

ANIL AYHAN

INVESTIGATION OF THE RECONCEPTUALIZED L2 MOTIVATIONAL SELF
SYSTEM, FOREIGN LANGUAGE CLASSROOM ANXIETY, PERCEIVED
WELLNESS, AND ACHIEVEMENT OF REPEAT AND NON-REPEAT
STUDENTS

A MASTER'S THESIS

BY

ANIL AYHAN

TEACHING ENGLISH AS A FOREIGN LANGUAGE

İHSAN DOĞRAMACI BILKENT UNIVERSITY

ANKARA

JUNE 2020

2020

Investigation of the Reconceptualized L2 Motivational Self System, Foreign
Language Classroom Anxiety, Perceived Wellness, and Achievement of Repeat and
Non-Repeat Students

The Graduate School of Education
of
İhsan Doğramacı Bilkent University

by

Anıl Ayhan

In Partial Fulfilment of the Requirements for the Degree of

Master of Arts

in

Teaching English as a Foreign Language

Ankara

June 2020

İHSAN DOĞRAMACI BILKENT UNIVERSITY
GRADUATE SCHOOL OF EDUCATION

Investigation of the Reconceptualized L2 Motivational Self System, Foreign
Language Classroom Anxiety, Perceived Wellness, and Achievement of Repeat and
Non-Repeat Students

Anıl Ayhan

May 2020

I certify that I have read this thesis and have found that it is fully adequate, in scope
and in quality, as a thesis for the degree of Master of Arts in Teaching English as a
Foreign Language.

Asst. Prof. Dr. Hilal Peker (Supervisor)

I certify that I have read this thesis and have found that it is fully adequate, in scope
and in quality, as a thesis for the degree of Master of Arts in Teaching English as a
Foreign Language.

Asst. Prof. Dr. Aikaterini Michou (Examining Committee Member)

I certify that I have read this thesis and have found that it is fully adequate, in scope
and in quality, as a thesis for the degree of Master of Arts in Teaching English as a
Foreign Language.

Asst. Prof. Dr. Hatice Ergül, Hacettepe University (Examining Committee Member)
Approval of the Graduate School of Education

Prof. Dr. Alipasa Ayas (Director)

ABSTRACT

INVESTIGATION OF THE RECONCEPTUALIZED L2 MOTIVATIONAL SELF
SYSTEM, FOREIGN LANGUAGE CLASSROOM ANXIETY, PERCEIVED
WELLNESS, AND ACHIEVEMENT OF REPEAT AND NON-REPEAT
STUDENTS

Anıl Ayhan

M.A. in Teaching English as a Foreign Language

Supervisor: Asst. Prof. Dr. Hilal Peker

June 2020

The purpose of this study is to examine how repeat and non-repeat students differ in terms of their R-L2MSS, FLCA, and PW. Furthermore, it is investigated how R-L2MSS, FLCA, and PW correlate with each other, and what factors can predict student achievement. The survey used in the study was a combination of R-L2MSS (Peker, 2016), FLCAS (Horwitz, Horwitz, & Cope, 1986), and PWS (Adams, Bezner, & Steinhardt, 1997) scales. Participants in the study were 164 students enrolled in an English preparatory school program of a foundation university in Ankara, Turkey. Independent *t*-tests, Pearson's correlation tests, and a multiple linear regression test were used to analyse the quantitative data obtained for the current study. Results showed that repeat students had higher levels of PW compared to non-repeat students. In addition, correlation tests showed that students with higher OL2S or FL2S had higher levels of FLCA while students with higher IL2S, or better ELE had lower levels of FLCA. FLCA was also found to be the only construct that predicted midterm scores. In line with these findings, implications were provided.

Keywords: reconceptualised motivational self system, foreign language classroom anxiety, perceived wellness, repeat and non-repeat students.

ÖZET

Kur Tekrarı Yapan ve Yapmayan Öğrencilerin Yeniden Kavramsallaştırılmış İkinci Dil Motivasyonel Benlik Sisteminin, Yabancı Dil Sınıf Kaygısının, Algılanan Sağlığının, ve Başarısının Araştırılması

Anıl Ayhan

Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi

Tez Yöneticisi: Dr. Öğr. Üyesi Hilal Peker

Haziran 2020

Bu araştırmanın amacı, kur tekrarı yapan ve yapmayan öğrencilerin arasındaki farkı Yeniden Kavramsallaştırılmış İkinci Dil Motivasyonel Benlik Sistemi (R-L2MSS), Yabancı Dil Sınıf Kaygısı (FLCAS), Algılanan Sağlık (PWS), ve Başarı alanlarında belirlemektir. Aynı zamanda, bu çalışmada bu faktörler arasındaki ilişki ve hangi faktörlerin öğrenci başarısını öngördüğü ölçülmektedir. Araştırmada kullanılan anket R-L2MSS (Peker, 2016), FLCAS (Horwitz, Horwitz, & Cope, 1986), ve PWS (Adams, Bezner, & Steinhardt, 1997) ölçeklerinin birleşimidir. Araştırmaya bir vakıf üniversitesinin İngilizce hazırlık okulunda eğitim gören 164 öğrenci katılım sağlamıştır. Araştırmadaki nicel verileri değerlendirmek için bağımsız gruplar t-testi, Pearson ilişki analizi ve çoklu doğrusal regresyon testi kullanılmıştır. Sonuçlara göre kur tekrarı yapan öğrencilerin PW seviyeleri kur tekrarı yapmayan öğrencilere göre daha yüksektir. Ayrıca, ilişki testleri sonucuna göre OL2S veya FL2S seviyesi yüksek olan öğrencilerin aynı zamanda FLCA seviyeleri de daha yüksek çıkmıştır. Fakat IL2S veya ELE seviyesi yüksek olan öğrencilerin FLCA seviyeleri düşük çıkmıştır. FLCA öğrencilerin vize sonuçlarını öngörebilen tek faktör olmuştur. Bu bulgulara ilişkin bazı öneriler sunulmuştur.

Anahtar kelimeler: yeniden kavramsallaştırılmış ikinci dil motivasyonel benlik sistemi (R-L2MSS), yabancı dil sınıf kaygısı (FLCA), algılanan sağlık (PW), kur tekrarı yapan ve yapmayan öğrenciler.

ACKNOWLEDGEMENTS

First and foremost, I want to thank my thesis advisor Asst. Prof. Dr. Hilal Peker for guiding me through each step of the way towards completing my master's thesis. I also want to thank Asst. Prof. Dr. Aikaterini Michou and Asst. Prof. Dr. Hatice Ergül for their invaluable feedback and insights. Furthermore, I am grateful to Asst. Prof. Dr. Necmi Akşit, Asst. Prof. Dr. İlker Kalender, and Burcu Yücel for their great support in finalizing this thesis. Finally, I want to thank my precious family, friends and loved ones for bringing joy into my life even at most difficult of times.

TABLE OF CONTENTS

ABSTRACT	iii
ÖZET	vi
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	x
CHAPTER 1: INTRODUCTION	1
Introduction	1
Background of the study	4
L2 Learning Motivation	4
L2 Motivational Self System	5
Foreign Language Anxiety	6
Perceived Wellness	6
Statement of the Problem	7
Research Questions	9
Significance	10
Definition of Key Terms	11
Conclusion	13
CHAPTER 2: REVIEW OF LITERATURE.....	14
Introduction	14
L2 Motivational Self System	14
L2 Motivational Self System and its Reconceptualization	16
Studies on L2MSS	17
Foreign Language Anxiety	27
Facilitating and Debilitating Anxiety	27

Studies on FLCA	28
Perceived Wellness	35
Studies on PW	37
Conclusion	41
CHAPTER 3: METHODOLOGY	42
Introduction	42
Research Design	42
Setting and Participants	43
Instrumentation	44
Piloting the Survey	46
Method of Data Collection	48
Method of Data Analysis	48
Internal Reliability.....	49
Conclusion	58
CHAPTER 4: RESULTS	59
Introduction	59
Overview of the Study	59
Is There a Statistically Significant Difference Between Repeat and Non- Repeat Students in Terms of the Domains of Motivation in R-L2MSS (i.e., IL2S, OL2S, FL2S, and ELE), FLCA, and PW?	60
Is there a statistically significant difference between repeat and non- repeat students in terms of their IL2S?	60
Is there a statistically significant difference between repeat and non- repeat students in terms of their OL2S?	62

Is there a statistically significant difference between repeat and non-repeat students in terms of their FL2S?	63
Is there a statistically significant difference between repeat and non-repeat students in terms of their ELE?	64
Is there a statistically significant difference between repeat and non-repeat students in terms of their FLCAS scores?	65
Is there a statistically significant difference between repeat and non-repeat students in terms of their PWS scores?	66
Is There a Statistically Significant Relationship Among Students' R-L2MSS, FLCA, and PW?.....	67
Is there a statistically significant relationship between R-L2MSS and FLCA?.....	67
Is there a statistically significant relationship between R-L2MSS and PW?.....	68
Is there a statistically significant relationship between FLCA and PW?	70
Are There Any Correlations Among R-L2MSS Components, FLCAS, PWS, and Midterm Scores? If so, Which Variables Can Predict the Midterm Scores?	71
Conclusion	73
CHAPTER 5: CONCLUSIONS	74
Introduction	74
Overview of the study	74
Discussion of Major Findings	76

Is There a Statistically Significant Difference Between Repeat and Non-Repeat Students in Terms of the Domains of Motivation in R-L2MSS (i.e., IL2S, OL2S, FL2S, and ELE), FLCA, and PW?	76
Is There a Statistically Significant Relationship Among Students' R-L2MSS, FLCA, and PW?	81
Are there any correlations among R-L2MSS components, FLCAS, PWS, and midterm scores? If so, which variables can predict the midterm scores?	86
Implications for Practice	88
Implications for Further Research	91
Limitations	92
Conclusion	94
REFERENCES	95
APPENDICES	108
Appendix A: Informed Consent Form	108
Appendix B: Survey Questions	109
Appendix C: Item Reliability Analysis	112
Appendix D: Independent t-Test Output	120
Appendix E: Pearson's Correlation Output	123
Appendix F: Multiple Linear Regression Output	128

LIST OF TABLES

Table		Page
1	Cronbach's Alpha Coefficients for the Survey Used in the Pilot Study	46-47
2	Cronbach's Alpha Coefficients for R-L2MSS	49-50
3	Item-Total Statistics for IL2S	50
4	Item-Total Statistics for OL2S	50-51
5	Item-Total Statistics for FL2S	51
6	Item-Total Statistics for ELE	52
7	Cronbach's Alpha Levels for FLCA	52
8	Item-Total Statistics for CA	53
9	Item-Total Statistics for FNE	53-54
10	Item-Total Statistics for TA	54
11	Cronbach's Alpha Levels for PW	55
12	Item-Total Statistics for Psychological Wellness	56
13	Item-Total Statistics for Emotional Wellness	56
14	Item-Total Statistics for Social Wellness	57
15	Item-Total Statistics for Physical Wellness	57
16	Item-Total Statistics for Spiritual Wellness	58
17	Item-Total Statistics for Intellectual Wellness	58
18	Pearson Product-moment Correlations Between Measures of R-L2MSS and FLCA	68
19	Pearson Product-moment Correlations Between Measures of R-L2MSS and PW	70
20	Pearson Product-moment Correlations Between Measures of FLCA and PW	71
21	Pearson Product-moment Correlations Between Measures of R-L2MSS, FLCA, PW and midterm scores	73

CHAPTER 1: INTRODUCTION

Introduction

“The struggle itself towards the heights is enough to fill a person's heart. One must imagine Sisyphus happy.”

Albert Camus

A query that has existed for a long time is what drives people to act the way they do. People have asked what motivates us to act a certain way, and what motivation is itself. Since motivation is difficult to measure through observation, researchers have used self-report methods to measure individuals' perceptions instead. This study highly relies on individuals' perceptions about themselves, or their self-concepts. A self-concept is the personal awareness of one's past self, who they are now, and who they can become in the future (Lee & Oyserman, 2009). Markus and Nurius (1986) focused on the element of the self-concept that makes people theorize who they could become in the future. They referred to this theory as the possible selves theory, and explored how this concept could explain motivation. Briefly, possible selves can be described as mental representations of the possible future self-states for a specific situation at hand (i.e. learning a language). In its core, a possible self is self-knowledge formed from the past until the present moment, that influences the potential future self-image in certain situations in forms of hopes, fears, or beliefs. In turn, this future self-image guides a person's present actions as to attain or avoid them. A simple example would be a student who has been learning a foreign language because they want to study abroad in the future. If the student is successful and receiving high grades, they would form a positive self-image about learning the foreign language, and they would probably be self-confident and

positive about their future performance in this area. Dörnyei (2005, 2009) highlighted the important implications of the possible selves theory to foreign language education, and applied it in this context. Thus, the L2 motivational self system (L2MSS) emerged. This theory recognizes how a foreign language is more than just a means of communicating, but is interwoven with the person's identity. In other words, possible selves theory applies to foreign language learning as well.

However, there is the possibility that apart from motivation other factors could affect student performance in foreign language learning. As Jerusalem (1984) stated, personal factors as well as the educational context can lead to anxiety and thus affect achievement in class. Anxiety is a widely researched phenomenon in second language acquisition because of its frequent occurrence and intensity (MacIntyre, 2017). In spite of the generally negative connotation the term "anxiety" carries, it has been proposed that besides having a debilitating effect it can have a facilitating effect as well in certain conditions (Scovel, 1978). Thus, while sometimes anxiety can hinder performance, in other cases it can actually help it. Eysenck (1979) explained that anxiety could have a hindering effect on the performance quality of the brain because it creates additional cognitive load that reduces the capacity of the working memory. However, as the researcher further explained, the decreased effectiveness of performance often makes the brain compensate by adding additional effort, which can increase performance to a certain extent. Still, if anxiety continues to increase, its effect becomes debilitating for the task at hand. This anxiety-performance relationship is expressed by an inverted "U", similarly to the well-known Yerkes-Dodson Law, which upholds that anxiety can improve performance, but to a certain point (MacIntyre, 1995). In addition, anxiety can be categorized based on the situations it occurs in. For instance, individuals who frequently

experience anxiety in different situations are said to have trait anxiety whereas those who experience anxiety in certain, recurring conditions have what is called state anxiety (Spielberger, 1972). Therefore, language learning anxiety in this case falls into the category of state anxiety.

Wellness perception of the physical and mental self state is also thought to influence academic achievement (Useche & Serge, 2016). Indeed, it is not uncommon to witness students missing out the educational opportunities presented to them by prioritizing other activities that sometimes turn out to be harmful. Those misguided prioritizations can range from playing a smartphone game during class to consuming excessive amounts of alcohol outside class (Anderson, 2016). Because the term wellness started transcending its health-related connotation fairly recently, research in education is relatively limited. However, the idea that internal, subjective factors affect educational outcomes has been studied under different names. Maslow (1943) in his hierarchy of needs theory suggested that unless primary needs like physiological, safety and love/belonging needs are met, higher level needs like esteem and self-actualization cannot be achieved. Theories of wellness in education advocate the same basic principle: without achieving general wellness, academic success could suffer.

The aim of this quantitative study is to explore whether repeat and non-repeat preparatory school students differ in terms of their foreign language learning motivation type, foreign language learning anxiety, and perceived wellness. An additional aim is to understand whether the constructs of motivation, language learning anxiety, and perceived wellness correlate among each other. This study also investigates whether student achievement is affected by the factors of motivation,

foreign language learning anxiety, and perceived wellness. An introduction of major components in this thesis will be described broadly in the following section.

Background of the Study

L2 Learning Motivation

When it comes to second language learning motivation, the cradle of this field could be considered Canada with Gardner's (1985) research on bilingualism. His academic interest included sociological and cultural factors that affected individual tendencies to learn a target language. In his view, motivation to learn a language differed from motivation towards other subjects because to learn a target language, learners should identify with native speakers of the language in terms of culture, behavior and/or manner of speech. This feature of language learning motivation makes it highly socially oriented. Some researchers like Crookes and Schmidt (1991) criticized this prevailing socio-psychological orientation of motivation research in education at the time. They called for integration of alternative approaches into the field such as cognitive perspectives. Some prevalent theories in second language learning motivation emerged in response to the appeal for an integrative approach.

Dörnyei and Otto (1998) designed a comprehensive model that synthesized a wide body of research from various fields. Their model of L2 motivation was innovative for its non-linear complexity and extensiveness. They also noted that motivation was a process in time that was ongoing rather than an entity that was static. Thus, they accounted for the dynamicity of L2 motivation, and included a temporal feature to it. As Erikson (2019) described the term in a consistent manner, motivation is a construct that consists of not only activation, but also direction and persistence in a given action. Ushioda (2009) further underlined the importance of a

complex relational approach rather than a linear cause-effect model approach to foreign language learning motivation since the former does not account for the complexity of the phenomenon. She further focused on the role of context in the field and the need for it to be an explicit factor in research. She also made an important distinction between person and individual, suggesting that individuals with their peculiarities should be in the center of foreign language learning motivation research.

L2 Motivational Self System

Taking into consideration context, temporality, and individual differences, Dörnyei (2005, 2009) proposed his L2MSS which views motivation as a mental vision of the future self after learning or failing to learn the target language. In his construct, there are two possible selves, and English learning experience. Having the ideal second language self (IL2S) as a mental image while learning a language suggests that the learner would take action to reduce the difference between the current state and the possible ideal state. For instance, if a student is learning a foreign language with the mental image of themselves as an accomplished and charismatic speaker of the target language, their present actions will be towards becoming more like this mental image. Following the same logic, having an ought-to second language self (OL2S) suggests a more extrinsic motivational ideal and a strive to meet it. For instance, if a student has a mental image of making their parents proud by mastering the target language, their present actions will be towards fulfilling this goal. Dörnyei (2009) also mentioned English learning experience (ELE) as a construct to explain the motives of students related to the learning environment. In other words, this part of the construct is related to how a student feels in the classroom while learning English. Some researchers (Peker, 2016; Uslu-Ok, 2013) have criticized Dörnyei's (2005, 2009) framework as insufficiently

explanatory. Peker (2016) has proposed that together with idealized and respected selves, negative examples or feared selves also take place. For instance, a student who is afraid of being bullied in the future because of their insufficient language proficiency is someone who has a feared second language self. Thus, Peker (2016) proposed a third construct in addition to Dörnyei's (2005, 2009) foreign language motivational self system (L2MSS), the feared second language self (FL2S). This addition is significant in a way that makes the framework more dynamic and comprehensive.

Foreign Language Anxiety

A prominent researcher in the field of anxiety research, Spielberger (1972), defined anxiety as the “palpable but transitory emotional state or condition characterized by feelings of tension and apprehension and heightened autonomic nervous system activity” (p. 24). In his research, he differentiated between trait anxiety and state anxiety. While he described the former as a state of general anxiety triggered mainly because of personality features or past experiences, he described the latter as resulting from specific recurring conditions perceived as a threat by the experiencer. In accordance with this framework, Horwitz, Horwitz, and Cope (1986) regarded language learning anxiety in the classroom to fall into the category of state anxiety, and developed the foreign language anxiety scale (FLCAS). This framework is significant in that it allows researchers to investigate anxiety according to its specific context.

Perceived Wellness

Wellness is a major subject in positive psychology that draws from empirical research about what can be described as *good life*. Many definitions of the term wellness exist, and they all examine the construct from various perspectives.

According to earlier definitions, the term wellness was synonymous with good physical health (Travis, 1975). However, a significant majority of definitions today agree that wellness is a construct that extends beyond the state of non-sickness (Dunn, 1961; Roscoe, 2009). In fact, it is widely believed that wellness is not an end state, but is a process that is aimed at the achievement of better functionality (Ardell, 1977; Roscoe, 2009). The perceived wellness survey (PWS) designed by Adams, Bezner, and Steinhardt (1997) is one example of a scale to measure wellness from various angles. PWS was designed to measure wellness in six domains: psychological, emotional, social, physical, spiritual, and intellectual. Although there is a physical wellness component involved in this survey, it is predominantly related to mental wellness.

Statement of the Problem

The nature of human motivation has been a long pursued subject in science, but only recently it has started to be researched with a focus on the field of education (Dörnyei, 2005; Gardner, 1985). With student-centered learning becoming the new norm in education, understanding how motivation works became crucial (Green, 2015; Maclellan, 2008). Jacobs and Toh-Heng (2013) illustrated eight core features of contemporary classrooms that adopt student centered learning, and those features are all related to students being decision makers about the way they learn, and participants in their assessment. In addition, the researchers underline the importance of intrinsic motivation as a feature of student-centered classrooms. This apparent steady growth in popularity of motivation in education translated into the need for more research (Dörnyei 1998, 2009). Peker (2016) has proposed a reconceptualization of Dörnyei's (2005, 2009) L2MSS (R-L2MSS) that includes three distinct types of motivation - IL2S, OL2S, and FL2S. Although results in the

literature have been consistent for IL2S, results for OL2S have shown difference across cultures (Huang, Hsu, & Chen, 2015). Further research in various cultural contexts is needed to reveal the nature of FL2S across different contexts as well.

One additional way to investigate the consistency of the relatively newly coined FL2S is to compare its correlation with a similar, already existing construct. In the case, this already existing construct is FLCA measured by FLCAS (Horwitz et al., 1986), which is a scale measuring anxiety that was developed particularly for the context of the foreign language classroom. FL2S bears similarity to FLCA in that both constructs include different versions of fears. While FL2S refers to fears that an individual's imagined possible self possesses, FLCA refers to the current anxiety due to some current fears about learning a foreign language. A series of research has shown that components of the motivation construct correlates significantly with the components of FLCA (Almurshed & Aljuaythin, 2019; Halim, 2018; Khodadady & Khajav, 2013; Liu & Huang, 2011). However, these results also indicate that the correlation between motivation and FLCA can be positive or negative depending on the self being researched (i.e. IL2S or OL2S). Another factor that seems to affect the type of correlation between the motivation and FLCA is the cultural background of the participants (Huang et al., 2015). Although numerous scales measuring motivation have been used in educational research, studies using R-L2MSS and FLCAS together have not been conducted to the knowledge of the researcher.

One construct that could bear importance in educational research, but has not been investigated sufficiently, is students' perceived wellness. Many educational institutions have units specifically operating to maintain student wellness like student counselling services. However, further analysis of the topic shows that professional staff members' expertise remains insufficient when compared to students' needs

(Anderson & Kretoivics, as cited in Anderson, 2016). In addition, the studies related to wellness that have been conducted in the field of education employ holistic models instead of atomistic ones. PW is an atomistic wellness model that has six distinct categories which can be useful in drawing detailed information from students about their perceptions.

In Turkey, students enrolled in a program with at least 30% of the education taking place in English are required to pass a language proficiency exam, or study in preparatory school. However, students often fail to pass to the next proficiency level and have to repeat a class. This is an undesirable situation for students as it can cause a delay in their graduation, or even dropout, even though there is not demographic data reflecting this problem. One aim in this study is to investigate various factors (i.e. R-L2MSS, FLCAS, and PW) that could be related to becoming a repeat student. Researching those factors can lead to insight about what distinguishes students with higher grades from those with lower grades, and thus help to generate implications for increasing repeat students' achievement. Since this problem has not been thoroughly investigated, research oriented towards this problem could have both theoretical and practical benefits.

Research Questions

The main purpose of this quantitative study is to find out how repeat and non-repeat students differ in terms of their R-L2MSS, FLCAS, and PWS scores. Also, this study is aimed at revealing if different constructs of the model correlate with each other to be able to better explain the whole picture described above. Another important purpose of the study is to find out how R-L2MSS, FLCAS, and PWS scores predict students' achievement in class. This research examines the questions:

1. Is there a statistically significant difference between repeat and non-repeat students in terms of the domains of motivation in R-L2MSS (i.e., IL2S, OL2S, FL2S, and ELE), FLCA, and PW?
2. Is there a statistically significant relationship among students' R-L2MSS, FLCA, and PW?
3. Are there any correlations among R-L2MSS components, FLCAS, PWS, and midterm scores? If so, which variables can predict the midterm scores?

Significance

Although there has been research on Dörnyei's (2005, 2009) L2MSS, R-L2MSS has not been researched widely enough. Still, existing studies indicate that R-L2MSS has strong internal validity and could yield promising results in terms of reliability (Peker, 2016). As a result, the current study can serve as a useful addition to the newly emerging literature related to the concept. In addition, FLCAS is a widely used instrument in educational science research, but has never been used in combination with R-L2MSS and PWS. This study can explore the correlation between these separately existing yet similar constructs. Thus, it can serve as a joining point for three parallel-existing constructs. When it comes to PWS, this scale has been widely used in medical fields, but hardly in education although it appears to be equally relevant (Fair, 2011). This study can investigate the usefulness of an extensive framework like PW in the field of education.

Besides a purely theoretical purpose, this study is designed for application of the three newly connected constructs in the real world. Investigating the R-L2MSS, FLCA, and PW of repeat and non-repeat students could shed light on the reason why repeat students need to repeat the same proficiency level. The current study might

help review the issue from different perspectives, and pave the way for novel solutions. The implications of the results can serve administrators in the decision making process. Those results can also serve teachers who are in direct contact with their learners throughout the educational process. Educators can shape their pedagogical understanding based on accumulating new findings like the ones present in this study. It is always important to have a number of studies regarding a concept to form a clear view of the issue. This study is also aimed at contributing to the literature overall.

Definition of Key Terms

IL2S (Ideal L2 Self): A motivator to learn an L2 associated with a strife to bridge the gap between one's actual and ideal self.

OL2S (Ought-to L2 Self): A motivator to learn an L2 associated with a desire to meet social expectations and avoid possible negative outcomes. This dimension has a rather external locus.

FL2S (Feared L2 Self): A motivator to learn an L2 in order to avoid possible negative outcomes related to the feared self, and bridge the gap between one's actual and ideal L2 self.

ELE (English Learning Experience): This construct is related to the learning environment and experience (i.e. the curriculum, teacher, classmates, and the feeling of success).

FLCA (Foreign Language Classroom Anxiety): Internal self-perceptions and behaviors related to classroom L2 learning that arise in relation to the L2 learning process.

FLCAS (Foreign Language Classroom Anxiety Scale): A 33-item Likert scale designed by Horwitz et al. (1986) in order to measure L2 learning anxiety in the L2

classroom. This scale contains three domains: communication apprehension, test anxiety, and fear of negative evaluation.

CA (Communication Apprehension): An insecurity about using the L2 to communicate with people.

FNE (Fear of Negative Evaluation): A type of anxiety about receiving a negative feedback associated with a tendency to avoid evaluative situations.

TA (Test Anxiety): A performance anxiety associated with a fear of failing at a given task.

PW (Perceived Wellness): A multidimensional construct related to one's wellness self-perception in the domains of psychological, emotional, social, physical, spiritual, and intellectual wellness.

PWS (Perceived Wellness Survey): A 36-item survey that measures the perceived wellness perceptions in the physical, spiritual, psychological, social, emotional, and intellectual dimensions.

Psychological wellness: "A general perception that one will experience positive outcomes to the events and circumstances of life" (Adams et al., 1997).

Emotional wellness: "Possession of a secure self-identity and a positive sense of self-regard, both of which are facets of self-esteem" (Adams et al., 1997).

Social wellness: "The perception of having support available from family and friends in times of need and the perception of being a valued support provider" (Adams et al., 1997).

Physical wellness: "A positive perception and expectation of physical health" (Adams et al., 1997).

Spiritual wellness: “A belief in a unifying force, an integrative force between the mind and body, or a positive perception of meaning and purpose in life” (Adams et al., 1997).

Intellectual wellness: “The perception of being internally energized by an optimal amount of intellectually stimulating activity” (Adams et al., 1997).

Repeat student: A student who is enrolled in a proficiency level not for the first time because of absenteeism issues or inability to reach a sufficient final grade.

Non-repeat student: A student who is enrolled in a proficiency level for the first time.

Conclusion

In Chapter 1, the background of the study was briefly introduced regarding the development of L2 motivational research, foreign language anxiety, and perceived wellness. Subsequently, the statement of the problem was introduced, and the research questions were presented. Afterwards, the significance of the current study was discussed, and the definition of key terms was given. The next chapter consists of the literature review where relevant studies about R-L2MSS, FLCA, and PW are presented in a detailed and synthesizing way.

CHAPTER 2: REVIEW OF LITERATURE

Introduction

This quantitative study is aimed at investigating the difference between repeat and non-repeat students in terms of their R-L2MSS, FLCA, and PW. Furthermore, it is explored if there is a relation between students' R-L2MSS, FLCA, and PW. Finally, it is explored how three different factors (i.e. R-L2MSS, FLCA, and PW) affect student achievement. This chapter will present relevant information and the literature about R-L2MSS, FLCA, and PW respectively. In the first part of this chapter, the introduction of motivation to educational research will be described, then the emergence of Dörnyei's (2005, 2009) L2MSS will be explained, and subsequently Peker's (2016) R-L2MSS will be outlined. Finally, relevant studies from the literature will be presented. In the second part of this chapter, the introduction of anxiety to foreign language education research will be described, then the difference between facilitating and debilitating anxiety will be explained, and in the end important studies from the literature will be described. In the third part of this chapter, the emergence of wellness research will be described, and relevant studies from the literature will be presented.

L2 Motivational Self System

L2MSS was first introduced by Dörnyei (2009) as a continuation of Gardner's (1985) theory of L2 motivation. In Gardner's model, integrativeness was a motivational component which referred to an L2 learner's strive to integrate with the L2 community and their culture, style and manner of speaking. Dörnyei (2009) addressed a major incoherence with Gardner's integrativeness concept - not having coherent research results to support it. Initial studies regarding the integrativeness

factor were conducted in Canada (Gardner, Masgoret, Tennant, & Mihic, 2004), and the integrativeness factor appeared to be relevant to the Canadian multilingual context. In their study, Gardner et al. (2004) used the attitude motivation test battery (AMTB) to measure student attitudes towards the learning environment. They found that integrative orientation highly correlated with student achievement.

However, those findings were inconsistent with research conducted in other countries' L2 classrooms. For instance, Lamb (2004) conducted a two-year longitudinal study with Indonesian high school students using a triangulation method to analyse the integrativeness construct more deeply. In the interview part, only four participants out of 12 mentioned learning English with reference to English-speaking nations. Most comments referred to English as a means to communicate to foreign people in general. Thus, qualitative data from this study suggested that the majority of the responses did not reveal a distinction between integrative orientation and instrumental orientation (related to the practical utilization of the L2). In a similar fashion, Dörnyei, Csizér, and Németh, (2006) conducted a longitudinal study that lasted for nine years with three three-year-interval data collections. Even though the research was conducted in Hungary and targeted five foreign languages (i.e. English, German, French, Italian and Russian), results for the integrativeness factor were surprising. The high covariance between the instrumentality and integrativeness scales suggested that those two variables were not mutually exclusive. Thus, Dörnyei's (2009) proposed solution was to exclude the integrativeness factor from his own theoretical model, and focus on "the identification aspects and on the learner's self-concept" (Dörnyei, 2005; Islam, Lamb, & Chambers, 2013; Peker, 2016), thus making it more measurable.

L2 Motivational Self System and its Reconceptualization

Dörnyei (2009) proposed three major components to his theory: IL2S, OL2S, and ELE. The IL2S represents a desirable self-image related to the L2 self. This could be the image of the self-communicating with foreign people effectively, giving a good presentation in the L2, or doing anything in the L2 that the learner considers desirable. The OL2S represents a more externally inflicted image of the L2 self, such as finding a reputable job with the help of the L2, being more prestigious in the eyes of society thanks to the L2, or anything that is imposed to the learner by society. It is important to underline the fact that the key to differentiating between the IL2S and OL2S lies not in the situation itself, but the learner's perception of it. When it comes to the third construct in Dörnyei's (2009) L2MSS (i.e, ELE), it is different than the first two in that it converges on the present experience of L2 learning. These present factors could include the teacher, peers, curriculum or perceived success.

In addition to Dörnyei's (2009) L2MSS, Uslu-Ok (2013) proposed a fourth construct: FL2S. This construct helps to explain instances when L2 learners are not motivated to learn the target language by a positive example, but by a negative example. For instance, an individual with a FL2S would be anxious if losing their L1 because of the effect of the L2. Uslu-Ok (2013) conducted a mixed-design study with 299 Turkish graduate students enrolled in U.S. universities. Findings in this study suggested that FL2S was strongly and positively related to OL2S, which could be interpreted as people avoiding certain behaviours in L2 because of social expectations. Moreover, qualitative data from the study revealed that there were two most common reasons for the emergence of FL2S: fear of losing the L1, and fear of alienating from their own culture.

Peker (2016) also investigated the construct of FL2S, but from a different perspective. The researcher in her study illustrated FL2S with the case of bullied immigrant students whose motivation might be to avoid being bullied in the future. An example would be a student who is afraid of being bullied because of their foreign accent. However, this construct could apply to any situation where the L2 learner resorts to avoidance behaviour towards a negative mental image rather than strive for an ideal mental image.

Studies on L2MSS

Csizér and Kormos (2009) conducted a study aimed at elaborating on Dörnyei's (2009) L2MSS. The study was conducted in Hungary, and participants were 432 students (202 secondary school students, 124 college students, and 106 university students). All students were L2 learners of different languages. The instrument used in the study was a five-point Likert scale questionnaire. Results revealed that the strongest positive predictors for motivated behaviour (i.e. persevering in learning the L2) were IL2S along with ELE. However, in this study OL2S had weaker positive predictive ability.

Papi (2010) conducted a study in which he tested Dörnyei's (2005, 2009) L2MSS, FLA (Foreign language anxiety), and intended effort (IE). The study was conducted in Iran. Participants in the study were 1011 Iranian high school students within the age range of 14-19 who were studying English as a compulsory subject. The instrument used in the study was a questionnaire consisting of two parts. The first part contained items related to L2MSS, FLA, and IE, while the second part contained demographic questions. Results of the study revealed that ELE and the IL2S had the strongest positive impact on motivated behavior. Also, the IL2S had a positive effect on motivated behavior only if the IL2S was perceived as available or

accessible. In addition, results revealed that there was a strong positive correlation between OL2S and FLA. In addition, positive ELE was negative correlated with FLA, which meant that students who had a good experience with learning English in a classroom also had low levels of anxiety.

Ueki and Takeuchi (2013) conducted a study in which they investigated the L2MSS among Japanese EFL learners who are English majors and non-English majors. Participants in the study were 302 Japanese university students (167 male, 135 female), and 151 students majored in the English language while 151 majored in non-English academic fields. The age of the participants ranged between 18-20 years. The self-reported English proficiency levels of the two groups were not statistically different. Multi-group structural equation modelling analysis showed that IL2S positively predicted motivated learning behavior for English majors, but OL2S negatively predicted motivated learning behavior for non-English majors. In addition, results revealed that the influence that other people had on students significantly affected the formation of the OL2S, which in turn significantly affected FLA for both English and non-English majors.

Al Harthi (2014) conducted a longitudinal case study in Saudi Arabia to investigate how three various constructs could impact students' language learning attitudes in the Saudi context. The first construct included in this study was Dörnyei's (2005, 2009) possible L2 selves. The second construct was students' imagined communities, or what image of the target language's community pupils had. The third construct was investment, which was connected to the idea that people's investment of time or money determines the strength of their motivation and productiveness. Participants in the study were 132 second-year pupils from a public secondary school in Taif, Saudi Arabia. In addition, three Saudi English language

teachers were interviewed for the purpose of data triangulation. Pupil group interviews were used as an instrument in order to discover how interpretations were constructed collectively, and monitor interchange between respondents. Teacher interviews were individual and informal. As an additional instrument, student drawings and photographs taken by the researcher were used as multimodal materials. After some patterns emerged through analysing the data, the researcher concluded that students' having an idealized image of their own society and an equally idealized image of the L2's society was related to higher strife for achievement in learning the L2. Also, the researcher found out that the IL2S had the strongest positive impact on the pupils' motivation. Another strong positive motivator was the fear of failure, or avoiding failure. This construct overlaps with the FL2S proposed by Peker (2016).

Huang, Hsu and Chen (2015) in their study investigated the motivational disposition of L2 learners of English in Taiwan who simultaneously learn an L3. The researchers also underlined the possible influence of learning motivation characteristics specific to Confucian-influenced societies such as Taiwan. Participants consisted of 1132 college students who were taking English as an L2 and either French, German, Japanese, or Korean as their L3. In this sample, 543 students were male, and 588 were female, and one participant did not specify their gender. The average age of the participants was 20.26, and they came from various disciplines that were non-related to language. The instrument used was a 48-item questionnaire (35 Likert-type scale items and a 13 multiple-choice demographic questions) in Mandarin Chinese. The instrument was based on Dörnyei's (2005, 2009) L2MSS as well as the constructs like identification with social role obligations, more specific for contexts similar to the one of this study. Results

showed that Dörnyei's (2005, 2009) L2MSS was equally valid in measuring L2 and L3 motivation. Also, OL2S had a significant role in predicting the learning motivation of three of the languages examined: English, German, and Japanese. Results from the additional construct of identification with social role obligations constructs were in alignment, which could suggest that indeed students from Confucian-influenced societies such as Taiwan are rather socially, or externally motivated.

Zhan and Wan (2016) in their longitudinal case study addressed the process-oriented nature of L2MSS since Dörnyei and Ushoida (2009) have expressed a concern of L2MSS ending up being "a rather static category system" (p.354). The study was conducted in a university in Jiangsu Province, China. The researcher chose to conduct their investigation in the first academic year with the presumption that the transition from high school to university would be significant construct for understanding why the participants identify with a specific possible L2 self in various periods. There were five participants, purposively selected based on their varying degrees of exam-based, or external motivation. There were four focus group interviews conducted together with 202 weekly journal entries, and 50 post-diary interviews. Results showed that participants indeed had identified with various possible L2 selves during the transitional first year of university. These findings consolidated the notion that L2MSS is a dynamic system with temporal characteristics.

Moskovsky, Assulaimani, Racheva, and Harkins (2016) conducted a study in which they studied the relationship between L2MSS and the L2 proficiency level of Saudi learners of English. The study took place at two Saudi universities. The sample consisted of 360 Saudi university students majoring in English, with an age range

between 19 and 31. The instruments used in the study were a questionnaire with L2MSS items, and a language proficiency test to determine students' proficiency level. Results revealed that the components of L2MSS (i.e. IL2S, OL2S, and ELE) strongly and positively predicted intended learning efforts. However, correlation between L2MSS components and L2 achievement was inconsistent.

Sakeda and Kurata (2016) examined the L2MSS of 10 students enrolled in an upper intermediate or advanced Japanese class. The study took place at an Australian university. The instruments used for the study were an initial questionnaire containing demographic questions, and semi-structured interviews. Results indicated that some participants expressed that the desire to learn Japanese came from their willingness to use it in their careers. Others wished to travel using Japanese. A group of people learned Japanese to make their families content, and another group shared that they learned Japanese because of the opportunity their university provided.

Bursalı and Öz (2017) conducted a study in which they explored the relationship between IL2S and willingness to communicate in English (L2 WTC) inside the classroom. Participants in the study were 56 university students enrolled at a private university in Ankara, Turkey, majoring in EFL. The instrument used in the study was a survey integrating items from the ideal L2 self scale, and willingness to communicate inside the classroom scale. Descriptive results showed that 32.1% of the participants had high, 30.4% had moderate, and 37.5% had low L2 WTC inside the classroom scores. Results also showed a significant positive relationship between IL2S and L2 WTC inside the classroom.

In her quantitative study, Subekti (2018) explored the relationship between students' L2MSS and their achievement. The sample included 56 Indonesian undergraduate students who were taking an English for Academic Purpose (EAP)

class. The instrument used in the study was a survey containing L2MSS items. In addition, to measure student success, English placement tests conducted at the time of students' enrolment were used. The results in this study were contrary to the findings in the field. For instance, IL2S and ELE did not significantly correlate with achievement. Furthermore, OL2S and achievement correlated negatively, and regression analysis showed that L2MSS as a whole was not a strong predictor of achievement.

In their study, Jang and Lee (2019) researched the effects of IL2S and OL2S on writing strategy use and writing quality. The study was conducted in South Korea. Participants in the study were 68 Korean undergraduate students (48 male, 20 female) with a low overall English proficiency. The participants' age ranged between 20-22. The instrument used in the study was a questionnaire integrating items related to L2 motivation and writing strategy. In addition, students were asked to complete a descriptive composition task to assess their writing skills. Regression analyses showed that IL2S significantly predicted both writing strategy usage and writing quality. In addition, the OL2S positively correlated with revising strategy use, meaning that students with OL2S tended to use more strategies for writing.

Brady (2019) conducted a qualitative study in Murcia, Spain to investigate the perceptions of teacher trainees to changes in the education system, through the lens of L2MSS. In alignment to the Council of Europe's (2002) call for plurilingualism across its member countries, Spain integrated a bilingual English - Spanish curriculum in primary and secondary education. The bilingual program started in the Region of Murcia in primary schools in 2009. To qualify as a bilingual teacher, one had to be certified with B2 level of English based on the Common European Framework of Reference for Languages (CEFR). Since it was highly

possible that some students would perceive this certification as an external obligation, the researchers wanted to investigate if students OL2Ss aligned with their IL2Ss in this context. After a general interview, two candidates were shortlisted for the research based on their characteristics. One was a 24-year-old female teacher trainee with a self-reported A2 level of English proficiency. The other participant was a 32-year-old male teacher trainee with a B1+ level of English proficiency. Interviews were conducted with the two participants, and theme coded based on the themes of pressure or support in learning. Results showed that the second participant's ideal and OL2S were in alignment, but related to his own professional vision rather than the newly introduced policies. However, the first participant was unable to form an IL2S, was resentful to the new policies, and admitted feeling insecure in her language skills. These features are reminiscent to FL2S (Peker, 2016).

By and Laohawiriyanon (2019) in their study explored the link between the L2MSS and language proficiency. The study was conducted in Phnom Penh, Cambodia, in two private schools. Participants in the study were 120 students with various levels of English. All participants' ages ranged between 9 and 21 years. For this study, the participants were divided into two groups: low achieving and high achieving. The instrument used in the study was a questionnaire containing items about L2MSS, and a proficiency exam to determine participants' English proficiency level. Results revealed that there was a significant difference in the OL2S and ELE of the two groups. Moreover, there was a significant positive correlation between the IL2S and language proficiency for high achievers. However, there was a significant negative correlation between OL2S and language proficiency as well as ELE and language proficiency for low achievers. To obtain additional information, 20

participants (10 low achievers and 10 high achievers) were interviewed about the reasons behind their English learning motivation. Themes that emerged were: personal aspiration, the need for communication, and environment.

In their path model study, Zhang, Dai, and Ardasheva (2020) investigated two models: the L2 (de)motivation model, and L2 motivation model. Later, they investigated the combined model which contained both the L2 (de)motivation model, and L2 motivation model. The study was conducted in Southern China. Participants in the study were 591 undergraduate students enrolled in a compulsory English Listening and Speaking (ELS) class. The instrument used in the study was a survey consisting of items about L2 motivation, demotivation, anxiety, engagement, and intention to continue. Results for the L2 motivation model revealed that students who had IL2S were more behaviorally and emotionally active in the classroom, and they had higher intention to continue. On the other hand, having OL2S positively correlated with anxiety and intention to continue. L2MSS as a whole strongly and positively predicted intention to continue. Furthermore, classroom engagement and L2 learning anxiety positively predicted ELS achievement. In addition, some significant indirect paths were discovered in the model. For instance, IL2S was indirectly and positively associated with ELS achievement and intention to continue through engagement. Moreover, OL2S was indirectly and positively associated with ELS achievement and intention to continue through anxiety. Finally, ELE had an indirect and positive association with ELS achievement and intention to continue through engagement and through anxiety.

In her quantitative study, Peker (2016) investigated the factors that affected English as a second language (ESL) learners. She distributed a five-point Likert scale to a criterion-sampled population of international and immigrant adults in the U.S.

Overall, 1,464 surveys were collected for analysis. Results supported the reliability of L2MSS by showing that the ELE, IL2S, and OL2S components are distinct, yet part of the same continuum. In addition, bullying, L2MSS, and L2 identity were strongly related. Results also showed that cyberbullying victimization positively correlated with students' oriented identity which meant that students were motivated to learn the L2 to avoid being bullied. Finally, the newly introduced FL2S was strongly correlated to IL2S, and OL2S, which shows that the construct adequately fits into the framework.

Fryer and Roger (2018) used the R-L2MSS in their study. They conducted a longitudinal study with eight Japanese students with study abroad experiences. Participants' short-term and long-term changes in R-L2MSS were measured through semi-structured interviews and photo narrative journals. In addition, the researchers investigated how those changes affected participants' motivation, study goals and learning behaviours. Results showed that participants fell in three categories based on their R-L2MSS. The first category had positive L2 experiences which showed them clearly the discrepancy between the actual-self and IL2S, and motivated them to bridge the gap. The second category experienced a clearer image of their IL2Ss accompanied by their OL2Ss. The third category, however, experienced a FL2S image due to their perceived inability to connect efficiently with the target community. All of the 3 patterns were strongly correlated with motivation and study behaviour. These results consolidated the relevance of FL2S in L2MSS, and showed the strong magnitude of each construct on learner behaviour.

In their retrospective case study, Yu, Browns, and Stephens (2018) investigated the L2MSS of 20 Chinese PhD students (nine women and 11 men) learning English in China and overseas. The study was conducted at a university in

New Zealand. The instrument used in the study was a semi-structured interview protocol. The results of the study showed that the IL2S, and dreaded L2 self, which corresponds to FL2S in Peker's (2016) R-L2MSS, were both significant sources of motivation in learning English as an L2. Additionally, the results of this study showed that students' self-identities were dynamic and continuous. Specifically, continuity of the IL2S was present over time and across contexts for most students. However, in certain cases, a shift between IL2S and FL2S was observed in all stages of learning English as an L2. The researchers' interpretation of the results was that successful language learners had multifaceted self-identities, and that the formation of self-identities was a dynamic process.

Gaines, Choi, Kyle, Park, Schallert, and Matar (2018) examined the reconceptualised L2MSS in the context of online storytelling. Participants in this case study were four pre-service English language teachers of bilingual children (i.e., three women and one man). In addition, all of the participants had some form of Spanish background. Their ages were all between 21-25 years. The researchers had two research questions in mind. The first one was related to how pre-service teachers' educational backgrounds, socio-cultural backgrounds, and current practicum experiences, were reflected in their stories during computer mediated discussions. The second question was about how shared stories reflected their possible future selves as teachers. Findings indicated that personal experiences are the factor that most strongly affected future possible selves. For instance, only one of the four participants in the study had personally experienced entering a bilingual classroom without any knowledge of English. By sharing her story, the researchers explained, she could have contributed to the other participants in forming more realistic future selves.

Foreign Language Anxiety

According to MacIntyre (2017), “A situation-specific anxiety can be differentiated meaningfully from a generally anxious personality and/or a moment-to-moment experience of feeling anxious” (p.15). Gardner (1985) proposed that not all forms of anxiety affect language learning achievement, but the one specifically occurring in language learning situations. Brown (2007), in accordance with Gardner’s claim further proposed that language anxiety is a kind of state anxiety. Horwitz et al. (1986) also considered language anxiety to be different than general anxiety. Thus, they developed the FLCAS based on three components: “CA, arising from learners’ inability to adequately express mature thoughts and ideas; FNE, arising from a learner’s need to make a positive social impression on others; and TA, or apprehension over academic evaluation” (Brown, 2007, p. 162).

Facilitating and Debilitating Anxiety

One of the most significant catalysts in research of anxiety in language learning is Scovel’s (1978) paper where he reviewed the existing literature in the field. He differentiated between facilitating and debilitating anxiety, and defined those two types of anxiety in the following way: “Facilitating anxiety motivates the learner to fight the new learning task..., and debilitating anxiety, in contrast, motivates the learner to flee the new learning task” (p. 139). The researcher further noted that controversial data suggested anxiety research in the area of language learning anxiety needed more focus and improvement.

Some of these controversial results were presented by Chastain (1975) who conducted a correlational study to find out if students’ personal characteristics were linked to their final grades in three different language classes: French, German, and Spanish. The personal characteristics that the researcher measured were anxiety,

reserved versus outgoing personality, and creativity. The researcher found contradicting data related to the construct of anxiety. Although some of his students' anxiety scores showed a negative correlation with French language tests and anxiety scores, he discovered a positive correlation between German and Spanish students' language tests and their anxiety scores. The researcher commented on the results by claiming that "perhaps some concern about a test is a plus while too much anxiety can produce negative results" (p. 160). Although the author used the expression "too much anxiety", it is important to underline the fact that according to some researchers those two types of anxiety do not only differ in amount, but rather in their nature. They also state that these two types of anxiety are two separate concepts rather than parts of a continuum (Horwitz, 2010; Scovel, 1978). This implies that a person's anxiety cannot be classified by how high or low its levels are, but by which type of anxiety they have and which characteristics accompany it.

In a similar fashion, Kleinmann (1977) found controversial results regarding language anxiety. He conducted a study with Spanish and Arabic learners of English as a foreign language, in order to explore whether anxiety could have a facilitating effect on language learning. After administering two different self-report scales on facilitating and debilitating anxiety, he concluded that there were affective factors that influenced learners' L2 production besides linguistic factors. Results showed that students with high levels of facilitating anxiety were more likely to use generally avoided syntactic structures instead of eluding them. Thus, anxiety could have a positive effect on language production, and presumably language achievement.

Studies on FLCA

Steinberg and Horwitz (1986) studied the effect of anxiety on a more specific area in language production, the degree of subjectivity in oral expression. They

conducted an experimental research with two groups. The first group performed a speaking task prompted by visuals in a regular setting while the second group performed the same task under stress-inducing conditions including audio and visual distractors. It was hypothesized that students in the second group would produce less interpretative and more descriptive speech than their counterparts. The hypothesis was supported by the results. They indicated that students who were placed in an anxiety-inducing environment produced less interpretive and flexible language than students who were placed in a relatively more relaxed environment. This study (Steinberg & Horwitz, 1986) contributed to the development of the construct of FLCA. This construct helped explaining a specific type of apprehension that is specific to the language learning context. In addition, a 33-item foreign language classroom anxiety scale (FLCAS) (Sparks & Ganschow, 1996) was designed by the researchers to measure FLCA in the categories of TA, CA and FNE. It is a scale that has proven its reliability (Aida, 1994; Park, 2014; Toyama & Yamazaki, 2018).

Sparks and Ganschow (1995) challenged the basic assumption that FLCA is the cause of poor performance. Their background in disability has given them a different perspective – that in fact FLCA is the effect of poor performance in language learning. Their position had somewhat deterministic implications regarding the interventions that could be applied to solve the problem. Sparks and Ganschow (1996) proposed the usage of FLCAS as an early indicator of basic language processing issues.

Chen and Chang (2004), in their study also questioned whether anxiety was the cause or the effect of poor performance in foreign language learning. Participants were 1187 university students from Taiwan enrolled in the technological and vocational educational system (TVES) program. The participants were distributed

two surveys: FLCAS and Foreign Language Screening Instrument for Colleges FLSI-C. Those two instruments were meant to measure and define learning difficulties specific to language learning that students may experience, and possible correlating factor related to their past experiences, respectively. Results showed that the factors that most strongly influenced language learning anxiety were: English learning history, classroom learning characteristics, and developmental learning difficulties. This means that there is a relationship between language learning anxiety and students' past experiences in that area, the way they feel about the classroom environment, and underlying developmental learning difficulties. These results raise the question whether language learning anxiety is the cause or effect of language learning achievement, but unfortunately correlational statistics are not able to give an answer to this question.

Salehi and Marefat (2014) conducted a study in Iran, which they aimed to investigate the possible effects of FLCA and TA as separate constructs on foreign language test performance. Furthermore, the researchers investigated whether there was a statistically significant positive correlation between the constructs of FLCA and TA. The population sample consisted of 200 students enrolled in the English as a foreign language program, and were at pre-intermediate level. FLCAS was used as a measurement instrument in the study along with the test anxiety scale (TAS). Results showed that both tests indicated a statistically significant negative correlation between the corresponding anxiety type they measured (i.e. FLCAS for FLCA and TAS for TA), and students' exam grades. These results could mean that anxiety had a debilitating effect on students' exam performance, but the correlational nature of the study prevents one from making such conclusions. Additionally, this study shows that FLCAS and TAS results align, which is a positive indicator for their validity.

Alsowat (2016) conducted a study to investigate the FLA levels of Saudi university students majoring in English language, and factors affecting those FLA levels. In addition, the relationship between FLA and language proficiency in the Saudi context was measured. The total number of students who participated in the study was 373 (205 male and 168 female). According to the resulted, Saudi English majors had moderate levels of anxiety. When it comes to the factors causing the highest level of anxiety, those were worrying about the consequences of failing, forgetting things they knew, and feeling uneasiness during language tests. In addition, there was a significant negative correlation between FLA and language proficiency (i.e. grammar, speaking, writing, reading, and GPA). In this study gender did not have a significant impact on FLA in this study. Similarly, the academic level of students did not have an effect on students' anxiety levels.

Vo, Wilang, and Samoilova (2017) conducted a study in Thonburi, Thailand to explore FLCA's effect on advanced learners and their performance. The participants in the study consisted of 46 graduate students of Engineering. All students were enrolled in a foundation English writing course for graduate students. Instruments used for the study were the FLCAS, and students' grades throughout the course. Results in the study showed that FLCA significantly and negatively correlated with grades from each task throughout the course (i.e. individual presentation, group discussion, final exam), and overall course grade.

Saito, Dewaele, Abe, and In'nami (2018) conducted a cross-sectional longitudinal study to investigate how English as a foreign language (EFL) learners enhanced the comprehensibility of their L2 speech according to various motivation, emotion and experience profiles. Participants in the study were 108 Japanese high-school EFL students. Instruments used in the study were an EFL experience

questionnaire, and a composite questionnaire. The first part of the composite questionnaire contained questions from Taguchi's multiple dimensions of motivation, and Dörnyei's (2005, 2009) L2MSS. The second part consisted of questions from the foreign language enjoyment questionnaire (FLEQ), FLCAS and questions about physical symptoms of anxiety, nervousness and lack of confidence related to foreign language learning. Correlational analysis showed that IL2S positively correlated with private enjoyment (i.e. English learning experience) and negatively correlated with anxiety. Longitudinal cross-sectional analyses suggested that positive and negative emotions could affect the L2 learning experience differently. Enjoyment appeared to be more strongly predictive of how frequently L2 learners actually use the target language.

Almurshed and Aljuaythin (2019) in their study wanted to learn if anxiety affected language learning motivation in Saudi female learners of English. The participants were 40 female second-year university students. Two different anxiety-measuring scales were used: Attitude/motivation test battery (AMTB) and FLCAS. Although AMTB results showed high levels of motivation to learn the target language, results in FLCAS consistently showed reciprocal results: 45% of the participants reported experiencing high levels of anxiety in language classes, even after sufficient preparation for class. Additionally, more than half of the participants reported feeling more anxious in language classes compared to other subjects. Also, 86% of the participants said they felt anxious when the teacher asked them a question that they felt unprepared for. Three thirds of participants disagreed with the statement that they would not bother to take additional language classes.

Kusumawat and Fauzia (2019) also conducted a quantitative study to find out if a correlation exists between students' anxiety level and their speaking performance

scores. Participants consisted of 101 students from the Department of English Education in Universitas Islam Indonesia. They were distributed with the FLCAS, and results showed a significant positive correlation between anxiety scores and speaking scores. However, there were two contradictory findings. Students with high anxiety scored higher in speaking performance assessment, while students with low anxiety scored lower in speaking performance assessment. This result could be manifestation of facilitating anxiety.

Altunel (2019) in her study investigated the relationship between mindset and foreign language anxiety (FLA) of EFL learners at both a private and a state university in Turkey. Participants in the study were 203 students enrolled in an English preparatory class program. Instruments utilized in this study were FLCAS to measure FLA, and an adapted version of Dweck's Mindset Instrument (DMI) to understand how learners perceive their own intelligence and talent. Results showed that there was a weak positive correlation between students' mindset level and CA, TA, and FLA. Also, there was a weak negative correlation between mindset level and FNE. However, none of the results were significant.

Jiang and Dewaele (2019) in their mixed-method study investigated the experiences of foreign language enjoyment (FLE) and FLCA in students in China. Participants in the study were 564 first-year undergraduate students from 26 different English Listening and Speaking classes. Those classes were taught by six different teachers. The instruments used in the study were the foreign language enjoyment scale (FLES), and FLCAS together with two open-ended questions. A paired t-test revealed that participants experienced significantly more enjoyment rather than anxiety in their English Listening and Speaking classes. In addition, a Pearson's correlation analysis revealed FLE and FLCA were significantly negatively

correlated. Finally, multiple regression analysis was conducted, and results showed that the most significant predictor of FLE was attitudes towards the teacher, followed by English language level, relative standing among peers, teacher's joking, teacher's friendliness, and attitudes toward English. For FLCA, the strongest predictor was relative standing among peers, followed by English proficiency level, attitudes towards English, and attitudes towards the teacher.

Su and Wang (2020) conducted an experimental study to analyse FLCA among first-year non-English major (170) students from a university in Beijing, China. They researched the issue from a neuropsychological angle. The instrument used in the preliminary part of the study was the FLCAS. Only participants with high FLCAS scores were selected. There were 30 participants in the anxiety group, and 30 participants in the control group. The network test paradigm (ANT) was used to evaluate the three network functions of alertness, orientation and execution control. The results revealed that the anxiety group's executive control network was significantly impaired, however the alert network and the directional network were normal. The researchers explain that executive control network impairment could be related to physiological dysfunction of the frontal lobe, cingulate gyrus, and basal ganglia.

Al-Khotaba, Alkhataba, Samsiah, and Bashir (2019) conducted a study in which they investigated the effect of FLA on speaking achievement. The participants in this study consisted of 100 university preparatory year students (50 male, 50 female) from Saudi Arabia within the age range of 19-21. The instrument used in the study was a questionnaire together with students' speaking achievement tests. According to the results obtained in this study, there was a significant negative correlation between FLA and achievement scores; 1% increase in anxiety was

predicted to lead to a 88.8% decrease in EFL learner's speaking performance at .00 level of significance.

Gerencheal and Mishra (2019) conducted a study in Ethiopia to investigate the anxiety level of Ethiopian university students majoring in English. Participants in the study were 103 students, 60 male and 43 female, majoring in English in Ethiopia, and who are at least in their second year. The instrument used in the study consisted of FLCAS and demographic questions. Z-scores showed that 83.5% of the students were suffering from FLCA, the most predominant domain being CA. Results also showed that there was statistically significant difference between male and female students in terms of FLCA, females being more anxious. The researchers explain that this difference could originate from cultural factors.

Perceived Wellness

Harbert Dunn, a medical doctor with a doctorate in philosophy, is widely considered to be the founding parent of wellness in the modern sense of the term (Fair, 2011). In 1961 he published a book called *High Level Wellness*, where he outlined five domains of wellness: Individual, Family, Community, Society, and Environment. However, Dunn's ideas did not gain popularity immediately after his publication. In fact, they became well known a decade later when other professionals took interest and started writing about them, some of the greatest contributors being John Travis (1972), Don Ardell (1977), and Bill Hettler (1984).

Influenced by Dunn's work, Travis (1972) proposed a two dimensional illness–wellness continuum where illness and wellness are defined as two opposite constructs. Also, in this framework the responsibility of the individual in achieving optimal health is underlined (Miller, 2005). In this framework, being disease-free brings the individual to a neutral point in the continuum, whereas the wellness

paradigm helps them transcend the neutral point, resulting in higher levels of wellness reached through awareness, education, and growth (Travis, 1972).

In 1977, Ardell published a comprehensive model of wellness based on Dunn's (1961) model. Ardell's (1977) framework consisted of five constructs: self-responsibility, physical fitness, stress management, environmental sensitivity, and nutritional awareness. In 1982 he published another model where the constructs of physical fitness and nutritional awareness were merged into one category. In addition, the categories of stress management and environmental sensitivity were removed and substituted with relationship dynamics, meaning and purpose, and emotional intelligence. Finally, in 1992 Ardell published a model consisting of three domains and 14 skill areas. The three domains are the physical domain, the mental domain, and the meaning and purpose domain. The physical domain entailed the skill areas of exercise and fitness, nutrition, appearance, adaptations/challenges, and lifestyle habits. The mental domain encompassed effective decisions, stress management, factual knowledge, and mental health. Finally, the meaning and purpose domain consisted of meaning and purpose, relationships, humor, and play.

In 1984, Hettler, the founder of the National Wellness Institute in the U.S, proposed a new wellness model based on Dunn's (1961) work. He defines wellness as "an active process through which people become aware of, and make choices toward, a more successful existence" (Hettler, 1984, p. 14). This model has six interdependent dimensions: physical (exercise and nutrition), emotional (awareness and acceptance of feelings), social (contribution to environment and community), spiritual (the search for meaning and purpose in life), intellectual (creative and stimulating activities), and occupational (personal satisfaction and enrichment in life through work). (SRI International 2010 as cited in Grénman, 2019). Later on, three

more dimensions were added to the framework: environmental, cultural, economic, and climate wellness (Ryan & Deci, 2001).

Considering the development of the wellness term starting with Dunn's (1961) work, it could be assumed that the definition of wellness had evolved to include more and more components related to mental wellness in contrast to physical wellness alone. In 1997 Adams et al. developed the PW model. It contained six dimensions of wellness: physical, social, psychological, emotional, spiritual, and intellectual. However, there was a clear emphasis on the mental dimension of wellness (Fair, 2011). The assessment tool designed for the PW model was the perceived wellness survey (PWS). It is a 36-item survey containing six questions for each six categories. PWS has since been increasingly used to measure PW. However, this model has been utilized very little in the field of foreign language education. For the purpose of this study a modified version of the PWS was used.

Studies on PW

Schembri, Reece, and Wade (2006) conducted a study to investigate the relationships between bully victimisation and psychosocial health in terms of depression, anxiety, social problems, and PW. The study was conducted in Melbourne, Australia. Participants in the study were 378 (180 female and 198 male) secondary school students aged between 11 and 18 years. Instruments used in the study were peer victimisation scale (PVS) to measure levels of bully victimisation. Another instrument used was school safety survey - revised (SSS-R) also to examine bully victimisation. In addition, The Achenbach child behavior checklist - youth self-report form (CBCL-YSR) was used to measure depression, anxiety, and social problems in students. Finally, the perceived wellness survey - youth (PWS-Y) was used to measure PW in children. Although the content of PWS-Y is identical to that

of the PWS, the wording of the items is adapted for younger participants. ANOVA results showed that repeated victimisation was associated with higher levels of depression and anxiety, a greater amount of social problems, and poorer perceptions of wellness. The results also indicated that social problems could mediate the relationship between depression, perceived wellness, and level of victimisation. The researchers also concluded that bully victimisation was associated with poorer psychosocial health in adolescents.

Sidman, D'Abundo, and Hritz (2009) conducted a study to investigate how the concepts of self-efficacy and PW fit together within a college population. The study was focused on discovering whether there was a statistically significant relationship between the constructs of PW and self-efficacy. The sample consisted of 611 college students who were enrolled in a class about basic physical activity and wellness. The assessment tool was a survey including questions from the original PWS together with demographic questions. In addition, to measure self-efficacy, the questions from the 12-item self-efficacy and exercise habits survey were included as well. The final survey had an overall response rate of 59%. The results showed that the total exercise self-efficacy significantly predicted PW. Also, it predicted the wellness subcategories of physical, spiritual, intellectual, psychological, and emotional wellness. However, exercise self-efficacy did not significantly predict social wellness.

Gürkan and Çağır (2010) Conducted a study to define the relationship between the problematic use of Internet of the university and high school students and their loneliness level as well as their wellness. Participants in the study were 646 high school and university students in Balıkesir, Turkey during the 2009-2010 academic year. Instruments used in the study were the UCLA loneliness scale (ULS)

to measure participants' loneliness levels, and PWS to measure PW. One-Way ANOVA analysis showed that there was a significant positive correlation between the students' problematic use of Internet and their loneliness level. In addition, there was a significant negative correlation between their problematic Internet use and their PW.

Harris, Martin, and Martin (2013) conducted a study to investigate the psychological well-being and perceived wellness of graduate students majoring in counselling and psychotherapy. The study was conducted in a state university in Pennsylvania, USA. The participants were 97 graduate students with ages ranging between 21-59 years, 82.9% of them being between the ages of 21 and 30. The instruments used for the study were the scales of psychological well-being (SPWB) to measure students' psychological well-being, and PWS to measure PW. Multiple regression analysis was conducted, and results revealed a significant positive correlation between the six dimensions psychological well-being (i.e. positive relations with others, autonomy, environmental mastery, personal growth, purpose in life, and self-acceptance) and PW. The six dimensions of psychological well-being also accounted for 66% of the variance in PW, and were strong predictors of PW. These results suggested unresolved psychological issues could affect students' PW negatively while psychological wellbeing could have a positive effect on PW.

D'Abundo, Sidman, and Fiala (2014) conducted a study with the purpose of determining if PW predicted relative autonomy for physical exercise. Participants in the study were 568 students enrolled in an American university's PED 101 course. Instruments used in the study were PWS to measure PW, and the behavioral regulation in exercise questionnaire (BREQ-2) to measure relative autonomy for exercise. The researchers used the term BREQ-RAI, to refer to the single score

derived from the five subscales expressed in BREQ-2 to find the degree to which respondents feel self-determined. Results indicated that the combination of PWS subscales was significantly related to BREQ-RAI, meaning that PW was related to relative autonomy for exercise in college students.

Kenedy, Wiedenman, Ball, Dinkel, Akehi, and Bice (2017) in their study investigated whether there was a statistically significant correlation between body mass index (BMI), and PW. Participants consisted of 156 university students in a midsized, Midwestern American university who were above the age of 19. To measure participants PW, the PWS was used. In addition, to measure their perceived BMI, participants were asked a question about their estimated BMI after which their true BMI was calculated based on their height-weight ratio. Results showed that a significant negative correlation existed between the measured constructs of psychological wellness and estimated BMI, and spiritual wellness and estimated BMI.

Robino and Foster (2018) in their study wanted to investigate psychosocial predictors of wellness in university students. The participants in this study were 621 undergraduate students from four universities in the southern region of the USA. The instruments used were the PWS to measure PW, and Measures of Psychosocial Development (MPD) to measure Erik Erikson's eight psychosocial stages of development. Results showed that four of Ericson's psychological stages significantly predicted PW in the respective population. The results indicated that students with greater ability trust others, who take initiative in tasks, are diligent, and hold a greater sense of identity have greater chances of having higher PW.

In their study, McCreary and Miller-Perrin (2019) investigated the relationship between sense of general life purpose, PW, perceived life purpose

barriers, and faculty mentoring guidance. For each construct, the participants completed an online survey that included the general life purpose scale (GLPS), the PWS, the life purpose barriers scale (LPBS), and a faculty mentoring guidance questionnaire (FMGQ). Participants in the study consisted of 1,609 undergraduate college students from a Christian liberal arts university in Southern California within the age range of 18 to 31. One-Way ANOVA analyses suggested that seniors had better scores than first-year students on the GLPS. Also, seniors had better scores than first-year students and juniors on the FMGQ. Correlations analyses further showed that there was a significant positive correlation between GLPS and PWS, GLPS and FMGQ, and PWS and FMGQ scores. Furthermore, there was a negative correlation between GLPS and LPBS, LPBS and PWS, and LPBS and FMGQ scores. Results for GPA revealed a significant positive relationship between GPA and GLPS, PWS, and MGQ scores, and a significant negative relationship between GPA and LPBS scores. Finally, a moderation analysis showed that perceived life purpose barriers significantly moderated the relationship between PW and general life purpose. The moderating effect was stronger at low levels of life purpose and well-being. This could mean that when a person feels that they cannot fulfil their life purpose due to some barriers, their life purpose and PW are low, and vice versa.

Conclusion

In this chapter, the concepts of language learning motivation, language learning anxiety, and perceived wellness were reviewed. Also, relevant studies from the literature were presented. The following chapter will include a description of the research methodology (i.e. research design, setting and participants, instrument, data collection procedures and data analysis procedures).

CHAPTER 3: METHODOLOGY

Introduction

The current quantitative study was aimed at exploring the difference between repeat and non-repeat students in terms of their R-L2MSS, FLCA, and PW.

Moreover, the researcher investigated if there was a statistically significant relationship between students' R-L2MSS, FLCA, and PW. Finally, the researcher investigated factors that could affect student achievement like R-L2MSS, FLCA, and PW. In order to explore those three areas related to preparatory school students at a foundation university in Turkey, the following research questions were posed:

1. Is there a statistically significant difference between repeat and non-repeat students in terms of the domains of motivation in R-L2MSS (i.e., IL2S, OL2S, FL2S, and ELE), FLCA, and PW?
2. Is there a statistically significant relationship among students' R-L2MSS, FLCA, and PW?
3. Are there any correlations among R-L2MSS components, FLCAS, PWS, and midterm scores? If so, which variables can predict the midterm scores?

Research Design

This study employs a quantitative approach, and it can be best classified as a non-experimental design study. One reason this study is quantitative in nature is the instrument used - a survey that is designed to produce statistics about certain aspects of the target population by examining a sample (Fowler, 2013). For this study, an adapted survey was used to collect data from a sample of the target population (English preparatory school students). Another reason why this study is quantitative

is that correlational designs that “seek to establish relationships between variables” (Fraenkel, Wallen, & Hyun, 2012, p. 10) are classified as quantitative. Also, this study has elements of correlational design because of its underlying purpose, to compare different variables and establish a relationship between them.

The non-experimental label of this study comes from the fact that no intervention was applied at any given moment of the procedure (Gall, Gall, & Borg, 2007). In the current study, six sets of variables were measured and analysed for correlations using Pearson's correlation coefficient analysis. Because correlational designs provide information about the degree of the relationship at hand, it can help researchers differentiate between statistically significant and statistically non-significant relationships (Gall, Gall & Borg, 2007).

Setting and Participants

The study was conducted at a foundation university in Turkey. The English preparatory program is compulsory for every student in this university unless they present a TOEFL proficiency exam with a satisfactory score. In the program there are five main proficiency levels, ordered from basic to advanced: Af, A, B, C and D, the last one being required only for English Literature students. Entering the next proficiency level is possible by achieving a satisfactory GPA. When GPA is insufficient, students repeat the same level. Other reasons to repeat a level could also be exceeding the attendance limit. After repeating the same level twice, students automatically pass to the next level. However, the proficiency exam of the university gives students the right to enrol in their departments and start taking departmental courses. B level students with high GPA, C and D level students have the right to enter the university's proficiency exam. Insufficient proficiency exam scores mean

that these students remain in the preparatory school program until they can receive a sufficient score from the proficiency exam.

In this program it is not uncommon for students to repeat the same level they had already studied for various reasons like unmet attendance criteria, low final scores or inability to pass the proficiency exam. The research questions in this study are designed as to explore whether there is a difference between factors (i.e. language learning motivation, foreign language anxiety, and perceived wellness) affecting repeat and non-repeat students. All participants in this study were enrolled in the English preparatory school program of the university. 90.2% of students' ages ranged between 18 to 20, and 8.5% of students' age ranged between 21-22. Participants in this study were 164 students in total - 87 male and 77 female. Out of the whole sample, 17 students were repeat, and 147 students were non-repeat.

Instrumentation

The data for this study was collected through an adapted online survey on Qualtrics. The survey consisting of three parts (70 questions in total) also included a consent form in the beginning and demographic information questions at the end. Questions were formed as a 5-point Likert-scale (i.e. Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree), and it was available in English as well as Turkish.

The first part of the survey was adapted from Peker's (2016) R-L2MSS. The Turkish version of the survey was translated by the researcher, and both English and Turkish versions were checked by TEFL experts for consistency. This section was aimed to explore the type of motivation students have regarding learning English as a foreign language (i.e. IL2S, OL2S, FL2S, and ELE). There were initially 22

questions in total, and none were removed after the piloting due to high internal consistency measured by Cronbach's alpha test.

The second part of the survey was adapted from FLCAS (Horwitz et al., 1986). The Turkish version of the survey was adopted from Aydın, Harputlu, Güzel, Çelik, Uştuk, and Genç (2016). It was aimed at measuring whether students have experiences related to any of these three constructs: CA, FNE, and TA. Also, it was meant to elicit data that can show whether any of these three constructs correlate with others. The survey initially consisted of 33 items, but after the piloting eight items were removed; questions 14, 18 and 32 from the CA category, question 2 from FNE, and questions 6, 8, 22, and 28 from the TA category. In its final form, this part of the survey consisted of 25 items.

The third part of the survey was adapted from PWS (Adams et al., 1997). Its Turkish version was adopted from Memnun (2016) and all translated versions of the surveys were checked by TEFL experts for consistency. The aim of administering this part of the survey was to measure students' levels of wellness in six different categories; psychological wellness, emotional wellness, social wellness, physical wellness, spiritual wellness, intellectual wellness. Another aim was to see whether any of these constructs correlate with others in the survey. In the original survey, there were 36 questions in total, six questions per construct. After the piloting, 13 questions were removed; Question 31 from psychological wellness, questions 8, 26, and 32 from emotional wellness, questions 9 and 27 from social wellness, questions 4 and 34 from physical wellness, questions 5, 11, 23, and 35 from spiritual wellness and question 24 from intellectual wellness. The final version of the survey consisted of 23 questions.

The consent form in the beginning of the survey was approved by the Ethics Committee of Bilkent University as well as the executive committee in the institution where the survey was administered. It informed the students about their rights and gave details about the researcher. Demographic questions at the end of the survey were designed with the target population in mind. Through these questions information like students' age, gender, proficiency level, country, ethnicity and education level was elicited. In addition, questions about students' class and student ID number were asked for the sole purpose of identifying their achievement scores.

Piloting the Survey

The initial, version of the survey consisted of 91 questions in total. Before piloting the survey, 10 professionals in the field were consulted for the face validity of the items. After their feedback, some changes were made regarding the wording of the English and Turkish items. Then the questions were transferred to Qualtrics, the survey was administered to two classes in the foundation university's English preparatory program by sharing the link to the survey. One class consisted of non-repeat students, and the other class consisted of repeat students. The number of students who completed the pilot of the survey was 38 in total. After collecting the data, Cronbach's alpha levels of each item in each construct were measured to check the internal reliability of the items, using Statistical Package for the Social Sciences (SPSS) v.24 (See Table 1).

Table 1

Cronbach's Alpha Coefficients for the Survey Used in the Pilot Study

Construct	Cronbach's Alpha
R-L2MSS	.89
IL2S	.91
OL2S	.78
FL2S	.92
ELE	.88

Table 1 (cont'd)

Cronbach's Alpha Coefficients for the Survey Used in the Pilot Study

Construct	Cronbach's Alpha
FLCA	.91
CA	.67 (without removing Q3_14: "I would not be nervous speaking English with native speakers", Q3_18: "I feel confident when I speak in English class", and Q3_32: "I would probably feel comfortable around native speakers of English") .87 (after removing Q3_14, Q3_18, and Q3_32)
FNE	.83 (without removing Q3_2: "I don't worry about making mistakes in English class") .89 (after removing Q3_2)
TA	.80 (without removing Q3_6: "During English class, I find myself thinking about things that have nothing to do with the course", Q3_8: "I am usually at ease during tests in my English class", Q3_22: "I don't feel pressure to prepare very well for English class", and Q3_28: "When I'm on my way to English class, I feel very sure and relaxed") .85 (after removing Q3_6, Q3_8, Q3_22, Q3_28)
PW	.82
Psychological Wellness	.34 (without removing Q4_3: "Members of my family come to me for support", and Q4_31: "Things will not work out the way I want them to in the future") .40 (after removing Q4_3 and Q4_31)
Emotional Wellness	.15 (without removing Q4_8: "In general, I feel confident about my abilities", Q4_26: "I will always be secure with who I am", and Q4_32: "In the past, I have felt sure of myself among strangers") .81 (after removing Q4_8, Q4_26, and Q4_32)
Social Wellness	.19 (without removing Q4_9: "Sometimes I wonder if my family will really be there for me when I am in need", and Q4_27: "In the past, I have not always had friends with whom I could share my joys and sorrows") .74 (after removing Q4_9 and Q4_27)
Physical Wellness	.60 (without removing Q4_4: "My physical health has restricted me in the past", and Q4_34: "I expect my physical health to get worse") .85 (after removing Q4_4 and Q4_34)
Spiritual Wellness	.22 (without removing Q4_5: "I believe there is a real purpose for my life", Q4_11: "Life does not hold much future promise for me", Q4_23: "I feel a sense of mission about my future", and Q4_35: "It seems that my life has always had purpose") .80 (after removing Q4_5, Q4_11, Q4_23, and Q4_35)
Intellectual Wellness	.40 (without removing Q4_24: "The amount of information that I process in a typical day is just about right for me (i.e., not too much and not too little)") .48 (after removing Q4_24)

After an item reliability analysis was applied to the survey, composite scores for each section were created, and the Cronbach's alpha level of each part of the survey was found. These were .89 for R-L2MSS, 0.91 for FLCA, and .82 for PW. Specific constructs' Cronbach's alpha levels were measured as well. In order to achieve higher internal validity, 13 items were removed. The final version of the survey consisted of 70 items.

Method of Data Collection

After the survey was piloted and its internal validity was checked, the final version of the survey was distributed online using a Qualtrics link. Permissions were taken from the department and students were asked to complete the questionnaires in the first 15 minutes of their class. Students had the option to choose the Turkish or the English version of the items. The link of the survey was sent to all students simultaneously by the administration through an online classroom application used by the whole department. Afterwards, students were given 15 minutes to complete the survey. Since the survey was administered simultaneously, leaflets with information about the survey were prepared for the teachers to refer to in case students had questions. The leaflets included information about the survey's general purpose and the reason student ID information is needed since during the piloting some students asked these questions.

Method of Data Analysis

First, original surveys were distributed to 10 professionals in the field to check for face validity of the Turkish and English surveys. Then, some wording changes were applied and the survey was piloted with two classes, one consisting of non-repeat students and one consisting of repeat students. After piloting the survey, Cronbach's alpha analysis was applied to each construct and each item separately to

check the survey's internal validity. After the survey was distributed, data was collected, and correlations test was applied for each research question using SPSS v.24.

The first step in analysing the quantitative data obtained from the actual online survey was to clean the raw data from missing values. Afterwards, reverse coded items were changed in the system to avoid inconsistencies in the results. Finally, compound scores were created as a preparation for analysis. The first analysis that was applied was measuring Cronbach's alpha levels of each construct. Each step will be described in detail below.

Internal Reliability

For R-L2MSS, Cronbach' alpha levels were found to be .89, .73, .89, and .84 for IL2S, OL2S, FL2S, and ELE respectively (See Table 2). George and Mallery (2003) suggested the following interpretation regarding alpha scores:

$\alpha > .9$ – Excellent,

$\alpha > .8$ – Good,

$\alpha > .7$ – Acceptable,

$\alpha > .6$ – Questionable,

$\alpha > .5$ – Poor,

$\alpha < .5$ – Unacceptable. (p.231)

According to the criteria above, the constructs of IL2S, FL2S, and ELE were reliable, and OL2S was acceptable.

Table 2

Cronbach's Alpha Levels for R-L2MSS

Construct	Cronbach's Alpha
IL2S	.89
OL2S	.73

Table 2 (cont'd)

Cronbach's Alpha Levels for R-L2MSS

Construct	Cronbach's Alpha
FL2S	.89
ELE	.84

The corrected item-total correlation values of IL2S items were .66, .75, .82, .76, and .67 (See Table 3). All the corrected item-total correlation values were within the acceptable range (George & Mallery, 2003).

Table 3

Item-Total Statistics for IL2S

Items	Corrected Item-Total Correlation
"Whenever I think of my future career, I imagine myself using English."	.66
"I can imagine myself speaking English with international people."	.75
"I can imagine myself using English effectively for communicating with international people."	.82
"I can imagine myself speaking English as if I were a native speaker of English."	.76
"I can imagine myself writing emails/letters fluently in English."	.67

The corrected item-total correlation values of OL2S items were .64, .60, .52, .29, and .39 (See Table 4). All the corrected item-total correlation values were within the acceptable range (George & Mallery, 2003).

Table 4

Item-Total Statistics for OL2S

Items	Corrected Item-Total Correlation
"Learning English is necessary because people surrounding me expect me to do so."	.64

Table 4 (cont'd)

Item-Total Statistics for OL2S

Items	Corrected Item-Total Correlation
“Learning English is important because the people I respect think that I should do it.”	.60
“If I fail to learn English, I will be letting other people down.”	.52
“Studying English is important to me because an educated person has to be able to speak English well.”	.29
“Studying English is important to me because other people will respect me more if I know English.”	.39

The corrected item-total correlation values of FL2S items were .75, .73, .69, .76, .56, and .74 (See Table 5). All values were within the acceptable range (George & Mallery, 2003).

Table 5

Item-Total Statistics for FL2S

Items	Corrected Item-Total Correlation
“I am afraid that other people will laugh at me because of my limited use of English.”	.75
“I am afraid of not using English correctly because somebody laughed at me about my English before.”	.73
“I have to improve my English because I do not want to be criticized by others about my English level.”	.69
“I worry that people might pick on me if I can’t speak English properly.”	.76
“I am worried that people will make fun of me on Twitter, Instagram and/or other social media profiles if I make grammatical mistakes on my posts.”	.56
“I am afraid of writing or speaking in English because I fear that I will be corrected in a humiliating way.”	.74

The corrected item-total correlation values of ELE items were .46, .71, .63, .73, .49, and .71 (See Table 6). All the corrected item-total correlation values were within the acceptable range (George & Mallery, 2003).

Table 6

Item-Total Statistics for ELE

Items	Corrected Item-Total Correlation
"I like the atmosphere in my English classes."	.46
"I find learning English really interesting."	.71
"I think time passes faster while practicing (speaking, writing or listening) English."	.63
"I always look forward to English classes or any time that I can practice English."	.73
"I would like to have more English lessons or to be exposed to English more."	.49
"I really enjoy learning and practicing (writing, speaking, or listening) English."	.71

For FLA domains, Cronbach's alpha levels were .86, .87, and .81 for CA, FNE, and TA respectively (See Table 7). The internal reliability of these constructs were good (George & Mallery, 2003).

Table 7

Cronbach's Alpha Levels for FLCA

Construct	Cronbach's Alpha
CA	.86
FNE	.87
TA	.81

The corrected item-total correlation values of FLA's CA domain were .62, .65, .61, .57, .52, .73, .70, and .45 (See Table 8). All the corrected item-total correlation values were within the acceptable range (George & Mallery, 2003).

Table 8

Item-Total Statistics for CA

Items	Corrected Item-Total Correlation
"I never feel quite sure of myself when I am speaking in my English class."	.62
"It frightens me when I don't understand what the teacher is saying in English."	.65
"I start to panic when I have to speak without preparation in English class."	.61
"I get upset when I don't understand what the teacher is correcting."	.57
"I feel very self-conscious about speaking English in front of other students."	.52
"I get nervous and confused when I am speaking in my English class."	.73
"I get nervous when I don't understand every word my English teacher says."	.70
"I feel overwhelmed by the number of rules you have to learn to speak English."	.45

The corrected item-total correlation values of FLA's FNE domain were .61, .70, .66, .69, .67, and .69 (See Table 9). All values were within the acceptable range (George & Mallery, 2003).

Table 9

Item-Total Statistics for FNE

Items	Corrected Item-Total Correlation
"I keep thinking that the other students are better at languages than I am."	.61
"It embarrasses me to volunteer answering in my English class."	.70
"I am afraid that my English teacher is ready to correct every mistake I make."	.66
"I always feel that the other students speak English better than I do."	.69
"I am afraid that the other students will laugh at me when I speak English."	.67

Table 9 (cont'd)

Item-Total Statistics for FNE

Items	Corrected Item-Total Correlation
"I get nervous when my English teacher asks questions which I haven't prepared for in advance."	.69

The corrected item-total correlation values of FLA's TA domain were .57, .10, .48, .15, .61, .68, .69, .52, .43, .61, and .41 (See Table 10). All the corrected item-total correlation values of the TA items were within the acceptable range (George & Mallery, 2003).

Table 10

Item-Total Statistics for TA

Items	Corrected Item-Total Correlation
"I tremble when I know that I'm going to be called on in English class."	.57
"It wouldn't bother me at all to take more English classes." (Reverse coded)	.10
"I worry about the consequences of failing my English class."	.48
"I don't understand why some people get so upset over English classes." (Reverse coded)	.15
"In English class, I can get so nervous I forget things I know."	.61
"Even if I am well prepared for English class, I feel anxious about it."	.68
"I often feel like not going to my English class."	.69
"I can feel my heart is pounding when I'm going to be called on in English class."	.52
"The more I study for an English test, the more confused I get."	.43
"English class moves so quickly I worry about getting left behind."	.61
"I feel more tense and nervous in my English class than in my other classes."	.41

For PW's domains, Cronbach's alpha levels were .36, .72, .67, .82, .72, and .42 for psychological, emotional, social, physical, spiritual, and intellectual wellness respectively. Some constructs such as psychological wellness and intellectual wellness showed lower reliability than others. However, it should be noted that in scales with 5 or less than 5 items it is possible to find low Cronbach values. For this reason, it is better to look at the average of the inter-item correlation (Briggs & Cheek, 1986), and determine if the overall score is within range. A possible reason for this may be the wording in some items that could have caused confusion among participants. In addition, another explanation could be the low response rate in the pilot survey for the PW construct (See Table 11).

Table 11

Cronbach's Alpha Levels for PW

Construct	Cronbach's Alpha
Psychological Wellness	.36
Emotional Wellness	.72
Social Wellness	.67
Physical Wellness	.82
Spiritual Wellness	.72
Intellectual Wellness	.42

The corrected item-total correlation values of PW's psychological wellness domain were .22, .31, .30, .01, and .07 (See Table 12). Item 4 on Table 12 below was found to be lower than expected; however, removing this item did not change the psychological wellness reliability score (i.e., Cronbach's alpha coefficient). Therefore, it was kept for further analysis.

Table 12

Item-Total Statistics for Psychological Wellness

Items	Corrected Item-Total Correlation
"I am always optimistic about my future."	.22
"I rarely count on good things happening to me." (Reverse coded)	.31
"I always look on the bright side of things."	.30
"In the past, I have expected the best." (Reverse coded)	.01
"In the past, I hardly ever expected things to go my way." (Reverse coded)	.07

The corrected item-total correlation values of PW's emotional wellness domain were .52, .63, and .46 (See Table 13). All the corrected item-total correlation values of the items in emotional wellness construct were within the acceptable range (George & Mallery, 2003).

Table 13

Item-Total Statistics for Emotional Wellness

Items	Corrected Item-Total Correlation
"There have been times when I felt inferior to most of the people I knew." (Reverse coded)	.52
"I sometimes think I am a worthless individual." (Reverse coded)	.63
"I am uncertain about my ability to do things well in the future." (Reverse coded)	.46

The corrected item-total correlation values of PW's social wellness domain were .88, .91, .93, and .95 (See Table 14). This means that all the corrected item-total correlation values of the items in social wellness were within the acceptable range (George & Mallery, 2003).

Table 14

Item-Total Statistics for Social Wellness

Items	Corrected Item-Total Correlation
“Members of my family come to me for support.”	.88
“My friends know they can always confide in me and ask me for advice.”	.91
“My family has been available to support me in the past.”	.93
“My friends will be there for me when I need help.”	.95

The corrected item-total correlation values of PW’s physical wellness domain were .56, .71, .67, and .56 (See Table 15). All items of this construct were within the range (George & Mallery, 2003).

Table 15

Item-Total Statistics for Physical Wellness

Items	Corrected Item-Total Correlation
“My body seems to resist physical illness very well.”	.56
“My physical health is excellent.”	.71
“Compared to people I know, my past physical health has been excellent.”	.67
“I expect to always be physically healthy.”	.56

The corrected item-total correlation values of PW’s spiritual wellness domain were .57, and .57 (See Table 16). All the corrected item-total correlation values were within the acceptable range (George & Mallery, 2003).

Table 16

Item-Total Statistics for Spiritual Wellness

Items	Corrected Item-Total Correlation
“Sometimes I don’t understand what life is all about.” (Reverse coded)	.57
“I have felt in the past that my life was meaningless.” (Reverse coded)	.57

Finally, the corrected item-total correlation values of PW’s intellectual wellness domain were .28, .21, .24, .12, and .24 (See Table 17). All the corrected item-total correlation values of the items in intellectual wellness construct were within the acceptable range (George & Mallery, 2003).

Table 17

Item-Total Statistics for Intellectual Wellness

Items	Corrected Item-Total Correlation
“I will always seek out activities that challenge me to think and reason.”	.28
“I avoid activities which require me to concentrate.” (Reverse coded)	.21
“Generally, I feel pleased with the amount of intellectual stimulation I receive in my daily life.”	.24
“In the past, I have generally found intellectual challenges to be vital to my overall well-being.”	.12
“My life has often seemed void of positive mental stimulation.” (Reverse coded)	.24

Conclusion

This chapter covered the research design, the setting and participants of the study, the instrument utilized, data collection and data analysis methods with reference to the research questions. The following chapter covers the data analysis procedures and displays the results of the data analysis.

CHAPTER 4: RESULTS

Introduction

This study is aimed at exploring whether there is a statistically significant difference between repeat and non-repeat students in terms of their R-L2MSS, FLCA, and PW. In addition, it was investigated whether components of R-L2MSS, FLCA, and PW correlate between each other in the presented model. Finally, it was investigated whether students' R-L2MSS, FLCA, and PW can predict students' midterm scores. In this respect, the following research questions were posed:

1. Is there a statistically significant difference between repeat and non-repeat students in terms of the domains of motivation in R-L2MSS (i.e., IL2S, OL2S, FL2S, and ELE), FLCA, and PW?
2. Is there a statistically significant relationship among students' R-L2MSS, FLCA, and PW?
3. Are there any correlations among R-L2MSS components, FLCAS, PWS, and midterm scores? If so, which variables can predict the midterm scores?

Overview of the Study

To answer the first research question, an Independent Samples t-Test was performed. This test was used in order to find whether there was difference between the dependent value of student status (i.e. repeat or non-repeat) and the domains of L2MSS (i.e. IL2S, OL2S, FL2S, and ELE), the constructs of FLCA and PW. The direction of the correlation was an important source of information since it showed whether the correlation was positive or negative. Also, the significance of the correlation was considered to understand whether results were caused by chance or

by the interaction of the variables. Subsequently, to answer the second question, three different Pearson's Correlation Tests were performed. With these tests, the correlation between the three different constructs (i.e. R-L2MSS, FLCA, and PW) and their domains was investigated. Afterwards, the direction of the correlations was checked to if it was a positive or a negative one. Finally, the significance of the correlation was checked to understand whether results were caused by chance or by the interaction of the variables.

Finally, for the last research question, a multiple linear regression analysis was performed to investigate whether any of the independent variables can predict students' midterm scores. Multiple linear regression analysis is a univariate statistical procedure used to predict one dependent variable with multiple independent variables. In this study, multiple regression analysis was used to investigate whether the independent variables of the domains of R-L2MSS (i.e. IL2S, OL2S, FL2S, and ELE), and the constructs of FLCA and PW could predict the dependent variable of students' midterm scores.

Is There a Statistically Significant Difference Between Repeat and Non-Repeat Students in Terms of the Domains of Motivation in R-L2MSS (i.e., IL2S, OL2S, FL2S, and ELE), FLCA, and PW?

The results regarding this research question are categorized based on each component of the aforementioned constructs. Thus, each sub research question below is utilized to explain the first research question.

Is there a statistically significant difference between repeat and non-repeat students in terms of their IL2S? The assumption of normality was tested and met for the IL2S construct and the group variable. Results showed that the normality values were within the limits of -3.29 and +3.29, which is considered an

appropriate value for medium-sized samples ($50 < n < 300$) to conclude that distribution of the sample is normal (Kim, 2013). Review of the Shapiro-Wilk's test for repeat students showed normality ($p = .26$), skewness (-1.25) and kurtosis (-0.31) results were within the normal range. In addition, the corresponding boxplot indicated that no outliers were present, so normality was a reasonable assumption for this group. For non-repeat students ($p < .001$), skewness (-4.96) and kurtosis (-4.47), normality values were beyond the range of -3.29 and +3.29. In addition, the boxplot indicated that participants 1 and 8 were outliers. The trimmed mean was subtracted from the mean, and a value of -0.05 was obtained. Since this value was less than 0.15, a parametric test was applied (Pallant, 2011).

An independent samples *t*-test was conducted to determine if there was a statistically significant difference between repeat and non-repeat students in terms of their IL2S. The test was conducted using an alpha of .05. The null hypothesis was that there is no statistically significant difference between the two groups, and the alternative hypothesis was that there is a statistically significant difference between the two groups.

Levene's test indicated that the assumption of homogeneity of variances was met ($F = 0.91, p = .34$). There was not a statistically significant difference between repeat and non-repeat students in terms of their IL2S, $t(162) = -0.87, p = .38$. However, non-repeat students had a higher average score ($n = 147, M = 4.06, SD = 0.76$) than repeat students' average scores ($n = 17, M = 3.88, SD = 0.86$). The 95% confidence interval for the difference between means ranged from -.57 to .22. The effect size was .22 indicating that 22% of the variance in the IL2S scores was accounted for by whether students were repeat or non-repeat students. The results

serve as an evidence that repeat students had lower IL2S than non-repeat students; however, the difference between groups was not statistically significant.

Is there a statistically significant difference between repeat and non-repeat students in terms of their OL2S? The assumption of normality was tested and met for the OL2S construct and the group variable. Results showed that the normality values were within the limits of -3.29 and +3.29 (Kim, 2013). Review of the Shapiro-Wilk's test for repeat students showed normality ($p = .30$), skewness (-1.00) and kurtosis (-0.48) results were within the normal range. In addition, the corresponding boxplot indicated that no outliers were present, so normality was a reasonable assumption for this group. For non-repeat students ($p = .01$), skewness (-2.16) and kurtosis (-0.13), the boxplot indicated that participant 67 was an outlier. The trimmed mean was subtracted from the mean, and a value of -0.14 was obtained. Since this value was less than 0.15, a parametric test was applied (Pallant, 2011).

An independent samples *t*-test was conducted to determine if there is a statistically significant difference between repeat and non-repeat students regarding their OL2S. The test was conducted using an alpha of .05. The null hypothesis was "there is no statistically significant difference between the two groups", and the alternative hypothesis was "there is a statistically significant difference between the two groups".

Levene's test was performed, and results showed that the assumption of homogeneity of variances was met ($F = 0.59, p = .44$). There was not a statistically significant difference between repeat and non-repeat students in terms of their OL2S, $t(162) = 1.72, p = .09$. However, repeat students had a higher average score ($n = 17, M = 3.87, SD = 0.68$) than non-repeat students' average scores ($n = 147, M = 3.50, SD = 0.85$). The 95% confidence interval for the difference between means ranged

from -.06 to .79. The effect size was 0.48 indicating that 48% of the variance in the OL2S scores was accounted for by whether students were repeat or non-repeat students. The results provide evidence to support the conclusion that repeat students had higher OL2S than non-repeat students; however, the difference between groups was not statistically significant.

Is there a statistically significant difference between repeat and non-repeat students in terms of their FL2S? The assumption of normality was tested and met for the FL2S construct and the group variable. Results showed that the normality values were within the limits of -3.29 and +3.29 (Kim, 2013). Review of the Shapiro-Wilk's test for repeat students showed normality ($p = .93$), skewness (0.17) and kurtosis (-0.40) were within the normal range. In addition, the corresponding boxplot indicated that no outliers were present, so normality was a reasonable assumption for this group. For non-repeat students ($p = .01$), skewness (0.95) and kurtosis (-1.73), normality values were also within the range of -3.29 and +3.29. In addition, the boxplots indicated that there were not any outliers, thus a parametric test was applied.

An independent samples *t*-test was conducted to determine if there is a statistically significant difference between repeat and non-repeat students regarding their FL2S. The test was conducted using an alpha of .05. The null hypothesis was that there is no statistically significant difference between the two groups, and the alternative hypothesis was that there is a statistically significant difference between the two groups.

Levene's test showed that the assumption of homogeneity of variances was met ($F = 0.55$, $p = .82$). There was not a statistically significant difference between repeat and non-repeat students in terms of their FL2S, $t(162) = 1.44$, $p = .15$.

However, repeat students had a higher average score ($n = 17$, $M = 3.15$, $SD = 1.03$) than non-repeat students' average scores ($n = 147$, $M = 2.77$, $SD = 1.02$). The 95% confidence interval for the difference between means ranged from $-.14$ to $.89$. The effect size was 0.37 indicating that 37% of the variance in the FL2S scores was accounted for by whether students were repeat or non-repeat students. The results were indicative of that repeat students had higher FL2S than non-repeat students; however, the difference between groups was not statistically significant.

Is there a statistically significant difference between repeat and non-repeat students in terms of their ELE? The assumption of normality was tested and met for the ELE construct and the group variable. Results showed that the normality values were within the limits of -3.29 and $+3.29$ (Kim, 2013). Review of the Shapiro-Wilk's test for repeat students showed normality ($p = .88$), skewness (-0.19) and kurtosis (-0.86) were within the normal range. In addition, the corresponding boxplot indicated that no outliers were present, so normality was a reasonable assumption for this group. For non-repeat students ($p = .05$), skewness (-1.68) and kurtosis (0.01), normality values were also within the range of -3.29 and $+3.29$. The boxplot indicated that students 8, 36, 80, 140 were outliers. The difference between mean and trimmed mean was -0.02 , thus a normal test was applied.

An independent samples t -test was conducted to determine if there is a statistically significant difference between repeat and non-repeat students regarding their ELE. The test was conducted using an alpha of $.05$. The null hypothesis was that there is no statistically significant difference between the two groups, and the alternative hypothesis was that there is a statistically significant difference between the two groups.

Levene's test showed that the assumption of homogeneity of variances was met ($F = 0.08, p = .78$). There was not a statistically significant difference between repeat and non-repeat students in terms of their ELE, $t(162) = 0.66, p = .51$. Repeat students had a slightly higher average score ($n = 17, M = 3.37, SD = 0.76$) than non-repeat students' average scores ($n = 147, M = 3.23, SD = 0.85$). The 95% confidence interval for the difference between means ranged from $-.29$ to $.57$. The effect size was 0.17 indicating that 17% of the variance in the ELE scores was accounted for by whether students were repeat or non-repeat students. The results showed that repeat students had a better ELE than non-repeat students; however, the difference between groups was not statistically significant.

Is there a statistically significant difference between repeat and non-repeat students in terms of their FLCAS scores? The assumption of normality was tested and met for the FLCA construct and the group variable. Results showed that the normality values were within the limits of -3.29 and $+3.29$ (Kim, 2013). Review of the Shapiro-Wilk's test for repeat students showed normality ($p = .17$), skewness (0.83) and kurtosis (-0.90) were within the normal range. In addition, the corresponding boxplot indicated that no outliers were present, so normality was a reasonable assumption for this group. For non-repeat students ($p = .06$), skewness (1.25) and kurtosis (-1.44), normality values were also within the range of -3.29 and $+3.29$. The boxplot indicated that there were not any outliers, thus a parametric test was applied.

An independent samples t -test was conducted to determine if there is a statistically significant difference between repeat and non-repeat students regarding their FLCA. The test was conducted using an alpha of $.05$. The null hypothesis was that there is no statistically significant difference between the two groups, and the

alternative hypothesis was that there is a statistically significant difference between the two groups.

According to Levene's test the assumption of homogeneity of variances was met ($F = 2.98, p = .86$). There was not a statistically significant difference between repeat and non-repeat students in terms of their FLCA, $t(162) = 1.61, p = .11$. Repeat students had a higher average score ($n = 17, M = 3.27, SD = 0.92$) than non-repeat students' average scores ($n = 147, M = 2.97, SD = 0.72$). The 95% confidence interval for the difference between means ranged from $-.07$ to $.68$. The effect size was 0.36 indicating that 36% of the variance in the FLCAS scores was accounted for by whether students were repeat or non-repeat students. The results showed that repeat students had higher FLCA than non-repeat students; however, the difference between groups was not statistically significant.

Is there a statistically significant difference between repeat and non-repeat students in terms of their PWS scores? The assumption of normality was tested and met for the PW construct and the group variable. Results showed that the normality values were within the limits of -3.29 and $+3.29$ (Kim, 2013). Review of the Shapiro-Wilk's test for repeat students showed normality ($p = .23$), skewness (0.37) and kurtosis (1.45) where kurtosis was beyond the normal range. The corresponding boxplot indicated that no outliers were present, so normality was a reasonable assumption for this group. For non-repeat students ($p < .001$), skewness (6.62) and kurtosis (11.16), normality values were beyond the range of -3.29 and $+3.29$ (Kim, 2013). The boxplot indicated that students there were not any outliers. For this group, a non-parametric test was applied.

A Mann Whitney U test was conducted to determine if there was a statistically significant difference between repeat and non-repeat students regarding

their PW. The test was conducted using an alpha of .05. The null hypothesis was “there is no statistically significant difference between the two groups”, and the alternative hypothesis was “there is a statistically significant difference between the two groups”.

The Mann-Whitney U test indicated that there was a statistically significant difference ($z = -2.33, p = .02$) between repeat and non-repeat students in terms of their PW. Repeat students had a higher average rank of 107.85 than non-repeat students with an average rank of 79.58. From this data, it could be concluded that repeat students had higher PW than non-repeat students ($U = 818.50$).

Is There a Statistically Significant Relationship Among Students’ R-L2MSS, FLCA, and PW?

To answer research question two, a step-by-step analysis was adopted. Thus, first, the relationship between R-L2MSS and FLCA was examined. Then, the relationship between R-L2MSS and PW was examined below. Last, the relationship between FLCA and PW was investigated.

Is there a statistically significant relationship between R-L2MSS and FLCA? The relationship between different sections of the constructs R-L2MSS and FLCA was investigated using Pearson product-moment correlation coefficient. Results indicated that there was a positive correlation between FLCA and OL2S ($r = .40, n = 164, p < .001$). In addition, there was a positive correlation between FLCA and FL2S ($r = .67, n = 164, p < .001$). In Table 18 it is seen that all domains of R-L2MSS and FLCA have significant positive or negative correlations, ($p < .05$), with the exception of ELE and TA. Specifically, IL2S has a significant negative correlation with CA ($r = -.27, n = 164, p < .001$), FNE ($r = -.16, n = 164, p = .04$), and TA ($r = -.31, n = 164, p < .001$). OL2S on the other hand has a significant

positive correlation with CA ($r = .33, n = 164, p < .001$), FNE ($r = .40, n = 164, p < .001$), and TA ($r = .31, n = 164, p < .001$). Similarly, FL2S has significant positive correlation with CA ($r = .59, n = 164, p < .001$), FNE ($r = .66, n = 164, p < .001$), and TA ($r = .55, n = 164, p < .001$). Last, ELE has significant negative correlation with CA ($r = -.25, n = 164, p < .001$) and TA ($r = -.38, n = 164, p < .001$). However, there is not a significant relationship between ELE and FNE ($r = -.12, n = 164, p = .13$) (See Table 18).

Table 18

Pearson Product-moment Correlations Between Measures of R-L2MSS and FLCA

Scale	CA	FNE	TA
IL2S	-.27**	-.16*	-.31**
OL2S	.33**	.40**	.31**
FL2S	.59**	.66**	.55**
ELE	-.25**	-.12	-.38**

* $p < .05$ (2-tailed), ** $p < .001$ (2-tailed).

Is there a statistically significant relationship between R-L2MSS and

PW? The relationship between different domains of R-L2MSS and PW was investigated using Pearson product-moment correlation coefficient. As mentioned before, the constructs in R-L2MSS were reviewed separately because the construct itself contains opposing parts. Results showed that there was a positive correlation between PW and OL2S ($r = .27, n = 164, p < .001$). In addition, there was a positive correlation between PW and FL2S ($r = .27, n = 164, p < .001$), and there was a positive correlation between PW and ELE ($r = .21, n = 164, p = .01$). In Table 19 it is seen that some sections of R-L2MSS and PW have significant positive or negative correlations ($p < .05$). For instance, IL2S has a positive correlation with emotional

wellness ($r = .11$, $n = 164$, $p = .17$), social wellness ($r = .12$, $n = 164$, $p = .12$), physical wellness ($r = .12$, $n = 164$, $p = .12$), and spiritual wellness ($r = .14$, $n = 164$, $p = .08$), and a negative correlation with psychological wellness ($r = -.01$, $n = 164$, $p = .93$). However, none of these results are significant (See Table 19). Only intellectual wellness has a significant positive correlation with IL2S ($r = .34$, $n = 164$, $p < .001$). For OL2S, there is a positive correlation with the domain of physical wellness ($r = .06$, $n = 164$, $p = .47$), but the correlation is not significant. There is also a negative correlation between OL2S and spiritual wellness ($r = -.01$, $n = 164$, $p = .91$), and OL2S and intellectual wellness ($r = -.02$, $n = 164$, $p = .79$), but the relationship is also not significant. However, there is a significant positive relationship between OL2S and social wellness ($r = .20$, $n = 164$, $p = .01$), and a significant negative correlation between OL2S and psychological wellness ($r = -.19$, $n = 164$, $p = .01$), and OL2S and emotional wellness ($r = -.18$, $n = 164$, $p = .02$). For FL2S, there is a positive correlation with social wellness ($r = .08$, $n = 164$, $p = .29$), but the relationship is not significant. There is also a negative relationship between FL2S and psychological wellness ($r = -.10$, $n = 164$, $p = .19$), physical wellness ($r = -.06$, $n = 164$, $p = .47$), spiritual wellness ($r = -.12$, $n = 164$, $p = .10$), and intellectual wellness ($r = -.05$, $n = 164$, $p = .57$); however, these correlations are not significant. On the other hand, there is a significant negative correlation between FL2S and emotional wellness ($r = .26$, $n = 164$, $p < .001$). Finally, for ELE there is a positive correlation between ELE and psychological wellness ($r = .06$, $n = 164$, $p = .49$), and ELE and social wellness ($r = .07$, $n = 164$, $p = .40$); however, these are not statistically significant. In addition, there is a negative correlation between ELE and emotional wellness ($r = -.05$, $n = 164$, $p < .001$), but the relationship is also not significant. Last, there is a significant positive correlation between ELE and physical

wellness ($r = .18, n = 164, p = .02$), spiritual wellness ($r = .16, n = 164, p = .04$), and intellectual wellness ($r = .34, n = 164, p < .001$) (See Table 19).

Table 19

Pearson Product-moment Correlations Between Measures of R-L2MSS and PW

Scale	Psychological Wellness	Emotional Wellness	Social Wellness	Physical Wellness	Spiritual Wellness	Intellectual Wellness
IL2S	-.01	.11	.12	.12	.14	.34**
OL2S	-.19*	-.18*	.20**	.06	-.01	-.02
FL2S	-.10	-.26**	.08	-.06	-.12	-.05
ELE	.06	-.05	.07	.18*	.16*	.34**

* $p < .05$ (2-tailed), ** $p < .001$ (2-tailed).

Is there a statistically significant relationship between FLCA and PW?

The relationship between FLCA and PW was investigated using Pearson product-moment correlation coefficient. Results showed that there was a positive correlation between FLCA and PW ($r = .36, n = 164, p < .001$). Furthermore, in Table 20 it is seen that some sections of FLCA and PW have significant positive or negative correlations ($p < .05$). For instance, CA has a positive correlation with social wellness ($r = .02, n = 164, p = .84$), but the relationship is not significant. There is also a negative correlation between CA and physical wellness ($r = -.12, n = 164, p = .14$), and CA and intellectual wellness ($r = -.14, n = 164, p = .08$); however, the relationship is also not significant. Nevertheless, there is a significant negative correlation between CA and psychological wellness ($r = -.21, n = 164, p = .01$), emotional wellness ($r = -.33, n = 164, p < .001$), and spiritual wellness ($r = -.30, n = 164, p < .001$). For FNE, there is a positive correlation with social wellness ($r = .05, n = 164, p = .56$), but the relationship is not significant. There is also a negative correlation between FNE and physical wellness ($r = -.07, n = 164, p = .39$), and FNE

and intellectual wellness ($r = -.12$, $n = 164$, $p = .14$); however, the relationship is also not significant. Nevertheless, there is a significant negative correlation between FNE and psychological wellness ($r = -.17$, $n = 164$, $p = .03$), emotional wellness ($r = -.40$, $n = 164$, $p < .001$), and spiritual wellness ($r = -.30$, $n = 164$, $p < .001$).

For TA, there is a positive correlation with social wellness ($r = .11$, $n = 164$, $p = .17$), but the relationship is not significant. In addition, there is negative but not significant correlation between TA and physical wellness ($r = -.07$, $n = 164$, $p = .31$). Nevertheless, there is a significant negative correlation between TA and psychological wellness ($r = -.21$, $n = 164$, $p = .01$), emotional wellness ($r = -.30$, $n = 164$, $p < .001$), spiritual wellness ($r = -.32$, $n = 164$, $p < .001$), and intellectual wellness ($r = -.17$, $n = 164$, $p = .03$) (See Table 20).

Table 20

Pearson Product-moment Correlations Between Measures of FLCA and PW

Scale	Psychological Wellness	Emotional Wellness	Social Wellness	Physical Wellness	Spiritual Wellness	Intellectual Wellness
CA	-.21**	-.33**	.02	-.12	-.30**	-.14
FNE	-.17*	-.40**	.05	-.07	-.30**	-.12
TA	-.21**	-.30**	.11	-.08	-.32**	-.17*

* $p < .05$ (2-tailed), ** $p < .001$ (2-tailed).

Are There Any Correlations Among R-L2MSS Components, FLCAS, PWS, and Midterm Scores? If so, Which Variables Can Predict the Midterm Scores?

To answer this question, first Pearson's correlation coefficient analysis was conducted first. There was a significant positive correlation between midterm scores and IL2S ($r = .17$, $n = 164$, $p = .04$) and ELE ($r = .16$, $n = 164$, $p = .05$). In addition, there was a significant negative correlation between midterm scores and FLCA ($r = -.34$, $n = 164$, $p < .001$). Because of the significant relationship of those constructs

with midterm scores, they were included in the linear regression model to find out if these constructs would predict midterm scores.

On the other hand, regarding the OL2S, FL2S, and PW, the correlations were not significant. Specifically, there was a negative relationship between midterm scores and OL2S ($r = -.07$, $n = 164$, $p = .20$), midterm scores and FL2S ($r = -.15$, $n = 164$, $p = .04$), and midterm scores and PW ($r = -.16$, $n = 164$, $p = .03$). Therefore, those constructs were excluded from the model for further analysis through multiple linear regression (See Table 21).

Table 21

Pearson Product-moment Correlations Between Measures of R-L2MSS, FLCA, PW and midterm scores

Scale	IL2S	OL2S	FL2S	ELE	FLCA	PW
Midterm Scores	.17*	-.07	-.15	.16*	-.34**	-.16

* $p < .05$ (2-tailed), ** $p < .001$ (2-tailed).

Second, a multiple linear regression was performed. Overall, the linear composite of the independent variables (i.e., FLCA, IL2S, and ELE) was entered into the regression procedure predicted 11.4% of the variation in the dependent criterion (i.e. midterm scores) ($F(1, 15) = 19.624$, $p < .001$).

Two of the confidence intervals around their respective b weights did not include zero as a probable value, so both estimates were statistically significant. However, the other independent variables included in the model (i.e., IL2S and ELE) were not retained in the specified model. Closer inspection of the b weights for the independent variable FLCA suggested that with every unit increase in FLCA, a 6-unit increase was observable in the dependent criterion (i.e., midterm scores). The b weight for other independent variables was not examined because the results were not statistically significant for them.

While the values of the b weights are useful in terms of understanding the unit change in students' midterm scores for every unit change in FLCA, they do not reveal the relative effects of the FLCA on midterm scores. So, the Beta weights were consulted. The Beta weights of FLCA revealed that a standardized unit change in midterm scores was $-.34$.

Inspection of the variance inflation factor (VIF) for the predictor (i.e., FLCA) suggested that multicollinearity was not a problem because VIF did not exceed 10 (Hair, Black, Babin, & Anderson, 2010). To conclude, only FLCA was able to predict the midterm scores statistically significantly.

Conclusion

The aim of this study was to explore whether there was a significant difference between repeat and non-repeat students in terms of their R-L2MSS, FLCA, and PW, to investigate whether students' R-L2MSS, FLCA, and PW can predict their midterm scores, and to investigate if there is a statistically significant correlation between the different parts of R-L2MSS, FLCA, and PW. In this chapter, findings based on the quantitative data obtained through Qualtrics were presented. In the next conclusion chapter, interpretation of the findings will be shown, pedagogical implications and limitations of the study will be presented, and suggestions for further research will be provided.

CHAPTER 5: CONCLUSIONS

Introduction

In this chapter, an overview of the study is presented. Afterwards, data interpretation and major findings are discussed by supporting the interpretations with relevant studies from the literature. Subsequently, implications for practice and implications for further research are examined. Finally, the limitations of the study are provided.

Overview of the study

The purpose of this study is to examine the difference between repeat and non-repeat students in terms of R-L2MSS domains of IL2S, OL2S, FL2S, and ELE, and the constructs of FLCA and PW. In addition, this study investigates the factors (i.e. IL2S, OL2S, FL2S, ELE, FLCA and PW) that could affect students' midterm scores. Finally, this study investigates the relationship between IL2S, OL2S, FL2S, ELE, FLCA, and PW. Therefore, the following research questions are addressed in the study:

1. Is there a statistically significant difference between repeat and non-repeat students in terms of the domains of motivation in R-L2MSS (i.e., IL2S, OL2S, FL2S, and ELE), FLCA, and PW?
2. Is there a statistically significant relationship among students' R-L2MSS, FLCA, and PW?
3. Are there any correlations among R-L2MSS components, FLCAS, PWS, and midterm scores? If so, which variables can predict the midterm scores?

Data for this study were collected through a five-part online survey using Qualtrics website. The first part of the survey was a consent form informing the participants about the study, and requesting them to volunteer. The second part of the survey consisted of 22 items from Peker's (2016) R-L2MSS. The third part of the survey consisted of 25 items adapted from Horwitz et al.'s (1986) FLCAS. For the third part of the survey, eight items were removed from the construct after internal reliability analyses in the piloting phase of the study (See Table 1). The fourth part of the survey consisted of 23 items taken from Adams et al.'s (1997) PWS. For the fourth part of the survey, 12 items were removed after conducting internal reliability during piloting analyses. The fifth part of the survey consisted of eight demographic information questions about participants' age, gender, proficiency level, section, country, ethnicity, education level, and student ID.

The quantitative data gathered through Qualtrics were analyzed using SPSS v.24. First, independent t-tests were conducted to answer the first research question. More specifically, separate independent t-tests were performed to investigate whether there was a significant difference between repeat and non-repeat students regarding their IL2S, OL2S, FL2S, ELE, FLCA, and PW. Next, Pearson's correlation coefficient analyses were conducted to answer the second research question to find out if any correlations existed between the following constructs: R-L2MSS (i.e. IL2S, OL2S, FL2S, and ELE), FLCA, and PW. Finally, a multiple linear regression analysis was performed to answer the third question, more specifically to explore which independent variables (i.e. IL2S, OL2S, FL2S, ELE, FLCA, and PW) could predict students' midterm scores.

Discussion of Major Findings

Using the results obtained through inferential statistics, some assumptions were made regarding the differences between repeat and non-repeat students, the correlations that existed between different domains of R-L2MSS, FLCA, and PW, and the factors that could affect students' midterm grades.

Is There a Statistically Significant Difference Between Repeat and Non-Repeat Students in Terms of the Domains of Motivation in R-L2MSS (i.e., IL2S, OL2S, FL2S, and ELE), FLCA, and PW?

The aim of posing the first research question was to explore whether there was a statistically significant difference between repeat and non-repeat students in terms of their R-L2MSS, FLCA, and PW. Indeed, the current study is the very first study in which the difference between repeat and non-repeat students has been investigated so far. Domains of R-L2MSS were explored separately because of their opposing directions.

For IL2S, results showed that repeat students had lower IL2S than non-repeat students; however, this difference was not statistically significant. Regarding this finding, Fryer and Roger (2018) also obtained important results about the role of IL2S. In their longitudinal study, the researchers explored eight Japanese students' study abroad experiences. The first pattern that emerged in the findings was about the empowering effect of IL2S. A participant reported that when his IL2S became stronger and clearer, he experienced a more promotion-focused motivation to abridge the discrepancy between the IL2S, and the current self. This promotion-focused motivation occurring with the presence of a stronger IL2S could explain why repeat students' IL2S is lower than non-repeat students' IL2S. Thus, it may be possible that

repeat students lack the motivational empowerment that a strong IL2S brings, and therefore failed to pass their current proficiency level.

Regarding OL2S, results showed that repeat students had higher OL2S than non-repeat students; however, this difference was not statistically significant. These results were parallel with what By and Laohawiriyanon (2019) discovered. In a study they conducted in Cambodia, the researchers explored the relationship between the L2MSS and language proficiency in high and low achieving English language learners. Results showed that low achieving English learners had significantly higher levels of OL2S than the high achieving group. Similarly, in the current study, repeat students who are a lower achievement group than non-repeat students exhibited higher levels of OL2S.

The reason why repeat students had higher OL2S than non-repeat students could be explained by social pressure asserted on those students to pass their current proficiency level. All students who participated in the study were enrolled in a foundation university in Turkey. For foundation universities in Turkey, the average tuition fee for one academic year has been estimated to vary between 45,000 TL to 80,000 TL for an academic year in 2019 (Vakıf üniversitesi (özel üniversite) 2019 ücretleri: Fiyatlar attı!, 2019). To put that in a perspective, the Turkish Statistical Institute announced that the average yearly brute income in Turkey was 49,001 TL (Sezer, 2019). These numbers suggest that university tuition can constitute a great portion of a family's budget. Knowing that, repeat students might feel obliged to improve their performance in the English preparatory school and graduate faster in order to prevent their families from paying additional tuition fee for each semester that students repeat a proficiency level. This sense of duty towards their families might translate into an OL2S type of motivation in repeat students. Results

supporting this claim were also obtained by the study in which Sakeda and Kurata (2016) illustrated the influence of family on foreign language learning. The researchers investigated the L2MSS in Japanese as a foreign language learners in an Australian university. One of the participants, while talking about her motivation, said:

My parents have put all this money in, so I really have to give it back in the way of helping my sister... It was a huge emotional investment for them, not only financial investment. So I need to use it somewhere in the future. (p. 58)

Therefore, as Sakeda and Kurata's (2016) have concluded, expectations coming from parents can have effects on motivation as well as increase students' sense of obligation to persevere in their pursuit of mastering the foreign language.

Similarly, Ueki and Takeuchi (2013) showed how the OL2S could be externally influenced. In their study, researchers intended to validate the L2MSS among Japanese EFL learners who were English majors and non-English majors. Results showed that the influence that other people had on students significantly affected the formation of the OL2S, which in turn significantly affected FLCA for both English and non-English majors. Thus, it can be deduced that the influence of other people may have played a role in the formation of OL2S in repeat students.

In regard to FL2S, results showed that repeat students had higher FL2S than non-repeat students; however, the difference was not statistically significant. This finding may also support the one above because repeat students may be motivated by external factors such as a fear of failure rather than their desire to pass the proficiency exam or the social pressure coming from their parents. This finding aligns with Peker's (2016) findings to a certain extent. Peker (2016), in her study, found out that bullied and victimized students had higher FL2S. Thus, one way to

explain why repeat students had higher FL2S levels may be that they may have been bullied for repeating the same proficiency level. Another explanation can be that they may fear the consequences of staying longer in preparatory school, or not graduating from preparatory school. Since parents pay for every semester for students' preparatory school, repeat students might be afraid of burdening their families financially. Thus, the fear of repeating their current proficiency level again might be motivating them.

As for ELE, results showed that repeat students had a better ELE than non-repeat students; however, the difference between groups was not statistically significant. This result can be explained by a more relaxed disposition repeat students might have in class stemming from the familiarity of the topics studied in class since they studied the same topics in the level they were repeating. This familiarity in turn could lead to a better classroom experience with probably less anxiety. However, no studies have been found to support this argument. In fact, ELE is thought to be the least researched component of the L2MSS. In his 2019 paper, Dörnyei described ELE as the Cinderella of the L2MSS for its relative negligence in the research literature. The researcher gave two main reasons for the oversight of ELE. The first reason was the inherent difference of ELE from the other two self-concepts. This difference emerges from the different conceptual traditions ELE and the self-systems come from, the latter being older and better established. The second reason why ELE was not as broadly researched was its undertheorized nature for which Dörnyei (2019) proposed a solution in his paper.

For FLCA, results showed that repeat students were more anxious than non-repeat students in the language learning context. However, the difference between the two groups was not statistically significant.

These results aligned with Salehi and Marefat's (2014) results from a study they conducted in Iran. The researchers examined how FLCA and TA as separate constructs could affect student achievement. Results revealed that students with lower exam scores had higher FLCA. Since students with lower exam scores and repeat students both represent a lower achievement group, the results of Salehi and Marefat's (2014) and of the current study are parallel to each other. Similarly, Alsowat (2016) investigated FLCA levels of Saudi university students majoring in English language, and results were in line with the results in the current study. It was found that students with lower language proficiency had higher FLCA. Thus, it may be inferred that repeat students, like lower proficiency students, might have high FLCA and they might deal with debilitating anxiety that hinders their academic performance.

There is supporting evidence in the literature for the existence of debilitating anxiety in foreign language learners in various settings, caused by various factors. For instance, Vo et al. (2017) conducted a study in Thailand with advance learners of English who were graduate engineering students. Results revealed that FLCA significantly and negatively correlated with grades from each task performed during the semester (i.e. individual presentation, group discussion, final exam) as well as the overall course grade. These results indicate that FLCA can have a debilitating effect on achievement scores regardless of the type of the task being assessed. In a corresponding way, Al-Khotaba et al. (2019) in their research investigated the effect of FLCA on speaking achievement in university students. According to results in this study, there was a significant negative correlation between FLCA and achievement scores. The result was indicative of the debilitating effect FLCA can have on speaking performance. Thus, considering similar findings in the literature, it may be

inferred that repeat students, like lower proficiency students or students with lower grades, might have high FLCA and as a result might deal with debilitating anxiety.

Regarding PW results showed that repeat students had significantly higher PW than non-repeat students. Although studies supporting these results were not found, McCreary and Miller-Perrin (2019) conducted a study which led to opposite results to those of the current study. The results revealed that students with higher GPA also had higher PW, which meant that students with lower GPA had lower PW. In the current study, however, repeat students who represent a lower achievement group had higher PW. This result indicates that after all, repeat students do have a positive perception of wellness, and repeating a proficiency level does not affect their wellness perception negatively. In line with this result, Robino and Foster (2018) in their study reveal some traits that correlate with high PW. The researchers concluded that students with greater ability trust others, take initiative in tasks, are diligent, and hold a greater sense of identity have greater chances of having higher PW. Therefore, this result indicates that personal qualities such as trust, initiative, diligence, and a strong sense of identity might be related to having strong PW. Yet, insufficient research on the topic shows the need for further research on PW in education since at this point a conclusion is difficult to make.

Is There a Statistically Significant Relationship Among Students' R-L2MSS, FLCA, and PW?

In the second research question, the relationship between the constructs of R-L2MSS, FLCA, and PW was explored together with their domains. Although the literature contains some research about the connection between motivation and anxiety (Almurshed & Aljuaythin, 2019; Chen & Chang, 2004; Papi, 2010; Saito et al., 2018; Salehi & Marefat, 2014), PW has not been sufficiently researched in the

context of education. For R-L2MSS, results showed that IL2S negatively and significantly correlated with all domains of FLCA (i.e. CA, FNE, and TA). This result suggests that students who have an IL2S communicate more easily, are more self-confident in their language abilities, and suffer from less TA. Moreover, these results align with the results that Bursalı and Öz (2017) obtained in their study. The researchers conducted a research in a private university in Ankara, Turkey. Their aim was to explore whether there was a statistically significant relationship between IL2S and willingness to communicate in English. Results in Bursalı and Öz's (2017) study revealed that there was a statistically significant relationship between IL2S and willingness to communicate in English. In the same way, the present study revealed that there was a statistically significant negative correlation between IL2S and CA. Based on these results, it can be inferred that students with an IL2S are less prone to experiencing communication difficulties in the L2.

In addition, the ELE construct also negatively and significantly correlated with all domains of FLCA (i.e. CA, FNE, and TA). This result suggests that students who have positive experiences in the foreign language classroom also have lower levels of anxiety related to communication in the L2, receiving negative feedback, and tests. These results were in alignment with the literature. In relation to these results, Chen and Chang (2004) reported that classroom learning characteristics, which correspond to the construct of ELE, was one of the strongest factors affecting FLCA. Supporting results were also obtained by Jiang and Dewaele (2019). In their mixed-method study, the researchers explored the experiences of foreign language enjoyment and foreign language anxiety of university students in China. Results showed that foreign language enjoyment and FLCA were significantly negatively correlated. This meant that students who had enjoyable L2 learning experiences in

the classroom also had less anxiety. The same conclusion was also reached by Papi (2010). In his study, the researcher reported that positive ELE was negatively correlated with FLCA. Zhang, Dai, and Ardasheva (2020) also found significant results about the relationship between ELE and FLCA. In their path model study, the researchers reported that ELE had an indirect association with achievement and intention to continue (with learning the L2) with anxiety as a mediating factor.

Regarding OL2S, results in the current study showed a positive and significant correlated with all domains of FLCA (i.e. CA, FNE, and TA). This result suggests that students with a predominant OL2S experience more anxiety regarding communication, criticism and tests. This result aligns with results from Zhang et al. (2020). In their path model study, they formed and examined an L2 motivation model. Results showed that having OL2S was strongly associated with anxiety and intention to continue (with learning the L2). Moreover, a significant indirect path which was discovered in the model showed that OL2S was indirectly associated with achievement and intention to continue (with learning the L2) through anxiety. This meant that anxiety was a mediating factor between OL2S and achievement. Similarly, FL2S positively and significantly correlated with all domains of FLCA (i.e. CA, FNE, and TA), meaning that students with predominant FL2S experience higher levels of anxiety about communicating, criticism and tests. Since both FLCA and FL2S are fear-driven concepts, a positive correlation between those is an expected result.

Certain domains of R-L2MSS also showed positive and significant correlations with several domains of PW. For instance, IL2S positively and significantly correlated with intellectual wellness, which means that people with a clear IL2S feel more intellectually content. For OL2S, results indicated that the

construct negatively and significantly correlated with psychological wellness and emotional wellness, but positively and significantly correlated with social wellness. This result showed that students with a predominant OL2S might experience some deficiencies in their psychological and emotional wellness while compensating for these with higher level of social wellness. This result is meaningful in a way that OL2S is a motivational type that is oriented to pleasing others. Therefore, striving to please others may lead to a better social standing in society while also bringing the possibilities of internal conflicts which can lead to psychological and emotional discontent. Similarly, FL2S negatively and significantly correlated with emotional wellness, which means that students who were motivated by avoiding a feared future state experienced deficiencies in emotional wellness. Since fear is perceived as a negative emotion, this result is within the frame of expectations. The last domain in R-L2MSS, ELE positively and significantly correlated with physical wellness, spiritual wellness, and intellectual wellness. This may mean that students who had positive experiences in the foreign language learning classroom were also students who felt better physically, and were more spiritually and intellectually content.

Just as expected, all significant correlations between the domains of FLCA and PW were negative. More specifically, students with higher levels of psychological wellness had significantly lower levels of CA, FNE, and TA. This may indicate that students who felt psychologically content were less anxious about communication, criticism, or tests. Similarly, students who had high levels of emotional wellness had significantly lower levels of CA, FNE, and TA. These results show that students who are emotionally content also experienced less anxiety in terms of communication, criticism, and tests. In line with those findings, students with higher spiritual wellness levels had significantly lower levels of CA, FNE, and

TA. This may indicate that students who feel spiritually content are also not apprehensive of communicating, worry less about criticism, and are more relaxed with tests. Finally, results revealed that students with high levels of intellectual wellness had significantly lower levels of TA. These results show that students who are more intellectually content are less apprehensive of tests. These results aligned with the results in Schembri et al. (2006) indicating that high levels of anxiety were associated with a greater amount of social problems and poorer perception of wellness. In addition, Robino and Foster (2018) reported that students with certain characteristics also seem to have greater levels of PW. These characteristics are the ability to trust others, to take initiative in tasks, to be diligent, or to hold a greater sense of identity. This means that students with high anxiety levels in turn would have lower levels of PW.

In conclusion, statistically significant results of the correlation analyses among the constructs of R-L2MSS, FLCA, and PW showed consistency; domains carrying a negative connotation positively correlated with other domains carrying a negative connotation, and in the same time negatively correlated with the domains carrying a positive connotation. For instance, the domains of FLCA (i.e. CA, FNE, and TA) carry a negative connotation regarding their emotional effect on the student since they are associated with feelings of anxiety. Correlation results showed that those domains were significantly and positively correlated only with other domains that cause negative associations such as OL2S and FL2S. On the other hand, the domains of FLCA were significantly and negatively correlated with IL2S, ELE, psychological wellness, emotional wellness, and spiritual wellness, all of which have positive connotations. This consistency can be observed between all three constructs of R-L2MSS, FLCA, and PW. There is only one exception; while OL2S significantly

and negatively correlated with psychological and emotional wellness, it significantly and positively correlated with social wellness. However, this result is very meaningful when the role of OL2S is taken into consideration. As in the case of social wellness, OL2S has an outward locus as it is related to the motivation to please others. Thus, when a student has high OL2S, their psychological and emotional wellness suffers due to presumable compromises with themselves. However, their social wellness increases because people around them are pleased as a result of the students' effort. When it comes to the overall strong consistency in results, they could be indicative of a strong and reliable model that holistically shows the students' overall mental and physical condition.

Are There any Correlations Among R-L2MSS Components, FLCAS, PWS, and Midterm Scores? If so, Which Variables Can Predict the Midterm Scores?

In the third research question, the aim was to investigate which constructs could predict students' midterm scores so that we, as instructors, could find out the factors that may have an effect on midterm scores to help students improve their English. OL2S negatively correlated with midterm scores; however, FL2S, and PW positive correlated with midterm scores. However, those constructs were not included in the regression analysis since the correlations were not significant. After regression analyses were performed, IL2S and ELE were not retained in the predictive model since they could not predict midterm scores. Thus, FLCA was the only factor that significantly predicted midterm scores.

The findings in the current study partly align with Jang and Lee's (2019) result. In their study, the researchers investigated whether IL2S and OL2S predicted the quality of students' writings. Results showed that OL2S did not predict writing quality in the same way that OL2S did not predict midterm scores in the current

study. On the other hand, although in the current study IL2S did not predict midterm scores, Jang and Lee (2019) found that IL2S strongly predicted writing quality. It should be noted that in the current study, achievement was operationalized through midterm scores, and not a writing task. Although midterm exam scores used in the current study did not include a writing component, midterm exams measure students L2 output in a similar way that a regular writing task would.

Results in the current study related to the role of L2MSS in predicting achievement perfectly align with what Subekti (2018) found. In her study, Subekti (2018) explored the relationship between students' L2MSS (i.e. IL2S, OL2S, and ELE) and their achievement. Subekti (2018) measured students' achievement by using their English placement test scores obtained after enrollment to the university. Similar to the current study findings, correlation results showed that IL2S and ELE positively, but not significantly, correlated with student achievement. Moreover, OL2S negatively correlated with student achievement, even though the relationship was not significant. Finally, regression analysis showed that L2MSS as a whole was not a strong predictor of achievement. These results are similar to the results obtained in the current study regarding the correlation between L2MSS and students' exam scores. Correspondingly, Moskovsky et al. (2017) obtained interesting results about the role of L2MSS in predicting achievement. The researchers conducted correlation analysis to determine the relationships between three domains and achievement scores. The three constructs they analyzed were IL2S, positive ELE, and negative ELE. Results showed that all three analyzed domains negatively correlated with achievement scores. This result led to the unusual conclusion that students with low IL2S and low positive or negative ELE are more likely to receive

higher achievement scores. Thus, it can be inferred that the L2MSS does not consistently correlate with students' English exam scores.

Results obtained from the present study indicated that FLCA was the only construct that predicted students' midterm scores. This means that anxiety directly impacted students' scores, and the students who had high anxiety about foreign language learning received lower midterm scores. The results in the present study align with numerous studies in the literature that reported a significant negative relationship between anxiety and exam scores (Al-Khotaba et al., 2019; Alsowat, 2016; Salehi & Marefat, 2014; Vo et al., 2017). Nevertheless, the correlational nature of these studies prevents one from making a certain causal conclusion. For instance, Salehi and Marefat (2014) reported that students with lower exam scores had higher FLCA. Furthermore, Vo et al. (2017) obtained results showing that FLCA significantly and negatively correlated with grades from tasks performed throughout the semester (i.e. individual presentation, group discussion, final exam) as well as the overall course grade. Finally, Al-Khotaba et al. (2019) found that there was a significant negative correlation between FLCA and achievement scores. All these study results, including the current study, are indicative of the predictive nature of FLCA on achievement scores.

Implications for Practice

The analysis conducted in the present study revealed some significant results about students' RL2MSS, FLCA, and PW. Regarding these results, this study provides significant implications for practice.

First, results showed that having an IL2S, which is a motivational type with an internal locus, and having positive experiences in the foreign language learning classroom was related to having less FLCA regarding communication, criticism and

tests. On the other hand, having an OL2S, which is a motivational type with an internal locus, or having a FL2S, which is a motivational type associated with negative feelings was related to being more anxious about communication, criticism and tests. Based on these findings, instructors in this or similar contexts should avoid implementing teacher-centered pedagogical models predominantly based on externally introduced tasks which can lead to apprehension and debilitating anxiety in students. Instead, educators can implement more student-centered pedagogical models. For instance, Jacobs and Toh-Heng (2013) in their paper propose eight strategies that can help educators shift their focus more towards students. Suggestions include more peer interaction, authentic tasks as well as focus on intrinsic motivation and affective outcomes. Nonetheless, those solutions are not universal, and thorough knowledge of the learning context is needed before implementing a pedagogical strategy.

Results in the current study showed that in the current context more effective ways to lead students towards success would be to promote self-efficacy and positive classroom experiences. Increased student autonomy and improved classroom experience could increase overall academic achievement as well as reduce the number of repeat students because results in this study link anxiety to lower academic achievement. Thus, preventing anxiety-inducing situations can increase academic achievement and decrease the number of repeat students.

Second, results show that students with predominant OL2S, or FL2S might have decreased levels of psychological and emotional wellness. Because a student's motivational type is a highly personal disposition, it is difficult, even unnecessary to take effort in modifying it. However, it should be anticipated that students with OL2S, or FL2S might experience problems in relation to their psychological or

emotional wellness. Therefore, easily accessible and reliable student counselling facilities should be made ready by the school management for students who experience such difficulties. School counselling services usually organize programs in three areas: academic, career and personal or social. Those services are designed to aid students in choosing a career direction and help them resolve emotional, social or behavioral problems (Shaterloo & Mohammadyari, 2011). However, in some cases support availability remains insufficient compared to students' needs (Anderson & Kretoivics, as cited in Anderson, 2016), hence the efficiency of counselling services is an important issue to be considered. Effective counselling programs are important for maintaining a positive school climate and improving student achievement.

Third, students with high levels of physical, spiritual, or intellectual wellness are also students who have positive experiences in the classroom. Moreover, students with high levels of psychological, emotional, and spiritual wellness exhibited low FLCA levels, and students with high levels of intellectual wellness also had low levels of TA. These results are indicative of how in-class experiences and outside-class experiences could be related. Indeed, people bring their general dispositions into the classroom, and assisting students in having better dispositions in general could benefit the in-class experiences of students as well. Thus, in relation to the results, it could be beneficial for the school management to ensure students have easily accessible, efficient and enjoyable sports facilities, because students who have high levels of physical wellness also have more enjoyment in the classroom. If the school management can plan the campus space in a way it can transcend its physical structure and become a social space with an enjoyable atmosphere, this could

improve students' spiritual wellness, and indirectly affect in-class atmosphere positively.

Finally, in order to provide for students' intellectual wellness, student clubs can be encouraged to develop various projects. In addition, the school management can prepare detailed quality control guidelines for student clubs by which they can apply for funding of their projects, and thus benefitting their university. In addition, hosting various seminars, conferences and cultural events on campus can benefit students in their intellectual development, which can result in better in-class experiences. However, it should be noted that planning such events for students should include considering student availability. For instance, organizing a concert for the students during the final exams week would be a sign of bad planning.

Implications for Further Research

Based on the research and findings in this study, several implications can be made for further research. To begin with, although possible selves and anxiety have been researched for a long time, the R-L2MSS and PW are relatively new topics in education. Thus, more research can be conducted in different settings that include these constructs. However, due to very low scores in the domains of psychological wellness and intellectual wellness, further research and development of the PWS is suggested.

Second, this study was conducted with foreign language students, but the same design could be applied to study foreign language instructors in various contexts. In addition, this study's population was EFL learners. However, the same design could be used to study learners of different foreign languages, or instructors of different foreign languages. Moreover, the population of this study consisted mostly of young adults in their preparatory year in university. However, this research

design could be used to study younger learners such as secondary school pupils, or older learners like graduate students.

Third, results in the literature have showed that some domains in this study's model vary through cultures. For instance, in more individualistic cultures IL2S appears to be the strongest predictor for success, while in more collective cultures OL2S and FL2S seem to be stronger predictors (Huang et al., 2015). The same phenomenon applies to FLCA. Although in some contexts FLCA has a facilitating effect, in some contexts it appears to have a debilitating effect. Further research could be conducted to verify if this phenomenon exhibits consistency. It can be investigated whether domains of PW exhibit variability across cultures as well.

Limitations

This study has several limitations that will be explained in this part.

First, the instrument of the study was an adapted survey consisting of 70 items with additional eight demographic questions. The survey took around 15 minutes to complete. As a result, a mortality effect was observed. Among the 352 contacted participants, only 164 completed the whole survey, which is less than half. In other words, the response rate was only 47%.

Moreover, in the first question two populations were compared, repeat and non-repeat students (17 students were repeat, and 147 students were non-repeat). Although normality tests showed normal distribution for most of the data, the difference in sample size between the two populations could be problematic for reliability.

Internal reliability analyses showed that the Cronbach's alpha coefficients of the psychological wellness and intellectual wellness domains of PW were lower than 5. Although these could be problematic for the reliability of PWS, the domains were

retained for analysis since removing items from the construct did not yield a better Cronbach's alpha coefficient. One reason for the low Cronbach's alpha coefficient of psychological wellness and intellectual wellness could be the Turkish version of the survey. In Qualtrics, students had the choice to view the questions in Turkish as well as in English. Therefore, there exists the possibility that the low internal reliability of the two domains might be caused by a translation error.

Another limitation that should be mentioned is the self-report format of the survey used in this study. Self-report surveys are considered more biased (Dörnyei, 2007). In addition, 70 Likert-scale items were included asking the students to evaluate each statement based on the given scale (*strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, strongly disagree*). Since all 70 items were self-report ones and these may be too long for some participants, one can never be entirely sure about the accuracy of the given answers. Some participants may not be as careful as the other in reading the items. Therefore, Likert-scale items can be easily affected by the situational condition of the participant, or by external factors.

It should also be noted that midterm scores were used to represent students' achievement scores. Although final scores are normally more comprehensive and conclusive, the researcher was unable to access students' final scores. This was mainly because the semester was cut off due to COVID-19 and students' final exam scores would not be reliable under such conditions. All final exams were postponed, and their format was significantly modified in content and procedure since it was assigned as a homework for the first time ever. Regarding all these factors and the possible interference of external factors, the students' midterm results were used in this study.

Conclusion

This quantitative correlational study explored three main topics: the difference between repeat and non-repeat students in terms of their R-L2MSS, FLCA, and PW, the relationship between R-L2MSS, FLCA, and PW, and the prediction of R-L2MSS, FLCA, and PW on student's success. Results indicated that repeat students had higher levels of PW. In addition, students with predominant OL2S or FL2S had higher levels of FLCA, while students with a clearly defined IL2S, or positive ELE had lower levels of FLCA. In relation to this, students with lower FLCA levels had better academic achievement. Also, results revealed that students with a clearly defined IL2S had higher levels of intellectual wellness, and those who had a predominant FL2S had lower levels of emotional wellness. Furthermore, students who had positive ELE had higher levels of physical, spiritual, and intellectual wellness, while students with a predominant OL2S had lower levels of psychological and emotional wellness, but compensated for that with high levels of social wellness. To finalize, students with high levels of psychological, emotional and spiritual wellness had low levels of FLCA, and the ones who had high levels of intellectual wellness were less anxious about language tests.

REFERENCES

- Adams, T., Bezner, J., & Steinhardt, M. (1997). The conceptualization and measurement of perceived wellness: Integrating balance across and within dimensions. *American Journal of Health Promotion*, 11(3), 208–218.
doi:10.4278/0890-1171-11.3.208
- Al Harthi, S. E. (2014). The impact of positive views on language learning and pupils' construction of L2: Imagined communities, possible selves, and investment in language learning. *Arab World English Journal*, 5(2). 70–86.
- Al-Khotaba, H. H. A., Alkhataba, E. H. A., Samsiah, A-H., & Bashir, I. (2019). Foreign language speaking anxiety: A psycholinguistic barrier affecting speaking achievement of Saudi EFL learners. *Arab World English Journal*, 10(4), 313–329. doi:10.24093/awej/vol10no4.23
- Almurshed, H.M., & Aljuaythin, W. (2019). Does high anxiety decrease motivation for learning English as a foreign language? *International Journal of Applied Linguistics & English Literature*, 8(2) 113–119.
doi:10.7575/aiac.ijalel.v.8n.2p.113
- Alpert, R., & Haber, R. N. (1960). Anxiety in academic achievement situations. *Journal of Abnormal and Social Psychology*, 61(2), 207–215.
doi:10.1037/h0045464
- Alsowat, H. (2016). Foreign language anxiety in higher education: A practical framework for reducing FLA. *European Scientific Journal*, 12(7), 193–220.
doi:10.19044/esj.2016.v12n7p193
- Altunel, İ. (2019). Bridging the gap: A study on the relationship between mindset and foreign language anxiety. *International Online Journal of Education and Teaching*, 6(3), 696-711.

- Anderson, D. S. (2016). *Wellness issues for higher education: A guide for student affairs and higher education professionals*. New York, NY: Routledge.
doi:10.4324/9781315778129
- Ardell, D. B. (1977). High level wellness strategies. *Health Education*, 8(4), 2–2.
doi:10.1080/00970050.1977.10618258
- Aydın, S., Harputlu, L., Güzel, S., Savran Çelik, Ş., Uştuk, Ö. & Genç, D. (2016). A Turkish version of foreign language anxiety scale: Reliability and validity. *Procedia Social and Behavioral Sciences*, 232, 250–256.
- Bursalı, N., & Öz, H. (2017). The relationship between ideal L2 self and willingness to communicate inside the classroom. *International Journal of Higher Education*, 6(4), 229–239. doi:10.5430/ijhe.v6n4p229
- Brady, I. K. (2019). Possible teaching selves: The challenges of becoming a bilingual teacher. *International Journal of Applied Linguistics & English Literature*, 8(2), 145–154.
- Brown, H. D. (2007). *Principles of language learning and teaching*. White Plains, NY: Pearson Education.
- By, H., & Laohawiriyanon, C. (2019). The L2 motivational self system of low and high achievers in a Cambodian context. *Journal of Language Teaching and Learning in Thailand*, 57, 67–100.
- Camus, A. (1965). *The myth of Sisyphus, and other essays*. London, UK: H. Hamilton.
- Chastain, K. (1975). Affective and ability factors in second language learning. *Language Learning*, 25(1), 153–161. doi:10.1111/j.1467-1770.1975.tb00115.x

- Chen, T. Y., & Chang, G. B. (2004). The relationship between foreign language anxiety and learning difficulties. *Foreign Language Annals*, 37(2), 279–289.
- Crookes, G., & Schmidt, R. W. (1991). Motivation: Reopening the research agenda. *Language Learning*, 41, 469-512. doi:10.1111/j.1467-1770.1991.tb00690.x
- Csizér, K., & Kormos, J. (2009). Learning experiences, selves and motivated learning behavior: A comparative analysis of structural models for Hungarian secondary and university learners of English. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp.98-119). Bristol, England: Multilingual Matters. doi:10.21832/9781847691293
- D'Abundo, M. L., Sidman, C. L., & Fiala, K. A. (2014). Perceived wellness, exercise motivation, and relative autonomy among college students. *Health Behavior & Policy Review*, 1(5), 373–380.
- Dörnyei, Z. (2005). *The Psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. China: Oxford University Press.
- Dörnyei, Z. (2009). The L2 motivational self system. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 9-42). Bristol, England: Multilingual Matters. doi:10.21832/9781847691293
- 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*, 1, 19–30. doi:10.14746/ssllt.2019.9.1.2
- Dörnyei, Z., Csizér, K., & Németh, N. (2006). *Motivation, language attitudes and globalisation: A Hungarian perspective*. Clevedon, England: Multilingual Matters.

- Dörnyei, Z. & Otto, I. (1998). Motivation in action: A process model of L2 motivation. *Working Papers in Applied Linguistics*, 4, 43–69.
- Dörnyei, Z. & Ushioda, E. (2009). Motivation, language identities and the L2 self: Future research directions. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 350-355). Bristol, England: Multilingual Matters. doi:10.21832/9781847691293
- Dunn, H. L. (1961). *High-level wellness*. Arlington, VA: Beatty Press.
- Erikson, M.G. (2019). Potentials and challenges when using possible selves in studies of student motivation. In H. Henderson, J. Stevenson & A.M. Bathmaker (Eds.). *Possible selves and higher education* (pp. 13-26). New York, NY: Routledge. doi:10.4324/9781315104591
- European Commission: Press and communication service. (2002). *Barcelona European Council: Presidency conclusions*. Spain, Barcelona: EU European Council.
- Eysenck, M. W. (1979). Anxiety, learning, and memory: A reconceptualization. *Journal of Research in Personality*, 13(4), 363–385.
- Fair, S. E. (2011). *Wellness and physical therapy*. Sudbury, Mass: Jones and Bartlett.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education*. New York, NY: McGraw-Hill.
- Fryer, M. & Roger, P. (2018). Transformations in the L2 self: Changing motivation in a study abroad context. *System*, 78, 159–172.
doi:10.1016/j.system.2018.08.005
- Gaines, R., Choi, E., Williams, K., Park, J. H., Schallert, D. L., & Matar, L. (2018). Exploring possible selves through sharing stories online: Case studies of

- preservice teachers in bilingual classrooms. *Journal of Teacher Education*, 69(3). 209–224. doi:10.1177/0022487117714243
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London, England: Edward Arnold.
- Gardner, R. C., Masgoret, A.-M., Tennant, J., & Mihic, L. (2004). Integrative motivation: Changes during a year-long intermediate-level language course. *Language Learning*, 54, 1–34.
- George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference 11.0 update* (4th ed.). Boston, MA: Allyn & Bacon.
- Gerencheal, B., & Mishra, D. (2019). foreign language anxiety among Ethiopian university EFL students. *International Journal of Innovative Technology and Exploring Engineering*, 8(7), 43–48.
- Green, P. (2015). How to motivate students: A primer for learner-centered teachers. *AAPT Studies in Pedagogy*, 1, 47–60. doi:10.5840/aaptstudies20159184
- Grénman, M. (2019). *In quest of the optimal self: Wellness consumption and lifestyle –A superficial marketing fad or a powerful means for transforming and branding oneself?* (Doctoral dissertation). University of Turku. Retrieved from <http://urn.fi/URN:ISBN:978-951-29-7585-3>
- Gürkan, U., & Çağır, G. (2010). The relationship between the levels of high school and university students' problematic use of internet and their perceived wellness and loneliness levels. *Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 13(24), 70–85.
- Hair, J.F., Black, W.C., Babin, B.J., & Anderson, R.E. (2010). *Multivariate data analysis* (7th ed.). New York, NY: Pearson.

- Halim, Y. (2018). *The relationship among EFL learners' anxiety, motivation and academic achievement*. Germany, Munich: GRIN Verlag.
- Harris, M., Martin M., & Martin, D. (2013). The relationship between psychological well-being and perceived wellness in graduate-level counselling students. *Higher Learning Research Communications*, 3(2), 14–31.
doi:10.18870/hlrc.v3i2.91
- Hettler, B. (1984). Wellness: Encouraging a lifetime pursuit of excellence. *Health Values*, 8(4), 13–17.
- Horwitz, E. (2010). Foreign and second language anxiety. *Language Teaching*, 43(2), 154–167. doi:10.1017/S026144480999036X
- Horwitz, E. K., Horwitz, M. B., & Cope, J. A. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70, 125–132.
- Huang, H.-T., Hsu, C.-C., & Chen, S.-W. (2015). Identification with social role obligations, possible selves, and L2 motivation in foreign language learning. *System*, 51, 28–38. doi:10.1016/j.system.2015.03.003
- Islam, M., Lamb, M., & Chambers, G. (2013). The L2 motivational self system and national interest: A Pakistani perspective. *System*, 41(2), 231–244.
doi:10.1016/j.system.2013.01.025
- Jacobs, G., & Toh-Heng, H. L. (2013). Small steps towards student-centred learning. In P. Mandal (Ed.), *Proceedings of the International Conference on Managing the Asian Century* (pp. 55-64). Singapore: Springer.
doi:10.1007/978-981-4560-61-0_7
- Jang, Y. & Lee, J. (2019). The effects of ideal and ought-to L2 selves on Korean EFL learners' writing strategy use and writing quality. *Reading and Writing* 32(8), 1129–1148. doi:10.1007/s11145-018-9903-0

- Jerusalem, M. (1984). Reference group, learning environment and self-evaluations: A dynamic multi-level analysis with latent variables. *Advances in Psychology*, 21, 61–73. doi:10.1016/S0166-4115(08)62115-9
- Jiang, Y., & Dewaele, J.-M. (2019). How unique is the foreign language classroom enjoyment and anxiety of Chinese EFL learners?. *System*, 82, 13–25. doi:10.1016/j.system.2019.02.017
- Kenedy, K., Wiedenman, E. M., Ball, J. W., Dinkel, D., Akehi, K., & Bice, M. R. (2017). An examination of estimated BMI and perceived wellness among students at a midsized Midwest university. *American Journal of Health Studies*, 32(3), 136–143.
- Khodadady, E., & Khajavy, G.H. (2013). Exploring the role of anxiety and motivation in foreign language achievement: A structural equation modeling approach. *Porta Linguarum*, 20, 269–286.
- Kim, H.-Y. (2013). Statistical notes for clinical researchers: Assessing normal distribution (2) using skewness and kurtosis. *The Korean Academy of Conservative Dentistry*, 38(1), 52–54. doi:10.5395/rde.2013.38.1.52
- Kleinmann, H. (1977). Avoidance behavior in adult second language acquisition. *Language Learning*, 27(7), 93–107. doi:10.1111/j.1467-1770.1977.tb00294.x
- Kusumawat, A. J., & Fauzia, F. S. (2019). *Students' anxiety in Indonesian EFL public speaking class: A quantitative research*. ICETT 2019.
- Lamb, M. (2004) Integrative motivation in a globalizing world. *System*, 32(1), 3–19. doi:10.1016/j.system.2003.04.002
- Lee, S. J. & Oyserman, D. (2009). Possible selves theory. In E.M. Anderman & L.H. Anderman (Eds). *Psychology of classroom learning: An encyclopedia*.

(pp.695-698). Detroit, MI: Macmillan Reference USA

doi:10.5860/choice.47-0053

Liu, M., & Huang, W. (2011). An exploration of foreign language anxiety and

English learning motivation. *Education Research International*, 1–8.

doi:10.1155/2011/493167

MacIntyre, P. D. (1995). How does anxiety affect second language learning? A reply

to Sparks and Ganschow. *Modern Language Journal*, 79(1), 90–99.

doi:10.2307/329395

MacIntyre, P. D. (2017). An overview of language anxiety research and trends in its

development. In C. Gkonou, M. Daubney, & J. Dewaele (Eds.), *New insights into language anxiety* (pp. 11-30). Bristol: Multilingual Matters.

doi:10.21832/9781783097722

MacLellan, E. (2008). The significance of motivation in student-centred learning: A

reflective case study. *Teaching in Higher Education* 13(4):411–421.

doi:10.1080/13562510802169681

Mandler, G., & Sarason, S. B. (1952). A study of anxiety and learning. *The Journal*

of Abnormal and Social Psychology, 47(2), 166–173. doi:10.1037/h0062855

Markus, H. R., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41(9),

954–969. doi:10.1037/0003-066X.41.9.954

Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4),

370–396. doi:10.1037/h0054346

McCreary, C. & Miller-Perrin, C. (2019). The moderating effect of perceived life

purpose barriers and faculty mentoring guidance on the relationship between

well-being and general life purpose among college students. *Journal of*

College and Character, 20(3), 201–217.

doi:10.1080/2194587X.2019.1631185

Memnun, S. (2006). Algılanan esenlik ölçeğinin (perceived wellness scale) geçerlilik

ve güvenirlik çalışması ve beden eğitimi öğretmenlerinin esenlik algıları.

(Master's thesis). Retrieved from

<https://toad.halileksi.net/sites/default/files/pdf/algılanan-esenlik-olcegi-toad.pdf>

Miller, J. W. (2005). Wellness: The history and development of a concept. *Spektrum*

Freizeit, 27(1), 84–106.

Moskovsky, C., Assulaimani, T., Racheva, S., & Harkins, J. (2016). The L2

motivational self system and L2 achievement: A study of Saudi EFL learners.

Modern Language Journal, 100(3), 641–654.

Pallant, J. (2011) *SPSS survival manual: A step by step guide to data analysis using the SPSS program* (4th ed). UK, Berkshire: Allen & Unwin.

Papi, M. (2010). The L2 motivational self system, L2 anxiety, and motivated

behavior: A structural equation modeling approach. *System*, 38(3), 467–479.

doi:10.1016/j.system.2010.06.011

Park, G. P. (2014). Factor analysis of foreign language classroom anxiety scale in

Korean learners of English as a foreign language. *Psychological Reports:*

Relationships and Communications, 115(1), 261–275.

doi:10.2466/28.11.PR0.115c10z2

Peker, H. (2016). *Bullying victimization, feared second language self, and second*

language identity: Reconceptualizing the second language motivational self system. (Doctoral dissertation). Retrieved from

<https://stars.library.ucf.edu/cgi/viewcontent.cgi?article=6083&context=etd>

- Robino, A., & Foster, T. (2018). Psychosocial predictors of wellness in college students. *Adult Span Journal*, 17, 3–13. doi:10.1002/adsp.12049
- Roscoe, L.J. (2009). Wellness: A review of theory and measurement of counselors. *Journal of Counseling & Development*, 87, 216-226. doi:10.1002/j.1556-6678.2009.tb00570.x
- Ryan, R. M., & Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual Review of Psychology*, 52(1), 141–166. doi:10.1146/annurev.psych.52.1.141
- Saito, K., Dewaele, J.-M., Abe, M., & In'nami, Y. (2018). Motivation, emotion, learning experience and second language comprehensibility development in classroom settings: A cross-sectional and longitudinal study. *Language Learning* 68(3), 709–743. doi:sai10.1111/lang.12297
- Sakeda, M., & Kurata, N. (2016). Motivation and L2 selves: A study of learners of Japanese at an Australian university. *Electronic Journal of Foreign Language Teaching*, 13(1), 49–67.
- Salehi, M., & Marefat, F. (2014). The effects of foreign language anxiety and test anxiety on foreign language test performance. *Theory and Practice in Language Studies*, 4(5), 931–940. doi:10.4304/tpls.4.5.931-940
- Schembri, A., Reece, J., & Wade, E. (2006). Bully victimisation and psychosocial health in adolescents: Gender differences in depression, anxiety, social problems, and perceived wellness. *The Australian Educational and Developmental Psychologist*, 23(2), 17–34. doi:10.1017/S0816512200028960
- Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language Learning* 28(1), 129–142. doi:10.1111/j.1467-1770.1978.tb00309.x

- Sezer, M. (2019, December 24). TÜİK: Yıllık ortalama brüt kazanç 49 bin TL, en yüksek kazanç bilgi ve iletişim sektöründe. *Sputnik Türkiye*. Retrieved from <https://tr.sputniknews.com>
- Shaterloo, A., & Mohammadyari, G. (2011). Students counselling and academic achievement. *Procedia - Social and Behavioral Sciences*, 30, 625–628. doi:10.1016/j.sbspro.2011.10.121
- Sidman, C.L., D'Abundo, M.L., & Hritz, N. (2009). Exercise self-efficacy and perceived wellness among college students in a basic studies course. *International Electronic Journal of Health Education*, 12, 162–174.
- Sparks, R., & Ganschow, L. (1995). A strong inference approach to causal factors in foreign language learning: A response to MacIntyre. *The Modern Language Journal*, 79(2), 235–244. doi:10.1111/j.1540-4781.1995.tb05436.x
- Sparks, R., & Ganschow, L. (1996) Anxiety about foreign language learning among high school women. *The Modern Language Journal*, 80(2), 199–212.
- Spielberger, C. D. (1972). Anxiety as an emotional state. *Anxiety Academic Press*, 23–49. doi:10.1016/B978-0-12-657401-2.50009-5
- Steinberg, F. S., & Horwitz, E. K. (1986). The effect of induced anxiety on the denotative and interpretive content of second language speech. *TESOL Quarterly*, 20(1), 131–136. doi:10.2307/3586395
- Su, J., & Wang, D. (2020). Empirical analysis of foreign language learning anxiety among college students based on neuropsychology. *Revista Argentina de Clínica Psicológica* 29(2), 1425–1433. doi:10.24205/03276716.2020.384
- Subekti, A. S. (2018). L2 motivational self system and L2 achievement: A study of Indonesian EAP learners. *Indonesian Journal of Applied Linguistics*, 8(1), 57–67. doi:10.17509/ijal.v8i1.11465

- Toyama, M. & Yamazaki, Y. (2018). Exploring the components of the foreign language classroom anxiety scale in the context of Japanese undergraduates. *Asian-Pacific Journal of Second and Foreign Language Education*, 3(4). 1–27. doi:10.1186/s40862-018-0045-3
- Travis, J.W. (1975). *Wellness inventory*. Mill Valley, CA: Wellness Assoc. Publications.
- 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. doi:10.1080/17501229.2013.836205
- Useche, S., & Serge, A. (2016). The satisfaction with life scale (SWLS): Psychometric properties and observed scores in university students. *Advances in Social Psychology*, 1(1), 16–22. doi:10.11648/j.asp.20160101.13
- Ushioda, E. (2009). A person-in-context relational view of emergent motivation, self and identity. In Dörnyei, Z. and Ushoda, E. (Eds.), *Motivation, language identity and the L2 self* (pp. 215-28). Bristol, England: Multilingual Matters.
- Uslu-Ok, D. (2013). *The future in the lives of Turkish international sojourners studying in America: The role of future time perspectives and possible selves in explaining motivation to learn English* (Doctoral dissertation). Retrieved from <https://repositories.lib.utexas.edu/bitstream/handle/2152/21163/usluok-dissertation-2013.pdf?sequence=1>
- Vakıf üniversitesi (özel üniversite) 2019 ücretleri: Fiyatlar attı! (2019, July 18). *CNN Türk*. Retrieved from <https://www.cnnturk.com>
- Vo, T. D., Wilang, J., & Samoilova, V. (2017, November). *Debilitating effects of anxiety on engineering students' language performances*. Paper presented at

the International Conference on Innovation in Education, Nakhon Pathom, Thailand. Abstract retrieved from
<https://files.eric.ed.gov/fulltext/ED583662.pdf>

Yu, J., Brown, G. T. L., & Stephens, J. M. (2018). Retrospective case studies of successful Chinese learners of English: Continuity and change in self-identities over time and across contexts. *System*, 72, 124–138.
 doi:10.1016/j.system.2017.11.008

Zhan, Y. & Wan, Z. H. (2016). College students' possible L2 self development in an EFL context during the transition year. *English Language Teaching*, 9(1). 41–50. doi:10.5539/elt.v9n1p41

Zhang, X., Dai, S., & Ardasheva, Y. (2020). Contributions of (de)motivation, engagement, and anxiety to English listening and speaking. *Learning and Individual Differences*, 79, 1–13. doi:10.1016/j.lindif.2020.101856

APPENDICES

APPENDIX A

Informed Consent Form

Dear Students,

Your participation in this survey is completely voluntary. You may withdraw at any time for any reason without any explanation and/or without any penalty. This research study is designed to explore students' types of motivation and factors that could be affecting their engagement in the lessons. This study does not pose any risks to you. In addition, this survey can help you reflect on your English learning process by highlighting possible strengths and weaknesses. To that end, your careful completion of the surveys will contribute greatly to obtaining real data, which is crucial for more accurate findings. I guarantee that all information and data from the surveys will be kept private and will not be shared with others in any way in which the participants' names or individual responses could be identified.

Thank you very much in advance for your invaluable time and cooperation. If you have any questions about this research project, you can contact me from the e-mail address below:

Anıl Ayhan

MA in TEFL Student

Bilkent University, ANKARA

aayhan@etu.edu.tr

I agree to participate in this study voluntarily.

- Yes
- No

APPENDIX B

Survey Questions

Section 1. R-L2MSS

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
1. Whenever I think of my future career, I imagine myself using English.	1	2	3	4	5
2. I can imagine myself speaking English with international people.	1	2	3	4	5
3. I can imagine myself using English effectively for communicating with international people.	1	2	3	4	5
4. I can imagine myself speaking English as if I were a native speaker of English.	1	2	3	4	5
5. I can imagine myself writing emails/letters fluently in English.	1	2	3	4	5
6. Learning English is necessary because people surrounding me expect me to do so.	1	2	3	4	5
7. Learning English is important because the people I respect think that I should do it.	1	2	3	4	5
8. If I fail to learn English, I will be letting other people down.	1	2	3	4	5
9. Studying English is important to me because an educated person has to be able to speak English well.	1	2	3	4	5
10. Studying English is important to me because other people will respect me more if I know English.	1	2	3	4	5
11. I am afraid that other people will laugh at me because of my limited use of English.	1	2	3	4	5
12. I am afraid of not using English correctly because somebody laughed at me about my English before.	1	2	3	4	5
13. I have to improve my English because I do not want to be criticized by others about my English level.	1	2	3	4	5
14. I worry that people might pick on me if I can't speak English properly.	1	2	3	4	5
15. I am worried that people will make fun of me on Twitter, Instagram and/or other social media profiles if I make grammatical mistakes on my posts.	1	2	3	4	5
16. I am afraid of writing or speaking in English because I fear that I will be corrected in a humiliating way.	1	2	3	4	5
17. I like the atmosphere in my English classes.	1	2	3	4	5
18. I find learning English really interesting.	1	2	3	4	5
19. I think time passes faster while practicing (speaking, writing or listening) English.	1	2	3	4	5
20. I always look forward to English classes or any time that I can practice English.	1	2	3	4	5
21. I would like to have more English lessons or to be exposed to English more.	1	2	3	4	5
22. I really enjoy learning and practicing (writing, speaking, or listening) English.	1	2	3	4	5

Section 2. FLCAS

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
23. I never feel quite sure of myself when I am speaking in my English class.	1	2	3	4	5
24. I tremble when I know that I'm going to be called on in English class.	1	2	3	4	5
25. It frightens me when I don't understand what the teacher is saying in English.	1	2	3	4	5
26. It wouldn't bother me at all to take more English classes.	1	2	3	4	5
27. I keep thinking that the other students are better at languages than I am.	1	2	3	4	5
28. I start to panic when I have to speak without preparation in English class.	1	2	3	4	5
29. I worry about the consequences of failing my English class.	1	2	3	4	5
30. I don't understand why some people get so upset over English classes.	1	2	3	4	5
31. In English class, I can get so nervous I forget things I know.	1	2	3	4	5
32. It embarrasses me to volunteer answering in my English class.	1	2	3	4	5
33. I get upset when I don't understand what the teacher is correcting.	1	2	3	4	5
34. Even if I am well prepared for English class, I feel anxious about it.	1	2	3	4	5
35. I often feel like not going to my English class.	1	2	3	4	5
36. I am afraid that my English teacher is ready to correct every mistake I make.	1	2	3	4	5
37. I can feel my heart pounding when I'm going to be called on in English class.	1	2	3	4	5
38. The more I study for an English test, the more confused I get.	1	2	3	4	5
39. I always feel that the other students speak English better than I do.	1	2	3	4	5
40. I feel very self-conscious about speaking English in front of other students.	1	2	3	4	5
41. English class moves so quickly I worry about getting left behind.	1	2	3	4	5
42. I feel more tense and nervous in my English class than in my other classes.	1	2	3	4	5
43. I get nervous and confused when I am speaking in my English class.	1	2	3	4	5
44. I get nervous when I don't understand every word my English teacher says.	1	2	3	4	5
45. I feel overwhelmed by the number of rules you have to learn to speak English.	1	2	3	4	5
46. I am afraid that the other students will laugh at me when I speak English.	1	2	3	4	5
47. I get nervous when my English teacher asks questions which I haven't prepared for in advance.	1	2	3	4	5

Section 3. PWS

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
48. I am always optimistic about my future.	1	2	3	4	5
49. There have been times when I felt inferior to most of the people I knew.	1	2	3	4	5
50. Members of my family come to me for support.	1	2	3	4	5
51. I will always seek out activities that challenge me to think and reason.	1	2	3	4	5
52. I rarely count on good things happening to me.	1	2	3	4	5
53. My body seems to resist physical illness very well.	1	2	3	4	5
54. I avoid activities which require me to concentrate.	1	2	3	4	5
55. I always look on the bright side of things.	1	2	3	4	5
56. I sometimes think I am a worthless individual.	1	2	3	4	5
57. My friends know they can always confide in me and ask me for advice.	1	2	3	4	5
58. My physical health is excellent.	1	2	3	4	5
59. Sometimes I don't understand what life is all about.	1	2	3	4	5
60. Generally, I feel pleased with the amount of intellectual stimulation I receive in my daily life.	1	2	3	4	5
61. In the past, I have expected the best.	1	2	3	4	5
62. I am uncertain about my ability to do things well in the future.	1	2	3	4	5
63. My family has been available to support me in the past.	1	2	3	4	5
64. Compared to people I know, my past physical health has been excellent.	1	2	3	4	5
65. In the past, I hardly ever expected things to go my way.	1	2	3	4	5
66. I expect to always be physically healthy.	1	2	3	4	5
67. I have felt in the past that my life was meaningless.	1	2	3	4	5
68. In the past, I have generally found intellectual challenges to be vital to my overall well-being.	1	2	3	4	5
69. My friends will be there for me when I need help.	1	2	3	4	5
70. My life has often seemed void of positive mental stimulation.	1	2	3	4	5

Section 4. Demographic questions

• What is your age?
• What is your gender?
• What is your proficiency level?
• What section are you in?
• Which country are you from?
• What is your ethnicity?
• What is the highest level of school you have completed?
• Please write your student ID.

APPENDIX C

Item Reliability Analysis

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
IL2S - "Whenever I think of my future career, I imagine myself using English."	15,93	10,130	,655	,877
IL2S - "I can imagine myself speaking English with international people."	15,87	10,350	,746	,859
IL2S - "I can imagine myself using English effectively for communicating with international people."	16,20	9,606	,820	,840
IL2S - "I can imagine myself speaking English as if I were a native speaker of English."	16,62	8,950	,756	,856
IL2S - "I can imagine myself writing emails/letters fluently in English."	16,15	10,216	,671	,873

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
OL2S - "Learning English is necessary because people surrounding me expect me to do so."	13,95	10,537	,638	,614
OL2S - "Learning English is important because the people I respect think that I should do it."	14,27	10,924	,598	,633
OL2S - "If I fail to learn English, I will be letting other people down."	14,89	11,693	,520	,667
OL2S - "Studying English is important to me because an educated person has to be able to speak English well."	13,36	14,723	,294	,742
OL2S - "Studying English is important to me because other people will respect me more if I know English."	14,33	12,946	,389	,717

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
FL2S - "I am afraid that other people will laugh at me because of my limited use of English."	14,01	25,889	,754	,860
FL2S - "I am afraid of not using English correctly because somebody laughed at me about my English before."	14,45	26,482	,727	,865
FL2S - "I have to improve my English because I do not want to be criticized by others about my English level."	13,33	27,130	,685	,871
FL2S - "I worry that people might pick on me if I can't speak English properly."	14,16	26,114	,761	,859
FL2S - "I am worried that people will make fun of me on Twitter, Instagram and/or other social media profiles if I make grammatical mistakes on my posts."	13,99	28,423	,561	,891
FL2S - "I am afraid of writing or speaking in English because I fear that I will be corrected in a humiliating way."	14,32	27,226	,742	,863

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
ELE - "I like the atmosphere in my English classes."	16,18	19,594	,458	,842
ELE - "I find learning English really interesting."	15,87	17,253	,709	,791
ELE - "I think time passes faster while practicing (speaking, writing or listening) English."	16,13	18,706	,627	,809
ELE - "I always look forward to English classes or any time that I can practice English."	16,57	17,719	,726	,789
ELE - "I would like to have more English lessons or to be exposed to English more."	16,64	18,931	,488	,838
ELE - "I really enjoy learning and practicing (writing, speaking, or listening) English."	15,95	18,133	,709	,794

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
CA - "I never feel quite sure of myself when I am speaking in my English class."	21,79	35,960	,619	,840
CA - "It frightens me when I don't understand what the teacher is saying in English."	22,23	34,486	,645	,837
CA - "I start to panic when I have to speak without preparation in English class."	21,82	35,067	,610	,841
CA - "I get upset when I don't understand what the teacher is correcting."	21,96	36,115	,566	,846
CA - "I feel very self-conscious about speaking English in front of other students."	22,10	37,112	,517	,851
CA - "I get nervous and confused when I am speaking in my English class."	22,18	33,705	,731	,827
CA - "I get nervous when I don't understand every word my English teacher says."	22,32	33,543	,698	,830
CA - "I feel overwhelmed by the number of rules you have to learn to speak English."	21,67	37,118	,450	,860

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
TA - "I tremble when I know that I'm going to be called on in English class."	31,26	47,606	,573	,785
TA - "I worry about the consequences of failing my English class."	30,88	49,060	,482	,794
TA - "In English class, I can get so nervous I forget things I know."	30,89	48,074	,609	,783
TA - "It wouldn't bother me at all to take more English classes." REVERSED	30,78	55,375	,101	,828
TA - "Even if I am well prepared for English class, I feel anxious about it."	31,34	45,858	,676	,774
TA - "I feel more tense and nervous in my English class than in my other classes."	31,59	45,606	,688	,773
TA - "English class moves so quickly I worry about getting left behind."	31,57	48,271	,515	,791
TA - "I don't understand why some people get so upset over English classes." REVERSED	31,11	54,393	,145	,826
TA - "The more I study for an English test, the more confused I get."	31,54	49,808	,434	,799
TA - "I can feel my heart is pounding when I'm going to be called on in English class."	31,63	46,063	,606	,781
TA - "I often feel like not going to my English class."	31,19	50,142	,406	,802

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
FNE - "I keep thinking that the other students are better at languages than I am."	13,99	22,067	,612	,859
FNE - "It embarrasses me to volunteer answering in my English class."	14,32	20,132	,705	,844
FNE - "I am afraid that my English teacher is ready to correct every mistake I make."	14,81	22,105	,660	,852
FNE - "I always feel that the other students speak English better than I do."	14,20	20,931	,694	,846
FNE - "I am afraid that the other students will laugh at me when I speak English."	14,62	21,329	,669	,850
FNE - "I get nervous when my English teacher asks questions which I haven't prepared for in advance."	14,07	21,241	,694	,846

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Psychological - "I always look on the bright side of things."	11,66	5,466	,299	,201
Psychological - "I am always optimistic about my future."	11,31	5,872	,218	,273
Psychological - "I rarely count on good things happening to me."	12,09	5,256	,314	,182
REVERSED				
Psychological - "In the past, I hardly ever expected things to go my way." REVERSED	11,88	6,422	,073	,394
"Psychological - In the past, I have expected the best." REVERSED	12,67	6,934	,006	,438

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Emotional - "I sometimes think I am a worthless individual." REVERSED	5,90	3,689	,633	,496
Emotional - "There have been times when I felt inferior to most of the people I knew." REVERSED	5,61	4,669	,523	,641
Emotional - "I am uncertain about my ability to do things well in the future." REVERSED	5,96	4,986	,462	,710

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Social - "Members of my family come to me for support."	12,10	4,449	,422	,622
Social - "My friends know they can always confide in me and ask me for advice."	12,40	4,216	,461	,597
Social - "My family has been available to support me in the past."	12,14	3,864	,556	,530
Social - "My friends will be there for me when I need help."	12,51	4,399	,373	,656

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Intellectual - "I will always seek out activities that challenge me to think and reason."	13,84	5,967	,277	,322
Intellectual - "Generally, I feel pleased with the amount of intellectual stimulation I receive in my daily life."	14,43	5,805	,240	,345
Intellectual - "In the past, I have generally found intellectual challenges to be vital to my overall well-being."	13,66	6,936	,120	,423
Intellectual - "I avoid activities which require me to concentrate." REVERSED	14,10	5,733	,205	,374
Intellectual - "My life has often seemed void of positive mental stimulation." REVERSED	14,26	5,471	,235	,349

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Physical - "My body seems to resist physical illness very well."	9,91	7,973	,562	,787
Physical - "My physical health is excellent."	10,02	7,233	,714	,714
Physical - "Compared to people I know, my past physical health has been excellent."	9,92	7,460	,666	,738
Physical - "I expect to always be physically healthy."	10,20	7,790	,558	,790

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Spiritual - "Sometimes I don't understand what life is all about." REVERSED	2,37	1,413	,570	.
Spiritual - "I have felt in the past that my life was meaningless." REVERSED	2,33	1,560	,570	.

APPENDIX D Independent t-Test Output

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2- tailed)	Mean Differen ce	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df				Lower	Upper
R- L2MSS_IL2S	Equal variances assumed	,910	,342	-,874	162	,383	-,173	,198	-,565	,218
	Equal variances not assumed			-,796	19,035	,436	-,173	,218	-,630	,283

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df				Lower	Upper
R- L2MSS_OL2S	Equal variances assumed	,594	,442	1,715	162	,088	,369	,215	-,056	,793
	Equal variances not assumed			2,051	22,256	,052	,369	,180	-,004	,741

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
R- L2MSS_FL2S	Equal variances assumed	,055	,815	1,441	162	,152	,377	,262	-,140	,894
	Equal variances not assumed			1,426	19,783	,169	,377	,265	-,175	,929

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
R- L2MSS_ELE	Equal variances assumed	,080	,778	,657	162	,512	,142	,217	-,285	,570
	Equal variances not assumed			,719	20,930	,480	,142	,198	-,269	,554

Independent Samples Test

		Levene's Test for Equality of Variances				t-test for Equality of Means				
						Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df				Lower	Upper
FLCA	Equal variances assumed	2,983	,086	1,606	162	,110	,305	,190	-,070	,679
	Equal variances not assumed			1,321	18,333	,203	,305	,230	-,179	,788

Test Statistics^a

	PW
Mann-Whitney U	818,500
Wilcoxon W	11696,500
Z	-2,328
Asymp. Sig. (2-tailed)	,020

a. Grouping Variable: Proficiency_Level

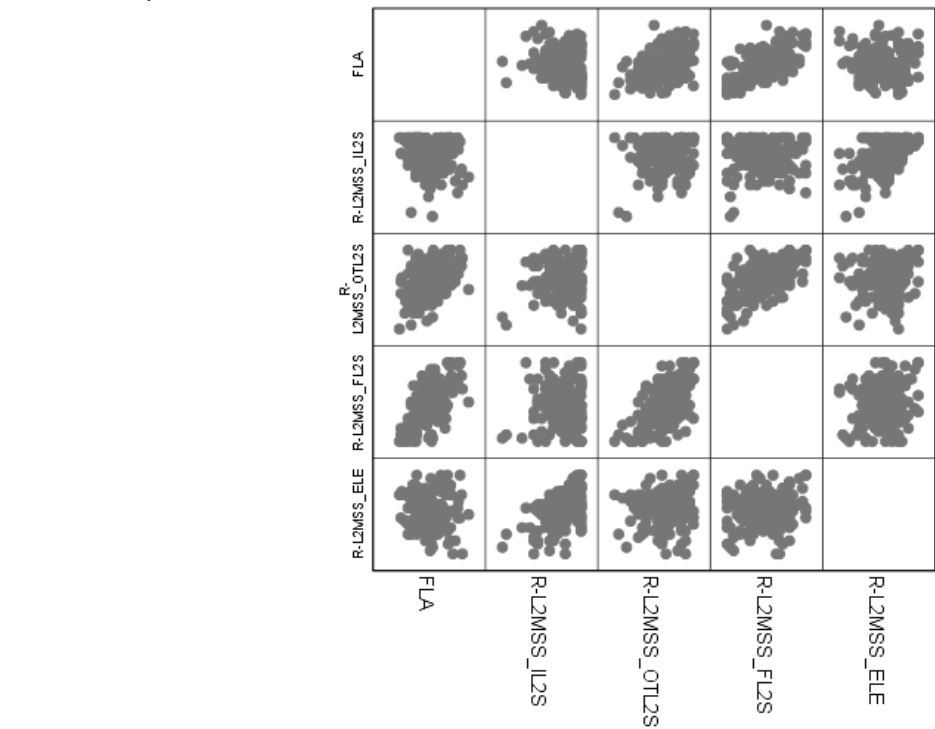
APPENDIX E
Pearson's Correlation Output

Correlations

			R- FLCA	R- L2MSS_IL2S	R- L2MSS_OL2S	R- L2MSS_FL2S	R- L2MSS_ELE
FLCA	Pearson Correlation	1		-,207**	,395**	,672**	-,140
	Sig. (2-tailed)			,008	,000	,000	,074
	Sum of Squares and Cross-products	90,170		-19,432	40,408	83,513	-14,340
	Covariance	,553		-,119	,248	,512	-,088
	N	164		164	164	164	164
R-L2MSS_IL2S	Pearson Correlation	-,207**	1		,099	-,031	,502**
	Sig. (2-tailed)	,008			,209	,698	,000
	Sum of Squares and Cross-products	-19,432	97,566	10,490	-3,949	53,482	
	Covariance	-,119	,599	,064	-,024	,328	
	N	164	164	164	164	164	164
R-L2MSS_OL2S	Pearson Correlation	,395**	,099	1		,575**	,115
	Sig. (2-tailed)	,000	,209			,000	,142
	Sum of Squares and Cross-products	40,408	10,490	116,014	81,094	13,367	
	Covariance	,248	,064	,712	,498	,082	
	N	164	164	164	164	164	164
R-L2MSS_FL2S	Pearson Correlation	,672**	-,031	,575**	1		,110
	Sig. (2-tailed)	,000	,698	,000			,161
	Sum of Squares and Cross-products	83,513	-3,949	81,094	171,402	15,507	
	Covariance	,512	-,024	,498	1,052	,095	
	N	164	164	164	164	164	164
R-L2MSS_ELE	Pearson Correlation	-,140	,502**	,115	,110		1
	Sig. (2-tailed)	,074	,000	,142	,161		
	Sum of Squares and Cross-products	-14,340	53,482	13,367	15,507	116,135	
	Covariance	-,088	,328	,082	,095	,712	
	N	164	164	164	164	164	164

** . Correlation is significant at the 0.01 level (2-tailed).

Matrix Scatterplot for IL2S, OL2S, FL2S, and FLCA.

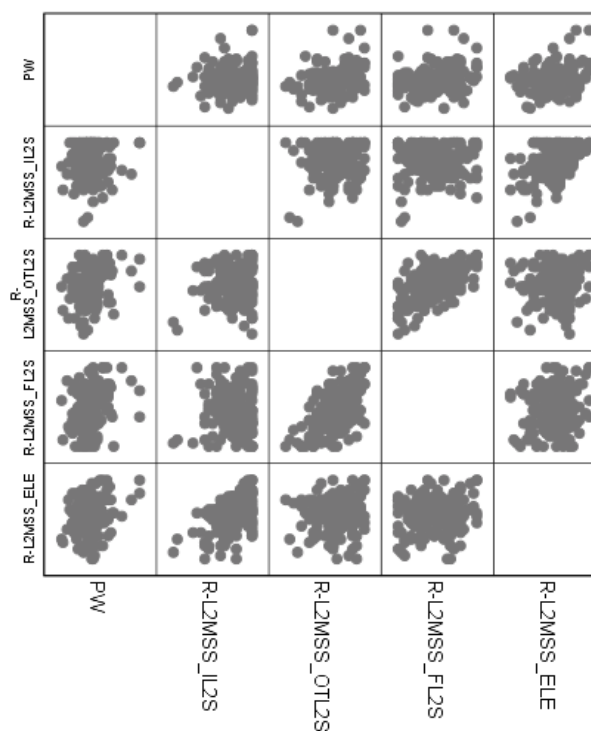


Correlations

		R- L2MSS IL2S	R- L2MSS OL2S	R- L2MSS FL2S	R- L2MSS ELE	PW
R- L2MSS_IL2S	Pearson	1	,099	-,031	,502**	,067
	Correlation					
	Sig. (2-tailed)		,209	,698	,000	,394
	Sum of	97,566	10,490	-3,949	53,482	3,214
	Squares and					
	Cross-products					
R- L2MSS_OL2S	Covariance	,599	,064	-,024	,328	,020
	N	164	164	164	164	164
	Pearson	,099	1	,575**	,115	,272**
	Correlation					
	Sig. (2-tailed)	,209		,000	,142	,000
	Sum of	10,490	116,014	81,094	13,367	14,252
R- L2MSS_FL2S	Squares and					
	Cross-products					
	Covariance	,064	,712	,498	,082	,087
	N	164	164	164	164	164
	Pearson	-,031	,575**	1	,110	,273**
	Correlation					
R- L2MSS_ELE	Sig. (2-tailed)	,698	,000		,161	,000
	Sum of	-3,949	81,094	171,402	15,507	17,389
	Squares and					
	Cross-products					
	Covariance	-,024	,498	1,052	,095	,107
	N	164	164	164	164	164
R- L2MSS_PW	Pearson	,502**	,115	,110	1	,209**
	Correlation					
	Sig. (2-tailed)	,000	,142	,161		,007
	Sum of	53,482	13,367	15,507	116,135	10,943
	Squares and					
	Cross-products					
PW	Covariance	,328	,082	,095	,712	,067
	N	164	164	164	164	164
	Pearson	,067	,272**	,273**	,209**	1
	Correlation					
	Sig. (2-tailed)	,394	,000	,000	,007	
	Sum of	3,214	14,252	17,389	10,943	23,620
	Squares and					
	Cross-products					
	Covariance	,020	,087	,107	,067	,145
	N	164	164	164	164	164

** . Correlation is significant at the 0.01 level (2-tailed).

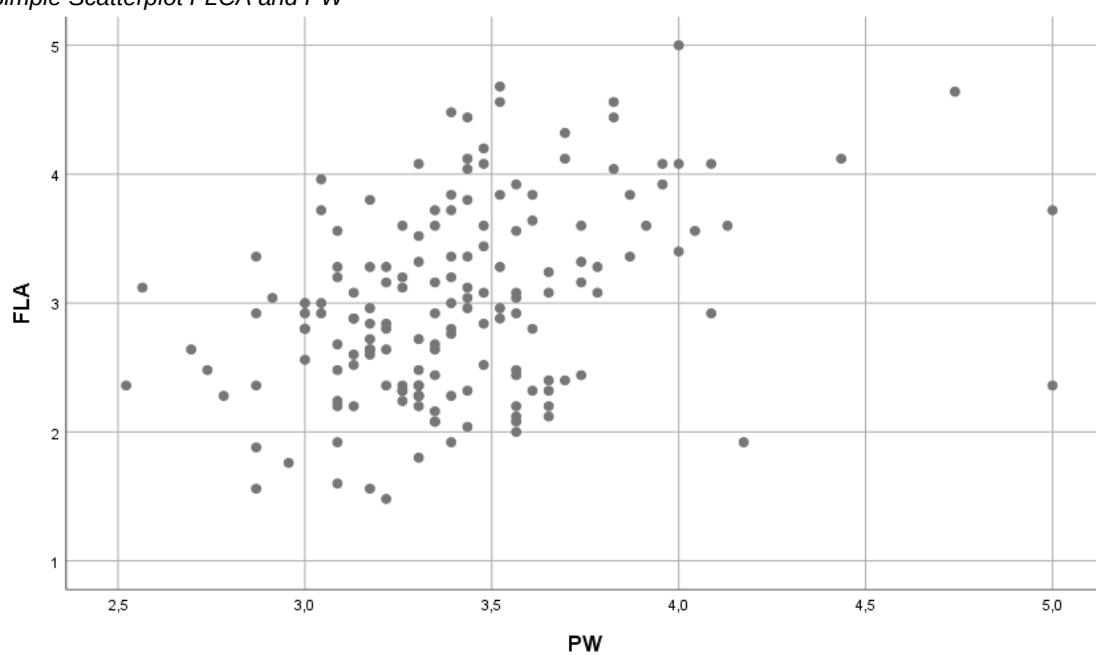
Matrix Scatterplot for IL2S, OL2S, FL2S, and PW



Correlations

		PW	FLCA
PW	Pearson Correlation	1	,375**
	Sig. (2-tailed)		,000
	Sum of Squares and Cross-products	23,620	17,318
	Covariance	,145	,106
	N	164	164
FLCA	Pearson Correlation	,375**	1
	Sig. (2-tailed)	,000	
	Sum of Squares and Cross-products	17,318	90,170
	Covariance	,106	,553
	N	164	164

** . Correlation is significant at the 0.01 level (2-tailed).

Simple Scatterplot FLCA and PW

APPENDIX F

Multiple Linear Regression Output

Correlations

		R- L2MSS_ IL2S	R- L2MSS_ OL2S	R- L2MSS_ FL2S	R- L2MSS_ ELE	FLCA	PW	Midterm Scores
R- L2MSS_ IL2S	Pearson Correlation	1	.099	-.031	.502**	-.207**	.067	.170*
	Sig. (2-tailed)		.209	.698	.000	.008	.394	.035
	N	164	164	164	164	164	164	154
R- L2MSS_ OL2S	Pearson Correlation	.099	1	.575**	.115	.395**	.272**	-.068
	Sig. (2-tailed)	.209		.000	.142	.000	.000	.405
	N	164	164	164	164	164	164	154
R- L2MSS_ FL2S	Pearson Correlation	-.031	.575**	1	.110	.672**	.273**	-.146
	Sig. (2-tailed)	.698	.000		.161	.000	.000	.071
	N	164	164	164	164	164	164	154
R- L2MSS_ ELE	Pearson Correlation	.502**	.115	.110	1	-.140	.209**	.159*
	Sig. (2-tailed)	.000	.142	.161		.074	.007	.048
	N	164	164	164	164	164	164	154
FLCA	Pearson Correlation	-.207**	.395**	.672**	-.140	1	.375**	-.338**
	Sig. (2-tailed)	.008	.000	.000	.074		.000	.000
	N	164	164	164	164	164	164	154
PW	Pearson Correlation	.067	.272**	.273**	.209**	.375**	1	-.156
	Sig. (2-tailed)	.394	.000	.000	.007	.000		.054
	N	164	164	164	164	164	164	154
Midterm Scores	Pearson Correlation	.170*	-.068	-.146	.159*	-.338**	-.156	1
	Sig. (2-tailed)	.035	.405	.071	.048	.000	.054	
	N	154	154	154	154	154	154	154

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Correlations

		Midterm			
		Scores	L2MSS_IL2S	L2MSS_ELE	FLCA
Pearson Correlation	Midterm Scores	1.000	.170	.159	-.338
	L2MSS_IL2S	.170	1.000	.506	-.190
	L2MSS_ELE	.159	.506	1.000	-.170
	FLCA	-.338	-.190	-.170	1.000
Sig. (1-tailed)	Midterm Scores	.	.017	.024	.000
	L2MSS_IL2S	.017	.	.000	.009
	L2MSS_ELE	.024	.000	.	.017
	FLCA	.000	.009	.017	.
N	Midterm Scores	154	154	154	154
	L2MSS_IL2S	154	154	154	154
	L2MSS_ELE	154	154	154	154
	FLCA	154	154	154	154

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	FLCA	.	Stepwise (Criteria: Probability-of-F- to-enter <= .050, Probability-of-F- to-remove >= .100).

a. Dependent Variable: Midterm Scores

Model Summary^b

					Change Statistics				
Model	R	Adjusted R	Std. Error of	R Square	F				
	R	Square	the Estimate	Change	Change	df1	df2	Change	
1	.338 ^a	.114	12.116	.114	19.624	1	152	.000	

a. Predictors: (Constant), FLCA

b. Dependent Variable: Midterm Scores

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2880.970	1	2880.970	19.624	.000 ^b
	Residual	22314.648	152	146.807		
	Total	25195.619	153			

a. Dependent Variable: Midterm Scores

b. Predictors: (Constant), FLCA

Coefficients^a

						95,0%				
		Unstandardized	Standardized			Confidence		Collinearity		
		Coefficients	Coefficients			Interval for B		Statistics		
		Std.				Lower	Upper			
Model		B	Error	Beta	t	Sig.	Bound	Bound	Tolerance	VIF
1	(Constant)	93.634	4.105		22.810	.000	85.524	101.744		
	FLCA	-5.967	1.347	-.338	-4.430	.000	-8.629	-3.306	1.000	1.000

a. Dependent Variable: Midterm Scores

Excluded Variables^a

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics		
						Tolerance	VIF	Minimum Tolerance
1	L2MSS_IL2S	.110 ^b	1.422	.157	.115	.964	1.037	.964
	L2MSS_ELE	.105 ^b	1.357	.177	.110	.971	1.030	.971

a. Dependent Variable: Midterm Scores

b. Predictors in the Model: (Constant), FLCA

Collinearity Diagnostics^a

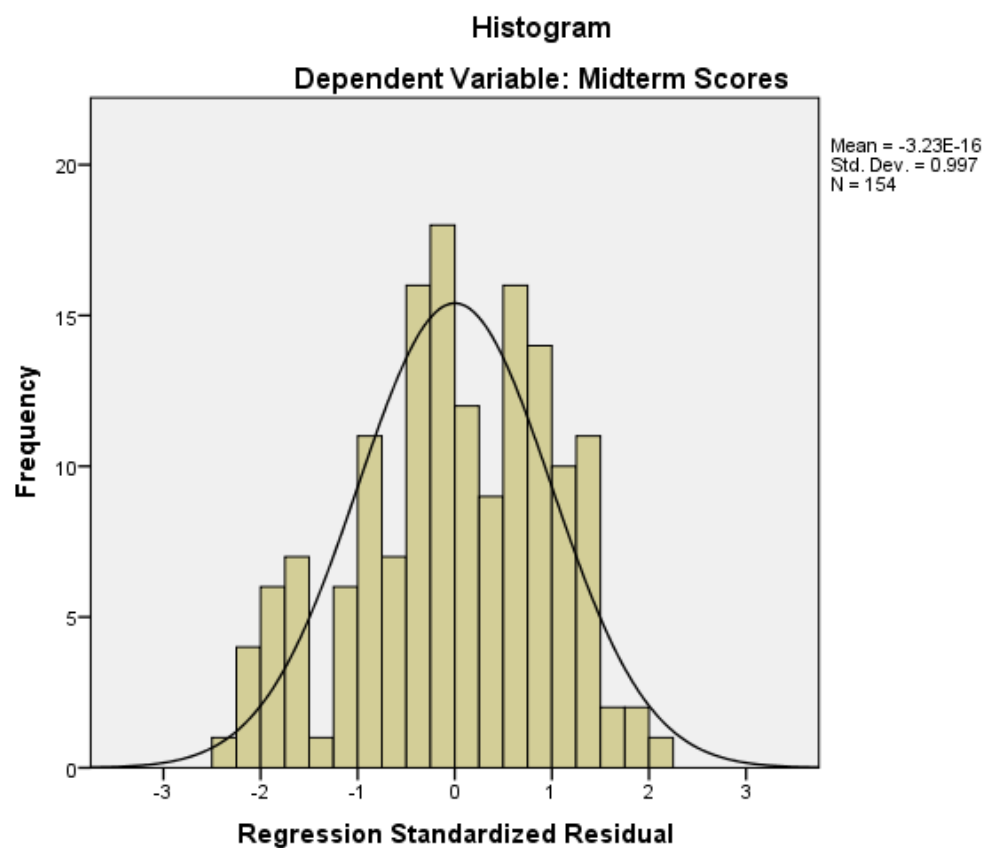
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	FLCA
1	1	1.971	1.000	.01	.01
	2	.029	8.288	.99	.99

a. Dependent Variable: Midterm Scores

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	65.71	84.80	75.97	4.339	154
Residual	-29.777	24.349	.000	12.077	154
Std. Predicted Value	-2.365	2.035	.000	1.000	154
Std. Residual	-2.458	2.010	.000	.997	154

a. Dependent Variable: Midterm Scores



Normal P-P Plot of Regression Standardized Residual

