collection Process

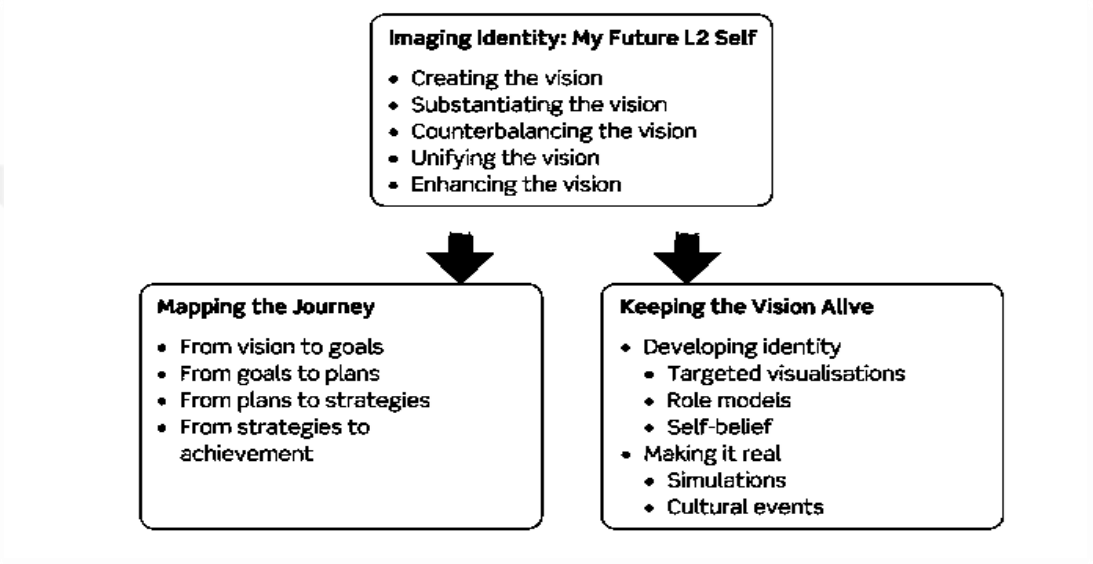
Classroom practices of the intervention are activities borrowed and adapted from Dörnyei and Hadfield's (2014) resource book *'Motivating Learning'*, which contains various exercises to enhance learners' envisioned ideal L2 selves. According to the authors, if students possess an inspiring and vivid image of the language learner they aspire to become, they will be inspired to work hard to achieve that vision. This book explores how the different elements of this theory can be organized into a teaching sequence and provides a range of creative classroom activities aimed at progressing from the establishment of the initial vision of the L2 self to the realization of the vision through goal setting, task identification, the selection of suitable learning strategies, and effective time management. The integration of these activities with the course objectives is aimed, as suggested by Vlaeva and Dörnyei (2021).

The motivational program of the resource book comprises distinct components determining a practical ideal L2 self (Dörnyei, 2009). Each component with an activity that aims to determine how effective the ideal L2 self is as a motivator is included in the intervention process to represent a component impacting the efficiency of the ideal L2 self since Cho's (2020) study shows that each component influences the ideal L2 self differently.

In the book by Dörnyei and Hadfield (2014), the motivational sequence in the classroom progresses from the initial creation of a vision (activity 6) to undergoing several reality checks (activity 10) to assess the feasibility of realizing an ideal L2 self. Subsequently, the feared and the ought-to selves are invoked as additional motivational forces (activities 21 and 25). The focus then shifts to fortifying and refining the vision, making it more precisely tailored to real-life and classroom situations (activity 30). After these initial steps, two concurrent processes follow: "Mapping the Journey," which involves translating the vision into a practical route map for realization (activities 34, 43, 49, and 60), and "Keeping the Vision Alive,"

which entails implementing classroom activities to activate the ideal self (activities 68, 77, 82, and 87). Figure 1 shows the sequence of the motivational program provided by the book, and Table 1 demonstrates the sequence that is followed in the six-week intervention. The intervention was completed in six weeks; however, no activities were conducted in one of these because of students' midterm exams, so the schedule shows the five weeks of the intervention in which activities were done.

Figure 1. The Sequence of the Motivational Program Provided in the Book by Dörnyei and Hadfield (2014)



The components offer a wide range of activities for different proficiency levels. These activities have dual objectives, focusing on motivation-building and language learning, allowing teachers to incorporate them in diverse ways. For the intervention program, each activity was chosen by the researcher depending on the level of students, and some were adapted to different levels because they were thought to be effective in terms of topic and timing. The researcher taught two experimental classes three days a week for ten class hours and the other two days a week for eight class hours. Each part was implemented on different days except for the third week, in which activities were planned in three parts. In the third week of the intervention program, the first two parts were implemented on the same day.

The participants of the present study, called 'Digital Natives' (Prensky, 2001), have lived in an era that surrounds them with technology through smartphones, digital games, etc. Thus, the activities were designed to be applicable via technological

devices such as phones and tablets to facilitate and encourage students' participation. The images of the activities can be found in Appendix 1.

Table 1. Intervention Schedule

1. Imaging identity: my future L2 self	**Section 1: Creating the vision**	Activity 6: My Future L2 Self	Week 1
	Section 2: Substantiating the vision: what is possible	Activity 10: Reality Check 2	Week 1
	Section 3: Counterbalancing the vision	Activity 21: Overcoming Obstacles	Week 2
	Section 4: Unifying the vision	Activity 25: Great Expectations	Week 2
	Section 5: Enhancing the vision	Activity 30: Future Photo Album	Week 3
2. Mapping the journey: from dream to reality	**Section 1: From vision to goals**	Activity 34: Wishlists	Week 2
	Section 2: From goals to plans	Activity 43: Task map	Week 5
	Section 3: From plans to strategies	Activity 49: Time Management	Week 5
	Section 4: From strategies to achievement	Activity 60: Study Buddies	Week 5
3. Keeping the vision alive	**Section 1: Developing identity**	**Identity Project** Activity 68: Future Photo Album	Week 3
		Role models Activity 77: Interview a Role Model	Week 1,2,5
		Self-belief Activity 82: Claim a Compliment!	Week 6
	Section 2: Making it real	**Entering the L2 Community** Activity 87: International E-pals	Week 3
		Simulations Let's Pretend	Week 1,2,3,5,6
		Cultural Events Activity:96 Film Screening	Week 1,2,3,5,6

After the pre-tests were completed, experimental classes were informed about the concept of the ideal self before the intervention activities. The researcher asked whether the participants had ever heard of 'the ideal self' or 'the ideal L2 self' concepts in English and Turkish. Then, she briefly explained what these were and how important they were. The researcher mentioned how other fields, such as sports, benefitted from imagery (e.g., Arvinen-Barrow et al., 2007). Although students were not familiar with the terminology, they were familiar with the concept. Moreover, both the researcher and the students shared past experiences or stories of others who witnessed visualization's power.

Week 1 - Part 1: My Future L2 Self

The essential requirement for the motivational effectiveness of future self-guides is their existence (Dörnyei, 2009). This activity aims to create a vision and raise awareness for the ideal L2 self. It is designed to familiarize students with the notion of a future L2 self and prompt them to envision, in broad terms, the characteristics of

their ideal L2 self. Students were prompted to think and write about their future ideal L2 selves. The imagined ideal L2 self could be from any moment in the future: the upcoming summer when they hopefully pass the preparatory program, a part-time summer job in which they have to talk to foreign tourists, a few years later when they go on a holiday or Erasmus program, or five years later when they work for an international company either in Turkey or abroad.

A worksheet was shared with the students to guide the writing process. Although students were capable of imagining themselves speaking English in the future without any prompts, the worksheet was useful since it included various questions targeting the details of the scenes, which could have been forgotten otherwise. This activity took forty-five minutes to complete; however, students who wanted to write more were encouraged to do so after the lesson. Students preferred to write the in-class writing assignments on paper; however, they submitted the assignment and received feedback via email to reach this document easily for the following exercises.

Week 1 - Part 2: My Ideal Future Self: Reality Check

This activity aims to have students provide supporting details for their L2 self visions, which will make the ideal L2 self more plausible and is a prerequisite for a practical ideal L2 self (Dörnyei, 2009). Students went through the passages that they wrote about their ideal selves and then were asked to define their situations, dreams, or aims according to Table 2. Thanks to this activity, the participants were reminded of their ideal L2 selves. Moreover, deciding on the achievability of the goals made the route to them more feasible, so it became more probable for students to decide on their action plans while thinking about the time and difficulty of them. To save time, students highlighted the related parts in color codes. Briefly, topics such as which goals were more or less achievable and why, what to do to reach each one of these, which ones were really musts, and which ones were replaceable with others were discussed. This activity took approximately 15 minutes.

Table 2. Color Code for the Writing

Easy to achieve	yellow
Possible but long-term	green
Very hard to achieve	blue
Not really achievable	red

Week 2 - Part 1: Wishlist

This activity is suggested as a follow-up to the reality check activity of the previous week. It aims to convert the learners' validated visions into goals directly aligned with the course. Students are expected to complete the sentences starting with 'By the end of this course, I want to be able to …….' by utilizing the statements from their writing. First, students read their writings from the previous week. This reminded the student of their future goals, which were categorized according to their level of achievability. Students had ten minutes to complete the sentences in numerous ways, depending on their aims. Then, as suggested, they had a pair work activity and compared their wish lists, thinking about how practical, realistic, achievable, or unrealistic they were. Afterward, they were asked to go to the website https://www.mentimeter.com/ by scanning the barcode on the board. This website does not require a subscription or payment; users share their aims anonymously. In the active research by Deutschmann et al. (2009), some students experienced a sense of safety when using an avatar, contributing to reduced shyness and inhibition. In classes, not all the students raise their hands to answer a question when teachers pose one. This website lets users see all the answers simultaneously on the same page, and those who usually do not feel comfortable sharing ideas in spoken discussions can contribute anonymously to the debate. The researcher presented the results list on the board so all students could see them. Moreover, students could support each other's ideas by liking the comments. As a class, they discussed the aims. Since the activity limited the time span to the end of the preparatory program, most were similar to each other. However, the achievability and importance of these changed from one student to another, which made the discussion fruitful with various perspectives. This part took approximately twenty minutes in total.

Week 2 - Part 2: Overcoming Obstacles

This part aims to offer students a chance to enhance awareness of possible obstacles that may hinder their progress, thereby establishing an "avoid motivation" to complement the "approach motivation" associated with envisioning an ideal future self, which is also critical for a practical ideal L2 self (Dörnyei, 2009). This activity introduces students to various strategies for overcoming barriers, such as rewarding oneself, benefitting from rules and routines, visualizing a goal, and utilizing the surroundings. The book provides ten short texts, which are stories about overcoming

obstacles. Students were asked to match seven headings, which were labels for strategies used in the short texts to overcome the barriers, with these texts. Students worked in groups. First, each group was divided into two pairs. Each pair was asked to match half of the texts with the titles and to think of their own strategies for the rest. Then, as a group, they checked the matching activity and discussed the strategies they offered. At the end of the activity, groups shared their extra strategies with the rest of the class via https://www.mentimeter.com/ so that we could have an online strategy poster. This activity took twenty minutes to complete. The classes with lower levels of proficiency were given the texts beforehand so that they could look up their dictionaries in advance, and the activity could be finished in twenty minutes.

Week 2 - Part 3: Great Expectations

Dörnyei (2009) suggests that if one's ideal L2 self aligns with what is expected of them, it will be practical. This activity aims to recognize expectations in L2 learning. These expectations can be external (ought-to L2 self) or internal (ideal L2 self). Students went online and completed a survey on www.polleverywhere.com. Each question started with 'Who expects you to ….' and was about the learning process, such as submitting the assignments on time or practicing the language. The answers were me, my instructor, my parents, and my friends. This website allows students to rank the answers. Students were asked to rank the person/people who expected the most in the first place. The researcher added an extra question asking students' expectations about the upcoming midterm with the aim of enhancing the connection between the specific expectations of the course and the broader goals they had for English language learning. This website was chosen because it enables the survey results to be seen on the board, and then, as a class, we discussed these expectations and how they influenced their learning process. This activity took twenty minutes to complete.

Week 3 - Part 1: Future Photo Album

A detailed and elaborate ideal L2 self is practical (Dörnyei, 2009), and creating and sustaining a vivid ideal L2 self is essential for nurturing and maintaining motivation in L2 learning (T. Y. Kim & Kim, 2018). For students to enhance the concept of an ideal future self with more concrete and specific images, they were provided with a script in activity 30, which asked them to think of themselves as successful speakers

of English and to imagine a few scenes that were like photos in a future album. As suggested, this activity was followed by activity 68, in which students were asked to take pictures with a camera to produce an imaginary photo album. This activity aims to produce a tangible 'artifact' for presentation. A worksheet was shared with students to guide their writing so that any details such as appearance, ambiance, and activities that are being done at the moment of photographing are included in the writing. Since using an AI app was more convenient regarding time and financial aspects and was rewarding with the result it produced, students used the Canva app to produce photographic images instead of taking them themselves. The app created photos for the text that was submitted. They uploaded the written text on this app and requested a realistic image, which was free of charge. This activity took forty-five minutes to complete. When the pictures produced did not match what the students imagined, the researcher and the students discussed the issue and added the missing details so that each student could bond with the image at some point. The app sometimes did not produce a photo with all the details in the text or sometimes added details that were not written. However, when the person in the photo looked like the actual person and still missed some details, it created enthusiasm among users no matter what. It should be noted that the students who could not complete the assignment within forty-five minutes were encouraged to complete it outside of class. The researcher made sure to help each student to produce the photo.

Week 3 - Part 2: International E-Pals

Ushioda (2011) states that the teacher's role is paramount in guiding students' recognition of the language learning opportunities provided by the everyday technologies they engage with. Establishing a seamless integration between students' technology usage inside and outside the language classroom can diminish the barriers separating L2 learning from authentic contexts.

This activity was designed to promote student involvement in communicating with an electronic pen pal using English over an extended duration. At first, we discussed the opportunities to communicate in English via the Internet. Some students suggested playing online computer games, leaving comments and writing replies to other comments on social media platforms, making international friends via student clubs, or participating in international events like Erasmus parties. As a classroom practice, I asked my students to go online and have a chat on https://chat.openai.com/. I

designed and tested the comments: '*Imagine that you are…. (name, profession, etc.). Let us talk about……. (a topic that students are interested in)*' beforehand. They also tried different versions to start a conversation. When you commend this website for a chat, it asks questions and comments on what you say. Moreover, it corrects the mistakes when commended. Students practiced English through writing in class. When the website wrote something that they had difficulty understanding, they reminded it of their proficiency levels and commanded it to write more straightforward responses to comprehend. Moreover, the website offers the chance to speak with it, and it speaks back. Students were suggested to practice speaking at home. Although students were happy with the written dialogues, they shared that the website's oral responses were too tricky for them to continue the dialogue. There is no doubt that chatting with a person is different from this experience. Nevertheless, as my students shared, they liked the experience because they could do it whenever they wanted and were not anxious about doing so. This activity took fifteen minutes to complete because the researcher only aimed to introduce a new way of practicing. The students were suggested to benefit from it as an out-of-class activity.

Week 4

This week, students had their midterm exams. Thus, no intervention activity was applied.

Week 5 - Part 1: Study Buddies

This activity focuses on ways students can support each other in studying inside and outside the classroom. Before we started, we talked about how to practice English alone and with other people. After practicing modal verbs in class, the researcher used this activity so that they could both practice modal verbs and share their ideas. The students used the website https://www.mentimeter.com/ and shared their ideas about which skills were best enhanced with a peer and which were better to study alone. Two of the classes used the website and then discussed the ideas in the online posters. Nevertheless, due to time limitations, this topic is only discussed in one class as a speaking activity. In the discussions, the researcher mentioned studying with a peer when she prepared for the university entrance exam and how much she benefitted from studying with a peer. Moreover, she also mentioned how frequently peer work or group work activities were used in assessments when she was a university student. The

researcher asked the students when it could be an excellent time to practice with a peer or which place could offer a chance for a group work activity without many distractions. The students shared their experiences with some cafes and outdoor places on or around the campus, where people mostly go to study. This exercise took fifteen minutes.

Week 5 - Part 2: Time Management and Task Map

These activities are used in the same lesson respectively. Activity 49 aims to acquaint students with ideas for utilizing their time productively. First, students brainstormed about dead-time activities such as waiting for the bus or an appointment, during a commute, standing in a queue, or cleaning the room. Each student was asked to calculate the time these activities took per day or week. Then, students were tasked with determining the amount of time they spent on classes, the time devoted to homework, the time they were willing to dedicate to independent study, and the time they usually spent on leisure activities such as watching a movie or playing video games or card games with friends, etc. Students prepared a pie chart via https://onecharts.io/piechart, which offers colorful pie charts in seconds without any subscription or payment. Labels were the same for each student: class, homework, independent study, dead time, and leisure activities.

Activity 43 requires students to turn the general tasks for the week into a list of specific and detailed tasks. First, students were reminded of their aims for the course, which were shared in Activity 34. Those aims required improving all skills: grammar, pronunciation, listening, speaking, writing, reading, and vocabulary. These skills were shared in a mind map format, such as the background photo of the activity on https://www.mentimeter.com/ so that students could focus on various aspects while thinking of detailed tasks. Afterward, students were encouraged to think about the pie charts they had just prepared. When each student realized how much time she or he spent or wasted on each part, they discussed how they could benefit from the dead time and integrate leisure time activities with practicing English. Examples were given to clarify, such as listening to music or using a language app to practice that week's vocabulary while waiting for the bus, listening to podcasts while standing in a queue, and using ChatGPT to discuss something during a commute. Students went online at https://www.mentimeter.com/ and shared their ideas. The list of tasks in the book was also shared at the end of the activity. This part took about thirty minutes to complete.

Week 6 - Part 1: Claim a Compliment!

This activity aimed to provide students with positive encouragement to boost their self-esteem. Nine sentences were shared with students on https://www.polleverywhere.com, and each sentence had two options: yes and no, which students chose. Each sentence targeted an aspect of language that learners could improve, such as expressing themselves better, enhancing language skills, feeling proud of the progress, or being excited about the process. At the end of this session, we briefly discussed which skills they had improved and how they felt about them. This part took ten minutes to complete. The post-tests were conducted this week.

During the intervention two additional activities were used. One is the role model interviews and the other is simulations.

Interview with a Role Model

Offering role models is a motivational strategy for cultivating the ideal L2 self (Taguchi, 2013; Dörnyei & Hadfield, 2014). Taguchi (2013) suggests inviting individuals from the participants' countries who utilize English effectively for academic and professional pursuits. Bucher and Stelling (1977) proposed a theoretical framework classifying role models into five distinct types: negative, option, stage, charismatic, and partial. A partial model, the most common type, exemplifies a specific skill or trait. In this sense, individuals tend to select specific attributes from various individuals rather than identifying a single individual to serve as a comprehensive model for emulation. In this study, the researcher aimed to introduce near-peer role models (NPRMs), individuals similar to one in terms of social, professional, or age status, whom one may hold in high regard and look up to for various reasons (Murphey, 1996), to create a partial model based on a successful career with the help of English.

Role model interviews were conducted on Zoom; they took approximately 20-25 minutes. Two interviews were planned for each class: one in Turkish, the other in English, one hosting someone living and working in Turkey, and the other hosting someone living and working abroad. However, one of the groups had two role model interviews on the first and fifth weeks of the intervention as planned, and the other two classes simultaneously had one role model interview on the second week of the intervention. For this class, another interview was planned; however, the role model

could not make it. Unfortunately, no other interview could be arranged during the intervention. Role models were chosen among people who had better opportunities because they knew English. Two of the role models are graduates of the same state university; they will be called role models 1(RM1) and 2 (RM2), and one is a graduate of another state university that is not in one of the three big cities of Turkey: Istanbul, İzmir, and Ankara. He will be called role model 3 (RM3).

Anyone with a success story can be a role model; however, the researcher invited successful people with a similar educational background so that students could see their ideal L2 selves more 'plausible,' which is a requirement to meet for the ideal L2 self (Dörnyei & Kubanyiova, 2013) and see that learning English could put them a few steps ahead in their professional lives. Dörnyei and Hadfield share a list of questions in the book; the interviews did not follow each question one by one; however, similar questions were asked about their language learning history, which is suggested as an effective approach to model role behaviors (Dörnyei & Murphey, 2003). The questions addressed the ups and downs of the language learning process, helpful strategies role models benefitted from, what to do in the preparatory program and what not to do, how English helped them with their current jobs, how much they used English in their workplace and personal lives, and what to do so as to stay proficient in English.

RM1 went to the preparatory program at the same university and passed it with a high GPA. At that state university, GPA grades from the preparatory program can be used instead of the proficiency exam for the Erasmus program. RM1 took the opportunity and went on an Erasmus program for a semester in Spain. Answering the questions, she started with what to do during the preparatory program and how this process helped her with the Erasmus program. She highlighted the importance of attending and actively participating in the lessons and fulfilling the requirements, such as assignments or out-of-class practices. RM1 lives in Turkey and works with an international team for an international company. She continued with how she was promoted to that position and the crucial role of English in this process. Moreover, she mentioned how she kept learning and practicing English after graduation. She shared the websites she benefitted from. She also mentioned the strategies that she found useful in learning English.

RM2 went to the preparatory program at the same university but failed. The interview started with what not to do during the preparatory program. After the preparatory

program, he applied for a job in a touristy area and practiced English while working with tourists. He mentioned how this process helped him with his English, how impossible it seemed to speak with the customers in the first week, and how this changed till the end of the summer. He enrolled in a course for general English while studying in his department. He also went on an Erasmus program and completed his M.A. abroad. He works for an international company and lives in Europe. Since he works from home, he travels the world, and he mentioned how speaking English makes the traveling process in most countries easier. His interview focused on how the practice could help improve productive skills. Moreover, he encouraged the students to speak no matter how many mistakes they made in pronunciation or other aspects of English. His speech was encouraging since speaking was difficult for even successful L2 learners to improve.

RM3 lives in Turkey. He is a manager for one of the biggest engineering companies, which usually hires from the best universities in Turkey. He started with explaining how he learned English when he was a student. He mentioned the importance of preparatory programs and what he did to keep learning English. His job application process sets an excellent example for English as a language barrier since that company conducts a proficiency test for applicants and then, if successful, interviews applicants for the job positions. He highlighted the fact that thanks to his skills in English, he was capable of competing with other candidates from the best universities in Turkey. He works with an international team. He mentioned that in almost all meetings, they had to speak English because almost every project was conducted with fellows from other countries, which was also the reason why they had to write emails or memos in English. In other words, English is the common language in the workplace. Furthermore, he shared how he kept learning English by following social media accounts that shared content in English, listening to podcasts, etc.

RM1 and RM3's interviews were conducted in Turkish, and RM2's in English. The researcher of the present study donated to charity organizations (TEMA and Koruncuk) in honor of the role models as a thank you and shared the information at the end of the interviews. Each role model shared valuable information about their work life and language learning and practice processes. At the end of the interviews, students asked them questions. After each interview, students discussed what they found surprising, helpful, or essential.

Simulations: Let's Pretend and Cultural Events

The activities of the Simulations Let's Pretend and Cultural Events subparts were not applied in the intervention; however, the coursebook that is used in the preparatory program has role-play activities as speaking practices and short video films in each unit to compensate for these subparts (see Empower Second Edition. Student's Book With eBook, 2022). However, it should be noted that control classes also conduct these activities since they are included in the coursebook.

3.5. Data Analysis

The data analysis process involved a combination of qualitative and quantitative methods. This mixed-methods study required quantitative data analysis for the first and second research questions and qualitative data analysis for the third research question.

The quantitative data were analyzed using SPSS 23. First, normality was checked through skewness and kurtosis values and Shapiro-Wilk and Kolmogorov-Smirnov tests so as to determine whether to use a parametric or nonparametric test. The skewness value indicates the symmetry of the distribution, while kurtosis offers insights into the "peakedness" of the distribution (Pallant, 2020). Skewness and kurtosis values, which are ± 1, are considered excellent, and ± 2 are acceptable (George & Mallery, 2001). Analyzing the distribution's overall divergence from a similar normal distribution is another method for testing for normality. The Shapiro-Wilk and Kolmogorov-Smirnov tests accomplish this by comparing the scores within the sample to a set of scores that follow a normal distribution. A non-significant result ($p > .05$) suggests that the sample's distribution is not significantly dissimilar from a normal distribution (indicating likely normality). Conversely, a significant result ($p < .05$) indicates non-normality (Field, 2009).

The first research question aims to determine the effect of the intervention on L2MSS. First, data were grouped as control and experimental. Since data were normally distributed, an independent samples t-test was conducted on SPSS. The pre- and post-tests of the experimental group and post-tests of the control and experimental groups were compared to observe the changes in participants' L2MSS following the intervention.

For the second research question, data were grouped as B1 and A2 so as to see the influence of the proficiency level on L2MSS. After assuring normal distribution, an independent samples t-test was conducted between proficiency levels to determine if there was a statistically significant difference between them regarding L2MSS constructs.

The third research question aimed to determine the influence of role model interviews on participants' language learning motivation. So as to answer it, a qualitative analysis of student responses was conducted by identifying similar answers and noting their frequency. As Creswell (2013) outlined, the analysis process involves organizing the data, reading and describing it, categorizing and interpreting the data into codes and themes, interpreting the data, and finally, representing and visualizing the data. Adhering to Creswell's (2013) guidelines, a file containing the questions and student responses was created. Subsequently, the researcher reviewed the data multiple times to identify patterns and distinctions. The coding process entails consolidating text or visual data into concise categories of information, corroborating the code with evidence from various databases utilized in the study, and subsequently labeling the code (Creswell, 2013). Similar data were grouped into codes, and new data were continuously compared to previous data to ensure accurate coding. Finally, these categories were amalgamated into broader themes. The qualitative findings and coding process were double-checked by the thesis advisor.

4. FINDINGS

4.1. Quantitative Findings

The study used a questionnaire that included three subparts: attitude toward learning English, ought-to L2 self, and ideal L2 self. It aimed to see how the intervention affected these components and hypothesized that it would enhance participants' levels of these subparts. Pre- and post-tests were conducted to determine the participants' perceptions of these constructs.

4.1.1. The Impact of the Intervention on L2 Motivation

Firstly, control and experimental groups were compared to ensure there was no significant difference regarding these components so that these groups could offer an equal starting point for the intervention.

In order to decide which method to use for the comparison, the data was analyzed to see whether it was normally distributed. In addition to the normality tests of Kolmogorov-Smirnov and Shapiro-Wilk, the analysis included examining descriptive statistics, including skewness and kurtosis values, to decide whether to use a parametric or non-parametric test.

Table 3 presents the skewness and kurtosis values for the experimental group's pre-test data. For the "Ideal L2 Self," "Ought-to L2 Self", and "Attitude Towards Learning English," these values fall within the excellent range (+-1) in terms of normality, indicating reasonably symmetrical distributions. The "Motivation" construct, which includes all the items in the questionnaire, exhibits a skewness value of 0.56 and a kurtosis value of 1.13, which is acceptable as normally distributed (George & Mallery, 2001). The overall normality of the data is acceptable for further analysis.

Table 3. Skewness and Kurtosis Values for the Pre-test of the Experimental Group

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Ideal L2 Self	73	.15	.28	-.55	.56
Ought-to L2 Self	73	.04	.28	-.18	.56
Attitude Towards Learning English	73	.06	.28	-.30	.56
Motivation	73	.56	.28	1.13	.56

Table 4 displays the skewness and kurtosis values for the control group's pre-test. The values of "Ideal L2 Self," "Ought-to L2 Self," "Attitude Towards Learning English," and "Motivation" all fall within the acceptable range, indicating reasonably normal distributions. The pre-test results show that parametric tests can be used since the data is acceptable as normally distributed.

Table 4. Skewness and Kurtosis Values for the Pre-test of the Control Group

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Ideal L2 Self	43	-.22	.36	.87	.71
Ought-to L2 Self	43	.75	.36	1.03	.71
Attitude Towards Learning English	43	-.35	.36	-.06	.71
Motivation	43	.49	.36	.22	.71

Tests of normality were conducted for the pre-test results of the experimental group, which can be seen in Table 5, and the control group, which can be seen in Table 6, using both Kolmogorov-Smirnov and Shapiro-Wilk tests. As Table 5 displays, the experimental group's pre-test, "Ideal L2 Self," "Ought-to L2 Self," "Attitude Towards Learning English," and "Motivation" exhibited non-significant results for both normality tests, with p-values greater than 0.05. As displayed in Table 6, in the control group's pre-test, all constructs, except for "Ought-to L2 Self," showed non-significant results for normality tests. However, since the skewness and kurtosis values are

acceptable (George & Mallery, 2001) and the Shapiro-Wilk test result does not exceed the threshold, the data is accepted as normally distributed.

Table 5. Tests of Normality for the Pre-test of the Experimental Group

	Kolmogorov-Smirnov[b]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Ideal L2 Self	.09	73.00	.20*	.98	73.00	.38
Ought-to L2 Self	.06	73.00	.20*	.99	73.00	.75
Attitude Towards Learning English	.09	73.00	.20*	.98	73.00	.42
Motivation	.09	73.00	.20*	.97	73.00	.08

Table 6. Tests of Normality for the Pre-test of the Control Group

	Kolmogorov-Smirnov[b]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Ideal L2 Self	.09	43.00	.20*	.97	43.00	.38
Ought-to L2 Self	.13	43.00	.06	.95	43.00	.05
Attitude Towards Learning English	.12	43.00	.12	.98	43.00	.52
Motivation	.08	43.00	.20*	.97	43.00	.43

To ascertain whether a statistically significant difference is seen between the mean scores of the two groups, an independent-samples t-test is employed as a parametric test since the data was normally distributed (Pallant, 2020).

The descriptive statistics in Table 7 offer a comprehensive insight into the pre-test scores across various domains. It demonstrates the number of participants, the mean score and standard deviation, and the standard error mean for each construct. Given that the first three comprise Dörnyei's (2005, 2009) theory of motivation, motivation is used as a label covering all constructs.

Table 7. Descriptive Statistics for the Pre-test Results

	Group	N	Mean	Std. Deviation	Std. Error Mean
Ideal L2 Self	E	73	3.92	.44	.05
	C	43	4.03	.48	.07
Ought to L2 Self	E	73	2.97	.73	.08
	C	43	3.02	.76	.12
Attitude Towards Learning English	E	73	3.55	.70	.08
	C	43	3.59	.69	.11
Motivation	E	73	3.47	.37	.04
	C	43	3.54	.43	.07

E: Experimental; C: Control

In the pre-test, regarding the participants' ideal L2 selves, the experimental group had a mean score of 3.92. Conversely, the control group reported a mean score of 4.03, which was slightly higher. Moving to the participants' perceptions of their ought-to L2 selves, the experimental group showed a mean score of 2.97. Similarly, the control group reported a comparable mean score of 3.02. Regarding attitudes towards learning English, the experimental group reported a mean score of 3.55. In contrast, the control group reported a mean score of 3.59, which was slightly higher. Finally, the control group reported a slightly higher mean score of 3.54 on the motivation scale than the experimental group, who scored 3.47.

To compare the pre-test results of the control and experimental groups, an independent-samples t-test was conducted, which yielded findings across various dimensions, as seen in Table 8. Pallant (2020) suggests using the first line of the table, which pertains to equal variances as assumed if the significance value (Sig.) for Levene’s test is greater than 0.05, which is followed in the upcoming analysis.

Table 8. The Independent-samples T-test Results of the Experimental and Control Groups' Pre-tests

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Ideal L2 Self	Equal variances assumed	.01	.94	-1.19	114.00	.24	-.10	.09	-.28	.07
	Equal variances not assumed			-1.17	83.03	.25	-.10	.09	-.28	.07
Ought-to L2 Self	Equal variances assumed	.06	.80	-.32	114.00	.75	-.04	.14	-.33	.24
	Equal variances not assumed			-.31	85.16	.76	-.04	.14	-.33	.24
Attitude Towards Learning English	Equal variances assumed	.08	.78	-.28	114.00	.78	-.04	.13	-.31	.23
	Equal variances not assumed			-.29	89.40	.78	-.04	.13	-.30	.23
Motivation	Equal variances assumed	1.69	.20	-.88	114.00	.38	-.07	.08	-.21	.08
	Equal variances not assumed			-.85	77.84	.40	-.07	.08	-.22	.09

The t-test results show no significant difference between the two groups for the ideal L2 self-mean scores (t = -1.19, df = 114, p = 0.24). This suggests that, on average, both groups had similar perceptions of their ideal selves. Similarly, the t-test results did not reveal any significant difference in the mean scores of the ought-to L2 self (t = -0.32, df = 114, p = 0.75). In terms of attitudes towards learning English mean scores, the results demonstrate no significant difference between the groups (t = -0.28, df = 114, p = 0.78). Regarding motivation mean scores, the data show no statistically significant difference between the groups (t = -0.88, df = 114, p = 0.38). This suggests that both groups exhibited similar motivation levels in their language-learning endeavors.

Overall, the t-test results indicate a lack of significant divergence between the groups in their pre-test results. These findings provide a foundational understanding for further exploration within the study, highlighting areas where interventions or experimental conditions may exert differential effects on language learning outcomes.

So as to analyze the post-test results, skewness and kurtosis values were checked, and normality tests were conducted to ascertain whether the post-test data was normally distributed. As shown in Table 9, the kurtosis of the total scale for the experimental group is above 2. The outlier in the data was found and excluded. As can be seen in Table 10, the data suggests a normal distribution (+-1) for all the constructs after the exclusion (George & Mallery, 2001).

Table 9. Skewness and Kurtosis Values for the Post-test of the Experimental Group

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Ideal L2 Self	60	-.25	.31	-.40	.61
Ought-to L2 Self	60	.11	.31	.75	.61
Attitude Towards Learning English	60	.17	.31	-.41	.61
Motivation	60	.84	.31	2.15	.61

The results of the normality tests conducted for the experimental group's post-test indicate varying degrees of normality across different constructs, as seen in Table 11. The p-values for ought-to L2 self, ideal L2 self, and motivation are all greater than 0.05, indicating that there is no significant deviation from normality for these.

However, the p-value from the Kolmogorov-Smirnov test is reported as 0.01 for the attitude toward learning English construct.

Table 10. Skewness and Kurtosis Values for the Experimental Group's Post-test After the Exclusion of the Outlier

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Ideal L2 Self	59	-.27	.31	-.36	.61
Ought-to L2 Self	59	-.35	.31	-.14	.61
Attitude Towards Learning English	59	.15	.31	-.35	.61
Motivation	59	.08	.31	-.51	.61

Table 11. Tests of Normality of the Experimental Group's Post-test

	Kolmogorov-Smirnov[b]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Ideal L2 Self	.08	59.00	.20*	.98	59.00	.42
Ought-to L2 Self	.11	59.00	.08	.98	59.00	.26
Attitude Towards Learning English	.13	59.00	.01	.97	59.00	.14
Motivation	.08	59.00	.20*	.98	59.00	.46

For the post-test, although the kurtosis and skewness values were acceptable, the Kolmogorov-Smirnov values indicated a non-normal distribution in 'Attitude Towards Learning English'. Consequently, a two-step normalization process was conducted in SPSS, and the data showed normal distribution. Subsequently, an independent-samples t-test was employed using the transformed dataset in order to analyze the disparity between the pre- and post-intervention tests.

So as to see how the participants' perceptions of attitude towards learning English, ought-to L2 self, motivation, and the ideal L2 self changed after the intervention, an independent samples t-test was conducted using the pre- and post-tests of the experimental group. Descriptive statistics of the results provide valuable insights into the changes in all the scales over time, as seen in Table 12.

Table 12. Descriptive Statistics of the Experimental Group's Pre- and Post-test Results

	Test	N	Mean	Std. Deviation	Std. Error M.
Ideal L2 Self	Pre-test	73	3.92	.44	.05
	Post-test	59	4.13	.50	.07
Ought-to L2 Self	Pre-test	73	2.97	.73	.08
	Post-test	59	2.93	.61	.08
Attitude Towards Learning English	Pre-test	73	3.55	.70	.08
	Post-test	59	3.65	.67	.09
Motivation	Pre-test	73	3.47	.37	.04
	Post-test	59	3.55	.33	.04

In terms of participants' perceptions of their ideal L2 self, there appears to be a notable increase from the pre-test (M = 3.92) to the post-test (M = 4.13). This shift towards a more favorable perception of their ideal selves suggests that the intervention may have positively influenced participants' aspirations and self concepts about language learning. Contrastingly, the results regarding participants' perceptions of their ought-to L2 self show a slight decrease from the pre-test (M = 2.97) to the post-test (M = 2.93). Although nonsignificant, this difference may indicate a nuanced change in the ought-to L2 self perceptions of the participants. Regarding attitudes towards learning English, there is a modest increase in mean scores from the pre-test (M = 3.55) to the post-test (M = 3.65). This uptick suggests a positive shift in participants' attitudes and dispositions towards learning English, potentially influenced by the intervention or educational experience. Finally, in terms of motivation, participants' mean scores show a slight increase from the pre-test (M = 3.47) to the post-test (M = 3.55). This suggests an improvement in participants' motivation levels, indicating that the intervention may have fostered a more motivated approach to language learning.

Overall, the pre- and post-test results indicate positive trends in participants' motivation toward language learning within the experimental group. These findings highlight the potential effectiveness of the intervention in fostering a more favorable language learning environment and motivating participants toward achieving their language learning goals.

The independent-samples t-test results of the pre- and post-tests of the experimental group suggest changes after the intervention, as seen in Table 13. For the ideal L2 self-mean scores, the t-test results reveal a significant difference ($t = -2.45$, $df = 130$, $p = 0.02$). The mean difference of -0.20 suggests that participants reported significantly higher scores for their ideal L2 self following the intervention. This indicates that the intervention might have positively impacted participants' perceptions of their ideal selves in the context of language learning.

Regarding the participants' perceptions of their ought-to L2 selves, the t-test results indicate no significant difference after the intervention ($t = 0.40$, $df = 130$, $p = 0.69$). This suggests that participants' perceptions of the ought-to L2 self did not differ significantly following the intervention.

Regarding attitudes towards learning English mean scores, the results reveal no significant difference before and after the intervention in their attitudes towards learning English ($t = -0.83$, $df = 130$, $p = 0.41$). This implies that participants held comparable attitudes after the intervention.

The data indicate no significant difference in motivation before or after the intervention ($t = -1.23$, $df = 130$, $p = 0.22$). This suggests that participants' motivation levels towards learning English did not differ significantly following the intervention.

Overall, the t-test results highlight significant improvements in participants' perceptions of their ideal L2 selves following the intervention. In contrast, no significant differences were observed in perceptions of attitudes towards learning English, motivation, and ought-to L2 self following the intervention.

Table 13. The Independent-samples T-test Results of the Experimental Group's Pre- and Post-tests

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Ideal L2 Self	Equal variances assumed	1.02	.31	-2.45	130.00	.02	-.20	.08	-.37	-.04
	Equal variances not assumed			-2.42	116.75	.02	-.20	.08	-.37	-.04
Ought-to L2 Self	Equal variances assumed	1.62	.21	.40	130.00	.69	.05	.12	-.19	.28
	Equal variances not assumed			.40	129.75	.69	.05	.12	-.18	.28
Attitude Towards Learning English	Equal variances assumed	.21	.65	-.83	130.00	.41	-.10	.12	-.34	.14
	Equal variances not assumed			-.83	126.66	.41	-.10	.12	-.34	.14
Motivation	Equal variances assumed	.24	.63	-1.23	130.00	.22	-.08	.06	-.20	.05
	Equal variances not assumed			-1.24	128.27	.22	-.08	.06	-.20	.04

Moreover, so as to see the effects of the intervention, the post-test results of the control and experimental groups were compared. First, normality was checked for the control group's post-test.

Table 14 shows the skewness and kurtosis value of the control group's post-test survey results. The data is acceptable as normally distributed in the excellent range of distribution (+-1) except for the ideal L2 self, which is also acceptable (+-2) and very close to the excellent range (George & Mallery, 2001).

Table 14. Skewness and Kurtosis Values for the Post-test of the Control Group

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Ideal L2 Self	59	-.55	.31	1.10	.61
Ought-to L2 Self	59	.37	.31	-.50	.61
Attitude Towards Learning English	59	-.21	.31	.28	.61
Motivation	59	.71	.31	.98	.61

As seen in Table 15, the results of the normality tests conducted for the control group's post-test indicated varying degrees of adherence to the assumption of normality. According to the Kolmogorov-Smirnov test, the "Ought-to L2 Self " data demonstrates a significant deviation from a normal distribution ($p = 0.04$). In contrast, the data for "Ideal L2 Self," "Attitude Towards Learning English," and "Motivation" do not exhibit significant deviations, with p-values of 0.20, 0.08, and 0.07, respectively. Since the 'Ought to L2 Self' data indicated a non-normal distribution in the control group, a two-step normalization process was conducted in SPSS to normalize the data before the t-test analysis.

Table 15. Tests of Normality of the Control Group's Post-test

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Ideal L2 Self	.09	59.00	.20*	.97	59.00	.25
Ought to L2 Self	.12	59.00	.04	.97	59.00	.15
Attitude Towards Learning English	.11	59.00	.08	.98	59.00	.49
Motivation	.11	59.00	.07	.95	59.00	.01

The control and experimental groups' post-test results offer valuable insights, as seen in Table 16. In terms of participants' perceptions of their ideal L2 self, a noticeable difference between the control (M = 3.93) and experimental (M = 4.13) groups is seen. The experimental group reported a higher mean score, suggesting a more favorable perception of their ideal selves in the context of language learning compared to the control group.

Table 16. Descriptive Statistics of the Post-test Results of the Experimental and Control Groups

	Group	N	Mean	Std. Deviation	Std. Error Mean
Ideal L2 Self	E	59	4.13	.50	.07
	C	59	3.93	.55	.07
Ought to L2 Self	E	59	2.93	.61	.08
	C	59	3.00	.86	.11
Attitude Towards Learning English	E	59	3.65	.68	.09
	C	59	3.60	.67	.09
Motivation	E	59	3.55	.33	.04
	C	59	3.50	.48	.06

E: Experimental; C: Control

Both groups reported similar levels of motivation towards learning English after the intervention. Overall, the post-test results suggest that while there may be some differences in perceptions of the ideal L2 self between the experimental and control groups, other constructs remained relatively consistent across both groups.

To compare the post-test results of the control and experimental groups, an independent-samples t-test was conducted, and it revealed interesting findings regarding differences, which can be seen in Table 17.

Table 17. The Independent-samples T-test Results of the Experimental and Control Groups' Post-tests

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Ideal L2 Self	Equal variances assumed	.05	.83	1.98	116.00	.05	.19	.10	.00	.38
	Equal variances not assumed			1.98	115.13	.05	.19	.10	.00	.38
Ought-to L2 Self	Equal variances assumed	5.17	.02	-.58	115.00	.56	-.08	.13	-.34	.19
	Equal variances not assumed			-.58	105.60	.56	-.08	.13	-.34	.19
Attitude Toward Learning English	Equal variances assumed	.04	.84	.45	116.00	.65	.06	.12	-.19	.30
	Equal variances not assumed			.45	116.00	.65	.06	.12	-.19	.30
Motivation	Equal variances assumed	3.82	.05	.66	116.00	.51	.05	.08	-.10	.20
	Equal variances not assumed			.66	103.67	.51	.05	.08	-.10	.20

The t-test results indicate a significant difference (t = 1.98, df = 116, p = 0.05) in the ideal L2 self. The mean scores suggest that participants in the experimental group reported higher scores for their ideal L2 selves. Regarding participants' perceptions of their ought-to L2 selves, the t-test results reveal no significant difference between the groups (t = -0.58, df = 105, p = 0.56). This suggests that participants' perceptions of ought-to L2 selves did not differ significantly between the two groups following the intervention. Attitudes towards learning English scores indicate no significant difference between the groups (t = 0.45, df = 116, p = 0.65). This implies that both groups held similar attitudes regarding the process of learning English following the intervention. For motivation, no significant difference is seen between the groups (t = 0.66, df = 116, p = 0.51). This suggests that participants' levels of motivation towards learning English did not differ significantly between the two groups after the intervention. While some statistically significant differences were observed in perceptions of the ideal L2 self. No significant differences were found in the other variables. These findings provide valuable insights into the impact of the intervention on participants' language learning experiences.

4.1.2. The Effect of Proficiency Level on L2MSS

The second research question aims to explore how language proficiency levels influence L2MSS by using an independent-samples t-test. The data set was analyzed depending on levels B1 and A2 for pre- and post-tests. The two groups were compared to see whether there was a difference between proficiency levels in terms of their levels of ideal L2 self, attitude toward learning English, and ought-to L2 self.

Table 18. Test of Normality for the Pre-tests of B1 and A2 Proficiency Levels

	Proficiency	Skewness		Kurtosis	
		Statistic	Std. Error	Statistic	Std. Error
Ideal L2 Self	B1	.09	.39	-.56	.76
	A2	.08	.27	.11	.53
Ought-to L2 Self	B1	-.11	.39	.34	.76
	A2	.39	.27	.15	.53
Attitude Towards Learning English	B1	-.24	.39	.10	.76
	A2	-.02	.27	-.43	.53

For the pre-test, skewness and kurtosis values of both proficiency levels were within +-1, accepted as excellent for normal distribution (George & Mallery, 2001) (Table 18). Moreover, normality tests revealed a normal distribution, as seen in Table 19.

Table 19. Tests of Normality for the Pre-test of B1 and A2 Proficiency Levels

		Kolmogorov-Smirnov			Shapiro-Wilk		
	Proficiency	St.	Df	Sig.	St.	Df	Sig
Ideal L2 Self	B1	.11	37.00	.20*	.98	37.00	.59
	A2	.08	79.00	.20*	.98	79.00	.48
Ought-to L2 Self	B1	.10	37.00	.20*	.99	37.00	.91
	A2	.08	79.00	.20*	.98	79.00	.23
Attitude Towards Learning English	B1	.12	37.00	.15	.98	37.00	.63
	A2	.07	79.00	.20*	.99	79.00	.53

Table 20 presents descriptive statistics for the L2MSS constructs measured in two groups, B1 and A2, before an intervention. In terms of the proficiency level in English, the B1 group displayed a slightly higher mean (M= 4.11) compared to the A2 group (M= 3.89) for the ideal L2 self. However, the B1 group showed a lower mean (M= 2.94) than the A2 group (M= 3.01) for the ought-to L2 self. Similarly, when examining attitudes toward learning English, the B1 group showed a lower mean (M= 3.51) compared to the A2 group (M= 3.60).

Table 20. Descriptive Statistics of Proficiency Levels' Pre-tests

	Proficiency	N	Mean	Std. Deviation	Std. Error Mean
Ideal L2 Self	B1	37	4.11	.41	.07
	A2	79	3.89	.46	.05
Ought- to L2 Self	B1	37	2.94	.63	.10
	A2	79	3.01	.78	.09
Attitude Towards Learning English	B1	37	3.51	.71	.12
	A2	79	3.60	.70	.08

Table 21 shows the B1 and A2 groups' independent-samples t-test results for the pre-tests.

Table 21. The Independent-samples T-test of B1 and A2 Groups' Pre-tests

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Ideal L2 Self	Equal variances assumed	.19	.66	2.36	114.00	.02	.21	.09	.03	.39
	Equal variances not assumed			2.46	78.26	.02	.21	.09	.04	.38
Ought- to L2 Self	Equal variances assumed	1.60	.21	-.47	114.00	.64	-.07	.15	-.36	.22
	Equal variances not assumed			-.51	85.35	.61	-.07	.14	-.34	.20
Attitude Towards Learning English	Equal variances assumed	.01	.91	-.63	114.00	.53	-.09	.14	-.36	.19
	Equal variances not assumed			-.63	69.51	.53	-.09	.14	-.37	.19

For the ideal L2 self, the t-test revealed a significant difference (df = 114, t = 2.36, p = 0.02), which means B1 and A2 proficiency levels differed significantly regarding the level of the ideal L2 self, with the B1 group having a higher mean. For the ought-to L2 self, the t-test did not indicate a significant difference in means (t = -0.47, df = 114, p = 0.64). Similarly, regarding attitude toward learning English, the t-test did not show a significant difference in means, either (t = -0.63, df = 114, p = 0.53). Overall, these results highlight the variability in the differences between the B1 and A2 proficiency groups.

For the post-test, 39 participants had a B1 level of proficiency, and 79 participants had an A2 level. According to Table 22, for the post-test, descriptive statistics for both levels indicate that the data is normally distributed according to the kurtosis and skewness values, which are all between +-1 (George & Mallery, 2001).

Table 22. Test of Normality for the Proficiency Levels' Post-tests

		Skewness		Kurtosis	
	Proficiency	Statistic	Std. Error	Statistic	Std. Error
Ideal L2 Self	B1	-.36	.38	.06	.74
	A2	-.39	.27	.55	.53
Ought-to L2 Self	B1	.13	.38	-.34	.74
	A2	.42	.27	.18	.53
Attitude Towards Learning English	B1	.24	.38	-.08	.74
	A2	-.10	.27	-.43	.53

Nevertheless, the normality tests indicate a non-normal distribution for the ought-to L2 self, which shows significance (p =.04), as seen in Table 23. A two-step normalization was employed to make it normally distributed. Tests of normality were conducted again, and normalized ought-to L2 self was also within the range +-1 for skewness and kurtosis values. Moreover, after the transformation, the Kolmogorov-Smirnov normality test showed a normal distribution with a significance level of (p =.20).

Table 23. Tests of Normality for the Proficiency Levels' Post-tests

		Kolmogorov-Smirnov[b]			Shapiro-Wilk		
	Proficiency	Statistic	df	Sig.	Statistic	df	Sig.
Ideal L2 Self	B1	.11	39.00	.20*	.98	39.00	.72
	A2	.08	79.00	.20*	.98	79.00	.18
Ought-to L2 Self	B1	.08	39.00	.20*	.99	39.00	.88
	A2	.10	79.00	.04	.98	79.00	.15
Attitude Towards Learning English	B1	.14	39.00	.07	.98	39.00	.69
	A2	.08	79.00	.20*	.98	79.00	.36

Table 24 offers insights into the descriptive characteristics of post-test results at B1 and A2 proficiency levels. For the ideal L2 self, participants at the B1 level (N = 39) displayed a mean score of 4.13, whereas those at the A2 level (N = 79) had a slightly lower mean score of 3.98. Moving to " Ought- to L2 Self," B1 level participants report a mean score of 3.00, while A2 level participants express a similar perception, with a mean score of 2.90. Regarding attitude toward learning English, both B1 and A2-level participants reported similar mean scores, with a mean score of 3.61.

Table 24.Descriptive Statistics for the Post-tests of Proficiency Levels

	Proficiency	N	Mean	Std. Deviation	Std. Error Mean
Ideal L2 Self	B1	39	4.13	.46	.07
	A2	79	3.98	.56	.06
Ought-to L2 Self	B1	39	3.00	.67	.11
	A2	79	2.90	.65	.07
Attitude toward Learning English	B1	39	3.61	.61	.10
	A2	79	3.61	.71	.08

Table 25 presents the independent-samples t-test results for the proficiency levels' post-tests. For the ideal L2 self, the t-test did not reveal a significant mean difference ($t = 1.46$, $df = 116$, $p = 0.15$). Moving to the ought-to L2 self, the result shows no substantial difference between B1 and A2 level participants. Regarding attitude toward learning English, the t-test did not show a significant difference in means ($t = -0.01$, $df = 116$, $p = 1.00$). Overall, these results show insignificant differences between the B1 and A2 proficiency groups.

Table 25. The Independent-samples T-test of the Proficiency Levels' Post-test Results

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Ideal L2 Self	Equal variances assumed	1.73	.19	1.46	116.00	.15	.15	.10	-.05	.36
	Equal variances not assumed			1.56	91.06	.12	.15	.10	-.04	.34
Ought-to L2 Self	Equal variances assumed	.08	.78	.72	115.00	.47	.09	.13	-.16	.35
	Equal variances not assumed			.71	73.95	.48	.09	.13	-.17	.35
Attitude Towards Learning English	Equal variances assumed	1.07	.30	-.01	116.00	1.00	.00	.13	-.26	.26
	Equal variances not assumed			-.01	86.64	1.00	.00	.13	-.25	.25

4.2. Qualitative Findings

In this section, the data was obtained from two open-ended questions, written with the guidance of the thesis advisor, to explore the thoughts and experiences of the students regarding the role model interviews. The questions were posed to the experimental group following the intervention. The participants answered the questions in Turkish, and the researcher translated the data into English. The insights gleaned from these questions were used to investigate the third research question: How do role model interviews affect language learning motivation?

4.2.1. The Influence of Role Models on L2 Motivation

The first open-ended question poses: 'How did meeting role models affect your English learning process?' Role model interviews were suggested as a practice to enhance the ideal L2 self (Dörnyei & Hadfield, 2014). The analysis of the first question indicates that role model interviews contributed to the enhancement of the ideal L2 self (f = 14) and underscores a notable dynamic shift in motivation towards English language learning following interactions with role models (f = 29).

Dörnyei (2009) identified six conditions as necessary for the effectiveness of the ideal L2 self. The results correspond to three of these six conditions, as seen in Table 26. Dörnyei (2009) states that plausibility and activation in the working self-concept are among the critical criteria for an effective ideal L2 self. Moreover, ideal L2 self-perception must be reinforced by relevant and practical tactics that function as a roadmap leading to the objective.

According to the results, meeting role models made the participants' ideal L2 self more plausible. The effects of role model interviews on plausibility are seen as enhanced self-belief and confidence, making the ideal L2 self more achievable and accessible. Three participants mentioned that their self-belief and confidence increased after the interventions. The subsequent quotations are from the reflections that address this aspect.

'My self-belief increased even more.' (S1)

'It facilitated my motivation and prevented me from postponing my study plan. My self-confidence increased.' (S17)

Table 26. Themes and Codes for the First Question

Themes	Codes	f	%
Contribution to an Effective Ideal L2 Self	Plausibility	11	25.58%
	Activation	2	4.65%
	Procedural strategies	1	2.33%
Total		14	32.56%
Motivational Impact	Initiation	2	4.65%
	Direction/ Coordination	2	4.65%
	Amplification	20	46.51%
	Evaluation	5	11.63%
Total		29	67.44%
Total		43	100%

Furthermore, meeting a near-peer role model made reaching the ideal L2 self more achievable for six participants. The participants shared that witnessing others succeed motivated them, showing that such achievement is feasible. Additionally, observing others speaking English fluently instilled confidence in their language abilities. They also noted that this experience made their work easier and fueled their motivation, bringing them closer to their desired life. In addition, witnessing the success of fellow graduates from the same university left a positive impact, reinforcing their belief in their potential for success. The following quotes are from the reflections that address this aspect.

"It motivated me by demonstrating that it was achievable and showed me that working in international companies was possible." (S15)

"As I saw them, I thought I could really speak English fluently." (S20)

"It motivated me even more and made me feel closer to the life I dreamed of." (S26)

"It made me believe I could succeed just like them." (S27)

In addition, interviews stimulated the ideal self-image within the learner's self-perception by reminding them of their language learning goals, which are considered

under the activation code. The following quotes are from two participants who mention them in their answers.

"It reminded me of my goals, and I became more encouraged. The learning process, which seemed difficult, began to feel easier. Sometimes, I need to see such exemplary individuals. I can forget my purpose and give up when I struggle." (S42)

"… In short, meeting role models helped me break away from the hustle and bustle of university life and reminded me of my goals and how close I am to achieving them." (S60)

Finally, one participant indicated that these interviews aided in finding practical procedural strategies, functioning as a roadmap toward achieving the goal, as seen in the following quote.

"I think it had a positive impact because learning English is time-consuming, but learning it correctly is important. From role models, I received information on how to learn English correctly without wasting time." (S54)

Another theme that emerged from the results is the motivational impact of role models. Dörnyei and Ottó (1998, p. 64) state that motivation is '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' In 27 out of 41 responses to the first question, statements indicating that role model interviews enhance motivation have been identified.

Student answers mentioning an arousal of curiosity imply that these interviews initiated cognitive processes. The subsequent quote is an example of it.

"It aroused curiosity." (S41)

Moreover, two participants stated that the interviews effectively directed the L2 learning process by affecting their study habits, as seen in the following quotes.

"I found myself working more diligently, and it boosted my motivation." (S35)

"I started studying English more regularly to get to know people from different cultures better." (S43)

Amplification is the most common code for the motivational impact of the interviews. It is observed as enhanced desire, enthusiasm, or motivation, an alteration in the pace of learning, and a contribution to the learning journey. Eleven of the participants mentioned that interviews caused enhanced desire or enthusiasm, as can be seen in the following quotations:

“English can be assumed to be the most widely used language in the world, so being able to speak and use English appears to be very valuable in various fields globally. Especially in the business world, knowing English facilitates working with foreign individuals, so I am more eager to learn English to advance further in my career." (S13)

"As I listened to the experiences, my enthusiasm for learning English increased." (S10)

"Role models boosted my enthusiasm for English. I thought I should learn this language myself, and I'm going on this way." (S31)

Seven participants mentioned increased motivation after meeting the role models, as can be seen in the following responses:

"It boosted my motivation in my English learning journey." (S22)

"They further motivated me to learn English." (S25)

Two participants mentioned a change in the learning speed and the contribution of the interviews to the learning process, which is displayed in the following quotations:

"Their experiences in learning English influenced my learning pace to some extent. Listening to their experiences while learning English turned out to be advice for me." (S44)

"They provided me with beneficial information and contributed to my English learning process." (S56)

Finally, five respondents shared that they realized the importance of English after the interviews, which is considered under the code of evaluation of cognitive processes. The examples below address this aspect.

"I once again learned why learning a foreign language is important." (S36)

"It had a positive impact because, behind the success of role models, foreign language skills supported it; therefore, I became more aware, with a concrete example, that it

would make me more successful in my profession and social life. This realization further motivated me to learn." (S39)

The analysis suggests that role model interviews effectively enhanced language learning motivation and the ideal L2 self. The frequency of the codes indicates that the influence of role model interviews on language learning motivation is more significant than it is on the ideal L2 self.

Overall, within the theme of "Contribution to an Effective Ideal L2 Self," a notable proportion (25.58%) emphasized the plausibility of achieving their ideal L2 self, indicating a strong belief in the feasibility of language learning success. Additionally, some participants (4.65%) mentioned that the interviews reminded them of their goals, which means the interviews activated their ideal L2 self. Moreover, a small percentage (2.33%) highlighted learning procedural strategies, indicating the importance of employing specific techniques or methods in their language learning process.

Regarding the "Motivational Impact of Role Models," participants discussed the influence of role models on their motivation in language learning. A substantial proportion (46.51%) emphasized role models' role in amplifying their motivation, indicating that observing successful language learners significantly enhanced their drive to learn and improve their language skills. Additionally, some participants (4.65%) mentioned direction or coordination as a motivational factor, suggesting that guidance or coordination from role models positively impacted their language learning journey. Furthermore, a notable number (11.63%) highlighted that they realized the importance of learning English thanks to role model interviews.

The second open-ended question aimed to see why and how role model interviews made positive impacts, posing the question, ‘Which role model interviews had a positive impact? Why?’ Furthermore, it aimed to assess the effect of interviewing in different languages and the effect of varying role models from various professions. However, only one of the classes had two role model interviews: one conducted in English and one in Turkish. The other students are told to answer this question, focusing on the question ‘Why?’. The coding process of the second question follows the same theoretical background as the first question for the definition of motivation (Dörnyei & Ottó, 1998) and the necessary conditions for developing the ideal L2 self (Dörnyei, 2009).

Table 27 shows the results for this question. The contribution of the role model interviews to the enhancement of the ideal L2 self can be seen through two aspects: enhancing the plausibility of the ideal L2 self (f = 15) and suggesting procedural strategies that act as a road map that helps learners reach the ideal L2 self (f = 2). Plausibility can be seen as enhanced confidence, for example:

"The role model interview, which was in English, had a positive impact because it made me think, "If that person can speak so fluently, then I can, too," and it helped me become more confident." (S29)

Table 27. Themes and Codes for the Second Question

Themes	Codes	f	%
Contribution to a	Plausibility	13	35.14%
Effective Ideal L2 Self	Procedural strategies	2	5.41%
Total		15	40.54%
Motivational impact	Initiation	1	2.70%
	Amplification	8	21.62%
	Evaluation	13	35.14%
Total		22	59.46%
Total		37	100%

Moreover, thirteen out of twenty participants shared that the English interview was more effective. This might be because seeing a near peer role model speaking English made the future self more feasible, and this was considered under the code of plausibility. Examples referring to this aspect can be seen in the quotes below.

"The English interview we conducted was effective for me. Understanding and interpreting the other person not only improved my skills but also gave me the thought that if they could do it, so could I." (S17)

"The most positive thought is that someone who has been through the same circumstances as you have succeeded. I got ideas or suggestions from a point of view I didn't realize before in all the talks. The conversation in English was more effective

because you can both understand and evaluate a Turkish person's speech in a different language. I want the role model interviews to continue. " (S60)

When it comes to procedural strategies, participants stated that receiving beneficial advice and learning new strategies made role model interviews more efficient, for example:

"Both were positive, teaching us constructive methods in two languages that could be understood." (S18)

The motivational impacts of the role model interviews are more frequent (f = 20). One of the participants mentioned arousal of hope, which is considered under the code of initiation of cognitive processes, and the quote is as follows:

"The presentation in English positively affected me because I understood what was being said, and witnessing someone with a lower proficiency level than mine transform into a successful individual gave me hope for the future. It also made me realize that I need to be confident in this regard." (S17)

Eight participants mentioned increased desire, enthusiasm, motivation, and improvement. These are considered under the amplification code since they mention enhancement, as seen in the following quotes.

"Our recent interview with someone who graduated from our school, who spoke fluently in English and lived abroad motivated me." (S22)

"Both increased my desire to learn." (S41)

"The interview with RM3. He explained very well that English is actually necessary for all sections. He talked about the need for English for us to meet people all over the world, and that motivated me a lot. " (S43)

Twelve participants out of thirty-seven mentioned role model interviews helped them to realize the importance of English, and one mentioned they helped the participant to know himself/herself better. These are considered under the evaluation code; examples can be seen below.

"RM3's ideas were influential for me. They made me see the realities and demonstrated the importance of English in professional life." (S33)

"Almost all of them were positive. They enlightened me about what to pay attention to during the process of learning English and emphasized how crucial it is for the future." (S56)

"RM3 positively impacted me because being in the same professional group helped me better understand how to use English in my profession." (S58)

Overall, within the theme of "Contribution to an Effective Ideal L2 Self", a substantial proportion (35.14%) expressed a strong belief in the plausibility of achieving their ideal L2 selves. This suggests a high level of confidence and conviction in the feasibility of language learning success, indicating that they see themselves as capable of reaching their language proficiency goals. Regarding the "Motivational Impact", participants highlighted the influence of role models on their motivation in language learning. A few participants (2.70%) mentioned that role models initiated their motivation, suggesting that observing successful language learners increased their motivation in their language learning journey. Additionally, a significant portion (21.62%) noted that role models amplified their motivation, indicating that exposure to successful individuals in language learning enhanced their drive to learn and excel in their language skills. Furthermore, a considerable number of participants (35.14%) highlighted role models' role in making them realize the importance of English, which is considered under the evaluation code.

Consequently, participants perceived a strong sense of plausibility in achieving their ideal L2 self, and some mentioned the benefit of the advice on language learning strategies, which is also crucial for developing the ideal L2 self (Dörnyei, 2009). Moreover, role model interviews initiated and amplified desire, enthusiasm, motivation, and improvement. Furthermore, they also made participants aware of the importance of English, both of which cause motivation (Dörnyei & Ottó, 1998). By observing successful individuals in language learning, participants find inspiration and drive to pursue their language proficiency goals, indicating role models' profound impact on their language learning experiences.

4.2.2. Overall Findings for the Qualitative Data

In exploring the dynamics of the impact of role models, Table 28 summarizes the themes found in the open-ended questions. The qualitative analysis of the impact of role model interviews on English language learners reveals significant insights into

their role in enhancing both motivation and the ideal L2 self. The findings indicate that motivation is the most prominent theme, with 63.75% of participants highlighting its influence. Role model interviews led to increased determination and self-belief, fueling participants' enthusiasm and commitment to learning English. Furthermore, the role models provided direction and coordination, influencing learners' study habits and approaches. The evaluative process led to a reassessment of the importance of English in personal and professional contexts, further enhancing motivation.

Table 28. Table of Themes

Themes	Questions	F	%
Motivation	1	29	36.25%
	2	22	27.50%
Total		51	63.75%
Ideal L2 Self	1	14	17.50%
	2	15	18.75%
Total		29	36.25%
Total		80	100%

The ideal L2 self is also a significant theme, with 36.25% of responses reflecting participants' aspirations and confidence in achieving language proficiency. Role model interviews enhanced the plausibility of attaining the ideal L2 self by providing concrete examples of success and by sharing practical strategies during the interviews, which provided learners with effective methods. The interviews also played a crucial role in activating the ideal L2 self by reminding participants of their goals.

Overall, the findings shed light on the complex relationship between the influence of role models, motivation, and the ideal L2 self. Analysis indicates that the impact of role models is multifaceted. They not only made the ideal L2 self more attainable but also significantly boosted motivation. This dual impact fosters a supportive and motivating learning environment, ultimately contributing to the learners' success in achieving their language proficiency goals.

5. DISCUSSION

The first research question poses, ‘How does the use of technology-integrated classroom practices in language teaching affect Turkish EFL students' L2 motivational self-system?’. So as to answer this question, the t-test results with the significance levels and descriptive statistics with mean scores are analyzed, and the results concerning previous intervention studies are discussed.

The analysis of the experimental group’s pre- and post-test results sheds light on the impact of the intervention. Participants exhibited a significant increase in their perceptions of their ideal L2 following the intervention, which is in line with previous intervention studies (Magid, 2011; Magid & Chan, 2012; Munezane, 2013; Chan, 2014; Mackay, 2019; De Rutté, 2024). These interventions aimed to enhance the ideal L2 self; however, the intervention design, duration, frequency, and presentation of activities differ. Magid (2011), Magid and Chan (2012), and Chan (2014) conducted interventions without control groups and only measured the ideal L2 self. The paired-samples T-test results proved the fact that there was a significant increase in these studies. Munezane (2013) had an experimental group, and one-way ANOVA analysis showed a significant increase in participants’ ideal L2 selves and motivation, the only two measures he collected data on. Mackay (2019) conducted a purely qualitative study, and the analysis of the interviews revealed that the intervention activities enhanced participants' capacity to express their vision of an ideal L2 self and influenced the content of the vision created. The classroom practices of the present intervention were designed to reach the conditions necessary for an effective ideal self (Dörnyei, 2009). The intervention activities encouraged the participants to envision themselves speaking English well. The ideal L2 self image was created, sustained, and activated through classroom practices. Moreover, a roadmap was created with strategies and ideas guiding them to their ideal L2 selves. Consequently, the intervention successfully enhanced the ideal L2 self thanks to the employed activities.

However, the intervention did not yield significant changes in participants' perceptions of their ought-to L2 self (p = .69), attitudes towards learning English (p =.41), or motivation (p =.22) for the experimental group.

Regarding the ought-to L2 self, the effect of the intervention was insignificant, which is in line with another study by Mackay (2019), which did not find any change in participants' ought-to L2 selves after the intervention. In the present study, there was a decrease in the mean scores, which is in line with the mixed-methods study by De Rutté (2024). In that study, the mean scores diminished, and there was no indication in the journal's responses about the ought-to L2 self. However, we should note that this study included six participants, so statistical analysis could not be conducted, and there was no control group. Moreover, a similar result was received in another intervention at the university level (Sato & Lara, 2019), in which a decline with a small effect size was seen in the experimental group. Furthermore, in certain survey studies where the L2MSS cannot be entirely validated, the ought-to L2 self is the construct that remains elusive (Kormos & Csizér, 2008). Additionally, it does not predict motivated behavior (Papi & Teimouri, 2012) or contribute to the L2MSS (Şahin, 2020). Moreover, no significant connection is found between the ought-to L2 self and the ideal L2 self (Kormos et al., 2011). The insignificant change in this measure of the present study might be caused by the fact that this self has an external perspective and might not align closely with one's aspirations or desires (Dörnyei, 2005). Only one activity in the intervention specifically aimed to benefit from the ought-to L2 self (Activity 25), which might not be enough to cause a significant effect on the scale. Moreover, the ought-to L2 self represents the characteristics that individuals perceive they should possess to fulfill expectations and prevent potential adverse outcomes (Dörnyei, 2005); however, the students of the present study have the right to continue their education in their majors even if they fail the preparatory program, which might be a reason for a weaker result.

Regarding the attitude toward learning English, there was an increase from 3.55 to 3.65. However, it was statistically insignificant, which did not align with previous studies. Most intervention programs suggest that attitudes toward learning English improve together with the ideal L2 self, as evidenced by Safdari (2021) and Sato & Lara (2019), with a significant effect size. Although De Rutté's (2024) study did not uncover any notable shifts in the mean scores similar to the present study, all six

participants explicitly referenced their L2 learning experience in their journal entries. The fact that the present study did not significantly affect attitudes toward learning English might be caused by the fact that a six-week intervention might not offer enough time to cause a significant change in the participants' attitudes.

Regarding the motivation scale, the mean scores increased but were statistically insignificant. Previous intervention studies either only focused on self-concept and did not merge these into a motivation scale (e.g., Magid, 2011; Safdari, 2021) or they used a different scale, such as intended learning effort (e.g., Sato & Lara, 2019; Sato, 2020; Safdari, 2021), which is usually regarded as the criterion measure (Al-Hoorie, 2018) or a different motivation scale (Munezane, 2013). The motivation scale in this study covers all the items in the questionnaire. There are mixed results regarding this aspect of the interventions. Some studies suggest significant change (e.g. Munezane, 2013), and some do not (Sato & Lara, 2019; Sato, 2020). Although the ideal L2 self is enhanced significantly in the present study, the ideal L2 self-vision that participants want to reach might be too far for the participants to get in the limited time of the survey, so this might not result in a significant change in overall language learning motivation, which is also proposed by Mackay (2019). In a similar sense, referring to other studies (Martinović, 2018; MacIntyre & Doucette, 2010), Šafranj et al. (2021) state that self-concept may significantly influence an individual's motivational mindset; however, its impact on actual motivated behavior may be limited in numerous linguistic contexts. In addition, since the motivation scale of the present study covers all the subscales, the insignificant changes in other measures might outweigh the significant change in the ideal L2 self.

Moreover, the analysis of the control and experimental groups' post-test results sheds light on the impact of the intervention. Participants in the experimental group reported a significantly higher mean score for their ideal L2 self compared to those in the control group ($p = .05$). This suggests that the intervention positively impacted learners' ideal selves in the context of language learning, fostering a more favorable self-concept and aspirations within the experimental group. This result aligns with the previous studies (Sato & Lara, 2019; Sato, 2020; Safdari, 2021). In the study by Sato and Lara (2019), the ideal L2 self showed a notable effect, signifying that the experimental group demonstrated superior performance compared to the control group after the intervention. Safdari (2021) and Sato (2020) also revealed a significant difference

between groups. However, Özönder (2020) found no statistically significant difference between groups after the intervention. In the present study, the control group followed the traditional curriculum, and the classroom practices utilized in the experimental group resulted in a significant change between groups regarding the ideal L2 self.

Nonetheless, the intervention did not result in significant differences between the groups in perceptions of attitudes towards learning English (p =.65), ought-to L2 self (p =.56), or motivation (p =.51). This indicates that both groups held similar perceptions of external expectations, attitudes, and motivation, regardless of the teaching method employed.

Regarding the ought-to L2 self, the intervention did not create a significant effect between groups, with the control group having a higher mean in the post-test. This aligns with the study by Safdari (2021), in which an insignificant difference is revealed in ANCOVA analysis after the intervention; however, in their research, the control group had a lower mean score than the experimental group. Furthermore, Özönder (2020) did not encounter a significant difference between groups. However, the intervention studies by Sato and Lara (2019) and Sato (2020) revealed statistically significant effects in the ought-to self-scores, with the control group exhibiting better performance following the intervention.

Regarding the attitude toward learning English, the experimental group had a slightly higher score, which was statistically insignificant and in line with a previous intervention study conducted in Turkey by Özönder (2020), which found an insignificant difference after the intervention. The fact that the control group was outscored by the experimental group in mean scores aligns with previous studies (Sato & Lara, 2019; Safdari, 2021); however, they found a significant difference between the groups.

The t-test results concerning motivation indicate no significant difference between the groups. There are mixed findings regarding the effects of intervention on this aspect. While Sato and Lara (2019) and Sato (2020) revealed insignificant effects regarding the intended learning effort, Safdari's (2021) study indicates a significant effect, with the experimental group outperforming the control.

All in all, while statistically significant differences were seen in perceptions of the ideal L2 self between the control and experimental groups, these differences did not

extend to other aspects of the language learning experience. Both groups exhibited comparable perceptions of attitudes towards learning English, ought-to L2 self, and motivation, suggesting that the intervention did not yield significant advantages over conventional teaching methods regarding these. The participants of the present study are students at a voluntary preparatory school, so it can be claimed that all these students had and still have favorable attitudes towards learning English for similar external reasons, such as a broader range of job opportunities and motivation to learn English for a better chance in an academic program like Erasmus. Moreover, the coursebook used in the preparatory program offers various activities, and control group participants' instructors might employ extracurricular activities, which result in favorable attitudes as well. Because of these factors, the intervention's classroom practices might not have resulted in a significant difference in the attitude toward learning English. Finally, since the six-week intervention might not be enough to change students' attitudes or motivation or support the ought-to L2 self specifically, a significant difference between groups might not be received in these aspects.

The second research question asks, 'To what extent does language proficiency influence L2MSS?'. An independent-samples t-test was employed regarding proficiency levels, A2 and B1, as two groups. The analysis aimed to determine the influence of language proficiency levels on participants' perceptions and motivations toward language learning.

In the pre-test, the analysis indicated significant differences between the B1 and A2 groups for the ideal L2 self, with the B1 group having a higher score, which aligns with previous studies (Ghapanchi et al., 2011; Thompson & Erdil-Moody, 2014; Y. Liu & Thompson, 2018). Thompson and Erdil-Moody's (2014) study with university students indicates that intermediate to advanced English language proficiency participants had a notably stronger ideal L2 self than beginners. Y. Liu and Thompson's (2018) study, including a one-way ANOVA and multiple regression, showed that learners in the mid-high proficiency group exhibited a higher ideal L2 self compared to those in the low-mid proficiency group at a significant level. Furthermore, the ideal L2 self significantly predicted the second language proficiency of university students (Y. Liu & Thompson, 2018; Ghapanchi et al., 2011) and younger participants (T. Kim, 2012; Lamb, 2012; T. Kim & Kim, 2014). For the ideal L2 self to be effective, it must be plausible (Dörnyei, 2009), which might be the reason for the proficiency

level's impact; the higher the person's level, the closer the person feels to the ideal L2 self.

However, there were not any significant differences between the B1 and A2 groups for the ought-to L2 self and attitude towards learning English, indicating similar perceptions regardless of proficiency level. Regarding the ought-to L2 self, the result aligns with previous studies (Ghapanchi et al., 2011; Thompson & Erdil-Moody, 2014). Thompson and Erdil-Moody (2014) revealed that the difference between proficiency groups was insignificant, with a small effect size for the ought-to L2 self. Moreover, another study showed that it does not predict language proficiency at significant levels and found no significant correlation between language proficiency and the ought-to L2 self (Ghapanchi et al., 2011). On the other hand, Y. Liu and Thompson (2018) revealed that low-mid proficiency level students have a stronger ought-to L2 self, and it negatively predicts language proficiency at a significant level. They suggest that strong pressure from others might result in lower proficiency because of the stress of the possibility of not meeting expectations. Furthermore, another study conducted with students from grades 3 to 12 revealed that ought-to L2 self is a meaningful predictor of language proficiency (T. Kim, 2012), which might result from family influence. The higher the student's degree of proficiency, the more their family expects from them in L2 learning. However, when it comes to university students, the influence of family might affect them less since they are young adults. Moreover, the fact that they have not completed their education in the preparatory program and whether they fail, or pass has not yet been determined, might result in similar levels of ought-to L2 self since there is uncertainty about fulfilling the expectations.

Regarding the attitude towards learning English, two studies included this scale; one was conducted with university students (Ghapanchi et al., 2011) and the other with junior high school students (Lamb, 2012). The result of the present study does not align with the previous ones because the L2 learning experience is a significant predictor of language proficiency in those studies (Ghapanchi et al., 2011; Lamb, 2012). That all participants of the present study voluntarily enrolled in the preparatory program might be the reason for this difference. No matter what their proficiency level is, these students probably have positive attitudes toward learning English.

These findings underscore the variability in perceptions of language learning across different proficiency levels. The only scale on which the B1 and A2 groups exhibited significant differences was the ideal L2 self. These results emphasize the importance of considering language proficiency levels in understanding the complexities of language learning experiences and designing tailored interventions to address learners' diverse needs and motivations.

Moving on to the independent-samples t-test results of the post-test, several insights emerge. Firstly, there was no significant difference in mean scores between B1 and A2 proficiency levels for all the L2MSS constructs. Notably, participants at the B1 level generally displayed higher mean scores for scales regarding their future selves than those at the A2 level. However, both groups reported similar mean scores for attitude toward learning English. The results suggest that the intervention significantly influenced the ideal L2 self, and the discrepancy between A2 and B1 proficiency levels vanished. Among the participants of the experimental group, only 19 were B1 proficiency level. Since the A2 proficiency level participants outnumber B1 proficiency level students in the experimental group, the intervention's significant effect on the ideal L2 self resulted in the elimination of the difference between B1 and A2 proficiency levels.

The third research question asks, 'How do role model interviews affect language learning motivation?' This study aimed to introduce near-peer role models (NPRMs), who share similar social, professional, or age status with others and are admired and looked up to for different reasons (Murphey, 1996), in order to develop a partial model (Bucher & Stelling, 1977) centered around a successful career with the assistance of English. The qualitative analysis of participant responses to the open-ended questions provides rich insights into the impact of role model interviews on language learning processes and motivation. Delving into thematic analysis, it becomes evident that role model interviews wield substantial influence over participants' perceptions of the ideal L2 self and motivation. Firstly, participants reported a notable boost in their belief regarding their capacity to attain their ideal L2 self, attributing much of this shift to the impactful presence of role models. These encounters bolster confidence and activate participants' self-concepts, reminding them of their language learning objectives and furnishing them with practical strategies for language acquisition. This result is in line with the literature (Jia, 2019; Wang, 2020; Zeng & Jia, 2023). Jia (2019)

states that showcasing accomplished learners from similar backgrounds is the optimal way to stimulate the two participants of the study to develop their visions of learning and utilizing L2 effectively. Wang (2020) benefitted from the narratives of NPRMs, and exposure to them resulted in enhancing learners' ideal L2 selves. Moreover, Zeng and Jia (2023) benefitted from a fictional character, sharing a background similar to the students', who served as a role model during training, and their qualitative study revealed that role models were influential in shaping the development of a professional L2 self. The role model interviews were compelling regarding developing the ideal L2 self since seeing someone living the dream made the ideal L2 self more plausible, activated it, and guided the present study participants through their dreams.

Furthermore, role model interviews emerged as powerful agents in amplifying participants' motivation toward language learning, which aligns with Dörnyei and Kubanyiova's (2013) statement, citing Bandura (1997), that a positive role model who has achieved notable success has the potential to elevate the aspirations of observers, inspiring them to pursue similar excellence in the future. Participants of this study articulated heightened levels of desire, enthusiasm, and dedication to their language learning goals after their interactions with role models. This motivational upswing was reflected in initiating cognitive processes such as curiosity and interest in language learning and the magnification of motivation through exposure to successful language learners, which was in line with the literature. In a previous study, university students watched 8-minute videos of role models, and this exposure resulted in higher levels of L2 learning motivation (Murphey & Arao, 2001). In addition, a similar result was received in another field of education by Thevenin et al. (2016). In the present study, the qualitative analysis underscores role model interviews' multifaceted and transformative impact on participants' language learning experiences. Role models were pivotal in fortifying participants' confidence and motivation and supporting their language-learning journeys by serving as wellsprings of inspiration and guidance. These findings carry profound implications for designing effective language learning interventions and programs, emphasizing the importance of role models.

6. CONCLUSION

This mixed-methods study delved into the impact of technology-integrated classroom practices on university students' ideal L2 self, attitude toward learning English, and ought-to L2 self. Furthermore, this thesis aimed to provide insights into the effectiveness of these classroom practices on motivation, and the influence of proficiency level on L2MSS, and the role of near-peer role models in enhancing language learning motivation. Pre- and post-test results provided the data for the L2MSS and two open-ended questions for the effects of role-model interviews.

The t-test revealed a significant rise in the experimental group's perceptions of their ideal L2 self subsequent to the intervention, consistent with findings from prior intervention studies (Magid, 2011; Magid & Chan, 2012; Munezane, 2013; Chan, 2014; Mackay, 2019; De Rutté, 2024). However, the changes in perceptions of ought-to L2 self were not significant, which is consistent with Mackay's (2019) qualitative study. Furthermore, a reduction in the mean scores was observed, consistent with the other mixed-methods research conducted by De Rutté (2024) and Sato and Lara (2019). The insignificant changes in this measure may be attributed to its external perspective (Dörnyei, 2005), its limited alignment with personal aspirations, and the brief duration of the intervention. The intervention did not significantly impact participants' attitudes toward learning English. While a rise in the mean scores was seen, it failed to attain statistical significance. This contradicts the findings of previous intervention programs, which typically indicate an improvement in attitude toward learning English alongside enhancements in the ideal L2 self, as demonstrated by Safdari (2021) and Sato & Lara (2019), with a significant effect size. Hence, the results of this study differ from previous ones, possibly due to the brief intervention period, which may not have allowed sufficient time for attitude changes, and the fact that participants were voluntary preparatory program students and already had positive attitudes. Similarly, the increase in motivation scores was statistically insignificant, indicating that the intervention may not have adequately influenced overall language learning motivation within the study's timeframe. Despite the significant enhancement of the ideal L2 self, it is noteworthy that participants' ideal L2 self vision may have been too ambitious to attain within the study's limited timeframe, aligning with Mackay's proposal (2019). Additionally, while self-concept significantly influences

motivational mindset, its impact on actual motivated behavior may be constrained in various linguistic contexts, as suggested by Šafranj et al. (2021), citing Martinović (2018) and MacIntyre and Doucette (2010). These results indicate that while technology-integrated practices may enhance students' ideal L2 selves, their impact on other aspects of language learning perceptions may be limited.

Moreover, the quantitative findings revealed a significant increase in the experimental group's perceptions of their ideal L2 self compared to the control group, aligning with previous intervention studies (Sato & Lara, 2019; Sato, 2020; Safdari, 2021). However, no significant differences were observed between the groups in perceptions of the ought-to L2 self, which aligns with Safdari (2021) and Özönder (2020). Furthermore, the study found no significant differences between the groups regarding attitudes toward learning English, which is consistent with the study by Özönder (2020). However, other studies show significant differences (Sato & Lara, 2019; Safdari, 2021). The motivation scale showed no significant difference between the groups, which aligns with previous interventions. To illustrate, Sato and Lara (2019) and Sato (2020) found insignificant effects on the intended learning effort. Overall, the study suggests that the intervention period may not be sufficient to produce significant changes in students' attitudes, motivation, or ought-to L2 selves, warranting further research with longer intervention durations, different activities supporting ought-to L2 self or attitudes towards learning English and diverse participant populations to explore the efficacy of technology-integrated language teaching methods comprehensively.

The investigation of the influence of language proficiency levels on university students' ideal L2 self, attitude toward learning English, and ought-to L2 self unveiled significant differences between B1 and A2 proficiency levels regarding the ideal L2 self, with higher mean scores reported by the B1 group in the pre-test, consistent with previous studies (Ghapanchi et al., 2011; Thompson & Erdil-Moody, 2014; Y. Liu & Thompson, 2018). In order for the ideal L2 self to have a meaningful impact, it must be perceived as achievable or plausible (Dörnyei, 2009), which could explain why proficiency level influences the ideal L2 self. Nevertheless, it is essential to highlight that, following the intervention, the difference between proficiency levels disappeared due to the efficacy of activities to bolster the ideal L2 self. However, no significant differences were observed for ought-to L2 self in pre- and post-tests, aligning with

findings from Thompson & Erdil-Moody (2014) and Ghapanchi et al. (2011). Family influence may play a significant role in studies with younger participants, as it predicts language proficiency (T. Kim, 2012). However, family influence may diminish for university students as they become young adults. Additionally, uncertainty about educational outcomes, such as passing or failing the prep class, could lead to similar results on this scale among the present study participants, highlighting the impact of uncertain expectations. Moreover, no discrepancy is found between the groups in pre- and post-tests in attitude toward learning English in the present study, which contrasts with prior research (Ghapanchi et al., 2011; Lamb, 2012), possibly attributed to the voluntary enrollment of the participants in the preparatory program.

The role model interviews implemented in this study yielded profound insights into their impact on language learning processes and motivation. Through thematic analysis of participant responses, it became evident that role model interviews significantly influenced participants' perceptions of the ideal L2 self and motivation in their language learning endeavors. Firstly, participants reported a substantial increase in their belief regarding their capacity to attain their ideal L2 self, attributing much of this shift to the impactful presence of role models. This aligns with existing literature, where showcasing accomplished learners from similar backgrounds has been shown to stimulate learners to develop their visions of language learning and utilization effectively (Jia, 2019; Wang, 2020; Zeng & Jia, 2023). Moreover, role model interviews emerged as powerful agents in amplifying participants' motivation toward language learning, reflecting a heightened desire, enthusiasm, and dedication to their language learning goals. This motivational upswing was consistent with previous studies (Murphey & Arao, 2001; Thevenin et al., 2016), indicating that exposure to role models can significantly enhance L2 learning motivation. The qualitative analysis underscores role model interviews' multifaceted and transformative impact on participants' language learning experiences. These findings carry profound implications for designing effective language-learning interventions and programs, highlighting the pivotal role of role models in fortifying learners' confidence, motivation, and resolve in their language-learning journeys.

6.1. Pedagogical Implications

The findings of this mixed-methods study carry crucial pedagogical implications for language teaching practices. Firstly, the results suggest that technology-integrated classroom practices have the potential to positively influence students' ideal L2 selves, particularly in terms of enhancing their belief in their language learning abilities. Incorporating activities that align with students' ideal L2 selves, such as envisioning future language proficiency levels and engaging in meaningful language use, can be beneficial for fostering a supportive learning environment. However, it is essential to recognize that these practices may have limited efficacy in shaping other aspects of language learning perceptions, such as attitudes toward learning English and motivation. Educators should, therefore, consider complementing technology-integrated approaches with additional practices to address these areas comprehensively.

Moreover, the study highlights the importance of considering students' language proficiency levels in designing language learning interventions. Proficiency levels can significantly influence students' perceptions of their ideal L2 selves, with higher proficiency levels often associated with stronger ideal self-concepts. Therefore, educators should tailor interventions to meet the various needs of students across proficiency levels, providing appropriate support and scaffolding to facilitate the development of their ideal L2 selves.

Additionally, the study findings underscored the role of role model interviews in enhancing language learning outcomes. Near-peer role models can inspire and motivate language learners, offering practical insights and guidance based on their language learning experiences. Integrating role model interviews into language teaching practices can foster an inspiring and motivating learning atmosphere, encouraging students to pursue excellence in their endeavors.

Overall, the study emphasizes the significance of embracing a comprehensive approach to language instruction, integrating technology-integrated practices, considering proficiency levels, and leveraging the influence of role models to promote positive language learning experiences. Educators can create an enriching learning atmosphere that enables students to achieve their goals effectively.

6.2. Limitations and Suggestions for Further Research

While this study presents valuable insights into the effects of technology-integrated classroom practices and role model interviews on language learning outcomes, it is crucial to acknowledge several suggestions for further research and limitations.

Firstly, the duration of the intervention may have limited the extent of its impact on participants' language learning outcomes. Six weeks may not have provided sufficient time for students to fully internalize and integrate the new practices into their language learning routines. Future studies could consider implementing more extended intervention periods or follow-up assessments to assess the long-term sustainability of the observed effects.

Moreover, the number of participants and demographics may limit the generalizability of the findings. The study was conducted among university students in a specific context, and the results may not apply to learners from different age groups, educational levels, or cultural backgrounds. Furthermore, since the researcher did not instruct the control groups, any potential impact from their instructors could have influenced the outcomes observed in the control group.

Additionally, while role model interviews proved to be influential in enhancing participants' perceptions of their ideal L2 selves and motivation levels, the study did not explore the potential moderating effects of individual differences or contextual factors. For example, the effectiveness of role model interviews may vary depending on students' backgrounds, learning styles, prior language learning experiences, or majors. Future research could investigate these factors and their interactions with role model interventions.

In addition, although this is a mixed-methods study, including more qualitative data could reveal the influence of the intervention in a more detailed way. For example, in-depth interviews could provide deeper insights into participants' experiences, perceptions, and nuances of their responses to the intervention, complementing the quantitative findings.

REFERENCES

Al-Hoorie, A. H. (2017). Sixty years of language motivation research. *SAGE Open*, *7*(1), 215824401770197. https://doi.org/10.1177/2158244017701976

Al-Hoorie, A. H. (2018). The L2 motivational self system: A meta-analysis. *Studies in Second Language Learning and Teaching*, *8*(4), 721–754. https://doi.org/10.14746/ssllt.2018.8.4.2

Al-Shehri, A. S. (2009). Motivation and vision: the relation between the ideal L2 self, imagination and visual style. In *Motivation, Language Identity and the L2 Self* (pp. 164–171). https://doi.org/10.21832/9781847691293-009

Arvinen-Barrow, M., Weigand, D. A., Thomas, S., Hemmings, B., & Walley, M. (2007). Elite and novice athletes' imagery use in open and closed sports. *Journal of Applied Sport Psychology*, *19*(1), 93–104. https://doi.org/10.1080/10413200601102912

Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, *37*(2), 122–147. https://doi.org/10.1037/0003-066x.37.2.122

Bandura, A. (1997). *Self-efficacy: the exercise of control*. New York: W.H. Freeman and Company.

Barrot, J. S. (2023a). Using ChatGPT for second language writing: Pitfalls and potentials. *Assessing Writing*, p. *57*, 100745. https://doi.org/10.1016/j.asw.2023.100745

Barrot, J. S. (2023b). ChatGPT as a Language Learning Tool: An Emerging Technology report. *Technology, Knowledge, and Learning*. https://doi.org/10.1007/s10758-023-09711-4

Boo, Z., Dörnyei, Z., & Ryan, S. (2015). L2 motivation research 2005–2014: Understanding a publication surge and a changing landscape. *System*, *55*, 145–157. https://doi.org/10.1016/j.system.2015.10.006

Brown, H. D. (2001). *Teaching by principles: An Interactive Approach to Language Pedagogy*. Pearson PTR Interactive.

Brown, H. D. (2007). *Principles of language learning and teaching*. LONGMAN.

Bucher, R., & Stelling, J. G. (1977). *Becoming professional.* SAGE Publications, Incorporated.

Chan, H. Y. L. (2014). *Possible selves, vision, and dynamic systems theory in second language learning and teaching* [Unpublished doctoral dissertation]. University of Nottingham, UK.

Chen, Z., Chen, W., Jia, J., & An, H. (2020). The effects of using mobile devices on language learning: a meta-analysis. *Educational Technology Research and Development*, *68*(4), 1769–1789. https://doi.org/10.1007/s11423-020-09801-5

Cheng, H., & Dörnyei, Z. (2007). The use of motivational strategies in language instruction: the case of EFL teaching in Taiwan. *Innovation in Language Learning and Teaching, 1*(1), 153–174. https://doi.org/10.2167/illt048.0

Cho, M. (2020). An investigation into learners' ideal L2 self and its motivational capacity. *Reading and Writing, 33*(8), 2029–2048. https://doi.org/10.1007/s11145-020-10031-7

Clark, V. L. P., & Creswell, J. W. (2014). *Understanding research: A Consumer's Guide*. Pearson College Division.

Cohen, R. J. (1994). *Psychology and Adjustment: values, culture, and change*. https://openlibrary.org/books/OL10170785M/Psychology_and_Adjustment

Council of Europe. (2020). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume. Council of Europe.

Cox, R. H. (2012). *Sport psychology: Concepts and applications* (7th ed.). McGraw-Hill.

Creswell, J. W. (2013). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches.* Sage Publications.

Crookes, G., & Schmidt, R. (1991). Motivation: Reopening the research agenda. *Language Learning, 41*(4), 469–512. https://doi.org/10.1111/j.1467-1770.1991.tb00690.x

Crystal, D. (2003). *English as a global language.* https://doi.org/10.1017/cbo9780511486999

Csizér, K. (2019). The L2 Motivational Self system. In *The Palgrave Handbook of Motivation for Language Learning* (pp. 71–93). https://doi.org/10.1007/978-3-030-28380-3_4

Csizér, K., & Kormos, J. (2009). Learning Experiences, Selves, and Motivated Learning Behaviour: A Comparative Analysis of Structural Models for Hungarian Secondary and University Learners of English. In *Motivation, Language Identity and the L2 Self* (pp. 98–119). https://doi.org/10.21832/9781847691293-006

Csizér, K., & Kormos, J. (2014). The ideal L2 self, Self-regulatory Strategies and Autonomous Learning: A comparison of different groups of English language learners. In *The Impact of Self-Concept on Language Learning* (pp. 73–86). https://doi.org/10.21832/9781783092383-006

Csizér, K., & Lukács, G. (2010). The comparative analysis of motivation, attitudes, and selves: The case of English and German in Hungary. *System, 38*(1), 1–13. https://doi.org/10.1016/j.system.2009.12.001

De Rutté, A. M. M. (2024). Virtual Reality, medical Spanish, and the L2 Motivational Self System: a case study. *Technology, Knowledge, and Learning.* https://doi.org/10.1007/s10758-023-09710-5

Demir Ayaz, A. (2016). *The Relationship Between Foreign Language Learners' Future Second Language (L2) Self Guides, Language Learning Motivation and Achievement* [MA Thesis].

Deutschmann, M., Panichi, L., & Molka-Danielsen, J. (2009). Designing oral participation in Second Life – a comparative study of two language proficiency courses. *ReCALL, 21*(2), 206–226. https://doi.org/10.1017/s0958344009000196

DeVellis, R. F. (1991). *Scale development: Theory and Applications.* SAGE Publications, Incorporated.

Dörnyei, Z. (1990). Conceptualizing Motivation in Foreign-Language Learning. *Language Learning, 40*(1), 45–78. https://doi.org/10.1111/j.1467-1770.1990.tb00954.x

Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching, 31*(3), 117–135. https://doi.org/10.1017/s026144480001315x

Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in second Language acquisition.* Lawrence Erlbaum.

Dörnyei, Z. (2009). The L2 Motivational self system. In *Motivation, Language Identity and the L2 Self* (pp. 9–42). https://doi.org/10.21832/9781847691293-003

Dörnyei, Z. (2010). *Questionnaires in second language research: Construction, Administration, and Processing* (2nd ed.). Taylor & Francis.

Dörnyei, Z. (2014). Future Self-Guides and vision. In *The impact of self-concept on language learning* (pp. 7–18). https://doi.org/10.21832/9781783092383-003

Dörnyei, Z. (2019). Towards a better understanding of the L2 Learning Experience, the Cinderella of the L2 Motivational Self System. *Studies in Second Language Learning and Teaching, 9*(1), 19–30. https://doi.org/10.14746/ssllt.2019.9.1.2

Dörnyei, Z., & Chan, L. (2013). Motivation and Vision: an analysis of future L2 self images, sensory styles, and imagery capacity across two target languages. *Language Learning, 63*(3), 437–462. https://doi.org/10.1111/lang.12005

Dörnyei, Z., Csizér, K., & Németh, N. (2006). *Motivation, Language Attitudes, and Globalisation: A Hungarian perspective.* https://academiccommons.columbia.edu/download/fedora_content/download/ac:196117/CONTENT/5.-Angelovska-2007.pdf

Dörnyei, Z., & Hadfield, J. (2014). *Motivating learning.* Routledge.

Dörnyei, Z., & Kubanyiova, M. (2013). *Motivating Learners, Motivating Teachers: Building Vision in the Language Classroom.* Cambridge University Press.

Dörnyei, Z., & Murphey, T. (2003). *Group dynamics in the language classroom.* https://doi.org/10.1017/cbo9780511667138

Dörnyei, Z., & Ottó, I. (1998). Motivation in Action: A process model of L2 motivation. In *Working Papers in Applied Linguistics.*

Dörnyei, Z., & Ryan, S. (2015). *The Psychology of the Language Learner revisited.* https://doi.org/10.4324/9781315779553

Dörnyei, Z., & Ushioda, E. (2011). *Teaching and Researching Motivation* (2nd ed.). Longman. https://doi.org/10.4324/9781315833750

Empower Second Edition. Student's Book with EBook. (2022).

Fathi, J., & Hejazi, S. Y. (2023). Ideal L2 self and foreign language achievement: The mediating roles of L2 grit and foreign language enjoyment. *Current Psychology*. https://doi.org/10.1007/s12144-023-05187-8

Field, A. (2009). *Discovering statistics using SPSS* (3rd ed.). SAGE Publications.

Gardner, R. C. (1968). Attitudes and Motivation: Their role in Second-Language acquisition. *TESOL Quarterly, 2*(3), 141. https://doi.org/10.2307/3585571

Gardner, R. C. (1985). *Social Psychology and Second Language Learning : The Role of Attitudes and Motivation.*

Gardner, R. C. (2007). *Motivation and second language acquisition.* Porta Linguarum. https://doi.org/10.30827/digibug.31616

Gardner, R. C., & Lambert, W. E. (1959). Motivational variables in second-language acquisition. *Canadian Journal of Psychology, 13*(4), 266–272. https://doi.org/10.1037/h0083787

Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second-language learning.*

George, D., & Mallery, P. (2001). *SPSS for Windows Step by Step: A simple guide and reference, 10.0 update.*

Ghapanchi, Z., Khajavy, G. H., & Asadpour, S. F. (2011). L2 motivation and personality as predictors of the second language proficiency: role of the big five traits and L2 Motivational self system. *Canadian Social Science, 7*(6), 148–155. https://doi.org/10.3968/j.css.1923669720110706.030

Gibson, D. R. (2004). Role models in career development: New directions for theory and research. *Journal of Vocational Behavior, 65*(1), 134–156. https://doi.org/10.1016/s0001-8791(03)00051-4

Golonka, E. M., Bowles, A. R., Frank, V. M., Richardson, D. L., & Freynik, S. (2012). Technologies for foreign language learning: a review of technology types and their effectiveness. *Computer Assisted Language Learning, 27*(1), 70–105. https://doi.org/10.1080/09588221.2012.700315

Graddol, D. (2006). *Next: Why Global English May Mean the End of "English as a Foreign Language."*

Higgins, E. T. (1987). Self-discrepancy: A theory relating self and affect. *Psychological Review, 94*(3), 319–340. https://doi.org/10.1037/0033-295x.94.3.319

Huang, W., Hew, K. F., & Fryer, L. K. (2021). Chatbots for language learning—Are they really useful? A systematic review of chatbot-supported language learning. *Journal of Computer Assisted Learning, 38*(1), 237–257. https://doi.org/10.1111/jcal.12610

Irie, K., & Brewster, D. R. (2013). One curriculum, three stories: ideal L2 self and L2-Self-Discrepancy profiles. In *Language Learning Motivation in Japan* (pp. 110–128). https://doi.org/10.21832/9781783090518-009

Islam, M., Lamb, M., & Chambers, G. (2013). The L2 Motivational Self System and National Interest: A Pakistani perspective. *System, 41*(2), 231–244. https://doi.org/10.1016/j.system.2013.01.025

Jack, K., Hamshire, C., & Chambers, A. (2017). The influence of role models in undergraduate nurse education. *Journal of Clinical Nursing, 26*(23–24), pp. 4707–4715. https://doi.org/10.1111/jocn.13822

Jenkins, J. (2007). *English as a lingua franca: attitude and identity.*

Jia, J. (2019). Chinese Language learner motivation: vision, socialization, and progression. *Sisal Journal,* 44–60. https://doi.org/10.37237/100104

Kim, T. (2012). The L2 Motivational Self System of Korean EFL Students: Cross-grade Survey Analysis. 영어교육, *67*(1), 29–56. https://doi.org/10.15858/engtea.67.1.201203.29

Kim, T. Y., & Kim, M. (2018). Relationships among Perceptual Learning Style, the Ideal L2 Self, and Motivated L2 Behavior in College Language Learners. *Porta Linguarum*. https://doi.org/10.30827/digibug.54035

Kim, T., & Kim, Y. (2014). A structural model for perceptual learning styles, the ideal L2 self, motivated behavior, and English proficiency. *System, 46*, 14–27. https://doi.org/10.1016/j.system.2014.07.007

Kong, J. H., Han, J. E., Kim, S., Park, H., Kim, Y. S., & Park, H. (2018). L2 Motivational Self System, International Posture and Competitiveness of Korean CTL and LCTL College learners: A Structural Equation Modeling Approach. *System, 72*, 178–189. https://doi.org/10.1016/j.system.2017.11.005

Kormos, J., & Csizér, K. (2008). Age-related differences in the motivation of learning English as a foreign language: attitudes, selves, and motivated learning behavior. *Language Learning, 58*(2), 327–355. https://doi.org/10.1111/j.1467-9922.2008.00443.x

Kormos, J., Kiddle, T., & Csizér, K. (2011). Goals, attitudes and self-related beliefs in second language learning motivation: An interactive model of language learning motivation. *Applied Linguistics.*

Lamb, M. (2012). A self system perspective on young adolescents' motivation to learn English in urban and rural settings. *Language Learning, 62*(4), 997–1023. https://doi.org/10.1111/j.1467-9922.2012.00719.x

Lamb, M. (2017). The motivational dimension of language teaching. *Language Teaching, 50*(3), 301–346. https://doi.org/10.1017/s0261444817000088

Li, M., & Zhang, L. (2021). Tibetan CSL Learners' L2 Motivational Self System and L2 Achievement. *System*, *97*, 102436. https://doi.org/10.1016/j.system.2020.102436

Liu, M. (2024). Mapping the landscape of research on the L2 motivational self system theory (2005–2021): A bibliometric and text network analysis. *System, 120*, 103180. https://doi.org/10.1016/j.system.2023.103180

Liu, Y., & Thompson, A. S. (2018). Language learning motivation in China: An exploration of the L2MSS and psychological reactance. *System, 72*, 37–48. https://doi.org/10.1016/j.system.2017.09.025

Lockwood, P., & Kunda, Z. (1997). Superstars and me: Predicting the impact of role models on the self. *Journal of Personality and Social Psychology, 73*(1), 91–103. https://doi.org/10.1037/0022-3514.73.1.91

MacIntyre, P. D., & Doucette, J. (2010). Willingness to communicate and action control. *System, 38*(2), 161–171. https://doi.org/10.1016/j.system.2009.12.013

Mackay, J. (2019). An ideal second language self intervention: Development of possible selves in an English as a Foreign Language classroom context. *System, 81*, 50–62. https://doi.org/10.1016/j.system.2019.01.003

Magid, M. (2011). *A validation and application of the L2 motivational self system among Chinese learners of English.* http://eprints.nottingham.ac.uk/11971/

Magid, M., & Chan, L. (2012). Motivating English learners by helping them visualize their Ideal L2 Self: lessons from two motivational programs. *Innovation in Language Learning and Teaching, 6*(2), 113–125. https://doi.org/10.1080/17501229.2011.614693

Markus, H. R., & Nurius, P. S. (1986). Possible selves. *American Psychologist, 41*(9), 954–969. https://doi.org/10.1037/0003-066x.41.9.954

Martinović, A. (2018). The L2 Motivational Self System: Differences among learners. *Jezikoslovlje, 19*(1), 133–157.

Moskovsky, C., Assulaimani, T., Racheva, S., & Harkins, J. (2016). The L2 Motivational Self System and L2 Achievement: A study of Saudi EFL learners. *The Modern Language Journal, 100*(3), 641–654. https://doi.org/10.1111/modl.12340

Muir, C., Dörnyei, Z., & Adolphs, S. (2019). Role Models in Language Learning: Results of a Large-Scale International Survey. *Applied Linguistics, 42*(1), 1–23. https://doi.org/10.1093/applin/amz056

Munezane, Y. (2013). Motivation, ideal L2 self, and valuing of global English. In *Language Learning Motivation in Japan* (pp. 152–168). https://doi.org/10.21832/9781783090518-011

Murphey, T. (1996). Near peer role models. *Teachers Talking to Teachers: JALT Teacher Education SIG Newsletter, 4*(3), 21–22.

Murphey, T., & Arao, H. (2001). Reported Belief Changes through Near Peer Role Modeling. *TESL-EJ, 5*(3). https://eric.ed.gov/?id=EJ639330

Nauta, M. M., & Kokaly, M. L. (2001). Assessing role model influences on students' academic and vocational decisions. *Journal of Career Assessment, 9*(1), 81–99. https://doi.org/10.1177/106907270100900106

Noels, K. A. (2003). Learning Spanish as a second language: Learners' orientations and perceptions of their teachers' communication style. In Z. Dörnyei (Ed.), *Attitudes, orientations, and motivations in language learning* (pp. 97–136). Oxford: Blackwell.

Oxford Learner's Dictionaries. (n.d.). Retrieved February 12, 2024, from https://www.oxfordlearnersdictionaries.com/definition/english/vision?q=vision

Özönder, Ö. (2020). *The effect of a visionary motivational program on learners' ideal L2 self* [PhD Dissertation]. http://www.openaccess.hacettepe.edu.tr:8080/xmlui/handle/11655/23252

Pallant, J. (2020). *SPSS Survival Manual: A Step-by-Step Guide to Data Analysis using IBM SPSS.* Routledge.

Papi, M. (2010). The L2 motivational self system, L2 anxiety, and motivated behavior: A structural equation modeling approach. *System, 38*(3), 467–479. https://doi.org/10.1016/j.system.2010.06.011

Papi, M., & Teimouri, Y. (2012). Dynamics of selves and motivation: a cross-sectional study in the EFL context of Iran. *International Journal of Applied Linguistics, 22*(3), 287–309. https://doi.org/10.1111/j.1473-4192.2012.00312.x

Prensky, M. (2001). Digital Natives, Digital Immigrants Part 1. *On The Horizon, 9*(5), 1–6. https://doi.org/10.1108/10748120110424816

Rasool, G., & Winke, P. (2019). Undergraduate students' motivation to learn and attitudes towards English in multilingual Pakistan: A look at shifts in English as a world language. *System, 82*, 50–62. https://doi.org/10.1016/j.system.2019.02.015

Ryan, S. (2009). Self and Identity in L2 Motivation in Japan: The ideal L2 self and Japanese Learners of English. In *Motivation, Language Identity and the L2 Self* (pp. 120–143). https://doi.org/10.21832/9781847691293-007

Ryan, S., & Dörnyei, Z. (2013). The long-term evolution of language motivation and the L2 self. In *Fremdsprachen in der perspektive lebenslangen lernens* (pp. 89–100). Peter Lang.

Safdari, S. (2021). Operationalizing L2 Motivational Self System: Improving EFL learners' motivation through a vision enhancement program. *Language Teaching Research, 25*(2), 282–305. https://doi.org/10.1177/1362168819846597

Šafranj, J., Gojkov-Rajić, A., & Bogdanović, V. (2021). The ideal L2 self as a factor of Self-Motivation in willingness to communicate. *International Journal of Cognitive Research in Science, Engineering, and Education, 9*(2), 189–202. https://doi.org/10.23947/2334-8496-2021-9-2-189-202

Şahin, N. E. (2020). *L2 Motivational Self System of Turkish EFL Learners and their Achievement Attributions* [MA Thesis]. ÇAĞ UNIVERSITY.

Sakarya Üniversitesi | | Misyon ve Vizyon. (n.d.). https://ydyo.sakarya.edu.tr/tr/icerik/18106/94359/misyon-ve-vizyon

Sampson, R. J. (2012). The language-learning self, self-enhancement activities, and self perceptual change. *Language Teaching Research, 16*(3), 317–335. https://doi.org/10.1177/1362168812436898

Sato, M. (2020). Generating a roadmap for possible selves via a vision intervention: alignment of second language motivation and classroom behavior. *TESOL Quarterly, 55*(2), 427–457. https://doi.org/10.1002/tesq.611

Sato, M., & Lara, P. (2019). Interaction Vision Intervention to increase second language motivation. In *Evidence-based second language pedagogy: A collection of Instructed Second Language Acquisition studies* (pp. 287–313). https://doi.org/10.4324/9781351190558-13

Shadiev, R., & Yang, M. (2020). Review of Studies on Technology-Enhanced Language Learning and Teaching. *Sustainability, 12*(2), 524. https://doi.org/10.3390/su12020524

Stockwell, G. (2013). Technology and Motivation in English-Language teaching and learning. In *International Perspectives on Motivation* (pp. 156–175). https://doi.org/10.1057/9781137000873_9

Sung, Y., Chang, K. E., & Yang, J. (2015). How effective are mobile devices for language learning? A meta-analysis. *Educational Research Review*, *16*, 68–84. https://doi.org/10.1016/j.edurev.2015.09.001

Sung, Y., Chang, K., & Liu, T. (2016). The effects of integrating mobile devices with teaching and learning on students' learning performance: A meta-analysis and research synthesis. *Computers & Education, 94,* 252–275. https://doi.org/10.1016/j.compedu.2015.11.008

Szameitat, A. J., Shen, S., & Sterr, A. (2007). Motor imagery of complex everyday movements. An fMRI study. *NeuroImage*, *34*(2), 702–713. https://doi.org/10.1016/j.neuroimage.2006.09.033

Taguchi, T. (2013). Motivation, Attitudes, and Selves in the Japanese Context: A Mixed Methods Approach. In *Language Learning Motivation in Japan* (pp. 169–188). https://doi.org/10.21832/9781783090518-012

Taguchi, T., Magid, M., & Papi, M. (2009). The L2 Motivational Self System among Japanese, Chinese and Iranian Learners of English: A Comparative Study. In *Motivation, language identity and the L2 self* (pp. 66–97). https://doi.org/10.21832/9781847691293-005

Thevenin, M. K., Elliott, J. W., & Bigelow, B. F. (2016). Mentors, role models, and observed differences in students' construction education Self-Efficacy and motivation. *International Journal of Construction Education and Research, 12*(3), 162–178. https://doi.org/10.1080/15578771.2015.1118169

Thompson, A. S., & Erdil--Moody, Z. (2014). Operationalizing multilingualism: language learning motivation in Turkey. *International Journal of Bilingual Education and Bilingualism, 19*(3), 314–331. https://doi.org/10.1080/13670050.2014.985631

Ueki, M., & Takeuchi, O. (2013). Forming a clearer image of the ideal L2 self: the L2 Motivational Self System and learner autonomy in a Japanese EFL context. *Innovation in Language Learning and Teaching, 7*(3), 238–252. https://doi.org/10.1080/17501229.2013.836205

Ushioda, E. (2011). Language learning motivation, self, and identity: current theoretical perspectives. *Computer Assisted Language Learning, 24*(3), 199–210. https://doi.org/10.1080/09588221.2010.538701

Vizyon, misyon | YTÜ Yabancı Diller Yüksekokulu. (n.d.). https://ybd.yildiz.edu.tr/yabanci-diller-yuksekokulu/vizyon-misyon

Vlaeva, D., & Dörnyei, Z. (2021). Vision enhancement and language learning: A critical analysis of vision-building in an English for Academic Purposes programme. *Language Teaching Research, 25*(6), 946–971. https://doi.org/10.1177/13621688211014551

Voňková, H., Jones, J., Moore, A., Altinkalp, I., & Selçuk, H. (2021). A review of recent research in EFL motivation: Research trends, emerging methodologies, and diversity of researched populations. *System, 103*, 102622. https://doi.org/10.1016/j.system.2021.102622

Wang, T. (2020). An exploratory motivational intervention on the construction of Chinese undergraduates' ideal LOTE and multilingual selves: The role of near peer role modeling. *Language Teaching Research*, *27*(2), 441–465. https://doi.org/10.1177/1362168820940097

Wong, Y. K. (2020). Effects of language proficiency on L2 motivational selves: A study of young Chinese language learners. *System*, *88*, 102181. https://doi.org/10.1016/j.system.2019.102181

Yashima, T. (2009). International posture and the ideal L2 self in the Japanese EFL context. In *Motivation, Language Identity and the L2 Self* (pp. 144–163). https://doi.org/10.21832/9781847691293-008

Yashima, T. (2013). Imagined L2 selves and motivation for intercultural communication. In *Language Learning Motivation in Japan* (pp. 35–53). https://doi.org/10.21832/9781783090518-005

You, C. J., & Dörnyei, Z. (2014). Language learning motivation in China: Results of a Large-Scale Stratified Survey. *Applied Linguistics*, *37*(4), 495–519. https://doi.org/10.1093/applin/amu046

You, C. J., Dörnyei, Z., & Csizér, K. (2015). Motivation, Vision, and Gender: A survey of learners of English in China. *Language Learning*, *66*(1), 94–123. https://doi.org/10.1111/lang.12140

Zeng, Z., & Jia, J. (2023). Envisioning a successful professional self through a negotiation-themed advanced Chinese course. *Foreign Language Annals*, *56*(3), 764–785. https://doi.org/10.1111/flan.12705

APPENDICES

Appendix 1. Intervention Worksheets and Student Samples

Week 1

Part 1 – Activity 6 Worksheet

Imagine yourself in the future. You studied English, and now you can speak it well.
How old are you? What do you look like now? Where are you living? What is your house like? Who lives with you? What's your job? Why do you enjoy it? What makes you happy about your life?
How is English useful to you now? What can you do in English? Do you use it in your work? Do you use it to study? Do you have English friends? Do you use it when you travel as a tourist?

Imagine the one that is most important to you: work, study, friends, travel . . .
Now imagine yourself in that situation. Where are you? In an office, at a meeting, on the phone, with friends, in a university, in a foreign country? In a café? In a shop? In the street? At a station? Choose one . . .
Where are you? What does the place look like? What can you see around you? How many people are there? What do they look like? What are they wearing? What can you hear? What are you doing? What are you wearing?
You are speaking English with someone . . . who is it? What do they look like? Imagine that you are speaking English very well. What are you talking about? What kind of things can you say? How do you feel when you speak English? How do people react to you?

Activity 6 Samples

S3

I am 29 years old. I have short, straight, dark hair. I am a short woman and I always wear formal clothes. I live with my husband. We live in a mansion. It has a big garden with apple trees. I am an engineer and very happy about it because it is my dream job. I currently speak C1-level English, so I work at a big company, and this makes me cheerful. We go abroad once a month. That's why I improved my English easily. I always speak English at work because it is an international company. I have a lot of foreign friends in other countries. Sometimes, I travel to different countries with my English friends.

I am at an international conference now. Everyone is dressed in formal clothes. There are a lot of engineers here. Men have beards, and all of them wear black glasses. Women wear black skirts. There are 200 people here. The professor was talking about generation in English. After the professor, I will talk about systems on the platform. I am very confident. Because I always speak English at my job. Therefore, I am not worried about it. I have spoken at a conference many times. I think people at the conference like me because I am an international associate professor.

S2

I'm 28 years old. I have blue eyes, light brown straight hair, and a light brown beard. I'm 1.83 metres tall. I'm living alone in Vienna. I'm a manager in a bank. I love my job because I'm interested in the economy. My family and my close friends make me happy. I use English at work and outside. I have English friends, they're kind people.

Now I'm in the bank, and I have a meeting in 5 minutes.

The bank looks good. There are 6 people around me, they look very elegant. We are all wearing suits. We're talking about finance.

Part 2: Activity 10 Sample

S2

I'm 28 years old, and I live alone in Norway. I'm healthy. Although my house is small, it is useful for me. I work as an industrial engineer in a company. I speak English with customers, and I send them emails about the company.

I love my job because I try to solve problems, communicate with other countries, and improve myself. After work, I do sport to stay healthy.

I'm at the university in Spain for Erasmus. There is a big building with a big garden. The weather is very hot, so people sit on the grass. They look happy and excited. I am also excited because it is the first day of university. Then I speak English with my new friends. Firstly, I feel nervous when I talk to them but then I speak easily. I'm very happy about this.

Week 2

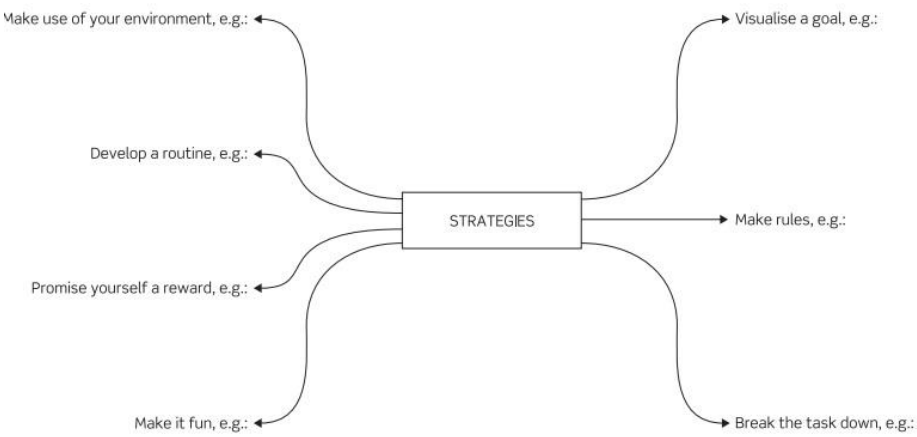
Part 1: Activity 34 Sample

By the end of this course I want to be able to
27 responses



Part 2: Activity 21 Worksheet

Worksheet 1 Strategies mindmap



Before I start work I try to visualise my goal, for example finishing my essay or learning 20 words – this motivates me to work hard.

I promise myself a reward or treat for when I finish the work – chocolate works well!

I have a strict routine for getting started on work: I find I tend to put off starting work, so I write down what time I am going to start and then I do a short simple task for 5–10 minutes, like learning five words. I find that if I can make a start with a very short task then it is easier to keep going.

I have worked out what distracts me and have a list of DOS and DON'TS on my wall, like 'DON'T answer emails till you have done one hour's work!' or 'Have a coffee when you finish the task, not in the middle!'

I try to find things to do to make the activity more fun, like making vocabulary learning into a game.

I get bored if I am doing one thing for too long so I plan my work in short blocks with a complete break in between where I get some fresh air or do some exercise – that helps me to stay fresh.

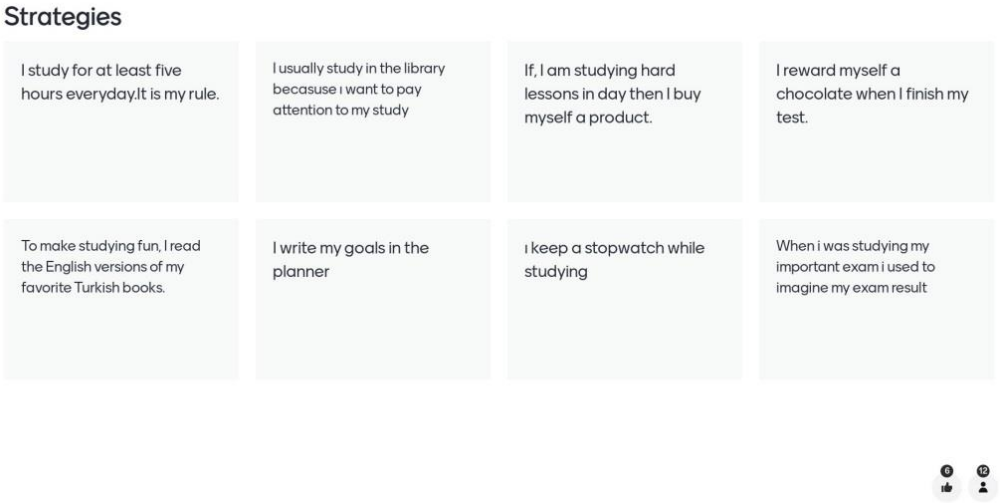
I listen to relaxing music – it makes me feel calm and happy.

I do a relaxation exercise before I start: it helps me to stop feeling stressed.

I have told my friends I am behind in my work because I go out too much – so now they make sure I am up to date with my work before they invite me out!

I don't find much time for learning verbs – so I have put posters up round the house – that way I see them often and I can learn a little bit at odd times of the day.

Activity 21 Sample



Part 3: Activity 25 List of Questions

Who expects you to come to class on time?

Who expects you to do your homework on time?

Who expects you to study hard for exams?

Who expects you to spend time learning vocabulary?

Who expects you to spend time learning grammar rules?

Who expects you to schedule time for revision?

Who expects you to speak the L2 in class?

Who expects you to listen in class?

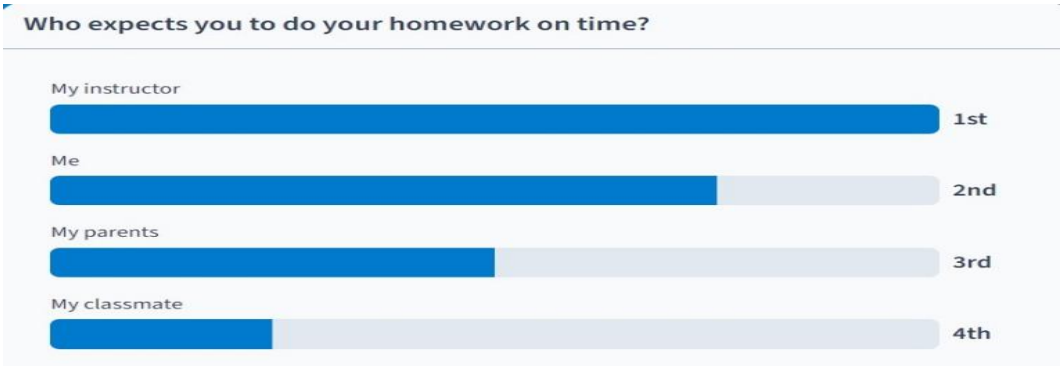
Who expects you to concentrate in class?

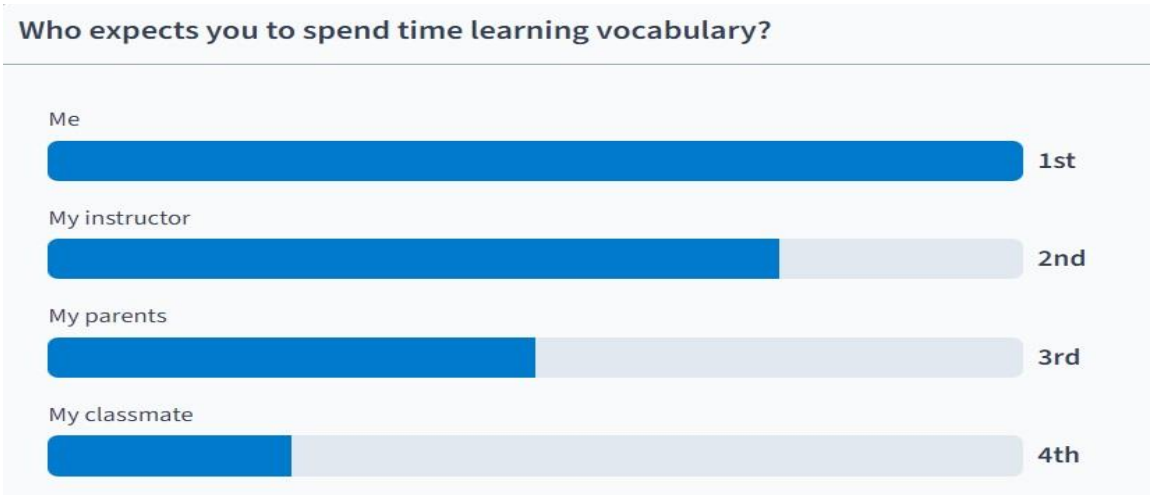
Who expects you to listen or read the L2 outside class?

Who expects you to do the best you can?

I expect myself to get _____ in my next midterm.

Activity 25 Samples





Week 3

Part 1: Activity 30 Worksheet

Imagine . . . you are your future self . . . you have done many things in your life that you are proud of and many things that have made you happy . . . you are now going to open your photo album and look at some photos . . . in this album you are going to see some English speaker you will see some people you have talked to in English, you will see some places you have visited, where you have talked in English and some situations where you have used English.

Open your album on the first page . . . here is a picture of you . . . what do you look like? ... where are you and what are you doing?

Now turn over. Here you are with some other people.... who are they? ...where are you all, and what are you doing? ... why are you speaking English?

Now, on the third page, there are some pictures of some situations where you are using English successfully . . . there are three photos . . . where are you and what are you doing? .... what are you saying or listening to?

Activity 30 and 68 Sample with AI-produced photo.

S1: I am girl. I am wearing a mini--black dress. I have short, pretty hair. I wear a sunny necklace. I am making an English presentation in an international company's meeting room. I'm standing. I make agreements with foreign companies. I'm so successful.



Part 2- Activity 87 Samples

S3:

Anonymous
Imagine that you work in a international company. Let's talk about this. We are going to ask and answer questions.

ChatGPT
Sure, let's dive in! What specific aspect of working in an international company would you like to discuss or ask about?

Anonymous
What does aspect mean?

ChatGPT
"Aspect" refers to a particular part or feature of something. In the context of working in an international company, it could refer to various elements like communication, cultural diversity, business strategies, or any specific area you're interested in exploring. What aspect would you like to discuss?

Anonymous
Okey i would like to talk about speaking English in our work.

ChatGPT
Certainly! English is often a common language in international business settings. How can I assist you with regards to speaking English in the workplace? Are you facing any challenges or looking for tips on effective communication?

Anonymous
Of course. I faced some challanges. Guess what?? ;)

S4:

Anonymous
Imagine you're Dwayne Jhonson. Let's talk about holidays.

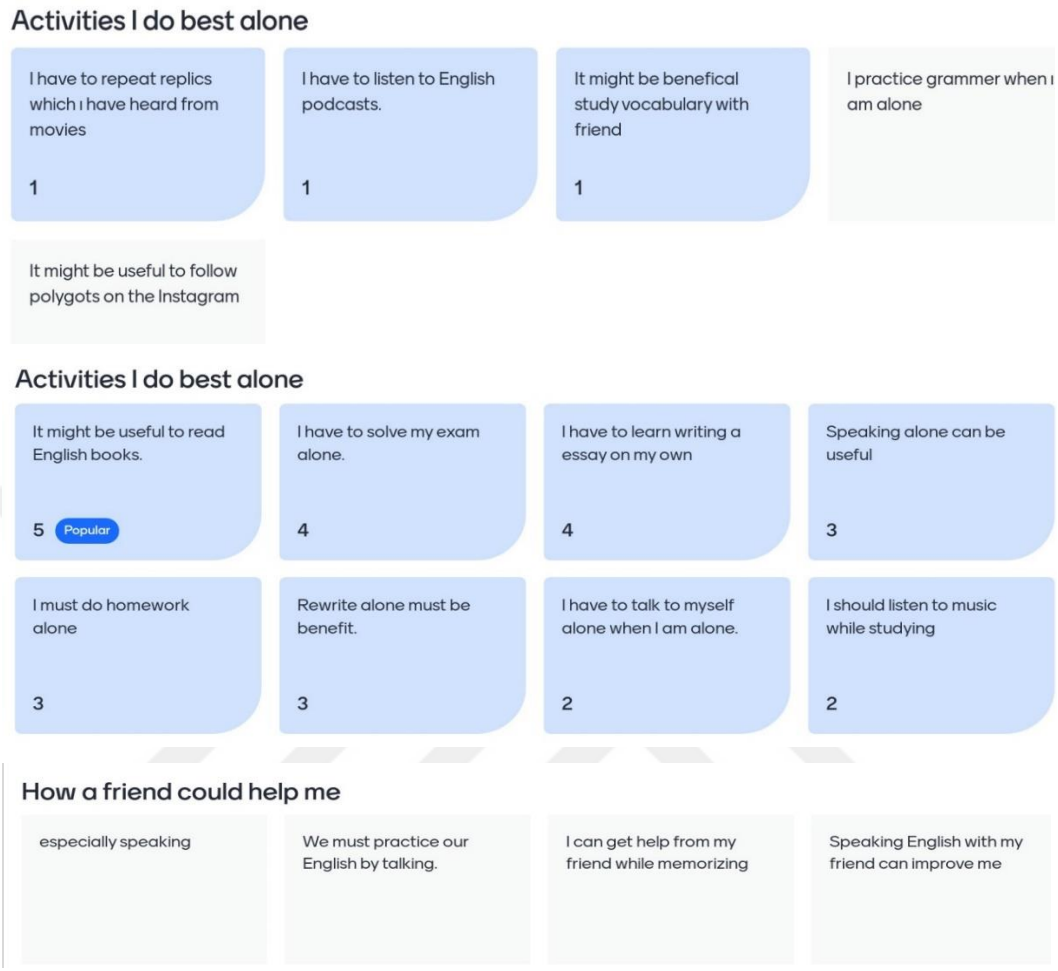
ChatGPT
Sure thing! When it comes to holidays, I imagine Dwayne Johnson might prioritize spending time with family and friends. Whether it's celebrating with a big feast, hitting the gym for a festive workout, or just enjoying some downtime, holidays are likely a special time for "The Rock." What holiday traditions do you think he might have?

Anonymous
I don't have any specific activity but i go to the seaside with my friends and we celebrate the new year's. Holidays are not a special time for me but I celebrate

ChatGPT
That sounds like a wonderful way to celebrate the holidays! Gathering with friends by the seaside for New Year's can create lasting memories. Whether it's enjoying the ocean breeze, sharing good food, or simply reflecting on the past year, these moments with friends can make the holiday season special. Do you have any favorite memories from your seaside New Year's celebrations?

Week 5

Part 1- Activity 60 Samples

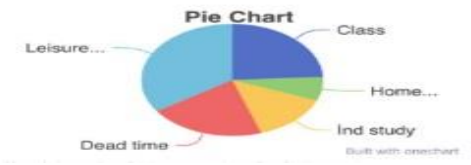


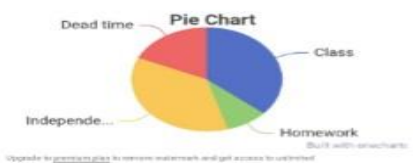
Part 2- Activity 49 Samples



	Labels	Data
1		
2	Class	4
3	Homework	1
4	İnd study	2
5	Dead time	3
6	Leisure time	5
7		

	A	B	C	D	E
	Labels	Data			
	Class	4			
	Homework	1			
	Independent	4			
	Dead time	2			
	Leisure time	2			





Activity 43 Samples

when i'm eating something, i'm watching movie

I listen to English podcasts while walking

When I am on the bus, I listen to English sentence structures.

memorize 50 words while on the bus

I benefit from YouTube videos and ChatGPT for English grammar.

When I'm on a bus,I read English books on my smartphone.

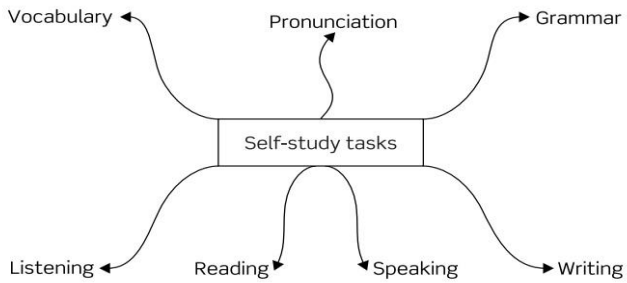
Whenever I want to improve my reading skills, I always read comic books in English and I answer the questions about them.

I study English vocabularies and English grammar when I'm in cafe.

Sometimes I text messages to my friends in English and rarely we speak English

before i sleep i listen podcasts for my listening skills

Activity 43 Worksheet



Worksheet 1 Examples of tasks

Vocabulary tasks	spend some time learning the week's vocabulary spend time learning extra vocabulary
Grammar tasks	study the grammar and make sure you understand it do extra exercises on the week's grammar
Pronunciation tasks	listen to the dialogues and do shadow reading or repetition focus on a particular pronunciation problem you have and find practice materials online or in the self-study centre
Speaking practice	practising dialogues from the coursebook practising with a friend
Listening practice	listening again to the material from the coursebook extra listening, e.g. films, songs, etc.
Reading tasks	reading authentic material, e.g. newspapers reading a graded reader
Writing tasks	rewriting homework assignments correctly extra writing practice, e.g. letters, stories, Facebook page

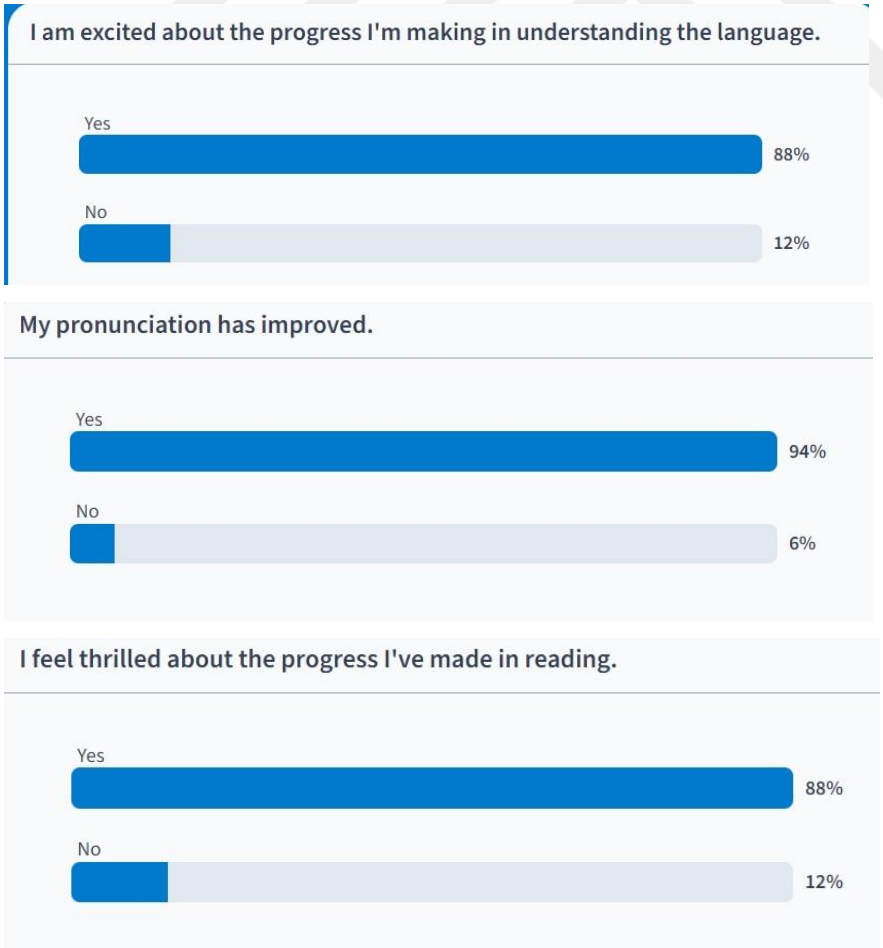
Week 6

Part 1: Activity 82

Compliments

1. I've made important progress in learning more vocabulary since the start of this term.
2. My pronunciation has improved.
3. I've overcome language barriers.
4. I think of mistakes as opportunities to learn.
5. I am excited about my progress in understanding the language.
6. I can express myself in English far better.
7. Everyday interactions are becoming more enjoyable as I understand and respond to basic language cues.
8. I feel thrilled about the progress I've made in reading.
9. I'm proud of how far I've come since I began learning this language.

Activity 82 Samples



Role Model Interviews





An Example from the Coursebook for Simulations Let's Pretend Part

8 SPEAKING

a ⋙ **Communication 12C** Student A: Go to p. 135.
Student B: Go to p. 137.

12C STUDENT A

a **Conversation 1.** Read your first card. Think about what you want to say. Then start the conversation with Student B.

1 You're a guest at a hotel. You've got a reservation for a double room for two nights. Check with the receptionist about:
- the breakfast time
- wi-fi in the room

Ask about this tourist information:
- interesting local markets near the hotel

b **Conversation 2.** Now look at your second card. Then listen to Student B and reply.

2 You're a hotel receptionist. Check the guest's name and let him/her know they have a reservation. Here is other information you need:
- checkout: 10:30 am
- safe in the room
- free box of chocolates in the room

Some important tourist information about Central Park:
- on the same street as the hotel
- only half a kilometre away from the hotel
- large and beautiful park

12C STUDENT B

a **Conversation 1.** Read your first card. Then listen to Student A and reply.

1 You're a hotel receptionist. Check the guest's name and let him/her know they have a reservation. Here is other information you need:
- breakfast 7–9:30 am
- free wi-fi in the room
- free dinner at the hotel tomorrow night

Some important tourist information about a local market:
- in a car park opposite the hotel
- biggest market in town
- clothes, paintings, old furniture

b **Conversation 2.** Now look at your second card. Think about what you want to say. Then start the conversation with Student A.

2 You're a guest at a hotel. You've got a reservation for a single room for three nights. Check with the receptionist about:
- checkout time
- safe in the room

Ask about this tourist information:
- nice parks and gardens to visit near the hotel

Appendix 2. Motivation Questionnaire

Değerli Öğrenciler,
Bu anket ideal yabancı dil benliğini, sahip olunması beklenen yabancı dil benliğini ve İngilizce öğrenme tutumunu saptamayı hedefler. Ankette 26 ifadeye yer verilmiştir. Her bir ifadede katılım düzeyini gösteren 'kesinlikle katılıyorum', 'katılıyorum', 'bir fikrim yok', 'katılmıyorum' ve 'kesinlikle katılmıyorum' seçenekleri yer almaktadır. İfadeleri dikkatlice okuduktan sonra sizin için en uygun seçeneği işaretleyiniz. Vereceğiniz yanıtlar kesinlikle gizli tutulacaktır.
Katılımınızdan dolayı teşekkür ederim.

Öğr. Gör. Sevda KAYIKCI PEKER
Eposta: skayikci@sakarya.edu.tr

No		Kesinlikle katılıyorum	Katılıyorum	Bir fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
1	Kendimi yurtdışında yaşarken ve İngilizce dilinde bir konuyu tartışırken/ konuşurken hayal edebiliyorum.					
2	Kendimi tüm derslerin İngilizce dilinde anlatıldığı bir üniversitede eğitim alırken hayal edebiliyorum.					
3	Her ne zaman gelecek kariyerimi düşünsem, kendimi İngilizce kullanırken hayal edebiliyorum.					
4	Yabancılarla İngilizce konuştuğum bir durum hayal edebiliyorum.					
5	Kendimi uluslararası arkadaşlar ya da meslektaşlarla İngilizce konuşurken hayal edebiliyorum.					
6	Kendimi yurtdışında yaşarken ve oradaki yerel halkla etkili bir şekilde İngilizce konuşup iletişim kurarken hayal edebiliyorum.					

7	Kendimi bir anadil konuşanı gibi İngilizce konuşurken hayal edebiliyorum.					
8	Kendimi İngilizce konuşma becerisi olan bir kişi olarak hayal ediyorum.					
9	Kendimi akıcı olarak İngilizce elektronik postalar/mektuplar yazabilen bir kişi olarak hayal edebiliyorum.					
10	Gelecekte yapmak istediğim şeyler İngilizce kullanmamı gerektiriyor.					
11	Yakın arkadaşlarım İngilizcenin önemli olduğunu düşündüğü için İngilizce öğreniyorum/çalışıyorum.					
12	Çevremdeki insanlar benden İngilizceyi öğrenmemi bekledikleri için İngilizce öğrenmek önemlidir.					
13	Saygı duyduğum insanlar benim İngilizceyi öğrenmem gerektiğini düşündüğü için İngilizce öğrenmenin önemli olduğunu düşünüyorum.					

14	İngilizce öğrenemezsem, diğer insanları hayal kırıklığına uğratacağım.					
15	İngilizce öğrenmek arkadaşlarım/öğretmenlerim/ ailem/ işverenim tarafından kabul görmek için önemlidir.					
16	İngilizce öğrenmek zorundayım çünkü öğrenmezsem, ailemi hayal kırıklığına uğratacağımı düşünüyorum.					
17	Ailem, eğitimli bir insan olmam için İngilizce öğrenmem gerektiğine inanır.					
18	Eğitimli bir insandan İngilizce konuşabilmesi beklendiğinden İngilizce öğrenmek benim için önemlidir.					
19	İngilizceyi öğrenmek benim için önemlidir çünkü eğer İngilizce bilgim olursa diğer insanlar bana daha çok saygı duyacaklar.					
20	Eğer İngilizceyi öğrenmezsem bunun yaşamımda olumsuz bir etkisi olacak.					
21	İngilizce sınıfımın atmosferini beğeniyorum.					
22	İngilizce derslerini dört gözle bekliyorum.					

23	İngilizce öğrenmeyi ilgi çekici buluyorum.					
24	İngilizce öğrenmekten gerçekten keyif alıyorum.					
25	İngilizce öğrenirken/ çalışırken zamanın daha hızlı geçtiğini düşünüyorum.					
26	Okulda daha fazla İngilizce dersimin olmasını istiyorum.					

Anket bitmiştir.
Katılımınız için teşekkür ederim.

Post-test open-ended questions

27. Rol modellerle tanışmak İngilizce öğrenme sürecinizi nasıl etkiledi? *

Uzun yanıt metni

28. Hangi rol model görüşmeleri olumlu anlamda etkili oldu? Neden? *

Uzun yanıt metni

Revised Items of the Questionnaire

	Original Translation	**Re-written version**
11	İngilizce öğreniyorum/çalışıyorum çünkü yakın arkadaşlarım İngilizcenin önemli olduğunu düşünür.	Yakın arkadaşlarım İngilizcenin önemli olduğunu düşündüğü için İngilizce öğreniyorum/çalışıyorum.
12	Çevremdeki insanlar benden İngilizceyi öğrenmemi umdukları için İngilizce öğrenmek önemlidir.	Çevremdeki insanlar benden İngilizceyi öğrenmemi bekledikleri için İngilizce öğrenmek önemlidir.
13	İngilizceyi öğrenmenin önemli olduğunu düşünüyorum çünkü saygı duyduğum insanlar benim İngilizceyi öğrenmem gerektiğini düşünür.	Saygı duyduğum insanlar benim İngilizceyi öğrenmem gerektiğini düşündüğü için İngilizce öğrenmenin önemli olduğunu düşünüyorum.
14	Eğer İngilizceyi öğrenemezsem, diğer insanları hayal kırıklığına uğratacağım.	İngilizce öğrenemezsem, diğer insanları hayal kırıklığına uğratacağım.
15	İngilizceyi öğrenmek arkadaşlarım/ öğretmenlerim/ ailem/ işverenim tarafından kabul görmek adına önemlidir.	İngilizce öğrenmek arkadaşlarım/ öğretmenlerim/ ailem/ işverenim tarafından kabul görmek için önemlidir.
16	İngilizceyi öğrenmek zorundayım çünkü eğer yapamazsam, ailemi hayal kırıklığına uğratacağımı düşünüyorum.	İngilizce öğrenmek zorundayım çünkü öğrenmezsem, ailemi hayal kırıklığına uğratacağımı düşünüyorum.
17	Ailem, eğitimli bir insan olmam için İngilizceyi öğrenmem gerektiğine inanır.	Ailem, eğitimli bir insan olmam için İngilizce öğrenmem gerektiğine inanır.
18	İngilizceyi öğrenmek benim için önemlidir çünkü eğitimli bir insandan İngilizce konuşabilmesi beklenir.	Eğitimli bir insandan İngilizce konuşabilmesi beklendiğinden İngilizce öğrenmek benim için önemlidir.

Appendix 3. Informed Consent Form 1

BİLGİLENDİRİLMİŞ OLUR FORMU

1. Aşağıda imzası olan ben " İdeal yabancı dil benliğinin gelişimi için teknolojiyle entegre edilmiş sınıf içi uygulamalarının kullanımı " başlıklı çalışmaya katılmayı kabul ediyorum.
2. Bu çalışmayı yürüten Öğr. Gör Sevda KAYIKCI PEKER çalışmanın yapısı, amacı ve muhtemel süresi, hakkında ayrıntılı sözlü ve yazılı bilgi verdi.
3. Araştırmacı Sevda KAYIKCI PEKER' e çalışmasıyla ilgili her soruyu sorma fırsatını buldum. Cevapları ve bana verilen bilgiyi anladım.
4. Araştırmacı Sevda KAYIKCI PEKER' e bilgilerin ayrıntılarını açıklamama ve benimle ilgili sırları koruması şartıyla benimle bu çalışmayı yapmasına izin veriyorum.
5. Çalışma boyunca tüm kurallara uyacağıma, araştırmacı Sevda KAYIKCI PEKER ile tam bir uyum içinde çalışacağıma ve konuyla ilgili herhangi bir sorun çıktığında hemen onu arayacağımı kabul ediyorum.
6. Bu çalışma sonuçlarının kullanılmasını kısıtlamayacağımı ve yayın, rapor ve benzeri bilimsel dokümanlarda kullanabileceğini kabul ediyorum.
7. Bu çalışmadan istediğim zaman çıkabileceğimi anladım.

OKUDUM VE ONAYLADIM.

Katılımcının Adı ve Soyadı, Adresi: Tarih, İmza:

Araştırmacının Adı ve Soyadı: Sevda KAYIKCI PEKER

Adresi: Sakarya Üniversitesi, Yabancı Diller Yüksekokulu, Esentepe Kampüsü,

54187 Serdivan / SAKARYA

Tarih:

İmza:

Appendix 4. Informed Consent Form 2

DENEKLERİN GÖNÜLLÜLÜĞÜ
VE
AYDINLATILMIŞ ONAM FORMU

Sayın Katılımcı,

Katıldığınız bu çalışma bilimsel nitelikte bir araştırmadır. Araştırmanın konusu 'İdeal yabancı dil benliğinin gelişimi için teknolojiyle entegre edilmiş sınıf içi uygulamalarının kullanımı' dır. Bu araştırma, Yıldız Teknik Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı'nda akademik eğitimini sürdüren Sevda KAYIKCI PEKER' in yüksek lisans tezi kapsamında yapılmaktadır.

Bu araştırmanın amacı, teknoloji ile entegre edilmiş aktiviteler kullanarak ideal dil benliğini geliştirmektir. Araştırma boyunca sizlerden kişisel bilgileriniz istenmeyecektir. Verdiğiniz yanıtlardan ve tamamladığınız ölçeklerden elde edilecek veriler yalnızca araştırmacı tarafından, araştırma kapsamı dahilinde kullanılacaktır. Bu araştırmaya katılmanızda öncül esas gönüllü olmanızdır. Çalışmaya katılmama ve çalışmanın herhangi bir aşamasında, hiçbir yaptırıma maruz kalmaksızın çalışmadan ayrılma hakkına sahipsiniz.

Yukarıdaki ifadeleri okuduktan sonra çalışmaya katılmak istiyorsanız, aşağıda verilen yerleri tamamlayınız ve imza atınız.

Yukarıda yer alan bilgiler bana araştırmacı tarafından sözlü ve yazılı olarak bildirilmiştir. Çalışmaya katılmayı hiçbir baskı altında kalmadan, kendi rızamla kabul ediyorum.

Katılımcının;

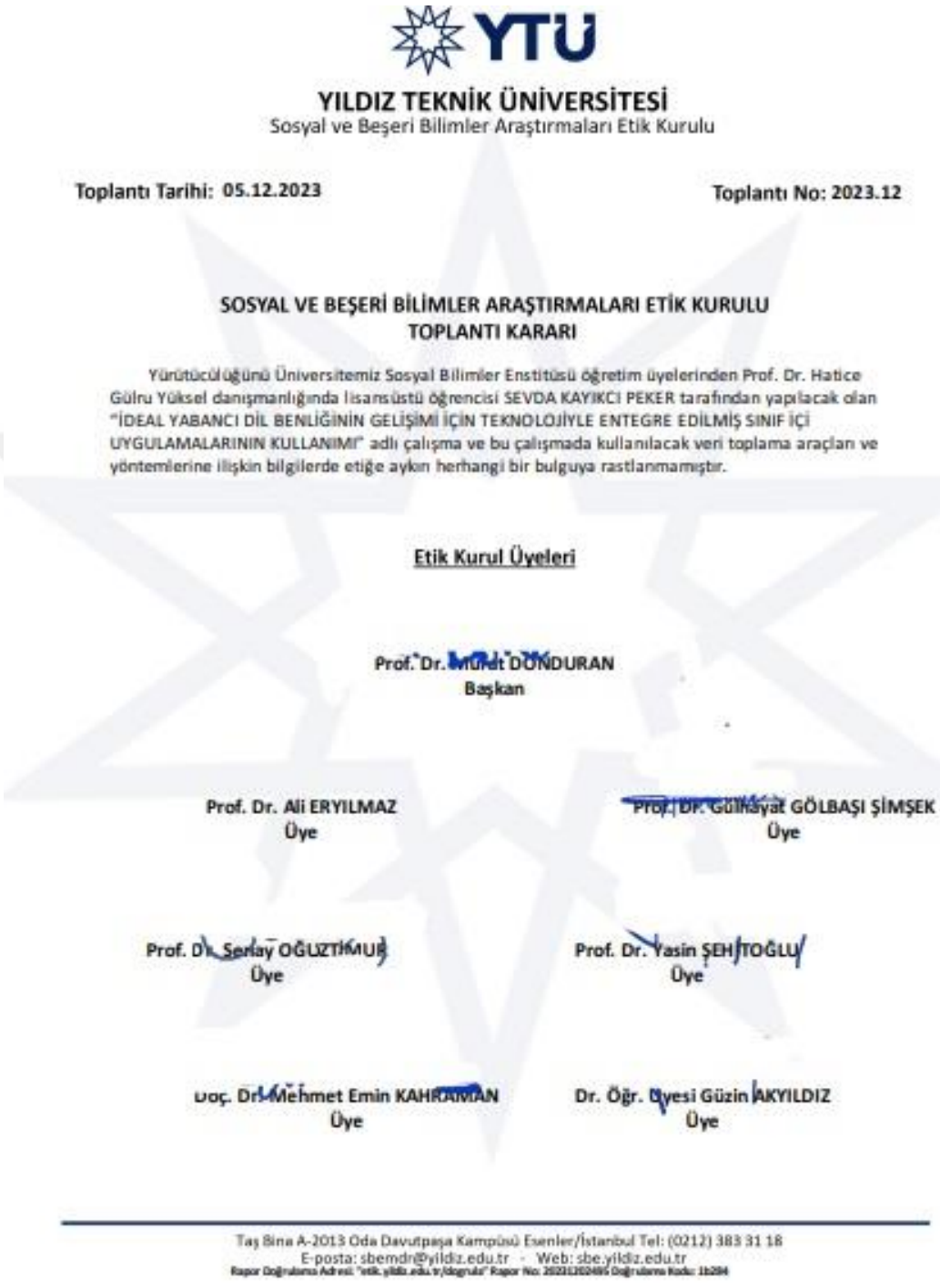
Adı-Soyadı:

Tarih:

İmza:

Appendix 5. Ethics Committee Approval

YTÜ



YILDIZ TEKNİK ÜNİVERSİTESİ
Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulu

Toplantı Tarihi: 05.12.2023 **Toplantı No: 2023.12**

SOSYAL VE BEŞERİ BİLİMLER ARAŞTIRMALARI ETİK KURULU
TOPLANTI KARARI

Yürütücülüğünü Üniversitemiz Sosyal Bilimler Enstitüsü öğretim üyelerinden Prof. Dr. Hatice Gülru Yüksel danışmanlığında lisansüstü öğrencisi SEVDA KAYIKCI PEKER tarafından yapılacak olan "İDEAL YABANCI DİL BENLİĞİNİN GELİŞİMİ İÇİN TEKNOLOJİYLE ENTEGRE EDİLMİŞ SINIF İÇİ UYGULAMALARININ KULLANIMI" adlı çalışma ve bu çalışmada kullanılacak veri toplama araçları ve yöntemlerine ilişkin bilgilerde etiğe aykırı herhangi bir bulguya rastlanmamıştır.

Etik Kurul Üyeleri

Prof. Dr. Murat DONDURAN
Başkan

Prof. Dr. Ali ERYILMAZ
Üye

Prof. Dr. Gülnayat GÖLBAŞI ŞİMŞEK
Üye

Prof. Dr. Senay OĞUZTİMUR
Üye

Prof. Dr. Yasin ŞEHİTOĞLU
Üye

Doç. Dr. Mehmet Emin KAHRAMAN
Üye

Dr. Öğr. Üyesi Güzin AKYILDIZ
Üye

Taş Bina A-2013 Oda Davutpaşa Kampüsü Esenler/İstanbul Tel: (0212) 383 31 18
E-posta: sbemdr@yildiz.edu.tr - Web: sbe.yildiz.edu.tr
Rapor Doğrulama Adresi: "etik.yildiz.edu.tr/dogrula" Rapor No: 20231202495 Doğrulama Kodu: 1b284