

**KARADENİZ TECHNICAL UNIVERSITY \* THE INSTITUTE OF SOCIAL SCIENCES**

**DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE**

**APPLIED LINGUISTICS MASTER'S PROGRAM**



**MOTIVATIONAL SELF SYSTEM OF THIRD LANGUAGE LEARNERS:  
A STUDY IN THE TURKISH CONTEXT**

**MASTER'S THESIS**

**Ertürk AKYÜZ**

**AUGUST - 2024**

**TRABZON**

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**Supervisor: Asst. Prof. Öznur SEMİZ**

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## APPROVAL

Upon the submission of the dissertation, **Ertürk AKYÜZ** has defended the study “**Motivational Self System of Third Language Learners: A Study in the Turkish Context**” in partial fulfillment of the requirements for the degree of Master of Arts in Applied Linguistics at Karadeniz Technical University, and the study has been found fully adequate in scope and quality as a thesis by **unanimous/ majority** vote on **02/08/2024**.

| Committee Member                |            | Decision                 |                          | Signature |
|---------------------------------|------------|--------------------------|--------------------------|-----------|
| Name and Surname                | Mission    | Accept                   | Refuse                   |           |
| Asst. Prof. Dr. Öznur SEMİZ     | Supervisor | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Prof. Dr. Mustafa Naci KAYAOĞLU | Member     | <input type="checkbox"/> | <input type="checkbox"/> |           |
| Assoc. Prof. Dr. Oktay YAĞIZ    | Member     | <input type="checkbox"/> | <input type="checkbox"/> |           |

Approval of the Graduate School of Social Sciences.

Prof. Dr. Tülay İLHAN NAS  
Director

## DECLARATION OF ORIGINALITY

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August 2024

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## ÖZET

Bu çalışma Türkiye'deki bir devlet üniversitesinde İngiliz Dili ve Edebiyatı bölümünde öğrenim gören Almanca, Fransızca ve Rusça öğrencilerinin Üçüncü Dil Motivasyonel Benlik Sistemlerine incelemektedir. Çalışmada karma araştırma yöntemi kullanılmış olup, araştırma üç aşamaya ayrılmıştır. İlk aşamada, online bir anket aracılığıyla Almanca, Fransızca ve Rusça öğrenen 90 üçüncü dil öğrencisinden üçüncü dil dersi memnuniyet seviyelerini ölçen veriler toplanmıştır. İkinci aşamada, aynı bölümde okuyan 158 öğrenciden üçüncü dilde motivasyonel benliklerini ölçen nicel veriler 52 soruluk bir anket yöntemiyle toplanmıştır. Çalışmanın son aşamasında, farklı seviyeden ve dil gruplarından 18 öğrenci yarı-yapılandırılmış görüşmelere davet edilmiştir. Nicel analizlerde betimleyici ve çıkarımsal istatistikler kullanılmıştır. Nitel analizlerde 12 soru katılımcılara yöneltilmiş olup bulgular tematik analiz yöntemiyle incelenmiştir. Çalışma bulguları Üçüncü Dilde Motivasyonel Benlik Sistemi Ölçeği'ndeki birçok alt ölçekte anlamlı ilişkiler olduğunu göstermiştir. Ek olarak, Almanca öğrenenlerin Almanca dersi memnuniyet seviyeleri düşük olarak bulunurken Fransızca ve Rusça öğrenenlerin memnuniyet seviyeleri yüksek olarak görülmüştür. Bunun yanında ideal üçüncü dil benliği her bir dil grubu için ortalama üstünde tespit edilmiştir. Bunun aksine sakınılan üçüncü dil benliği en düşük ortalama sahip olarak saptanmıştır. Üçüncü dil öğrenme deneyiminde Fransızca ve Rusça öğrenenler ortalama üstü bir değere sahipken, Almanca öğrenenlerde bu değer düşük olarak saptanmıştır. Bunun yanında dil grupları, öğrenim düzeyi, ve erkek ve kadın öğrenciler arasında üçüncü dil motivasyonu açısından anlamlı farklılıklar göz. Araştırma bulguları üçüncü dil öğreniminde ideal üçüncü dil benliği ve üçüncü dil öğrenme deneyiminin üçüncü dil motivasyonuna önemli bir katkısı olduğunu göstermiştir.

**Anahtar Kelimeler:** Dil Öğrenme Motivasyonu, Üçüncü Dil Öğrenme Motivasyonu, Motivasyonel Benlik Sistemi, Üçüncü Dil Öğrenimi

## ABSTRACT

This study investigates the L3 Motivational Self system of German, French, and Russian learners studying in the English Language and Literature department at a state university in Türkiye. A mixed-method research approach was adopted in the study, and the study was divided into three stages. In the first stage, data for the L3 course satisfaction levels of the L3 learners were collected through an online survey with the participation of 90 students studying German, French, and Russian as their third language. In the second stage, quantitative data regarding their L3 motivational self system were collected from 158 students studying in the same department using a 52-item questionnaire. In the last stage of the study, 18 students from different language groups and levels of education were invited for semi-structured interviews. In the quantitative analyses, descriptive and inferential statistics were used. In the qualitative phase, 12 questions were forwarded to interviewees, and the findings were examined using thematic analysis method. The findings showed that most of the subscales of the L3MSS Scale had significant correlations. Moreover, German learners were found to have low satisfaction mean scores in their German courses, while French and Russian learners had high satisfaction mean scores in their respective L3 courses. Furthermore, the mean scores of the ideal L3 self of all language groups were above average. On the other hand, the mean scores of the learners' ought-to L3 self were found to be the lowest. While French and Russian learners had above-average mean scores in the L3 learning experience, German learners had below-average scores. Additionally, significant differences were observed between the language groups, levels of education, and between male and female learners. The findings revealed that in L3 learning situations, the ideal L3 self and L3 learning experience significantly contributes to L3 motivation.

**Keywords:** Language Learning Motivation, L3 Learning Motivation, Motivational Self System, Multilingualism, Third Language Learning

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## LIST OF ABBREVIATIONS

|       |                                   |
|-------|-----------------------------------|
| ATL3C | : Attitudes Toward L3 Community   |
| CI    | : Cultural Interest               |
| EFL   | : English as Foreign Language     |
| ELL   | : English Language and Literature |
| ELT   | : English Language Teaching       |
| ESL   | : English as Second Language      |
| FI    | : Family Influence                |
| IE    | : Intended Effort                 |
| IL3S  | : Ideal L3 Self                   |
| INT   | : Integrativeness                 |
| IP    | : International Posture           |
| L1    | : First/Native Language           |
| L2    | : Second Language                 |
| L2MSS | : L2 Motivational Self System     |
| L3    | : Third Language                  |
| L3LE  | : L3 Learning Experience          |
| L3MSS | : L3 Motivational Self System     |
| OL3S  | : Ought-to L3 Self                |
| PRO   | : Instrumentality-Promotion       |
| TLS   | : Third Language Satisfaction     |
| WTC   | : Willingness to Communicate      |

## INTRODUCTION

University-level education in Türkiye involves teaching foreign languages. In Türkiye, some university programs include courses taught in English. Additionally, programs such as English Language and Literature teach all of their courses in English. The faculties providing English courses require their learners to be proficient in English. At the beginning of their study, all of the students in these faculties must provide a language certificate or attend a preparatory class to reach a sufficient level of English. A high level of English indicates that learners can understand and study in the target language. In Türkiye, English is the second language that university students learn. However, some programs include additional language learning (most often German, Russian, or French) in their compulsory curriculum.

Many educational institutions provide their learners with language courses, either elective or compulsory. In either situation, studying an additional language can impact learners' language learning psychology. As Ellis (2015) mentioned, language learning is a system of complex variations that includes language learning motivation. Motivation is crucial to learning a language (Gardner & Lambert, 1959) since the motivation level of the learner can predict the success or failure of learning a language. Motivation is a psychological factor that drives learners toward action and should be investigated thoroughly (Dörnyei, 2005). Especially in language learning, motivation is the initiating and the sustaining factor that keeps learners engaged in language learning.

Many language researchers have examined language learner motivation through different eras (e.g., Gardner, 1985; Noels et al., 2000; Dörnyei, 2005) leading to different models of motivation. These are the socio-educational, cognitive-situated, and process-oriented models of language learning motivation. The earliest of these models begins with Gardner's (1985) proposal of the socio-educational model of language learning, in which he bases his model of motivation on the integrativeness to the target community.

In Gardner's theory, learner motivation is divided into two orientations: instrumental and integrative. For him, learners learn a language either to be integrated into the target community or to learn a language for its practical advantages (Gardner, 1985). However, his proposal of language learning motivation in terms of integrativeness was not enough to explain learner motivation (Dörnyei, 1994a).

Although Gardner is a pioneer in the investigation of language learner motivation, theories proposed after him have challenged his integrativeness theory, thus paving the way for additional measurements of learner motivation. Some researchers suggested that while learning a language, internal and external forces interfere with learner motivation, thus having an impact on language achievement (Noels et al., 2000). While some researchers have investigated the factors that influence learner motivation, some studies have also investigated how language learning motivation is processed (Dörnyei & Ottó, 1998). In addition, recent theories have suggested that learner motivation may not be based on integrativeness but be based on possible selves that learners identify themselves with (Markus & Nurius, 1986; Higgins, 1987). This possible selves theory was linked to the learner motivation by Zoltán Dörnyei (2005) in his L2 Motivational Self System (L2MSS) theory.

In his theory, Dörnyei (2005) associated learner motivation to the possible selves theory, proposing that learner motivation can stem from three main sources: ideal L2 self, ought-to L2 self, and L2 learning experience. Whereas the ideal L2 self explains learner motivation with idealized future self, the ought-to L2 self links learner motivation to qualities one should possess (Dörnyei, 2009). As for the learning experience, it is the immediate learning environment that influences the learning process.

While the L2MSS theory is not limited to learning English, most of the research on L2MSS theory focuses on English learning motivation. Several languages in addition to native and second language can be learned by different motives. Learners can study additional languages because they idealize themselves with those languages, or it can be obligatory for them to study that language, such as a compulsory-elective language course in university. Learners may select whichever language they want to study or can be forced to study provided languages. However, the limited diversity of the provided languages may not appeal to the learners' needs and desires. Although learners can select a language course based on their desire, the obligation of completing a language course to graduate and attain a bachelor's diploma may not motivate them to study these additional languages. Rather, the experiences they have in the learning environment can motivate them to be more active in the learning process.

To sum up, learning motivation for a third language in addition to English can have different patterns. Depending on their language, learners may visualize their future selves with different possibilities or be motivated to study by the learning experience. In that sense, language learning motivation is crucial for learners to achieve proficiency in the target language.

## **CHAPTER ONE**

### **1. FRAMEWORK OF THE STUDY**

#### **1.1. Background of the Study**

As learning motivation affects language learning, second language learners' motivation may not be similar to third language learners. Especially learning a third language in addition to a second language can have different sources of motivation. Several studies have proposed theories on learner motivation, and most of them investigated language learning motivation in second language acquisition (e.g., Gardner, 1985; Mali, 2015). As learners begin learning a second language early in their lives, usually starting with primary school, they are consistently exposed to that second language. However, in terms of a third language, it is usually postponed to university life or never learned at all.

In Turkish universities, students studying English language programs such as English Language and Literature must be proficient in English. Although these students must learn English to be qualified to study the program, some universities can make learning an additional language to English compulsory, making these courses their third language. These departments provide these additional compulsory language courses to promote multilingualism and language learning.

Although there are studies focusing on Turkish students' language learning motivation, most of these studies have investigated learners' motivation to study English. In addition, Dörnyei's (2005) L2MSS Theory has begun to be applied to Turkish students only recently (e.g., Cabirolu, 2016). As in all the cases in Türkiye, these studies explored Turkish students' L2MSS for learning English. However, in the Turkish context, the L2MSS of learners of different languages in addition to English has not been studied. Especially being a compulsory course in English Language and Literature departments, the motivation of third language learners, mainly their ideal L3 self, ought-to L3 self, and L3 learning experience, require investigations to provide a qualified education and promote learner motivation.

For this reason, the absence of studies on third language motivational self system (L3MSS) of English majoring students in Türkiye calls for investigating their motivation for studying L3 to find ways of promoting their L3 language motivation.

## **1.2. Statement of the Problem**

In language learning, one of the most recurring problems is the lack of language learning motivation. The language learning motivation is both the initiating and the sustaining force that keeps learners engaged in the language learning process. Whereas motivated learners are more likely to be active in learning a language, learners who lack motivation to learn a language might not study that language. As Dörnyei (2005) suggests, learner motivation is influenced by the possible selves and the learning environment. While the possible selves can initiate the learning process, which can be either visualizing yourself as the speaker of that language or avoiding your unwanted future self where you cannot speak, the learning experience is a significant influencer of the learning motivation. Motivation is not a static trait. It fluctuates during the learning process, and to ensure learners engaged in language learning, their motivation should be constantly checked. While in the beginning stage of the learning, learner motivation can be high due to the expectations and visualizations; however, the learning experience and the immediate learning environment can significantly contribute or diminish the language learning motivation. Therefore, especially in situations learning an additional language is compulsory, motivation of the learners should be promoted to sustain their learning. A non-motivated learner would not be actively studying a language. Thus, it is crucial to discover the motivational profiles of the language learners and find ways to promote their motivation to ensure active participation in the language learning process.

## **1.3. Purpose of the Study**

The purpose of this study to uncover the variables that influence the language learning motivation in third language situations. In that sense, this study aims to investigate the motivational self system profiles of the Turkish third language learners who study German, French and Russian as their L3 in addition to their existing L2 English. Therefore, this study was conducted to examine the variables that influence the L3 learning motivation of the third language learners studying English Language and Literature at a remote university in the Black Sea region of Türkiye. In this manner, the motivational variables that influence the L3 learning motivation were discussed.

## **1.4. Research Questions**

This study seeks to find answers to the following research questions:

### **Major Question**

1. What are the motivational self system profiles of German, French, and Russian learners?

## **Minor Questions**

2. What are the L3 course satisfaction levels of third language learners?
3. Do motivational self system profiles of third language learners differ based on language choice?
4. Do motivational self system profiles of third language learners differ based on their level of education?
5. Do motivational self system profiles of German, French, and Russian learners differ based on gender?
6. Is there a significant relationship among the components of the motivational self system in terms of third language motivation?

### **1.5. Significance of the Study**

This study is significant for several reasons. First of all, many language learning motivation studies focus on the L2 English learning motivation. However, in the context of the third language learning, it is still a neglected area. Moreover, in the Turkish context, studies on L2 Motivational Self System have begun only recently, but as far as the knowledge of the author of this study, there is no specific study that investigates the L3 learning motivation of Turkish students. Therefore, this study explores a field that is not examined before in the Turkish context. Secondly, as mentioned before, language learning motivation is a significant contributor in the language learning process. The constant examination of the learner motivation provides information on the changing learner needs and ways to resolve language learning barriers related to language learning motivation. Based on Dörnyei's (2005) theory, ideal self, ought-to self and learning experience are the crucial factors that influence learning motivation. Thus, investigating these components, especially on the third language learning context can provide ways to promote motivation for multilingualism and learning additional languages. Thirdly, in the compulsory learning situations, L3 learning motivation might not be the same as L2 English motivation. Therefore, the findings of this study could be beneficial for educational institutions as well as the instructors of L3. As the language learning happens in the classroom, instructors are expected to encourage and motivate their students. The findings of this study can help the instructors to identify and investigate their teaching while also finding ways to promote their students' motivation. Additionally, textbook writers and educational institutes can benefit from the findings of this study by examining what motivates language learners to study these languages, and what precautions should be taken to sustain L3 learners' engagement in learning, and how L3 course syllabuses should be constructed. The findings of this study could benefit instructors and educational institutions by improving the efficiency and effectiveness of language learning courses.

## 1.6. Definition of Terms

**L2 Language:** The general description of languages learned in addition to the native language.

**L3 Language:** The third language that is learned in addition to the native language and second language.

**L2 Motivational Self System (L2MSS):** A theory first proposed by Dörnyei in 2005 describing language learner motivation with three main components: ideal L2 self, ought-to L2 self, and L2 learning experience.

**L3 Motivational Self System (L3MSS):** The adapted version of Dörnyei's L2MSS theory into third language.

**Ideal L3 Self (IL3S):** The idealized version of the future selves of the learners where they see themselves as the speaker of the third language.

**Ought-to L3 Self (OL3S):** The self-image which is related to one's beliefs about fulfilling expectations of others and obligations.

**L3 Learning Experience (L3LE):** The motives that are related to the immediate L3 learning environment and experience.

**Attitudes Toward L3 Community (ATL3C):** The attitudes that L3 learners have towards the community of the target language.

**Intended Effort (IE):** It measures how much effort an L3 learner wishes to exert.

**Willingness to Communicate (WTC):** It measures the intention of communicating in the target language when having the opportunity.

**Cultural Interest (CI):** It measures the interest in the target language spoken media such as series, films, or other entertainment products as well as its culture.

**International Posture (IP):** It involves relating oneself to the international community rather than to a single target language community.

**Family Influence (FI):** The parental factors that influence learner motivation.

**Integrativeness (INT):** It measures the positive attitudes of the language learner toward the culture, language, and community of the target language.

**Instrumentality (INS):** Promotion and prevention-based instrumental factors in which learners seek to gain benefits from learning an additional language (such as being promoted to a higher position), or avoid the negative outcomes of the learning process (such as failing an exam).

## 1.7. Organization of thesis

This study investigates the L3MSS of ELL students studying German, French, and Russian as their L3. The organization of the thesis as the following five chapters:

**Chapter 1, Framework of the Study:** This section provides the background of the study and information about the significance and purpose of the study.

**Chapter 2, Literature Review:** This section discusses the historical overview of the motivation theories and the studies conducted on MSS theory.

**Chapter 3, Methodology:** This section presents information about the population, context, study design, data collection, and data analysis processes.

**Chapter 4, Results:** This chapter provides detailed information about the study results, including quantitative and qualitative data analysis.

**Chapter 5, Discussion:** This chapter elaborates on the results of qualitative and quantitative data connecting earlier studies.

**Conclusion and Recommendations:** This chapter gives concluding thoughts on the study and recommendations for further studies and pedagogical implications.



## CHAPTER TWO

### 2. LITERATURE REVIEW

#### 2.1. Introduction

This section introduces the concept of motivation. The following sub-sections provide information about motivation, language learning motivation, periods of language learning motivation, Dörnyei's model of motivation, and the earlier studies conducted on MSS theory.

#### 2.2. Motivation

As a critical concept in human psychology, the term “motivation” has many different descriptions. Deriving from the Latin terms “movere”, which is “to move”, and “motivus”, which is “a moving cause”, it is an essential property of human psychology that enables humans to act. The 2024 online version of Oxford Learner's Dictionaries describes motivation as “the reason why somebody does something or behaves in a particular way” (accessed in March 2024). According to the Merriam-Webster dictionary, base term “motive” is explained as “something (such as a need or desire) that causes a person to act” (accessed in March 2024). On the other hand, Cambridge Dictionary defines *motivation* as “willingness to do something, or something that causes such willingness” (accessed on March 2024). As derived from these definitions, motivation is a crucial element for humans that enables them to act, be willing to, and have reasons to perform in such ways.

In psychology, motivation has several descriptions. According to Brown's (2007) definition, *motivation* is the initiating and directing intense and persistent behaviours that are dynamic and temporal. Human behaviours are shaped and changed by their motivation to act in the desired behaviour. McClelland (1987) defines *motivation* as the conscious intents and inferences made from the observations on the conscious intents. In his definition, McClelland continues by stating that “... motivation has to with the why of behavior, as contrasted with the how or the what of behavior.” (1987: 4). As it can be understood, motivation is the study of why humans act and what are their reasons for acting.

Although there are several facets of motivation, the current study investigates the term motivation within the boundaries of the educational context. In the educational context, motivation concerns students' reasons to learn (Ray, 1992). Moreover, Ames (1990) states that lack of

motivation is one of the most significant problems faced in education. Especially with the introduction of the Self-Determination Theory (Deci & Ryan, 1985), studies on motivation in educational contexts have received a different dimension to investigate. In their view, Ryan and Deci (2000a) define three needs as the psychological bases of motivation: competence, relatedness, and autonomy. Learners' demands to fulfil these needs correlate with their achievements, and motivation plays a pivotal role in learner achievement (Crisfield & White, 2012).

### **2.3. Language Learning Motivation**

Although *motivation* is defined as the dynamic and temporal state in which individuals behave based on their motives and desires, motivation in language learning has slightly different descriptions. In Gardner's (1985) description, motivation is the combined forces of positive attitudes toward language learning, exerting effort to learn a language, and desire to attain proficiency in a foreign language. On the other hand, Dörnyei (2005) describes motivation as the force that initiates the desire to learn a language, and it is the sustaining force that makes individuals continue learning a language. Thus, it can be said that language learning motivation is the combination of positive attitudes and desire to learn as well as the force that keeps language learners engaged in the learning process.

Language learning motivation is one of the most significant factors that helps students to study additional languages. However, every learner on their own can have varying levels of motivation. Personality variables such as being active, self-confident, shy, or extrovert, as well as attitudes toward the target language can have an impact on the learners' motivation level and thus have an impact on the achievement level (Gilakjani et al., 2012). As stated by Oxford and Shearin (1994), motivation is an influencing factor in learners' interaction with native speakers, utilizing language learning strategies, the amount of input they receive, their achievements on the achievement tests, the level of proficiency, and the perseverance of L2 language skills. Even though motivation is a significant element of the language learning process, it cannot be explained by a single theory. Various theories have been proposed to investigate learner motivation and these theories shaped the language learning motivation into periods.

### **2.4. Periods of Language Learning Motivation Theories**

The research into language learning motivation began with the studies of Canadian scholar Robert C. Gardner and his colleagues. The studies of Gardner shaped the period between 1959-1990 and investigated the motivational orientations of language learners. The presentation of the Self-Determination Theory (Deci & Ryan, 1985) and Weiner's (1985) Attribution Theory investigated cognitive aspects of learning motivation whereas the studies of Dörnyei and Ottó (1998) researched the dynamic nature of language motivation. All these studies divided research on language learning

motivation into the periods respectively as: The Socio-Psychological Period (1959-1990), The Cognitive Situated Period (1990-2000) and the Process-Oriented Period (2000s-) (Guerrero, 2015). Yet, another period of language learning motivation, the social dynamic orientation, has emerged with the introduction of Dörnyei's L2 Motivational Self System Theory.

#### **2.4.1. The Socio-Psychological Period**

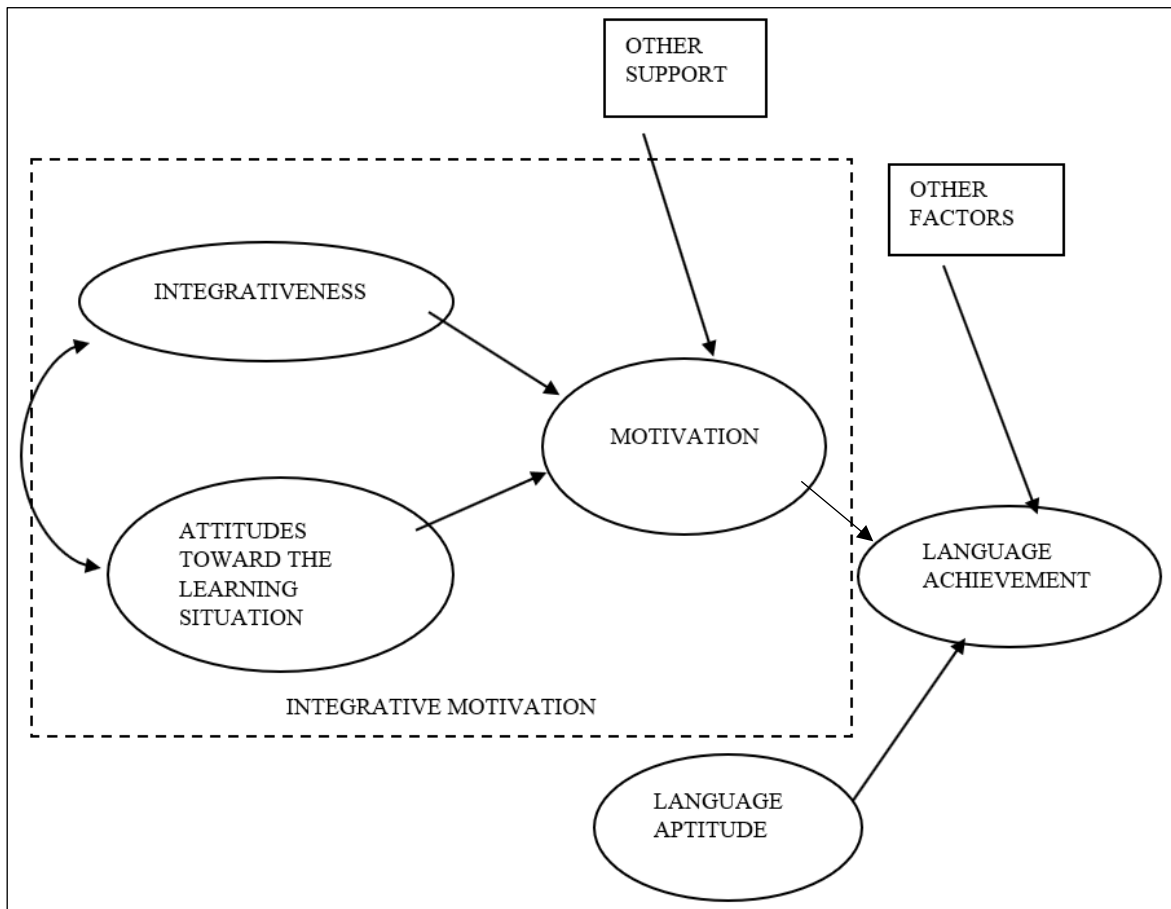
In the 20<sup>th</sup> century, language teaching psychologists faced a new term in the field of language teaching. It was the study of the Canadian scholars Robert C. Gardner and Wallace E. Lambert that they presented in 1959 where they introduced the term motivation into the language learning community. The studies on motivation in language learning began with this study.

In their early studies, (e.g. Gardner & Lambert, 1959) Gardner and Lambert worked with Canadian students. Their sample groups were consisted of French learners of English speaking students. In these studies, to test language learner motivation, Gardner proposed his Attitude Motivation Test Battery (AMTB). According to the results of these studies with French learners, they found that second language learners can be segregated into motivational orientations.

The proposed language learning motivational orientations are instrumental orientation and integrative orientation. According to Lambert (1984), integrative orientation is showing a genuine and personal interest in the people and culture of the target group. The integrative orientation is the desire to become part of the target community while understanding them clearly (Hong & Ganapathy, 2017). On the other hand, instrumentally oriented learners seek the practical benefits of the target language such as getting a promotion or being accepted for a job application.

In this period, the socio-educational model of second language acquisition was proposed (Gardner, 1985). According to this model, achievement in a second language is related to motivation, language aptitude, and other factors. Language learning achievement has been considered as the combination of these factors, and learning achievement is considered to refer near-native-like proficiency. Through several years, Gardner's proposition of the socio-educational model of second language acquisition had shown slight changes. Gardner (2000) presented a schematic representation of the socio-educational model of second language acquisition. Figure 1. presented below represents Gardner's model of second language acquisition.

**Figure 1: Basic Model of the Role of Aptitude and Motivation Second Language Acquisition (Gardner, 2000: 17)**



The model presented by Gardner (2000) shows that Language Achievement is affected by Motivation and Language Aptitude. It is seen that Integrativeness and Attitudes Toward the Learning Situation influence each other while both are the source of motivation. It is also seen that Integrativeness, Attitudes Toward the Learning Situation, and Motivation form Integrative Motivation. In order to better understand the Integrative Motivation proposed by Gardner, one should investigate its components. As seen in Figure 1., Integrative Motivation consists of Attitudes Toward the Learning Situation, Integrativeness and Motivation. Integrativeness, as described by Gardner and MacIntyre, is “individual’s willingness and interest in social interaction with members of other groups.” (1993: 159). Attitudes towards the learning situation is the attitudes that arise towards situations such as language courses or toward language teachers (Dörnyei & Ushioda, 2011). Motivation, as Gardner describes it “... effort, persistence, consistency, focus, interest, enthusiasm, goals, affect, and so on...” (2012: 217). The combination of these three components forms Integrative Motivation.

Gardner describes learners that have integrative motivation as “integratively motivated individual is one who is motivated to learn the second language, has a desire or willingness to identify

with the other language community, and tends to evaluate the learning situation positively.” (2001: 6). Although motivation is affected by integrativeness and attitudes toward the learning situation, motivation itself is one of the responsible factors that affect language achievement.

Although Gardner is a pioneer in language learning motivation studies, his socio-educational model of language learning faced several criticisms. In his work, Dörnyei (2005) stated that Gardner’s AMTB assesses motivation while assessing motivated behaviour as well. Another criticism toward Gardner was that the term motivation is used loosely; thus, leading to conflicts in terminology. Dörnyei (1994b, 2005) states that even though integrativeness, integrative motive, and integrative orientation are closely related concepts, it is unclear what is meant by Gardner on this use of motivation. Crookes and Schmidt criticized Gardner’s model by stating that “... it has been almost exclusively social-psychological in approach, and it has failed to distinguish between the concepts of attitude, especially attitude toward the target language culture, and motivation.” (1991: 501). These criticisms during the 1990s led to a shift from the socio-educational perspective to cognitive variables of learner motivation (Zareian & Jodaei, 2015). Theories such as Self-Determination (Deci & Ryan, 1985) and Attribution Theory (Weiner, 1985) paved the way for the research on the cognitive aspects of motivation studies.

#### **2.4.2. The Cognitive-Situated Period**

While Gardner’s studies have ruled the period between 1950s to the 1990s, it has faced several challenges. With the introduction of several new theories such as Self-Determination Theory (Deci & Ryan, 1985) and Attribution Theory (Weiner, 1985) as well as Task Motivation Theory in language learning dealing the cognitive aspects of human motivation, Gardner’s socio-educational theory become insufficient to answer the concepts presented by these theories. Several researchers have challenged Gardner’s model of motivation stating that its dimension is limited and therefore did not answer to the concepts introduced in these periods (e.g. Crookes & Schmidt, 1991; Dörnyei, 1994a; Oxford & Shearin, 1994). So, a new era in human motivation and in language learning motivation began.

##### **2.4.2.1. The Attribution Theory**

Weiner’s (1985) Attribution Theory asserts that on the basis of human motivation, individuals assert their failures as well as successes to internal, external, controllable, or uncontrollable situations. In other words, Attribution Theory suggests that “... people try to understand the causal determinants of their past successes and failures and that different types of causal attributions affect behaviour differently.” (Dörnyei & Ushioda, 2011: 15). Attribution theory focuses on the causes, and it investigates the attributions made by individuals for their success and failures (Weiner, 2010). Ellis (2015) identifies the main types of attributions as:

1. Internal or External: Internal attributions are related to the individual's aptitude in the situations whereas external attributions are made to external factors that are responsible for failure.
2. Stable or Unstable: In the case of stable, individuals may not exert any more effort as they perceive that there will be no difference whereas in the case of unstable, they may exert more effort as they perceive a change.
3. Controllable or Uncontrollable: It is suggested that in situations where individuals can control, motivation is improved.

#### **2.4.2.2. The Self-Determination Theory and L2 Motivation**

In their Self-Determination Theory, Deci and Ryan (1985) puts forward that human motivation is significantly affected by motivational variables called intrinsic motivation and extrinsic motivation. According to Ryan and Deci, intrinsic and extrinsic motivation are “intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome.” (2000b: 55). While intrinsically motivated behaviours are related to pleasure that is gotten from the situation, extrinsically motivated behaviours are usually linked to the ends where the one benefits or avoids situations. The application of Self-Determination theory in language learning is best explained in Noels et al.'s (2000) study in which they present how it is applied in L2 motivation.

In the study of Noels et al. (2000), the variables of cognitive motivation were clearly identified. In their study, they applied the Self-Determination Theory (Deci & Ryan, 1985) to investigate language learner motivation. Based on Vallerand's previous studies (1997, as cited in Noels et al., 2000: 61), both categories of intrinsic and extrinsic motivation are divided into three segments. The subtypes of intrinsic motivation are:

1. Intrinsic Motivation: Knowledge: Being motivated by feelings related to discovering new knowledge. (such as the feel of discovery of new knowledge)
2. Intrinsic Motivation: Accomplishment: Being motivated by the sensation related to achievement. (such as completing a task or mastering a language)
3. Intrinsic Motivation: Stimulation: Being motivated by the feelings while doing the task. (such as the enjoyment while speaking in foreign language)

The intrinsically motivated behaviours are related to the individual's internal psychology, how they define their motivation, and what is motivating them internally. It is the pleasure, enjoyment, seeking new knowledge, or the feeling of achievement that stimulates the individual toward learning a language. On the other hand, extrinsic motivation is related to external forces, such as seeking

promotion or avoidance of pressure. The three subtypes of extrinsic motivation described by Dörnyei (2005) are:

1. External Regulation: The externally sourced motivation such as awards or punishment. (such as having the impression that it is expected from the individual)
2. Introjected Regulation: Behaving according to pressure that is imposed on the individual internally. (such as feeling guilty not knowing a second language)
3. Identified Regulation: Engaging in activities for valuing and being identified with it as well as seeing its benefits (such as learning language for personal development)

In addition to intrinsic and extrinsic motivation behaviours, Deci and Ryan (1985) also introduced the terms “Amotivation” and “Demotivation”. Hu defines the term “Demotivation” as “... specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action.” (2011: 89). External forces such as poor teacher behaviour or difficulties faced in the classroom can demotivate learner and thus result in low participation of the individual. On the other hand, “Amotivation” is the lack of motivation, or the sudden loss of interest as realizing there is no point in continuing further (Dörnyei & Ushioda, 2011). In the situation of amotivation, the individual has neither intrinsic nor extrinsic motivation.

#### **2.4.2.3. Task Motivation**

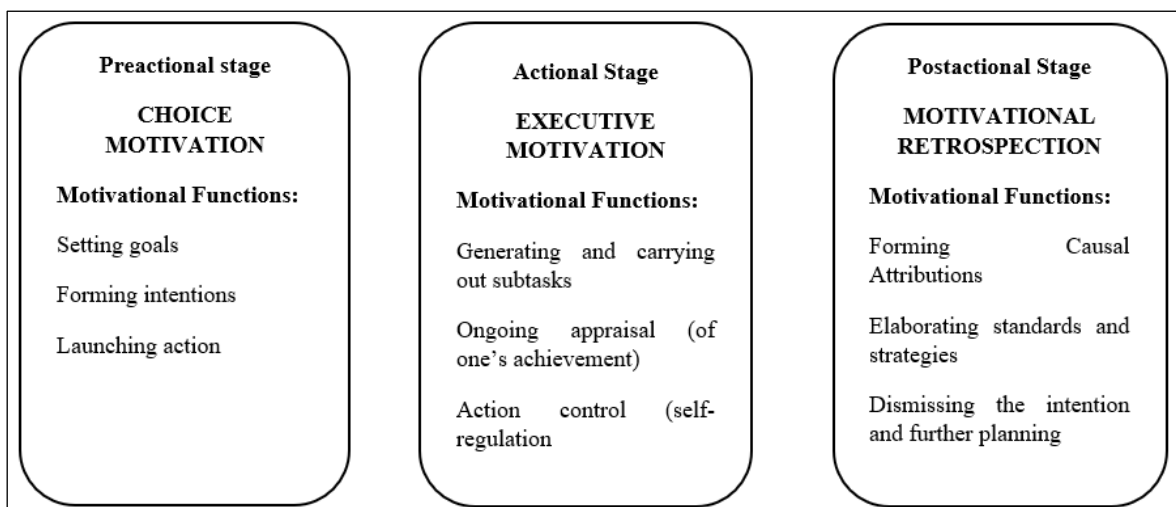
Especially during the cognitive situated period, researchers of second language acquisition narrowed the research of the learners’ language learning motivation from a macro perspective to a micro perspective. Rather than investigating general L2 learning patterns, researchers focused more on the classroom situations and how learners’ motivation has varied. Having examined that tasks have various effects on learner motivation in the classroom, Julkunen (2001) proposed the investigation of task motivation in the classroom. Dörnyei (2002) examines task motivation by aligning it to Tremblay, Goldberg, and Gardner’s (1995, as cited in Dörnyei, 2002: 139) distinction of trait and state motivation, in which the former is situational motives whereas the latter corresponds to generalized motivation toward task. However, Kormos and Dörnyei (2004) stated that this concept suggests a static conception and the task process can last for long periods in which learner motivation may not stay constant. Furthermore, Dörnyei (2005) states that each task ascertains a unique motivational influence on the learner. Thus, rather than investigating static concepts, a process-oriented approach is considered to be more appropriate as it investigates the dynamic motivational processes.

### 2.4.3. The Process-Oriented Approach

The language learning motivation studies began with Gardner and Lambert's (1959) study and it shaped the period between 1959 to 1990s. However, there were criticisms of Gardner's (1985) socio-educational model of L2 motivation as it was not investigating the situation-based motivation and rather investigating L2 motivation on the macro level. Many researchers (e.g. Crookes & Schmidt, 1991; Dörnyei, 1994a; Oxford & Shearin, 1994) have suggested that L2 motivation cannot be limited to macro levels and should also be investigated also cognitive micro levels. Yet, there was still a missing point in the learner motivation and how it is processed during the language learning process. The dynamic nature of L2 motivation required investigation, thus the process-oriented approach in L2 motivation studies has begun.

Although the cognitive situated period had a significant effect from the 1990s to 2000s, there was a new emerging theory on this period. In their article, Dörnyei and Ottó (1998) presented the new concept of L2 motivation. They suggested that L2 motivation cannot be limited to trait and state motivations, rather, it is a dynamic process and learner motivation can fluctuate during this process. Dörnyei (2000) justifies the need for research on the dynamic process of language learning by stating that "time" is a crucial dimension in motivation studies and learner motivation gradually evolves in addition to being fluctuated during the activities. This approach was considered beneficial as "Using time as an organizing principle offers a "natural" way of ordering the relevant motivational influences into various distinct stages of the motivational sequence along a temporal axis." (Dörnyei & Skehan, 2001: 618). Based on Dörnyei and Ottó's (1998) model, the process model of L2 motivation consists of three stages. Figure 2. below shows these stages.

**Figure 2: A Process Model of L2 Motivation (adapted from Dörnyei, 2005: 85)**



The three-stage process model of L2 motivation begins with the pre-actional stage. According to Dörnyei (2005), the preactional stage is the first step in the process model of L2 motivation, in which learners set goals, form intentions, and launch action. This can be regarded as the initiating point in which learners set their goals and decide on what they are expecting as well as initiate the action. Motivation in this step can be influenced by the attitudes toward the L2, the values the learner gives to L2, and goal properties. The second step is the actional stage, where the L2 learners sustain their motivation to continue further studying L2 while also controlling their actions in the process that can influence their motivation (Dörnyei & Ushioda, 2011). A sense of autonomy as well as influences of environmental support can have an impact on the learners' motivation. The last step in Dörnyei and Ottó's (1998) model is the postactional stage, where the learner evaluates the overall process and makes causal attributions. The feedback received and self-evaluations as well as attributions made allow learners to draw inferences for future actions.

#### **2.4.4. The Need to Reinterpret Learner Motivation**

The shift from the cognitive situated to the dynamic nature of the learner motivation required a new interpretation of L2 motivation. Although Gardner's interpretation of learner motivation with Integrativeness has been influential in the studies, reinterpretation of the integrativeness was seen as a need by Dörnyei (2005). It is suggested that L2 motivation cannot be limited to integrativeness solely, rather it has different orientations (Noels et al., 2000). Furthermore, it has been found that there are several other orientations such as knowledge, friendship, and travel orientations (Dörnyei, 1994a). In addition to that, in the absence of the target culture and community, where the target language is learned as a foreign language rather than a secondary language, learner motivation may not be identified with integrativeness, but rather with instrumental motives (Dörnyei, 1990). Moreover, Dörnyei and Csizér' (2002) longitudinal study in Hungary did not confirm the content validity of the integrativeness concept. Thus, a reconceptualization of learner motivation and a new period in language motivation studies, research on socio-dynamic motivation has begun.

#### **2.5. Theoretical Framework of the Study**

This study adapts Dörnyei's (2005) L2 Motivational Self System theory as the theoretical framework to examine the third language learning motivation of Turkish university students who study German, French and Russian as their L3 in addition to their existing L2 English. This theory investigates language learning motivation by focusing on learners' self-concept and the learning experience in the language learning process. Although Dörnyei originally developed the L2MSS theory for second language acquisition, this study seeks to extend its application to third language learning situations.

### **2.5.1. Dörnyei's L2 Motivational Self System**

In his book, Dörnyei (2005) conceptualizes the L2 Motivational Self System as the new face of the language learning motivation studies. His theory investigates learner motivation through self theory in which learners visualize their future selves and the gap between their current situation and the future self promotes their motivation. The theory is constructed on three main components that describe L2 learner motivation with their identification of possible selves (Dörnyei & Ushioda, 2011). Three components of the L2MSS are the ideal L2 self, ought-to L2 self, and the L2 learning experience. The detailed description of these components is described in the following sections, however, to better understand Dörnyei's L2MSS theory, one should first investigate its roots.

### **2.5.2. Foundations of L2MSS: Possible Selves and Self-Discrepancy Theories**

The new paradigms of language learning motivation required new conceptualizations. Rather than simply identifying learner motivation with concepts of integrativeness, intrinsic and extrinsic motivation, Dörnyei (2009) suggests that language learner motivation is related to one's self-identity, relating himself/herself to futuristic ideal self as well as preventing them from the self-images they do not want to be, or they think they should become because of the influence of others. Although Dörnyei's theory of L2MSS is a multifaceted theory that is the result of a combination of several other theories, the two most significant theories that influenced L2MSS are Markus and Nurius' (1986) Possible Selves theory and Higgins' (1987) Self-Discrepancy Theories.

The Possible Selves theory proposed by Markus and Nurius (1986) suggests that human behaviour is related to the possible future imaginations of their identity. It is a significant theory in human psychology, and they clarify its significance by stating "... they function as incentives for future behavior (i.e., they are selves to be approached or avoided), and second, because they provide an evaluative and interpretive context for the current view of self." (Markus & Nurius, 1986: 955). The possible selves concept consists of the future images that individuals would like to become such as being rich, and successful as well as avoiding possible selves such as being addicted to drugs or failure in academic life (Strahan & Wilson, 2006). According to Packard and Conway (2006), these future imaginations of the self, including past experiences and anticipated experiences, motivate the one towards the expected self and to avoid the feared self. As a motivator, possible selves organize and initiate the learning motivation of the individual by presenting a possible imagination of the future self while also maintaining and directing the individual's current self towards the action (Cross & Markus, 1991).

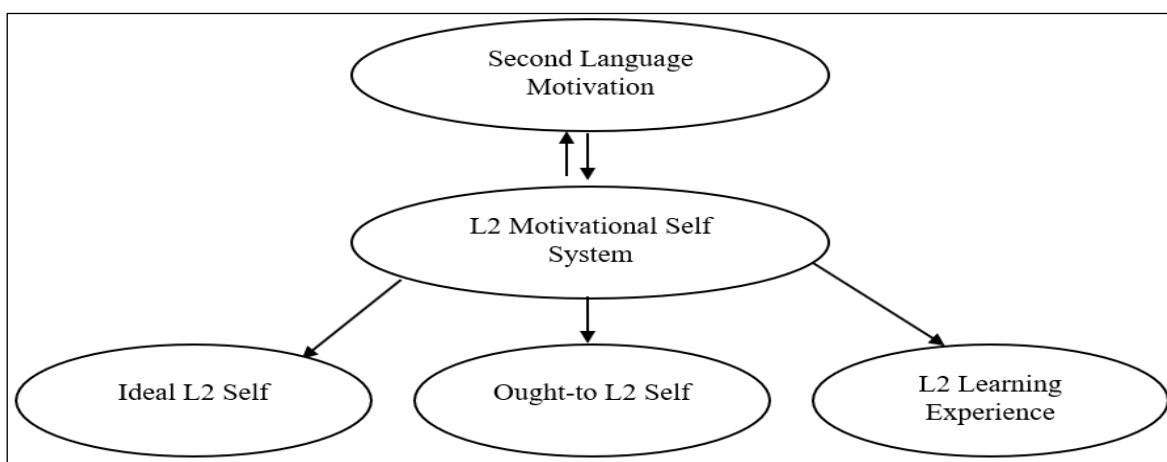
Although possible selves theory states that future selves motivate individuals for action, how possible selves regulate motivation is described in Higgins' (1987) Self-Discrepancy theory. It is suggested that motivation is regulated by ensuring that one's "actual self" and possible future selves,

namely “ideal self” and “ought-to self”, are congruent (Strauman, 1996). The actual self refers to the individual’s self-perception of current abilities and attributions whereas ideal self refers to attributes that the individual desires to possess (Key et al., 2000). Moreover, the ought-to self refers to attributes that the individual consider should posses to avoid pressure due to obligations. According to Higgins (1989) the gap between one’s actual self and future self creates a distortion in the comfort of the one. Then, individuals are motivated to enclose this gap in between their future and actual self. The discrepancy between one’s ideal or ought-to self and actual self is the key factor in initiating motivation. The two key term that influenced Dörnyei’s L2 Motivational Self System (2005) are the “ideal self” and “ought-to self”, which he adapted into explaining his theory of second language learning motivation.

### 2.5.3. Components of L2 Motivational Self System

In a longitudinal study, Dörnyei and Csizér (2002) found that L2 motivation is affiliated with Gardner’s integrativeness theory. However, in terms of integrativeness, their founding did not strictly correspond with integrating into the target culture. Rather, they suggested that L2 integrativeness is related to being able to speak that target language. Thus, Dörnyei concluded that L2 integrativeness might be related to L2 self that learners possess. Based on this assumption, in 2005, Dörnyei proposed L2 Motivational Self System theory in his *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. The theory is consisted of three main parts, being ideal L2 self, ought-to L2 self and L2 learning experience (see Figure 3.). The first two components are related to Higgins’ (1987) self-discrepancy theory where he suggests that motivation is activated when individuals seek out to close the gap between their future selves. In addition to these two components, Dörnyei added a third component, L2 learning experience, which he states not only possible selves has an impact on the L2 learner, but also the immediate learning situation can influence learner motivation (Dörnyei, 2005).

**Figure 3: Dörnyei’s Model of L2 Motivational Self System**



### 2.5.3.1. The Ideal L2 Self

The first component of the L2MSS theory is ideal L2 self, which is the individuals' visualization of themselves with their future ideal self in which they consider themselves as the speakers of the target language. Dörnyei describes the significance of ideal L2 self as "If the person we would like to become speaks an L2, the Ideal L2 Self is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves." (2005: 105). The gap between the visualized ideal L2 self, which is being able to speak the target language, and the current self acts as an initiator of the L2 motivation. The term ideal L2 self is related to Gardner's (1985) integrativeness theory. However, Csizér and Dörnyei (2005) found that in their large-scale study in Hungary, the integrativeness in the foreign language learning context may not be the same as in the second language learning contexts. Rather, they found that integrativeness related to one's ideal self of mastery in second language. Several studies have validated the ideal L2 self in language learning motivation such as the study of Taguchi et al. (2009) in which they found correlating findings with Csizér and Dörnyei's (2005) study. Further, they stated that ideal L2 self can be the new interpretation of the integrativeness. Thus, it can be assumed that rather than solely integration into the target culture, learners with ideal L2 motivation see themselves as proficient users of the target language.

### 2.5.3.2. The Ought-to L2 Self

The second component of the L2MSS theory is ought-to L2 self in which learners study a second language as they think they should learn. The theory is related to Higgins' (1987) ought-self term, in which individuals behave because it is expected from them. According to Dörnyei and Ushioda, the ought-to L2 self is "... the attributes that one believes one *ought to* possess to meet expectations and to *avoid* possible negative outcomes." (2011: 86). It is a prevention-based self-guide in which individuals learn a second language so as to avoid negative outcomes such as low marks in the courses or social pressure. It is suggested that L2 learners with ought-to L2 self motivation are focused on avoiding undesired states and outcomes, and they are motivated because of the obligations and responsibilities they possess (Jang & Lee, 2019). The learners of this type of motivation are intrinsically and externally motivated unlike learners with the ideal L2 self motivation, in which they are more intrinsically motivated (Martinović, 2018). The theory can also be related to instrumentality theory, but in the case of ought-to L2 self, it is more based on prevention-based instrumentality (Kim, 2009). The ought-to L2 self learners are much more likely to learn a second language due to fulfilling their responsibilities while preventing themselves from possible negative outcomes.

### **2.5.3.3. L2 Learning Experience**

The process-oriented period of the motivation studies has shown that learner motivation is not merely affected by cognitive situations, but also the learning situations where the immediate L2 learning happens. Having been affected by Higgins' (1987) Self-Discrepancy Theory, Dörnyei (2005) proposed L2 Motivational Self System by presenting ideal L2 self and ought-to L2 self components. However, Dörnyei has seen that the learning environment and the experiences have also influenced the L2 motivation, thus, he suggested the third component of L2MSS, the L2 learning experience. According to Dörnyei, the L2 learning experience is concerned with "... situated, 'executive' motives related to the immediate learning environment and experience (e.g. the impact of the teacher, the curriculum, the peer group, the experience of success)" (2009: 29). Rather than concerned with the possible future selves, the L2 learning experience deals with learners' "attitudes toward language learning" (Al-Hoorie, 2018: 724). Although it is different from the other two components, in which they deal with the future selves, the L2 learning experience relates to the learning situation happening during the present, actual self (Moskovsky et al., 2016). Nevertheless, the L2 learning experience is a key element in determining L2 motivation as external factors can influence learner motivation.

### **2.5.4. The L3 Motivation**

As the basis of this thesis, L3 motivation refers to third language motivation, which is learning motivation of a language in addition to first and second languages. In developed countries, it is common to see individuals speaking more than two languages. According to Festman (2018), multilingualism is a trait where the individual possesses the ability to use three or more languages while also being able to utilize this trait in social situations. Multilingualism can occur at societal and individual levels. Whereas individual multilingualism refers to an individual's mastery of more than two languages, societal multilingualism refers to utilizing languages depending on the contexts and communities (Aronin, 2018). Ushioda (2018) states that motivation to learn additional languages can vary depending on the individual and societal levels. He further states that particularly, in situations where learners are obliged to learn additional languages, their motivational dispositions can be towards more instrumental motivations. On the other hand, when learners are able to choose the language they desire to study, they may have more internal motivations. However, in many multilingual learning situations, learning additional languages occurs with the learning of English (Dörnyei & Al-Hoorie, 2017). In their article, Dörnyei and Al-Hoorie (2017) state that learning languages other than English (LOTE) happen usually under the shadow of English learning, and motivation for studying additional languages is often related to personal reasons. Thus, motivation to study additional languages requires thorough investigations to uncover the possible reasons. In this context, this study examines the Turkish learners' L3 motivation by adapting Dörnyei's (2005)

L2MSS theory into the L3 Motivational Self System. In this study, the main components of Dörnyei's L2MSS theory are adapted into:

**a. Ideal L3 Self:** It is the vision that learners visualize themselves as a successful and proficient user of their target L3. It can include the dreams, aspirations and personal goals of the learners, and it is a powerful motivator to sustain and enhance their L3 learning efforts.

**b. Ought-to L3 Self:** The adapted version of the ought-to L2 self stands for the learners' perception of the external pressures and expectations regarding their third language learning. It could include academic obligations, fulfilling the expectations of family members, or meeting the requirements of the societal norms that value multilingualism.

**c. L3 Learning Experience:** This component investigates the immediate L3 learning environment and experiences related to L3 learning. It includes the quality of teaching, activities conducted in the classroom, L3 materials and atmosphere of the L3 classes. This component focuses on the situational influences that affect learning motivation and engagement. The positive and negative interactions in the classroom can significantly influence L3 learners' motivation to study.

Overall, this theoretical framework allows for a comprehensive exploration of the internal (ideal L3 self), external (ought-to L3 self), and situational (L3 learning experience) factors that influence Turkish learners' motivation to study German, French and Russian as their L3. By employing this theory, this study aims to uncover how the ideal L3 self, ought-to L3 self, and L3 learning experience influence Turkish learners L3 learning motivation.

## **2.6. Studies on Motivational Self System Theory**

This section will cover some of the studies that have been conducted on testing Dörnyei's Motivational Self System theory. Since the introduction of the theory, Dörnyei's Motivational Self System (Dörnyei, 2005) has been tested by several scholars (e.g. Taguchi et al., 2009; Xie, 2011). The first part of this section will cover the studies conducted on L2 motivation whereas the second part will investigate the studies conducted on L3 motivation.

### **2.6.1. Studies on L2 Motivational Self System**

Several studies have tried to validate Dörnyei's (2005) L2MSS Theory. The first study that was conducted on L2 Motivational Self System theory was the longitudinal study of Dörnyei et al. which was published in 2006. In their study, they collected information on the motivation of over 13000 Hungarian students studying various languages as their second language including English, German, French, Italian, and Russian. The study was spanned over 12 years, and it investigated the changes

in language globalization, motivation, and learner selves as well as intercultural contact. It was found that Hungarian students preferred studying English over other languages, even surpassing the lingua franca of the region, German. They suggested that L2MSS is a valid theory, and the most motivated group developed a strong ideal L2 self image. This study revealed that in foreign language learning situations, learner motivation might not be similar to second language learning situations. As Dörnyei and Csizér (2002) mentioned, L2 motivation might not be affiliated with integrativeness in foreign language learning because, in the foreign language learning context, there is no target community to be integrated. Rather, learners' visions and perceptions about external forces initiate their learning, and the immediate learning environment significantly contributes to the L2 motivation.

Dörnyei's assumptions about learner motivation were also validated by several other studies. For example, Taguchi et al. (2009) investigated the L2MSS in their large-scale study with 5000 students spanning different countries including Japan, Iran and China, investigating English as their L2. They found that Dörnyei's assumptions on Hungary being a prototype of foreign language learning context have validity, as they also found the L2 motivation studies on different contexts can have various results. Furthermore, they suggested integrativeness can be relabelled as the ideal L2 self. In addition to that, they also uncovered that family influence and instrumentality-prevention influenced the ought-to L2 self while attitudes toward L2 culture and community as well as instrumentality-promotion influenced the ideal L2 self. In a similar vein, Papi (2010) investigated the Iranian students' L2MSS and intended effort in learning English. The results of the study suggested that Dörnyei's L2MSS theory has valid constructs and that all components of the L2MSS contribute to the learning efforts of the students. On the other hand, Yashima (2009) found that there is a strong relationship between the ideal L2 self of the learners and their willingness to communicate. She suggested that learners who have strong L2 visions are more likely to communicate in the target language. From these studies, it can be inferred that the L2MSS theory may be more effective in explaining learner motivation in foreign language learning contexts compared to second language learning contexts. Thus, it supports the validity of Dörnyei's assumptions regarding L2 learner motivation.

Dörnyei's (2005) L2MSS theory is also examined in different contexts. In a study in 2016, Lasagabaster found that in L2 English learning situations, the ideal L2 self and L2 learning experience significantly contribute to language learning motivation. In a similar vein, Alshahrani (2016) investigated the L2 English motivation of Saudi Arabian students. He found that the ideal L2 self and learning experience make stronger contributions to learner motivation than the ought-to L2 self. Similarly, Liu (2020) examined the Chinese English majoring students' L2 motivation. She found that the ideal L2 self and L2 learning experience are significant motivators in EFL learning situations. Contrary to that, Jianying (2016) found that in ESL learning situations, the ought-to self is more active than the ideal L2 self, compared to EFL learning situations. It can be suggested that in foreign language learning situations, having a vivid vision of becoming a proficient L2 speaker

and a positive learning environment can motivate learners to study their target L2. On the other hand, in second language learning situations, ought-to self might be a key facilitator of L2 motivation, as community expectations and self-perceptions shape learners' motivation.

Although there are several other studies investigating the L2MSS of language learners, in the Turkish context, research on this theory has recently begun. In Türkiye, English is regarded as a foreign language and learners study it often in classroom settings. One of the earliest studies on L2MSS in the Turkish context was conducted by Cabiroğlu (2016) in an MA thesis. In her study, she investigated the MSS system of undergraduate students studying in a preparatory English course. The results suggested that the primary source of the learning motivation is learners' ideal L2 self, however, the ought-to L2 self and L2 learning experience also contribute to overall learning motivation respectively. In a different study, Altınayar (2018) found that Turkish EFL learners are mostly motivated by their ideal L2 self, which is followed by their L2 learning experience, anti-ought-to L2 self and ought-to L2 self. Furthermore, she discovered that the learning environment, social environment and goal orientations influence learners' motivated behaviour. In the same vein, Course and Saka (2021) examined Turkish EFL learners' L2 motivation in a mixed-method study. The study results showed that the L2 learning experience is the most significant contributor, followed by the ideal L2 self and ought-to L2 self. Likewise, Doğu (2023) discovered that in the Turkish context, the L2 learning experience significantly motivates learners to study an L2. Similar to the findings of other motivation studies in different EFL contexts, the ideal L2 self and L2 learning experience are identified as the most motivating factors for learners in the Turkish context. This may be related to the fact that learners do not feel pressured to learn English as a foreign language. In foreign language learning contexts, most learners do not have opportunities to use their target languages outside the classroom often. Therefore, they might not feel obligated to learn it. Instead, their motivation may stem from the desire to use the language abroad or for career opportunities. These vivid visions motivate learners, and this motivation might be sustained by the positive learning experience.

Even though Dörnyei's theory is based on three constructs, namely the ideal L2 self, ought-to L2 self and L2 learning experience, several other components are also closely related to this theory. For example, Taguchi et al. (2009) detected that ideal L2 self correlates with instrumentality promotion while ought-to L2 correlates with instrumentality-prevention. Moreover, in her PhD. dissertation, Xie (2011) found that ideal L2 self and integrativeness have positive significant correlations. In a similar vein, Moskovsky et al. (2016) revealed that all components of the L2MSS theory show significant correlations with each other as well as the intended effort subscale. Similar to Taguchi et al.'s (2009) study, Course and Saka (2021) discovered that the ideal L2 self correlates with instrumentality-promotion while the ought-to L2 self correlates with instrumentality-prevention. Furthermore, they revealed that each of the components of L2MSS theory has significant correlations with each other. It can be suggested that L2 learner motivation is not built on singular

components. Instead, a collaboration of several factors contributes to learner motivation simultaneously. It would be wrong to assume that learner motivation is based on singular aspects. Rather, several other factors should be investigated while examining learner motivation as each component of L2 motivation influences other components.

In developing learner motivation, these components simultaneously contribute to promoting L2 motivation. However, the influence of these components on male and female learners' motivation shows differences. Generally, female learners have more positive attitudes toward language learning than male learners and this is supported by several studies. For example, in Lasagabaster's (2016) study, he found that in most cases, female learners showed higher mean scores than male learners, suggesting they are more motivated by these components. Similarly, Martinović (2018) observed that female learners are more motivated by the intended efforts and instrumentality-promotion. Moreover, Liu and Thompson (2018) discovered that female learners are more motivated by their ideal L2 self. The findings in the Turkish context correlate with these studies. For example, Cabirolğlu (2016) found that female learners are more motivated by their ideal L2 self and L2 learning experience compared to male students. In a similar vein, Altınayar (2018) observed that female learners have more ideal L2 self scores than male learners. In another study, Doğu (2023) investigated the Turkish and Syrian English learners' motivation and found that in both cases, female learners have more motivation than male learners. In all cases, female learners tend to be more motivated than male learners; therefore, it can be suggested that female learners are more motivated to learn a different language. This could also suggest that female learners tend to develop stronger visions of their ideal self and derive more enjoyment from the learning process, compared to male learners.

In addition to the differences observed between male and female learners of L2, significant differences can be observed in terms of the level of education. The level of education does not mean strictly the learning stages. Instead, it could be inferred as the proficiency stages, in which beginner, intermediate and advanced levels can be regarded as the level of education. There could be a link between learners' motivation and the learning stage. In another study, By and Laohawiriyanon (2019) found that high achiever learners were more motivated than low achiever students by their ideal selves, while low achiever students were more motivated by their ought-to selves and learning experiences. Similarly, Liu (2020) observed that the ideal self contributes more to the L2 motivation of senior learners compared to junior learners. The motivational differences among the learners' levels of education might be based on several factors. It could be due to the activities are not amusing for high level learners compared to low level learners. From a different perspective, it could also be related to high level learners are more likely to be proficient in their target language, therefore have more established visions about their future. Moreover, beginner level learners might feel they need to learn the language to advance to the next stage. All these reasons could be a possible factor that influences learners' motivation to study on different levels of education.

Although it is not directly related to language learning motivation, course satisfaction is influenced by the learning experience. An unpleasant learning experience might result in student dissatisfaction with a language course, which could lead to withdrawing from the course. In her study, Qutob (2018) found that course satisfaction significantly correlated with the learning environment. Likewise, Korucuk (2022) found that the learning environment, instructor behaviour, materials and activities influence learners' satisfaction with a foreign language course. As Dörnyei (2005) suggests, the learning environment influences learners' motivation, and it also influences learners' satisfaction. Thus, a link between L2 and course satisfaction could be established through the learning experience.

Several studies have tried to validate Dörnyei's (2005) L2MSS theory through different approaches. Most of the cases investigated the theory through different aspects. However, these theories mostly focused on learning a second language, and they usually investigated English learning motivation. Yet, Motivational Self System Theory cannot be limited to L2 studies, because learner motivation to study additional languages might not be the same as their L2 motivation. In that sense, the MSS of multilingual learners should also be investigated.

### **2.6.2. The Studies on L3 Motivation**

Although third language motivation studies are not a recent concept, studies that specifically investigate the L3 motivation of learners based on Dörnyei's (2005) theory are relatively recent. One of the earliest researchers that investigated the motivational self system of language learners in terms of L3 learning is Alistair Henry. In his studies, he investigated the Swedish students' L3 motivational selves. In one of his studies, he investigated how L2 English influence the L3 self of learners. He found that L2 English negatively influences the L3 self of the learners (Henry, 2011). In another study, Henry (2012) examined the L2 and L3 selves of Swedish language learners and concluded that language learners develop separate systems for each language. Moreover, in a qualitative study, Henry (2014) observed that L3 learners are aware that their L1 and L2 knowledge influence their L3 selves. Based on his studies, Henry suggested several precautions to protect and promote the L3 selves of the learners. In his studies, he mentioned promoting self-knowledge, invoking cognitive strategies and promoting learner awareness could be beneficial for removing the negative effects of the first and second language on L3 selves (Henry, 2011, 2012, 2014). These techniques could be applied in L3 learning situations to promote learner motivation as well as to reduce the impact of L2 English. Learners who are aware of the advantages of knowing additional languages as well as how they are affected by their first and second language can sustain their motivation to study their L3.

In addition to the studies of Henry (2011, 2012, 2014), there are also other studies that investigated the motivational selves of the L3 learners. One of these studies was conducted by Huang

et al. (2015), in which they examined how the learning behaviours of Taiwanese learners are affected by their L2 and L3 selves. They found that ought-to selves and social obligations influence L2 and L3 learning motivation, suggesting social expectations are dominant in Confucian-influenced societies. In a similar vein, Zheng et al. (2019) observed that compulsory L3 Spanish learners seek the promotional benefits of knowing an L3 while voluntary learners are more interested in having a multilingual posture. In a different context, Thompson and Erdil-Moody (2016) examined the motivational self system of bilingual and multilingual students. They discovered that multilingual students have more strong ideal selves than bilingual students. On the other hand, Man et al. (2018) discovered that Cantonese speaking students' motivation to study L2 English and L3 Japanese were different. They mentioned that these learners study English for practical reasons while they study Japanese for positive learning experiences and cultural interests. Likewise, Li et al (2021) found that the L3 learning experience motivates Tibetan learners to study L3 English while their ideal self motivates them to study L2 Chinese. It can be observed that in voluntarily L3 learning situations learning experience as well as the ideal self significantly promotes learners to study the target L3. On the contrary, in compulsory learning situations such as high social pressure L3 learning might be sourced by the ought-to self. Learners who feel pressure from society are most likely to learn a language due to fulfilling expectations. However, learners who can select whichever language they want are most likely to be motivated by their future visions.

There are also other studies that investigated the different aspects of L3 motivation. For example, Wang and Liu (2020) investigated the dynamic selves of the Chinese students learning L3 German. In a longitudinal study, they observed that German learners had an upward trending ideal L3 self initially, but in the later stages, it began to fall. Moreover, the ought-to L3 self of the learners showed a continuously decreasing trend. It could be due to the interference of the learners' L2 English as well as the L3 learning experience they have. In a different study, Bui and Teng (2021) examined the Cantonese learners' motivation for learning L2 English and L3 Japanese. They found that Cantonese learners study English for its prestigious position. On the other hand, Cantonese students learn L3 Japanese for the perceived easiness and typological similarities between Cantonese and Japanese. In a different study, Howard and Oakes (2024) examined how the motivation for learning French differs in L1 English and L2 English contexts. The study compared students from four universities including England, Ireland, Sweden and Poland. The findings revealed that French learning motivation is higher in L1 English contexts compared to L2 English contexts. Furthermore, they found that Swedish and Polish learners show significant differences in learning French. The researchers suggested that this could be because in Sweden, English is considered a second language while in Poland it is seen as a foreign language. Therefore, Polish learners might not want to channel their motivation to study French. These studies L3 motivation is not a static trait, but a dynamic attribute. Moreover, the prestige of the language as well as the similarities between the two languages might influence learners' motivation to study additional languages.

As seen in different studies, the L3 motivation can be based on several attributes. Learners might study a language because they identify themselves with it or study a language because of the learning experience they have during the learning process. In addition to that, L3 learners develop different motivational systems for their L2 language and L3 language. Therefore, the L3 motivational selves of the learners require more investigation. The application of Dörnyei's (2005) theory to L3 motivation is still a neglected area. Furthermore, in the Turkish context, studies investigating the L3 Motivational Self System of language learners do not exist, as far as the knowledge of the author of this study. For this purpose, this study may be considered a pioneer in the field of L3 motivational self system research in the Turkish context.



## **CHAPTER THREE**

### **3. METHODOLOGY**

#### **3.1. Introduction to Methodology**

This study investigates the MSS profiles of L3 learners by adopting both quantitative and qualitative research methods. Initially, a quantitative approach was considered suitable for examining the MSS profiles of L3 learners. However, after analysing the statistical data, it was figured out that incorporating qualitative methods would offer deeper insights into the MSS profiles of L3 learners. The combination of these methods allowed for a more comprehensive examination of L3 learner motivation.

The following sections provide detailed information on the study design, participant profiles, study setting, data collection instruments, and data analysis procedures. By integrating quantitative data with qualitative insights, this methodology aims to present a well-rounded perspective on the motivation of Turkish learners studying German, French and Russian as their L3.

#### **3.2. Study Design**

The current study was developed in the dimension of mixed-method studies. The mixed-methods studies allow researchers to gather extensive data from diverse populations through statistical methods, such as questionnaires and surveys, and in-depth information from a small sample through utilising interviews or focus groups (Dörnyei, 2007). To better understand the motives of L3 learners, the implementing a quantitative study along with the qualitative study design was considered as the best option, as mixed-methods research designs provide a comprehensive understanding of the phenomenon (Fraenkel et al., 2012). Although compared to singular quantitative and qualitative studies it requires more effort and consumes more resources, mixed-methods research provides rich data for analysis and allows triangulation of the research findings (Best et al., 2017). Thus, this study employed a sequential explanatory research design in which the quantitative results are supported by qualitative methods (Cohen et al., 2018). While the quantitative results provided the necessary data for comparing and inferring the L3 learners, the qualitative data allowed making inquiries about why and how their L3 motivation is affected.

The current study involved three stage investigations, each focusing on learners' L3 motivation. The first stage of the study examined the satisfaction levels of the L3 students by using an online survey called the Third Language Satisfaction Survey (TLS Survey). The second stage of the study presented the participants a paper-form questionnaire investigating the MSS profiles of L3 learners named Third Language Motivational Self System Scale (L3MSS Scale). The last stage of the study involved interviews with L3 learners. The research findings of all three stages enabled triangulation of the data to assess learners' L3MSS profiles.

### **3.3. Profiles of the Participants and the Setting**

The current study was conducted with the participation of students majoring in English Language and Literature (ELL) Bachelor Program at a university in the Black Sea Region of Türkiye. As the study focused on learning German, French, and Russian in addition to the native language and the existing knowledge of English, the department of ELL was considered the most appropriate setting for the study. In the ELL department, beginning in the second year, students must choose to study another language, which can be German, French or Russian. In order to graduate, students must complete language courses for three years; however, they can choose whichever language they would like to study, making these courses compulsory-elective. The study levels of these languages gradually evolve as basic, intermediate and advanced, correlating with every year as the second, third and fourth year. Although the ELL program is a four-year program, first-year students were not included in the current study as studying an additional language course begins in the second year. All the students in the current study have upper-intermediate English levels, as they all have passed or taken preparatory classes to advance in the department of ELL.

The sampling method employed in this study is criterion-based purposive sampling method, a non-probability sampling method. The purposive sampling method allows researchers to focus on a target group that matches specific criteria to investigate (Cohen et al., 2018). In the current study, purposive sampling was used study because the focus group was learners who study an additional language in addition to their existing knowledge of native language and English.

#### **3.3.1. Participants of the First Stage**

The first stage of the study investigated the satisfaction levels of the ELL students regarding their third language. Second, third, and fourth year students of the ELL faculty were invited to participate in the online survey. 90 students participated in the first stage of the study. The demographic information of the participants of the first stage is presented in the tables below (see Tables 1, 2, 3, 4 and 5).

**Table 1: TLS Survey Participant Level of Education**

|             | N  | %     |
|-------------|----|-------|
| Second Year | 32 | 35.6% |
| Third Year  | 28 | 31.1% |
| Fourth Year | 30 | 33.3% |

Table 1 above presents the online survey participants' level of education. 32 (35.6 %) of the participants were in the second year, 28 (31.1 %) of them were third year students, and 30 (33.3 %) were fourth year students.

**Table 2: TLS Survey Participant Gender Distribution**

|        | N  | %     |
|--------|----|-------|
| Male   | 24 | 26.7% |
| Female | 66 | 73.3% |

Table 2 above shows the gender distribution of the online survey participants. Out of 90 students, 24 (26.7 %) were male students, whereas 66 (73.3 %) were female students. Table 3 below presents the participants' current L3.

**Table 3: TLS Survey Participant L3 Course**

|         | N  | %     |
|---------|----|-------|
| German  | 21 | 23.3% |
| French  | 51 | 56.7% |
| Russian | 18 | 20.0% |

Of the 90 students who participated in the online survey, 21 (23.3 %) of them are German learners whereas 18 (20 %) of them are Russian learners. An extensive presence of French learners, with 51 (56.7 %) learners can be seen in the table.

**Table 4: TLS Survey Mean of Participant Age**

|         | N  | Minimum | Maximum | Mean  |
|---------|----|---------|---------|-------|
| Age     | 90 | 19      | 40      | 22.28 |
| Valid N | 90 |         |         |       |

Table 4 above presents the mean age of the in the TLS Survey. The youngest participants were 19 years old, whereas the oldest was 40 years old. The descriptive statistics showed that the mean age of the participants in the TLS Survey was 22.28. A demographic compilation of the participants in the TLS Survey is given in Table 5.

**Table 5: The Demographic Compilation of the Participants in the TLS Survey**

| Level of Education |        |        | Third Language |        |         | Total |
|--------------------|--------|--------|----------------|--------|---------|-------|
|                    |        |        | German         | French | Russian |       |
| Second Year        | Gender | Male   | 3              | 3      | 3       | 9     |
|                    |        | Female | 7              | 12     | 4       | 23    |
|                    | Total  |        | 10             | 15     | 7       | 32    |
| Third Year         | Gender | Male   | 2              | 4      | 0       | 6     |
|                    |        | Female | 4              | 14     | 4       | 22    |
|                    | Total  |        | 6              | 18     | 4       | 28    |
| Fourth Year        | Gender | Male   | 1              | 5      | 3       | 9     |
|                    |        | Female | 4              | 13     | 4       | 21    |
|                    | Total  |        | 5              | 18     | 7       | 30    |
| Total              | Gender | Male   | 6              | 12     | 6       | 24    |
|                    |        | Female | 15             | 39     | 12      | 66    |
|                    | Total  |        | 21             | 51     | 18      | 90    |

In Table 5, the distribution of the male students can be seen as the following: 6 of them study German, 12 study French, and 6 study Russian. The female distribution can be seen as follows: 15 of them study German, 39 of them study French, and 12 of them study Russian. Regarding the level of education and L3 courses, German learners are distributed as 10 in second year, 6 in the third year and 5 in the fourth year. French learners are distributed as 15 in the second year, 18 in the third year and 18 in the fourth year. Lastly, the Russian learners are distributed as follows: 7 in the second year, 4 in the third year and 7 in the fourth year.

It should be noted that the participation in the online survey was lower than participation in the second stage of the study, which involved the participation in nearly the double amount of the online survey.

### 3.3.2. Participants of the Second Stage

The second stage of the study involved distributing paper-formed questionnaires to second, third, and fourth year students of L3 learners. 170 papers were collected but 12 of the responses were discarded due to either giving only one answer or not completing the questionnaire. 158 valid responses were collected from the participants. The demographic information of the second stage participants is presented in the tables below (See Tables 6, 7, 8, 9, 10, 11, 12 and 13).

**Table 6: L3MSS Scale Participant L3 Course**

|         | N  | %     |
|---------|----|-------|
| German  | 50 | 31.6% |
| French  | 69 | 43.7% |
| Russian | 39 | 24.7% |

As Table 6 shows, out of 158 valid participants, 50 (31.6%) of them studies German and 69 (43.7%) of the students chosen French as their L3. Compared to French and German learners, Russian participation is low, with only 39 (24.7%) participants.

**Table 7: L3MSS Scale Participant Gender Distribution**

|        | N   | %     |
|--------|-----|-------|
| Male   | 38  | 24.1% |
| Female | 120 | 75.9% |

Table 7 presents that in the second stage of the study, nearly a quarter of the participants were male students 38 (24,1%) L3 learners. On the other hand, there was an extensive participation of the female students with, 120 (75,9%) L3 learners. However, it should be noted that whole population of the ELL faculty consists of mostly female students, so it should not be surprising.

**Table 8: L3MSS Scale Participant Level of Education**

|             | N  | %     |
|-------------|----|-------|
| Second Year | 54 | 34.2% |
| Third Year  | 53 | 33.5% |
| Fourth Year | 51 | 32.3% |

In Table 8 above, the level of education of the participants of L3MSS Scale showed a similar distribution with 54 (34.2%) students studying in the second year, 53 (33.5 %) of them studying in the third year and 51 (32.3%) of them studying in the fourth year. The Table 9 presents the age distribution of the participants.

**Table 9: L3MSS Scale Mean of Participant Age**

|         | N   | Minimum | Maximum | Mean  |
|---------|-----|---------|---------|-------|
| Age     | 158 | 19      | 30      | 21.75 |
| Valid N | 158 |         |         |       |

Table 9 shows the mean of the L3MSS scale participant age. The youngest participants in the study were 19 years old, whereas the oldest one was 30 years old. The descriptive statistics presented the mean age of the participants with a mean of 21.75 on the L3MSS Scale.

**Table 10: L3MSS Scale Participant Prior L3 Knowledge**

| Prior L3 Knowledge | Third Language |        |         | Total |
|--------------------|----------------|--------|---------|-------|
|                    | German         | French | Russian |       |
| Yes                | 36             | 4      | 5       | 45    |
| No                 | 14             | 65     | 34      | 113   |

Table 10 presents the participants' prior knowledge of their preferred L3 language. 36 German learners stated they had prior L3 knowledge; most had German lessons in high school. 4 French learners stated that they had prior L3 knowledge. 3 of the French learners stated they had French lessons in high school, while one stated that they lived in Germany, and it was taught in elementary school. Lastly, 5 Russian students stated that they had prior L3 knowledge. One of the Russian learners stated he was born in Russia, and another stated she studied the Russian Language and Literature for two months. 3 of the remaining Russian learners did not disclose where they learnt Russian. In addition to that, 3 out of 158 students stated they grew up in a house where their L3 was spoken.

**Table 11: L3MSS Scale Participant Perceived L3 Proficiency**

| Language |                | Current Proficiency | Graduation Proficiency |
|----------|----------------|---------------------|------------------------|
| German   | Mean           | 3.70                | 5.88                   |
|          | N              | 50                  | 50                     |
|          | Std. Deviation | 1.63                | 1.59                   |
| French   | Mean           | 3.33                | 5.71                   |
|          | N              | 69                  | 69                     |
|          | Std. Deviation | 1.73                | 1.91                   |
| Russian  | Mean           | 3.49                | 6.18                   |
|          | N              | 39                  | 39                     |
|          | Std. Deviation | 2.17                | 2.25                   |

Table 11 shows the mean score of L3MSS Scale participants' perceived L3 proficiency level. On a scale of 10 points, with 1 being "poor proficiency" and 10 being "perfect proficiency", the mean scores of the L3 students had varying results. German learners stated that they perceive their current L3 proficiency with a score of 3.70, below average. On the other hand, they also stated they perceive their German proficiency will be slightly above average when they graduate with a score of 5.88. In the case of French learners, they stated their current L3 proficiency is below average with a score of 3.33. At the same time, they also stated that they perceive their French proficiency will be slightly above average when they graduate with a score of 5.71. Lastly, Russian learners stated they perceive their current Russian proficiency below average with a score of 3.49. However, Russian learners also stated they perceive their Russian proficiency will evolve when they graduate, with a score of 6.18. In all cases, learners perceive they will improve their current L3 proficiency.

**Table 12: L3MSS Scale Participant Time Allocation for Studying L3**

|                             |                     | Third Language |        |         | Total |
|-----------------------------|---------------------|----------------|--------|---------|-------|
|                             |                     | German         | French | Russian |       |
| Allocated Time for L3 Study | I allocate too much | 0              | 1      | 2       | 3     |
|                             | As necessary        | 19             | 36     | 12      | 67    |

**Table 13: (Continue)**

|                             |                  | Third Language |        |         | Total |
|-----------------------------|------------------|----------------|--------|---------|-------|
|                             |                  | German         | French | Russian |       |
| Allocated Time for L3 Study | A Little         | 24             | 24     | 20      | 68    |
|                             | Not Allocating   | 2              | 8      | 4       | 14    |
|                             | After Graduation | 5              | 0      | 1       | 6     |
| Total                       |                  | 50             | 69     | 39      | 158   |

Table 12 presents the information on L3 learners' perception of their time allocation for studying their third language. 138 of the students stated that they study either as much as necessary or a little, whereas 14 of them stated they do not study at all and 6 of them considering studying after graduation. Only 3 participants stated they allocate too much time for studying their L3. The next table shows a crosstab of the demographic compilation of the L3MSS Scale participants.

**Table 14: The Demographic Compilation of the L3MSS Scale Participants**

| Level of Education |        |        | Third Language |        |         | Total |
|--------------------|--------|--------|----------------|--------|---------|-------|
|                    |        |        | German         | French | Russian |       |
| Second Year        | Gender | Male   | 4              | 4      | 6       | 14    |
|                    |        | Female | 15             | 15     | 10      | 40    |
|                    | Total  |        | 19             | 19     | 16      | 54    |
| Third Year         | Gender | Male   | 6              | 5      | 2       | 13    |
|                    |        | Female | 10             | 21     | 9       | 40    |
|                    | Total  |        | 16             | 26     | 11      | 53    |
| Fourth Year        | Gender | Male   | 1              | 5      | 5       | 11    |
|                    |        | Female | 14             | 19     | 7       | 40    |
|                    | Total  |        | 15             | 24     | 12      | 51    |
| Total              | Gender | Male   | 11             | 14     | 13      | 38    |
|                    |        | Female | 39             | 55     | 26      | 120   |
|                    | Total  |        | 50             | 69     | 39      | 158   |

As shown in Table 13, 11 of male the learners study German, 14 of them study French, and 13 study Russian as their L3. On the other hand, 39 female learners study German, 55 of them study French and 26 of them study Russian as their L3. In terms of level of education, in the second year, 19 of the learners study German, 19 of them study French, and 16 of them study Russian. 16 of the students study German in third year, 26 of them study French in third year and 11 of them study Russian in the third year. Lastly, in the fourth year, 15 students study German, 24 study French, and 12 study Russian.

### 3.3.3. Participants of the Third Stage

The third stage of this study involved conducting interviews with L3 learners. A total of 18 students studying German, French, and Russian were invited to participate in the interviews. An

equal number of students were selected from each language group and educational level. Thus, 6 students in second year, 6 students in the third year and 6 students in the fourth year were invited to participate in the interviews. Out of these 18 students, 6 of them study German as their L3, 6 of them study French as their L3 and 6 of them study Russian as their L3. In each language learner groups, interviews were conducted in equal numbers. The names of the interviewees were not recorded. Instead, they were grouped based on their level of education, their L3 and the order of interview. For example, the second interview with a Russian learner studying in third year was labelled as 3R2. The interviewees' names were not recorded to ensure participants' privacy.

### **3.4. Data Collection Instruments**

Three stages were decided to analyse the MSS profiles of the L3 learners. In the first stage of the study, L3 learners were asked about their satisfaction with their L3 course through an online survey. In the second stage L3 learners were presented a paper-formed questionnaire named L3MSS Scale. In the third stage, some of the L3 learners were invited to participate in semi-structured interviews. The detailed descriptions of the data collection instruments can be found in the following sections.

#### **3.4.1. Third Language Satisfaction Survey**

An online survey named Third Language Satisfaction Survey (TLS) was conducted to analyse learners' satisfaction level with their L3 learning process. The researcher and his supervisor prepared the survey questions. To provide ease of understanding, the survey was conducted in Turkish. Nine questions were asked to participants, with four of them about their demographic information. The fifth question asked participants to rate their L3 satisfaction on a scale of 1 to 10, with 1 being weak and 10 being perfect. Sixth question asked why they were studying their current L3 while seventh question asked whether they would like to change their L3. Depending on the answer to the seventh question, the eighth question asked which language they would like to study as their L3, and ninth question asked why they want to change their L3.

#### **3.4.2. Third Language Motivational Self System Scale**

The questionnaire used in the current study for the second stage was taken from the studies of Taguchi et al. (2009) and Yashima (2009). Several adaptations were made for using it as the Third Language Motivational Self System Scale (L3MSS Scale). First, the questionnaire was translated into Turkish based on the literature review to ensure readability and understandability for the participants. Secondly, 6 questions were discarded from the L3MSS Scale because they were unrelated to L3 learning. An additional item, "I wish to speak with X speaking international students in X language." (X language referring to the L3 of participants) was added to questionnaire due to

the multinational setting of the study. A pilot study with 56 statements on a 7-point Likert scale was conducted with 20 students. However, 7 questionnaires were discarded due to giving only one-sided answers or omitting too many questions. In the pilot study, 11 subscales had achieved an internal consistency score above 0.70. Dörnyei (2007) states that a Cronbach alpha value above 0.70 is generally accepted as having good internal consistency for the reliability of the test, and the subscales of the pilot study showed a strong internal consistency. However, the instrumentality-prevention subscale was decided to be removed due to achieving low reliability.

Additionally, based on the participants' comments, slight adaptations were implemented, such as changing statement order or clarifying some statements. The final form of the questionnaire consisted of 52 items and 11 subscales. The questionnaire items were organized for each L3 learner group, having statements related to their L3. Finally, three questionnaires were developed for German, French, and Russian learners.

The L3MSS scale used in the second stage of the study has two sections. The first section of the questionnaire asks for demographic information about the participants. L3 learners are asked about their level of education, gender, age, if they had prior L3 knowledge, if they were born in a house where their L3 is being spoken, if they had lived in a country for more than 3 months where their L3 was spoken, their perceived current L3 proficiency, their perceived graduation L3 proficiency and the time they allocate for studying L3.

In the second section, learners are asked to fill in 52 statements on a 7-point Likert scale ranging from Strongly Disagree to Strongly Agree. The L3MSS Scale in the current study consists 11 subscales: Ideal L3 Self (7), Ought-to L3 Self (6), L3 Learning Experience (7), Attitudes Toward L3 Community (3), Intended Effort (5), Willingness to Communicate (5), Cultural Interest (4), International Posture (5), Family Influence (3), Integrativeness (3), and Instrumentality – Promotion (4). Table 14 gives information about the item distributions of the subscales of the current study.

**Table 15: L3MSS Scale**

| <b>Subscales</b>                      | <b>Items</b>               | <b>Total</b> |
|---------------------------------------|----------------------------|--------------|
| Ideal L3 Self (IL3S)                  | 10, 22, 24, 32, 33, 35, 50 | 7            |
| Ought-to L3 Self (OL3S)               | 1, 13, 17, 29, 31, 38      | 6            |
| L3 Learning Experience (L3LE)         | 3, 5, 19, 28, 37, 43, 46   | 7            |
| Attitudes Toward L3 Community (ATL3C) | 25, 30, 45                 | 3            |
| Intended Effort (IE)                  | 4, 9, 26, 34, 40           | 5            |
| Willingness to Communicate (WTC)      | 6, 18, 41, 48, 52          | 5            |
| Cultural Interest (CI)                | 12, 15, 21, 42             | 4            |
| International Posture (IP)            | 7, 14, 27, 36, 39          | 5            |
| Family Influence (FI)                 | 2, 20, 51                  | 3            |
| Integrativeness (INT)                 | 8, 44, 47                  | 3            |

**Table 16: (Continue)**

| <b>Subscales</b>                  | <b>Items</b>   | <b>Total</b> |
|-----------------------------------|----------------|--------------|
| Instrumentality – Promotion (PRO) | 11, 16, 23, 49 | 4            |
| Total                             |                | 52           |

The L3MSS Scale's internal consistency was calculated using Cronbach's Alpha ( $\alpha$ ) method. Table 15 shows the L3MSS Scale internal consistency scores of the L3MSS Scale.

**Table 17: Cronbach Alpha ( $\alpha$ ) Internal Consistency Scores**

| <b>Name of the Subscale</b>           | <b>N of Items</b> | <b>Cronbach's Alpha</b> |
|---------------------------------------|-------------------|-------------------------|
| Ideal L3 Self (IL3S)                  | 7                 | .916                    |
| Ought-to L3 Self (OL3S)               | 6                 | .730                    |
| L3 Learning Experience (L3LE)         | 7                 | .851                    |
| Attitudes Toward L3 Community (ATL3C) | 3                 | .765                    |
| Intended Effort (IE)                  | 5                 | .711                    |
| Willingness to Communicate (WTC)      | 5                 | .759                    |
| Cultural Interest (CI)                | 4                 | .731                    |
| International Posture (IP)            | 5                 | .628                    |
| Family Influence (FI)                 | 3                 | .851                    |
| Integrativeness (INT)                 | 3                 | .535                    |
| Instrumentality – Promotion (PRO)     | 4                 | .802                    |

Table 15 shows that 9 of the subscales in the study achieved scores higher than 0.70. Kalaycı (2010) states that Cronbach's Alpha values of .40 and below are not reliable, scores between .40 and .59 are lowly reliable, scores within .60 and .79 are quite reliable and 0.80 and above are highly reliable. Thus, all of the subscales were included in the analyses.

### 3.4.3. The Interview

As McKay (2006) states, interviews can help researchers gain insights into participants' opinions. In that sense, the third stage of the current research involved conducting semi-structured interviews with L3 learners of German, French, and Russian. Based on the extensive literature review, 12 interviews questions were formed to be used in the interviews. 11 of the questions address a subscale of the L3MSS Scale while 1 question asks the learners' general opinion about their motivation to study their L3. The interview questions were formed by the mutual agreement of the researcher and his supervisor. The research questions were formed in Turkish to ensure clarity and understandability. In order to improve the effectiveness of the interview questions, they were negotiated with field experts. Some questions were revised to reduce bias, and statements that could influence participants or compromise their privacy were rephrased. Based on the recommendations of field experts, the interview questions were completed.

### **3.5. Data Collection Procedure**

In the initial stage of the study, L3 learners of the ELL students were invited to participate in the online TLS Survey. The researcher printed the QR code of the survey link and distributed it to the second year, third year and fourth year students of ELL faculty. The second stage of the study involved distributing the paper-formed questionnaire, the L3MSS Scale. The participants were informed about the purpose of the study and that their participation is completely voluntary. Lastly, some of the participants were invited to semi-structured interviews. All the interviewees were invited to interviews during their break time so they would be not exhausted and feel stressed. Before beginning the interviews, the purpose of the study was explained, and consent forms were collected from the participants. Moreover, the interviewees were ensured that this interview will not interfere with their grades in L3 courses. The interviews were held in Turkish and recorded for later transcription. The interviews lasted about 6-7 minutes.

### **3.6. Data Analysis**

The data gathered in all three stages required thorough investigation. In the first stage of the study, the data gathered from online surveys were transformed into numerical data and transferred to the IBM Statistical Package for Social Sciences 27 (SPSS 27.0). The participants' answers numerically coded and registered into SPSS. The descriptive statistics (frequencies and means) were used to investigate the participants' L3 satisfaction level.

The second stage required a careful investigation of the collected data. Although 170 papers were collected from the participants, 12 of them were discarded due to either giving the same answer to all statements or leaving many statements blank. Then, the statements in the questionnaire were transferred into the SPSS 27. Before beginning the analyses, Kolmogorov-Smirnov and Shapiro-Wilk Tests were conducted in order to investigate whether there was a normal distribution. The Kurtosis and Skewness scores of all subscales were between -2 and +2. George and Mallery (2010) suggests that values between -2 and +2 are accepted as a normal distribution, and this result allowed the researcher to continue with using parametric tests. Descriptive statistics (such as frequencies and means) and inferential statistics (ANOVA, independent t-test and correlation) were used to analyse the data for the second stage.

Lastly, in the third stage of the study, the interview recordings were transcribed and translated into English. The recordings were listened several times to reduce bias in transcription. The transcription of the recordings and the tape recordings were compared twice by the researcher to ensure the reliability of the data. Moreover, the researcher discussed both the data and the transcriptions with his supervisor. Additionally, colleagues of the researcher were asked to examine the English transcriptions to ensure credibility. Then, the interviewees' responses were investigated

using thematic analysis methods. According to Dörnyei (2007), thematic analysis allows researchers to identify recurring themes and motifs in qualitative findings without expertise in the field. The qualitative findings were used to support the quantitative findings.

### **3.7. Ethical Considerations**

Before beginning the research, all participants were informed about the study. Secondly, they were assured that participation is entirely voluntary and their data will be kept private. Furthermore, to ensure participants' privacy, anything that could identify them was not asked of them in all three stages of the research. Also, an ethical permission form from the Karadeniz Technical University Social and Human Sciences Ethics Committee was obtained.



## CHAPTER FOUR

### 4. RESULTS

#### 4.1. Introduction to Results

This chapter presents the analyses of both statistical and qualitative data. It is divided into three sections, each dedicated to a stage of the study. The first section is dedicated to the results of the first stage, the online survey. The second section shows the results of the second stage, the L3MSS Scale. Lastly, the third section evaluates the data from the third stage, the interviews.

#### 4.2. Results of the First Stage

The results of the first stage of the study reveal the findings of the TLS Survey. In the first stage, L3 learners were asked to rate their satisfaction with their current L3 learning and why they chose to study that language. Moreover, learners were asked whether they would like to change their current L3, and if they would, which languages they would like to learn. Descriptive analyses were used to explore the data collected in the first stage. The results of the first stage are shown in Tables 16 and 17 and Figures 4 and 5.

**Table 18: The Mean Scores of L3 Learning Course Satisfaction**

| Language | N  | Minimum | Maximum | Mean | SD   |
|----------|----|---------|---------|------|------|
| German   | 21 | 1       | 8       | 3.76 | 2.59 |
| French   | 51 | 2       | 10      | 7.29 | 2.41 |
| Russian  | 18 | 1       | 10      | 6.22 | 2.58 |

In the TLS Survey, on a scale of 1 to 10, L3 learners were asked to rate their L3 learning satisfaction, with 1 being the lowest and 10 being the highest. According to Table 16, French learners had the highest mean score of L3 learning satisfaction out of the three languages, with 7.29 out of 10. French learning satisfaction is followed by Russian learning satisfaction, in which Russian learners had a satisfaction scored 6.22 out of 10. Lastly, German learners rated their satisfaction with learning German at 3.76 out of 10. The results show that Russian learners are satisfied while French learners are delighted with their L3 learning. On the other hand, it can be said that German learners are not satisfied with their L3 learning as they had a mean score below average.

**Table 19: The Reasons for Studying L3**

| Reasons                                           | German    |         |                  | French    |         |                  | Russian   |         |                  |
|---------------------------------------------------|-----------|---------|------------------|-----------|---------|------------------|-----------|---------|------------------|
|                                                   | Responses |         | Percent of Cases | Responses |         | Percent of Cases | Responses |         | Percent of Cases |
|                                                   | N         | Percent |                  | N         | Percent |                  | N         | Percent |                  |
| I identify myself with this language.             | 3         | 13.0%   | 14.3%            | 12        | 20.3%   | 23.5%            | 2         | 9.5%    | 11.1%            |
| I need to learn this language.                    | 9         | 39.1%   | 42.9%            | 10        | 16.9%   | 19.6%            | 6         | 28.6%   | 33.3%            |
| I enjoy the learning experience of this language. | 3         | 13.0%   | 14.3%            | 24        | 40.7%   | 47.1%            | 5         | 23.8%   | 27.8%            |
| Only because it is a compulsory course.           | 4         | 17.4%   | 19.0%            | 12        | 20.3%   | 23.5%            | 7         | 33.3%   | 38.9%            |
| Other                                             | 4         | 17.4%   | 19.0%            | 1         | 1.7%    | 2.0%             | 1         | 4.8%    | 5.6%             |
| Total                                             | 23        | 100.0%  | 109.5%           | 59        | 100.0%  | 115.7%           | 21        | 100.0%  | 116.7%           |

Table 17 presents the reasons why L3 learners chose their L3. According to Table 17, 9 participants (39.1%) stated they are studying German because they think they need to. 3 (13.0%) of the German learners learn German because they identify themselves as German speakers, while 3 (13.0%) of them study German because they enjoy learning German. Moreover, 4 (17.4%) of the German learners stated that they study German only because it is compulsory to study an L3 while 4 (17.4%) participants stated other reasons to study, such as it is their native language, or they have prior knowledge.

For French learners, several participants selected different reasons to study French. 24 (40.7%) participants stated they study French because they enjoy the learning experience of French. While 12 (20.3%) of the French learners stated they study French because they identify themselves with French, 10 (16.9%) of the French learners stated they learn French because they need to. In addition to that, 12 (20.3%) of the French learners stated they study French because it is compulsory to study an additional language. Lastly, 1 (1.7%) participant stated she studies French because of the musicality of the language.

Russian learners also had varying reasons to study Russian as their L3. Based on the results shown in Table 17, 7 (33.3%) of the Russian learners think they study Russian because it compulsory to study a third language. This was followed by 6 (28.6%) participants stating they study Russian because they need to study it. While 5 (23.8%) of the Russian learners stated they study Russian because they enjoy the experience of learning Russian, 2 (9.5%) of the Russian learners stated they study Russian because they identify themselves with Russian. A singular (4.8%) student stated she studies Russian because she has prior knowledge.

In addition to asking about their satisfaction with the L3 course, the participants were asked whether they would like to change their current L3 and what they would like to study as their new L3. In addition to German, French, and Russian provided in the faculty, learners were asked to write any language they would like to study. Figure 4 shows the distribution of whether the participants would like to change their current L3, while Figure 5 displays which languages they would like to study.

**Figure 4: Answers to Change Currently Studied L3 Course**

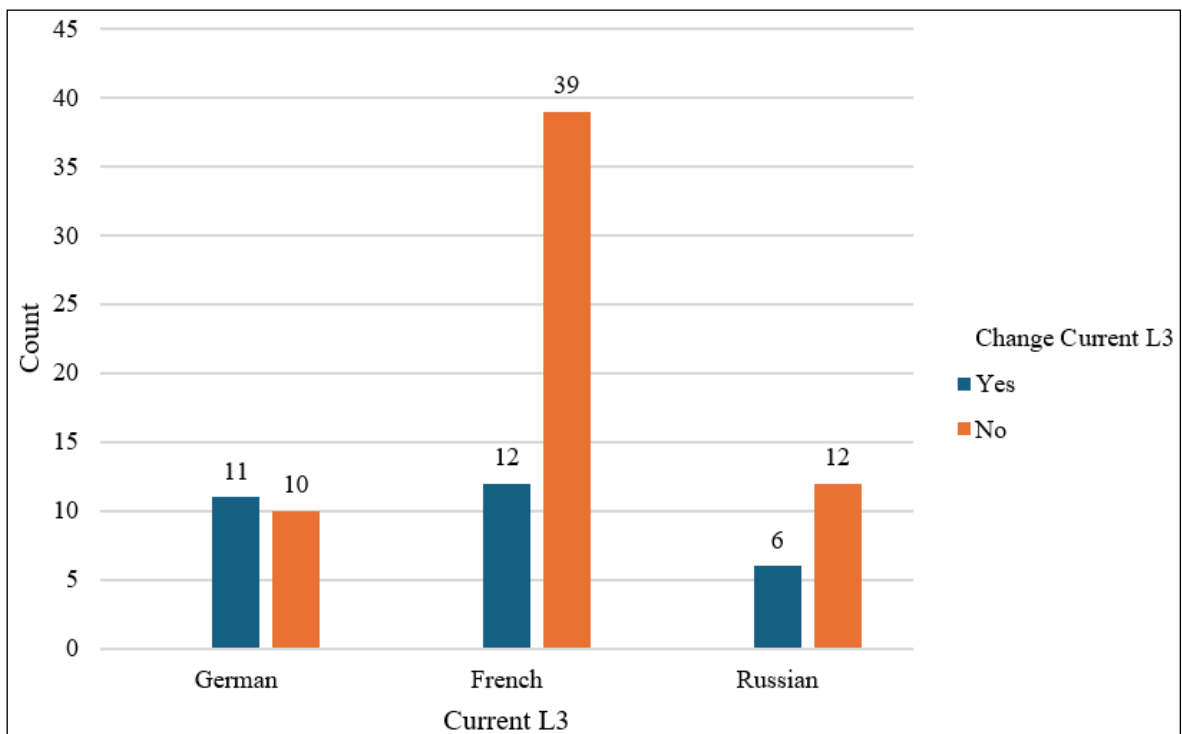


Figure 4 shows several L3 learners wish to change their current L3. While 11 (52.4%) of the German learners wanted to change their current L3, 10 (47.6%) of them did not want to. On the other hand, 12 (23.5%) French learners wanted to change their language course, while 39 (76.5%) wanted to continue studying French. Lastly, 6 (33.3%) Russian learners wanted to study different languages. However, 12 (66.7%) of them did not.

**Figure 5: Desired L3 Course to Be Studied**

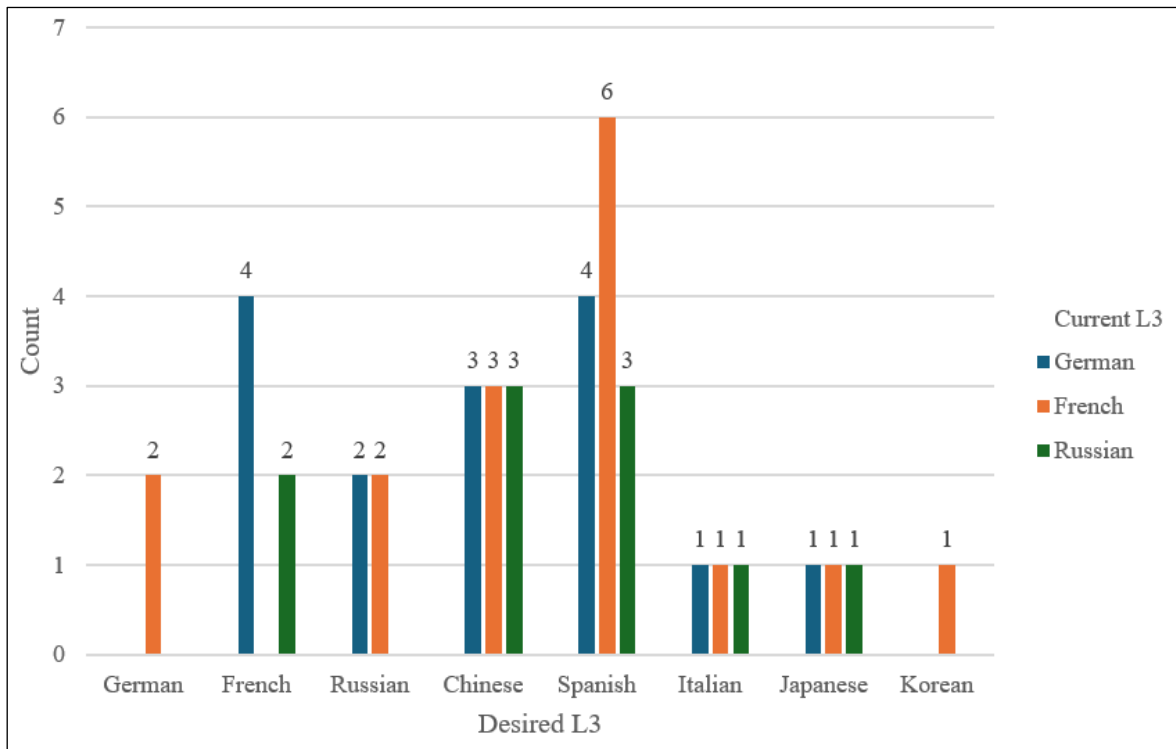


Figure 5 represents what the participants would like to study as their L3 instead of their current L3. In their faculty, only German, French, and Russian is taught. However, some of the participants stated they would like to study languages that are not taught at their university. Furthermore, some of the participants stated they would like to study multiple languages. Although it is not taught in the participants' university, the language most desired to study as an L3 was Spanish with, 13 (31.7%) participants stating they would like to change their current language with it. This was followed by Chinese, where 9 (22.0%) participants wished to study Chinese. While 6 (14.6%) participants wanted to change their L3 with French, 4 (9.8%) of them wanted to learn Russian. Italian and Japanese languages shared same demand in each case; 3 (7.3%) participants wanted study these languages. Lastly, 2 (4.9%) participants stated they would like study German, while 1 (2.4%) student wished to study Korean. Based on the results, it can be said that Latin languages are more desired to be studied; however, there is also a demand for Asian languages.

#### **4.3. Results of the Second Stage**

The second stage of the study examined the data collected from the L3MSS Scale. The analyses in the second stage of the study included descriptive statistics, correlation analysis, *t*-test and ANOVA tests. The first analysis in the second stage is correlation analysis to check whether there are correlations between the subscales of the L3MSS Scale. Secondly, descriptive statistics were used to explore the motivational profiles of L3 learners. Thirdly, ANOVA tests were conducted to

investigate whether there are differences between languages and level of education in terms of L3 motivation. Lastly, *t*-tests were used to examine whether there is any difference between female and male students regarding the L3 motivation.

#### 4.3.1. Correlation Analysis

Pearson's correlation analysis was used to investigate the relationship between the subscales of the L3MSS Scale. According to Cronk (2024), the correlations are identified as weak, if values are below 0.3, moderate, if they are between 0.3 and 0.7, and strong, if they are higher than 0.7. Table 18 below presents the correlation values of the subscales of L3MSS.

**Table 20: The Correlation Coefficient Values of L3MSS Subscales**

|      |                 | ATL3C  | CI     | IE     | L3LE   | FI     | IL3S   | INT    | IP     | OL3S   | PRO    |
|------|-----------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| CI   | Correlation     | .512** | --     |        |        |        |        |        |        |        |        |
|      | Sig. (2-tailed) | .000   |        |        |        |        |        |        |        |        |        |
| IE   | Correlation     | .354** | .524** | --     |        |        |        |        |        |        |        |
|      | Sig. (2-tailed) | .000   | .000   |        |        |        |        |        |        |        |        |
| L3LE | Correlation     | .330** | .416** | .568** | --     |        |        |        |        |        |        |
|      | Sig. (2-tailed) | .000   | .000   | .000   |        |        |        |        |        |        |        |
| FI   | Correlation     | .301** | .389** | .294** | .242** | --     |        |        |        |        |        |
|      | Sig. (2-tailed) | .000   | .000   | .000   | .002   |        |        |        |        |        |        |
| IL3S | Correlation     | .637** | .587** | .507** | .423** | .387** | --     |        |        |        |        |
|      | Sig. (2-tailed) | .000   | .000   | .000   | .000   | .000   |        |        |        |        |        |
| INT  | Correlation     | .674** | .497** | .390** | .339** | .357** | .547** | --     |        |        |        |
|      | Sig. (2-tailed) | .000   | .000   | .000   | .000   | .000   | .000   |        |        |        |        |
| IP   | Correlation     | .523** | .368** | .221** | .290** | .131   | .438** | .313** | --     |        |        |
|      | Sig. (2-tailed) | .000   | .000   | .005   | .000   | .100   | .000   | .000   |        |        |        |
| OL3S | Correlation     | .368** | .395** | .349** | .223** | .308** | .412** | .401** | .075   | --     |        |
|      | Sig. (2-tailed) | .000   | .000   | .000   | .005   | .000   | .000   | .000   | .351   |        |        |
| PRO  | Correlation     | .593** | .393** | .345** | .241** | .298** | .694** | .487** | .390** | .379** | --     |
|      | Sig. (2-tailed) | .000   | .000   | .000   | .002   | .000   | .000   | .000   | .000   | .000   |        |
| WTC  | Correlation     | .593** | .638** | .718** | .556** | .329** | .700** | .505** | .391** | .464** | .556** |
|      | Sig. (2-tailed) | .000   | .000   | .000   | .000   | .000   | .000   | .000   | .000   | .000   | .000   |

Correlation is significant at the 0.01 level. *r* = Correlation value. *p* = Significance. ATL3 = Attitudes Toward L3 Community. CI = Cultural Interest. IE = Intended Effort. L3LE = L3 Learning Experience. FI = Family Influence. IL3S = Ideal L3 Self. INT = Integrativeness. IP = International Posture. OL3S = Ought-to L3 Self. PRO= Instrumentality-Promotion. WTC = Willingness to Communicate

According to the Table 18, statistically significant correlations were found between Ideal L3 Self subscale and the other subscales of L3MSS Scale. The Ideal L3 Self subscale showed moderate positive correlations with ATL3C (*r* = .637, *p* = .000), CI (*r* = .587, *p* = .000), IE (*r* = .507, *p* = .000), L3LE (*r* = .423, *p* = .000), FI (*r* = .387, *p* = .000), INT (*r* = .547, *p* = .000), IP (*r* = .438, *p* = .000),

OL3S ( $r = .412, p = .000$ ), PRO ( $r = .694, p = .000$ ). Furthermore, it showed statistically significant strong positive correlations with WTC ( $r = .700, p = .000$ ). It can be stated that ideal L3 self is significantly correlated by other factors. Especially willingness to communicate strongly correlates with learners' ideal L3 self.

Similarly, several subscales showed statistically significant correlations with Ought-to L3 Self. Statistically significant moderate positive correlations were found between OL3S and ATL3C ( $r = .368, p = .000$ ), CI ( $r = .395, p = .000$ ), IE ( $r = .349, p = .000$ ), FI ( $r = .308, p = .000$ ), IL3S ( $r = .412, p = .000$ ), INT ( $r = .401, p = .000$ ), PRO ( $r = .379, p = .000$ ) and WTC ( $r = .464, p = .000$ ). Moreover, a statistically significant weak positive correlation was found between OL3S and L3LE ( $r = .223, p = .005$ ). However, a statistically insignificant weak positive correlation was found between OL3S and IP ( $r = .075, p = .351$ ). It can be assumed that some of the components of L3MSS scale moderately correlate to L3 learners' ought-to self, whereas L3LE has weak correlation to OL3S. However, international posture does not correlate L3 learners' ought-to self.

Lastly, the L3 Learning Experience showed statistically significant correlations with all of the subscales of L3MSS Scale. According to the results, L3LE showed statistically significant moderate positive correlations with ATL3C ( $r = .330, p = .000$ ), CI ( $r = .416, p = .000$ ), IE ( $r = .568, p = .000$ ), IL3S ( $r = .423, p = .000$ ), INT ( $r = .339, p = .000$ ), and WTC ( $r = .556, p = .000$ ). On the other hand, statistically significant weak positive correlations were found between L3LE and FI ( $r = .242, p = .002$ ), IP ( $r = .290, p = .000$ ), OL3S ( $r = .223, p = .005$ ) and PRO ( $r = .241, p = .002$ ). Whereas some of the components moderately correlate with L3LE, rest of them showed weak correlation.

It should also be noted that International Posture did not show statistically significant correlations with two subscales, FI ( $r = .131, p = .100$ ) and OL3S ( $r = .075, p = .351$ ).

#### 4.3.2. Motivational Profiles

Descriptive statistics were used to investigate the motivational profiles of the L3 learners. Each group of learners was divided into its L3 group, and the mean scores of the subscales were calculated. The motivation profiles of the learners were measured on a scale of 1 to 7, with 1 being the weakest and 7 being the highest. Tables 19, 20, and 21 show the mean scores of the motivational profiles of L3 learners.

**Table 21: The Mean Values of German L3MSS Subscales**

| Subscales | N  | Mean | Std. Deviation |
|-----------|----|------|----------------|
| ATL3C     | 50 | 5.81 | .96            |
| CI        | 50 | 3.58 | 1.43           |
| IE        | 50 | 3.99 | 1.02           |

**Table 19: (Continue)**

| <b>Subscales</b> | <b>N</b> | <b>Mean</b> | <b>Std. Deviation</b> |
|------------------|----------|-------------|-----------------------|
| L3LE             | 50       | 3.61        | 1.01                  |
| FI               | 50       | 3.39        | 1.65                  |
| IL3S             | 50       | 4.56        | 1.45                  |
| INT              | 50       | 4.40        | 1.19                  |
| IP               | 50       | 5.32        | .96                   |
| OL3S             | 50       | 2.88        | 1.16                  |
| PRO              | 50       | 5.55        | 1.14                  |
| WTC              | 50       | 4.34        | 1.34                  |

German learners had varying results in terms of their L3MSS. According to Table 19, out of the three main components of the L3MSS scale, the highest influencer was found to be their IL3S (M = 4.56). It is followed by the L3LE (M = 3.61) and the OL3S (M = 2.88). It can be inferred that German learners consider their IL3S as the most contributing factor to learning German. Secondly, they disagree that their OL3S self-motivates them to learn German as it has the least mean value out of all the subscales. Moreover, they disagree that the L3LE in German courses motivate them to study German.

In addition to that, German learners had high scores in ATL3C (M = 5.81), PRO (5.55) and IP (5.32). This suggests that German learners have positive feelings toward German speakers and seek the benefits of knowing German while also showing a positive international posture. The least influencing factor other than OL3S was found to be FI (M = 3.39), suggesting that German learners do not think their families influence their learning motivation.

**Table 22: The Mean Values of French L3MSS Subscales**

| <b>Subscales</b> | <b>N</b> | <b>Mean</b> | <b>Std. Deviation</b> |
|------------------|----------|-------------|-----------------------|
| ATL3C            | 69       | 5.71        | 1.29                  |
| CI               | 69       | 4.18        | 1.22                  |
| IE               | 69       | 4.46        | 1.20                  |
| L3LE             | 69       | 5.32        | 1.13                  |
| FI               | 69       | 3.48        | 1.77                  |
| IL3S             | 69       | 4.48        | 1.60                  |
| INT              | 69       | 4.21        | 1.57                  |
| IP               | 69       | 5.70        | 1.02                  |
| OL3S             | 69       | 2.70        | 1.02                  |
| PRO              | 69       | 5.24        | 1.43                  |
| WTC              | 69       | 4.75        | 1.29                  |

The second language group, French learners, also had varied results regarding L3MSS. Based on the results shown in Table 20, the L3LE (M = 5.32) is the most significant contributor to French

learning motivation, followed by the IL3S ( $M = 4.48$ ). While French learners agree that L3LE and IL3S motivate them to learn French, they disagree that OL3S ( $M = 2.70$ ) motivates them to learn French. Contrary to the German learners, French learners' L3LE values had much higher scores than IL3S, suggesting that while they idealize themselves as future users of French, their learning experience is the main motivator, and their ought-to L3 self does not influence their motivation.

Additionally, the French learning motivation is mainly supported by ATL3C ( $M = 5.71$ ), IP ( $M = 5.70$ ) and PRO ( $M = 5.24$ ). Thus, it can be suggested that French learners have positive feelings toward the French community, and they seek the advantages of knowing French in addition to thinking globally. Besides OL3S, the least motivating factor for learning French was FI ( $M = 3.48$ ), suggesting French learners' families do not influence their motivation.

**Table 23: The Mean Values of Russian L3MSS Subscales**

| Subscales | N  | Mean | Std. Deviation |
|-----------|----|------|----------------|
| ATL3C     | 39 | 5.74 | 1.09           |
| CI        | 39 | 3.96 | 1.30           |
| IE        | 39 | 4.42 | 1.32           |
| L3LE      | 39 | 4.95 | 1.01           |
| FI        | 39 | 3.50 | 1.72           |
| IL3S      | 39 | 4.18 | 1.63           |
| INT       | 39 | 4.69 | 1.23           |
| IP        | 39 | 5.39 | .97            |
| OL3S      | 39 | 2.66 | 1.26           |
| PRO       | 39 | 5.06 | 1.16           |
| WTC       | 39 | 4.56 | 1.28           |

The last group in the study, Russian learners, had scores similar to those of French learners. Table 21 shows that Russian learners are mainly motivated by the L3LE ( $M = 4.95$ ) while it is followed by the ideal L3 self ( $M = 4.18$ ). Regarding the OL3S, Russian learners had the lowest mean score ( $M = 2.66$ ). Based on the analysis, it can be suggested that, like French learners, Russian learners are mainly motivated by the learning experience, followed by their ideal selves. However, their ought-to selves do not motivate them to study Russian.

As in the case of previous language groups, Russian learners showed the same pattern in terms of other motivating factors, with ATL3C being the most motivating factor ( $M = 5.74$ ), followed by IP ( $M = 5.39$ ) and PRO ( $M = 5.06$ ). Thus, Russian learners also think globally, seeking the advantages of knowing Russian and having positive attitudes toward the Russian community. Furthermore, families of the Russian learners also do not influence their motivation to study Russian, as FI has the second lowest mean value ( $M = 3.50$ ), preceded by OL3S.

In terms of integrativeness, all three language groups shared similar scores as German INT (M = 4.40), French INT (M = 4.21) and Russian INT (M = 4.69) had above-average values, indicating they want to be integrated into the target language community. Likewise, all language groups shared positive attributes in willingness to communicate with German WTC (M = 4.34), French WTC (M = 4.75), and Russian WTC (M = 4.56) had above average scores, meaning they are willing to speak in the target language. However, differences can be seen across the languages in terms of cultural interest and intended effort. While German (M = 3.58) and Russian (M = 3.96) had below-average scores, French (M = 4.18) learners had above-average cultural interests. Moreover, French (M = 4.46) and Russian (M = 4.42) learners had more intended effort scores compared to German (M = 3.99) learners.

#### 4.3.3. Differences between Languages

To examine whether there are statistically significant differences between the motivations of L3 learners in terms of language choice, an ANOVA test with post-hoc Tukey was conducted. The L3 learner motivation was compared based on their language choice. While Table 22 gives descriptive statistics for language motivation, Table 23 presents the results of the ANOVA analysis.

**Table 24: Descriptive Statistics for L3 Motivation**

|       | German |      |      | French |      |      | Russian |      |      |
|-------|--------|------|------|--------|------|------|---------|------|------|
|       | N      | Mean | SD   | N      | Mean | SD   | N       | Mean | SD   |
| ATL3C | 50     | 5.81 | .96  | 69     | 5.71 | 1.29 | 39      | 5.74 | 1.09 |
| CI    | 50     | 3.58 | 1.43 | 69     | 4.18 | 1.22 | 39      | 3.96 | 1.30 |
| IE    | 50     | 3.99 | 1.02 | 69     | 4.46 | 1.20 | 39      | 4.42 | 1.32 |
| L3LE  | 50     | 3.61 | 1.01 | 69     | 5.32 | 1.13 | 39      | 4.95 | 1.01 |
| FI    | 50     | 3.39 | 1.65 | 69     | 3.48 | 1.77 | 39      | 3.50 | 1.72 |
| IL3S  | 50     | 4.56 | 1.45 | 69     | 4.48 | 1.60 | 39      | 4.18 | 1.63 |
| INT   | 50     | 4.40 | 1.19 | 69     | 4.21 | 1.57 | 39      | 4.69 | 1.23 |
| IP    | 50     | 5.32 | .96  | 69     | 5.70 | 1.02 | 39      | 5.39 | .97  |
| OL3S  | 50     | 2.88 | 1.16 | 69     | 2.70 | 1.02 | 39      | 2.66 | 1.26 |
| PRO   | 50     | 5.55 | 1.14 | 69     | 5.24 | 1.43 | 39      | 5.06 | 1.16 |
| WTC   | 50     | 4.34 | 1.34 | 69     | 4.75 | 1.29 | 39      | 4.56 | 1.28 |

Table 22 shows several L3 motivational factors have different values between the languages. L3 learners were compared in an ANOVA test to investigate whether there were any statistically significant differences among them based on their language choice.

**Table 25: L3 Motivation Comparison Between Languages**

|       |                | Sum of Squares | df  | Mean Square | F      | p            | Tukey                           |
|-------|----------------|----------------|-----|-------------|--------|--------------|---------------------------------|
| ATL3C | Between Groups | .345           | 2   | .173        | .132   | .876         | -                               |
|       | Within Groups  | 202.417        | 155 | 1.306       |        |              |                                 |
|       | Total          | 202.762        | 157 |             |        |              |                                 |
| CI    | Between Groups | 10.498         | 2   | 5.249       | 3.074  | <b>.049</b>  | French>German<br>Russian>German |
|       | Within Groups  | 264.649        | 155 | 1.707       |        |              |                                 |
|       | Total          | 275.148        | 157 |             |        |              |                                 |
| IE    | Between Groups | 7.094          | 2   | 3.547       | 2.545  | .082         | -                               |
|       | Within Groups  | 216.005        | 155 | 1.394       |        |              |                                 |
|       | Total          | 223.099        | 157 |             |        |              |                                 |
| L3LE  | Between Groups | 87.245         | 2   | 43.623      | 38.772 | <b>.000*</b> | French>German<br>Russian>German |
|       | Within Groups  | 174.390        | 155 | 1.125       |        |              |                                 |
|       | Total          | 261.635        | 157 |             |        |              |                                 |
| FI    | Between Groups | .292           | 2   | .146        | .049   | .952         | -                               |
|       | Within Groups  | 457.787        | 155 | 2.953       |        |              |                                 |
|       | Total          | 458.079        | 157 |             |        |              |                                 |
| IL3S  | Between Groups | 3.427          | 2   | 1.713       | .706   | .495         | -                               |
|       | Within Groups  | 376.329        | 155 | 2.428       |        |              |                                 |
|       | Total          | 379.755        | 157 |             |        |              |                                 |
| INT   | Between Groups | 5.660          | 2   | 2.830       | 1.489  | .229         | -                               |
|       | Within Groups  | 294.678        | 155 | 1.901       |        |              |                                 |
|       | Total          | 300.338        | 157 |             |        |              |                                 |
| IP    | Between Groups | 4.932          | 2   | 2.466       | 2.528  | .083         | -                               |
|       | Within Groups  | 151.208        | 155 | .976        |        |              |                                 |
|       | Total          | 156.140        | 157 |             |        |              |                                 |
| OL3S  | Between Groups | 1.153          | 2   | .727        | .571   | .566         | -                               |
|       | Within Groups  | 197.415        | 155 | 1.274       |        |              |                                 |
|       | Total          | 198.869        | 157 |             |        |              |                                 |
| PRO   | Between Groups | 5.419          | 2   | 2.709       | 1.658  | .194         | -                               |
|       | Within Groups  | 253.355        | 155 | 1.635       |        |              |                                 |
|       | Total          | 258.774        | 157 |             |        |              |                                 |
| WTC   | Between Groups | 4.761          | 2   | 2.380       | 1.400  | .250         | -                               |
|       | Within Groups  | 263.545        | 155 | 1.700       |        |              |                                 |
|       | Total          | 268.306        | 157 |             |        |              |                                 |

\*p&lt;0.05

Table 23 shows the ANOVA test results of the comparisons between the third languages. According to the ANOVA results, statistically significant differences were observed in the mean values between the language groups in CI ( $F_{(2-155)} = 3.516$ ,  $p < 0.05$ ) and L3LE ( $F_{(2-155)} = 38.772$ ,  $p < 0.05$ ). In terms of CI, based on the post-hoc Tukey results, the significant differences were found between French ( $M = 4.18$ ) and German ( $M = 3.58$ ) learners in favour of French learners, and between Russian ( $M = 3.96$ ) and German ( $M = 3.58$ ) learners in favour of Russian learners. This can

be interpreted as French and Russian L3 learners may be more motivated by their cultural interest than German L3 learners. However, the effect size of language choice over CI was found as  $\eta^2=.038$  and this revealed that language choice has a negligible effect on cultural interest.

Similarly, in terms of L3LE, significant differences were observed between French ( $M = 5.32$ ) and German ( $M = 3.61$ ) in favour of French learners, and between Russian ( $M = 4.95$ ) and German ( $M = 3.61$ ) learners in favour of Russian learners. It can be understood that French and Russian L3 learners are more motivated by their learning experience compared to German L3 learners. In the case of L3LE, the effect size of language choice over L3LE was found as  $\eta^2=.333$ , suggesting that the language studied largely affects the L3LE. It should be noted that other subscales did not show any statistically significant differences in terms of language studied.

#### 4.3.4. Differences Between Level of Education

Beginning in the second year, every ELL student must study another language. In the second year, a basic level of L3 is studied, whereas in the third year, the L3 learners study an L3 at the intermediate level, and in the fourth year, the third language is studied at an advanced level. Another ANOVA test was conducted to determine whether there are any differences in L3 motivation between the levels of education. Tables 24 and 25 compare German learners in terms of their level of education while Tables 26 and 27 show the differences between the French learners. Lastly, from Tables 28 and 29, the comparison of Russian learners in terms of their level of education can be observed.

**Table 26: Descriptive Statistics for German Learning Motivation Between the Level of Education**

|       | Second Year |      |      | Third Year |      |      | Fourth Year |      |      |
|-------|-------------|------|------|------------|------|------|-------------|------|------|
|       | N           | Mean | SD   | N          | Mean | SD   | N           | Mean | SD   |
| ATL3C | 19          | 6.10 | .77  | 16         | 5.67 | .94  | 15          | 5.60 | 1.14 |
| CI    | 19          | 3.47 | 1.57 | 16         | 3.56 | 1.36 | 15          | 3.73 | 1.39 |
| IE    | 19          | 4.00 | 1.04 | 16         | 3.79 | 1.13 | 15          | 4.20 | .89  |
| L3LE  | 19          | 3.46 | 1.08 | 16         | 4.38 | .55  | 15          | 3.00 | .80  |
| FI    | 19          | 3.60 | 1.61 | 16         | 3.38 | 1.68 | 15          | 3.16 | 1.75 |
| IL3S  | 19          | 4.87 | 1.27 | 16         | 4.33 | 1.52 | 15          | 4.41 | 1.59 |
| INT   | 19          | 4.53 | 1.27 | 16         | 4.56 | 1.13 | 15          | 4.07 | 1.16 |
| IP    | 19          | 5.55 | .94  | 16         | 5.28 | .86  | 15          | 5.07 | 1.07 |
| OL3S  | 19          | 2.68 | 1.08 | 16         | 3.34 | 1.28 | 15          | 2.64 | 1.06 |
| PRO   | 19          | 5.83 | 1.13 | 16         | 5.23 | 1.19 | 15          | 5.52 | 1.06 |
| WTC   | 19          | 4.41 | 1.39 | 16         | 4.23 | 1.26 | 15          | 4.37 | 1.43 |

Table 24 shows the mean scores of German learners in terms of L3 motivation. An ANOVA test with post-hoc Tukey was conducted to examine whether there are statistically significant differences between the second year, third year and fourth year students in terms of German learning motivation.

**Table 27: German Learning Motivation Comparison Between the Level of Education**

|       |                | Sum of Squares | df | Mean Square | F      | p     | Tukey                                            |
|-------|----------------|----------------|----|-------------|--------|-------|--------------------------------------------------|
| ATL3C | Between Groups | 2.646          | 2  | 1.323       | 1.479  | .238  | -                                                |
|       | Within Groups  | 42.056         | 47 | .895        |        |       |                                                  |
|       | Total          | 44.702         | 49 |             |        |       |                                                  |
| CI    | Between Groups | .572           | 2  | .286        | .135   | .874  | -                                                |
|       | Within Groups  | 99.358         | 47 | 2.114       |        |       |                                                  |
|       | Total          | 99.930         | 49 |             |        |       |                                                  |
| IE    | Between Groups | 1.319          | 2  | .660        | .621   | .542  | -                                                |
|       | Within Groups  | 49.958         | 47 | 1.063       |        |       |                                                  |
|       | Total          | 51.277         | 49 |             |        |       |                                                  |
| L3LE  | Between Groups | 15.379         | 2  | 7.690       | 10.498 | .000* | Third Year>Second Year<br>Third Year>Fourth Year |
|       | Within Groups  | 34.427         | 47 | .732        |        |       |                                                  |
|       | Total          | 49.806         | 49 |             |        |       |                                                  |
| FI    | Between Groups | 1.638          | 2  | .819        | .293   | .747  | -                                                |
|       | Within Groups  | 131.405        | 47 | 2.796       |        |       |                                                  |
|       | Total          | 133.042        | 49 |             |        |       |                                                  |
| IL3S  | Between Groups | 3.035          | 2  | 1.518       | .719   | .493  | -                                                |
|       | Within Groups  | 99.244         | 47 | 2.112       |        |       |                                                  |
|       | Total          | 102.279        | 49 |             |        |       |                                                  |
| INT   | Between Groups | 2.392          | 2  | 1.196       | .840   | .438  | -                                                |
|       | Within Groups  | 66.941         | 47 | 1.424       |        |       |                                                  |
|       | Total          | 69.333         | 49 |             |        |       |                                                  |
| IP    | Between Groups | 1.976          | 2  | .988        | 1.076  | .349  | -                                                |
|       | Within Groups  | 43.151         | 47 | .918        |        |       |                                                  |
|       | Total          | 45.127         | 49 |             |        |       |                                                  |
| OL3S  | Between Groups | 5.001          | 2  | 2.501       | 1.919  | .158  | -                                                |
|       | Within Groups  | 61.235         | 47 | 1.303       |        |       |                                                  |
|       | Total          | 66.236         | 49 |             |        |       |                                                  |
| PRO   | Between Groups | 3.088          | 2  | 1.544       | 1.209  | .307  | -                                                |
|       | Within Groups  | 59.999         | 47 | 1.277       |        |       |                                                  |
|       | Total          | 63.086         | 49 |             |        |       |                                                  |
| WTC   | Between Groups | .323           | 2  | .161        | .087   | .917  | -                                                |
|       | Within Groups  | 87.057         | 47 | 1.852       |        |       |                                                  |
|       | Total          | 87.380         | 49 |             |        |       |                                                  |

\*p<0.05

A statistically significant difference was observed in only one subscale in the ANOVA test between the German learners of second, third, and fourth year students. From Table 25, it can be seen that the mean values of the level of education showed statistically significant differences in the L3LE ( $F_{(2,47)} = 10.498$ ,  $p < 0.05$ ). The post-hoc Tukey analyses revealed that statistically significant differences were found between the third year ( $M = 4.38$ ) and second year ( $M = 3.46$ ) students in favour of third year students, and between third year ( $M = 4.38$ ) and fourth year ( $M = 3.00$ ) students in favour of third year students. This can be understood as third year students enjoy the German language experience more than second year and fourth year students. The effect size of the level of education over L3LE was found as  $\eta^2 = .309$ , suggesting that the level of education significantly affects the L3 learning experience. In the other subscales, no statistically significant differences were found between the level of education and L3 motivation.

**Table 28: Descriptive Statistics for French Learning Motivation Between the Level of Education**

|       | Second Year |      |      | Third Year |      |      | Fourth Year |      |      |
|-------|-------------|------|------|------------|------|------|-------------|------|------|
|       | N           | Mean | SD   | N          | Mean | SD   | N           | Mean | SD   |
| ATL3C | 19          | 6.21 | .80  | 26         | 5.96 | 1.32 | 24          | 5.03 | 1.33 |
| CI    | 19          | 4.42 | .71  | 26         | 4.39 | 1.47 | 24          | 3.76 | 1.16 |
| IE    | 19          | 4.80 | 1.01 | 26         | 4.31 | 1.31 | 24          | 4.36 | 1.21 |
| L3LE  | 19          | 5.90 | .72  | 26         | 5.08 | 1.28 | 24          | 5.10 | 1.09 |
| FI    | 19          | 4.05 | 1.70 | 26         | 3.71 | 1.80 | 24          | 2.78 | 1.61 |
| IL3S  | 19          | 5.24 | 1.18 | 26         | 4.39 | 1.63 | 24          | 3.96 | 1.67 |
| INT   | 19          | 4.97 | 1.41 | 26         | 4.21 | 1.55 | 24          | 3.61 | 1.51 |
| IP    | 19          | 5.96 | .78  | 26         | 6.10 | .79  | 24          | 2.90 | .78  |
| OL3S  | 19          | 2.90 | .78  | 26         | 2.68 | 1.21 | 24          | 2.54 | .99  |
| PRO   | 19          | 5.92 | 1.10 | 26         | 5.30 | 1.32 | 24          | 4.64 | 1.57 |
| WTC   | 19          | 5.62 | .89  | 26         | 4.77 | 1.25 | 24          | 4.27 | 1.45 |

Table 26 presents the descriptive statistics of the French learners for the level of education. The motivation levels of French learners are compared to their level of education by using the ANOVA test with post-hoc Tukey. Table 27 below presents the ANOVA results of French learners.

**Table 29: French Learning Motivation Comparison Between the Level of Education**

|       |                | Sum of Squares | df | Mean Square | F     | p     | Tukey                                              |
|-------|----------------|----------------|----|-------------|-------|-------|----------------------------------------------------|
| ATL3C | Between Groups | 17.574         | 2  | 8.787       | 6.077 | .004* | Second Year>Fourth Year<br>Third Year> Fourth Year |
|       | Within Groups  | 95.434         | 66 | 1.446       |       |       |                                                    |
|       | Total          | 113.008        | 68 |             |       |       |                                                    |
| CI    | Between Groups | 6.522          | 2  | 3.261       | 2.294 | .109  | -                                                  |
|       | Within Groups  | 93.838         | 66 | 1.422       |       |       |                                                    |
|       | Total          | 100.361        | 68 |             |       |       |                                                    |

**Table 27: (Continue)**

|      |                | Sum of Squares | df | Mean Square | F     | p     | Tukey                                             |
|------|----------------|----------------|----|-------------|-------|-------|---------------------------------------------------|
| IE   | Between Groups | 3.048          | 2  | 1.524       | 1.055 | .354  | -                                                 |
|      | Within Groups  | 95.297         | 66 | 1.444       |       |       |                                                   |
|      | Total          | 98.344         | 68 |             |       |       |                                                   |
| L3LE | Between Groups | 9.056          | 2  | 4.528       | 3.860 | .026* | Second Year>Third Year<br>Second Year>Fourth Year |
|      | Within Groups  | 77.417         | 66 | 1.173       |       |       |                                                   |
|      | Total          | 86.473         | 68 |             |       |       |                                                   |
| FI   | Between Groups | 19.383         | 2  | 9.691       | 3.315 | .042* | Second Year>Fourth Year                           |
|      | Within Groups  | 192.946        | 66 | 2.923       |       |       |                                                   |
|      | Total          | 212.329        | 68 |             |       |       |                                                   |
| IL3S | Between Groups | 17.731         | 2  | 8.865       | 3.755 | .029* | Second Year>Fourth Year                           |
|      | Within Groups  | 155.840        | 66 | 2.361       |       |       |                                                   |
|      | Total          | 173.571        | 68 |             |       |       |                                                   |
| INT  | Between Groups | 19.436         | 2  | 9.718       | 4.317 | .017* | Second Year>Fourth Year                           |
|      | Within Groups  | 148.586        | 66 | 2.251       |       |       |                                                   |
|      | Total          | 168.023        | 68 |             |       |       |                                                   |
| IP   | Between Groups | 15.725         | 2  | 7.863       | 9.538 | .000* | Second Year>Fourth Year<br>Third Year>Fourth Year |
|      | Within Groups  | 54.405         | 66 | .824        |       |       |                                                   |
|      | Total          | 70.130         | 68 |             |       |       |                                                   |
| OL3S | Between Groups | 1.448          | 2  | .724        | .684  | .508  | -                                                 |
|      | Within Groups  | 69.845         | 66 | 1.058       |       |       |                                                   |
|      | Total          | 71.293         | 68 |             |       |       |                                                   |
| PRO  | Between Groups | 17.673         | 2  | 8.836       | 4.810 | .011* | Second Year>Fourth Year                           |
|      | Within Groups  | 121.256        | 66 | 1.837       |       |       |                                                   |
|      | Total          | 138.929        | 68 |             |       |       |                                                   |
| WTC  | Between Groups | 11.697         | 2  | 5.848       | 3.782 | .028* | Second Year>Fourth Year                           |
|      | Within Groups  | 102.054        | 66 | 1.546       |       |       |                                                   |
|      | Total          | 113.751        | 68 |             |       |       |                                                   |

\*p<0.05

In the case of French learners, statistically significant differences were seen in several subscales of L3 motivation. As it is shown on Table 27, statistically significant differences were observed in the mean values between the French learners in ATL3C ( $F_{(2-66)} = 6.077$ ,  $p < 0.05$ ), L3LE ( $F_{(2-66)} = 3.860$ ,  $p < 0.05$ ), FI ( $F_{(2-66)} = 3.315$ ,  $p < 0.05$ ), IL3S ( $F_{(2-66)} = 3.755$ ,  $p < 0.05$ ), INT ( $F_{(2-66)} = 4.317$ ,  $p < 0.05$ ), IP ( $F_{(2-66)} = 9.538$ ,  $p < 0.05$ ), PRO ( $F_{(2-66)} = 4.810$ ,  $p < 0.05$ ), and WTC ( $F_{(2-66)} = 3.782$ ,  $p < 0.05$ ) based on the ANOVA analyses. Post-hoc Tukey analyses were utilized to investigate the differences between the levels of education of French learners in terms of L3 motivation.

The post-hoc results of ATL3C presented the significant differences between second year ( $M = 6.21$ ) and fourth year ( $M = 5.03$ ) students in favour of second year students, and third year ( $M = 5.96$ ) and fourth year ( $M = 5.03$ ) students in favour of third year students. This can be interpreted as

second and third year students have more positive attitudes toward French communities than fourth year students. The effect size of level of education over the ATL3C was found as  $\eta^2=.156$ , suggesting that level of education has large effect on ATL3C. However, in the case of L3LE post-hoc analyses revealed that statistically significant differences are between the second ( $M = 5.90$ ) and third year ( $M = 5.08$ ) students as well as the second ( $M = 5.90$ ) and fourth year ( $M = 5.10$ ) students, in both cases in favour of second year students. From this result it can be understood that second year students are motivated by the French learning experience compared to 3<sup>rd</sup> and 4<sup>th</sup> year students. The effect size of level of education over L3LE was found as  $\eta^2=.105$ , suggesting level of education has medium effect on L3 learning experience of French learners.

As for the FI, a statistically significant difference was found between second ( $M = 4.05$ ) and fourth year ( $M = 2.78$ ) students in favour of second year students, based on the post-hoc results. It can be said that fourth year students' L3 motivation is less influenced by their families compared to second year students. The effect size for FI was found to be  $\eta^2=.091$ , meaning level of education has moderate effect on family influence. Regarding the IL3S, a statistically significant difference was found between second ( $M = 5.24$ ) and fourth year ( $M = 3.96$ ) students in favour of second year students. According to this result, second year students are more motivated by their IL3S compared to fourth year students. The level of education has medium effect on IL3S as it has a score of  $\eta^2=.102$ . Similar to the results of IL3S, the post-hoc results revealed the statistically significant difference of INT is between second ( $M = 4.97$ ) and fourth year ( $M = 3.61$ ) students, in the interest of second year students. It can be suggested that second year students have more integrative motives than fourth year students. The level of education was found to have medium effect on integrative motivation based on the value of eta squared, which is  $\eta^2=.116$ .

The IP motivation of the French learners had varying results as the post-hoc results showed there is a statistically significant difference between the second ( $M = 5.96$ ) and fourth year ( $M = 2.90$ ) students in favour of second year students. Moreover, a statistically significant difference was found between third year ( $M = 6.10$ ) and fourth year ( $M = 2.90$ ) students, favouring third year students. Compared to second and third year students, fourth year students do not portray an international posture. However, the effect size was found to be  $\eta^2=.044$ , meaning the level of education has a negligible effect on international posture.

The PRO motivation of the French learners showed statistically significant differences. Post-hoc analysis revealed that the statistically significant difference was between second ( $M = 5.92$ ) and fourth year ( $M = 4.64$ ) students, in favour of second year students. This result can be interpreted as second year students are more motivated by the promotion-based instrumentality than fourth year students. The effect size of the level of education over PRO was found to be  $\eta^2=.127$ , suggesting level of education has moderate effect on instrumentality-promotion. Likewise, the post-hoc results showed a statistically significant difference between second ( $M = 5.62$ ) and fourth year ( $M = 4.27$ )

students were observed in WTC, favouring second year students. Based on this result, it can be said that second year students are more willing to communicate in French compared to fourth year students. The eta squared score of the level of education over WTC was found to be  $\eta^2=.103$ , meaning level of education has medium effect on willingness to communicate in French.

Regarding CI, IE and OL3S, no statistically significant differences were observed between French learners of second, third and fourth year students.

**Table 30: Descriptive Statistics for Russian Learning Motivation Between the Level of Education**

|       | Second Year |      |      | Third Year |      |      | Fourth Year |      |      |
|-------|-------------|------|------|------------|------|------|-------------|------|------|
|       | N           | Mean | SD   | N          | Mean | SD   | N           | Mean | SD   |
| ATL3C | 16          | 5.75 | 1.05 | 11         | 5.76 | .96  | 12          | 5.69 | 1.31 |
| CI    | 16          | 3.91 | 1.21 | 11         | 4.11 | .79  | 12          | 3.88 | 1.80 |
| IE    | 16          | 4.40 | 1.22 | 11         | 4.36 | 1.27 | 12          | 4.50 | 1.59 |
| L3LE  | 16          | 4.96 | 1.08 | 11         | 4.97 | .89  | 12          | 4.88 | 1.07 |
| FI    | 16          | 4.27 | 1.77 | 11         | 2.94 | 1.47 | 12          | 2.98 | 1.59 |
| IL3S  | 16          | 4.52 | 1.49 | 11         | 3.94 | 1.45 | 12          | 3.95 | 1.98 |
| INT   | 16          | 5.04 | 1.31 | 11         | 4.18 | 1.14 | 12          | 4.67 | 1.12 |
| IP    | 16          | 5.50 | .72  | 11         | 5.24 | 1.07 | 12          | 5.37 | 1.22 |
| OL3S  | 16          | 2.87 | 1.59 | 11         | 2.17 | .79  | 12          | 2.83 | 1.06 |
| PRO   | 16          | 5.28 | 1.31 | 11         | 4.82 | .97  | 12          | 5.00 | 1.16 |
| WTC   | 16          | 4.48 | 1.23 | 11         | 4.64 | 1.08 | 12          | 4.60 | 1.60 |

Table 28 shows the mean scores of the L3 motivation of Russian learners according to their level of education. To investigate whether there are statistically significant differences among the motivation levels of the Russian learners in terms of level of education, an ANOVA with a post-hoc Tukey test was conducted. Table 29 presents the ANOVA results of the comparison between the level of education of Russian learners.

**Table 31: Russian Learning Motivation Comparison Between the Level of Education**

|       |                | Sum of Squares | df | Mean Square | F    | p    | Tukey |
|-------|----------------|----------------|----|-------------|------|------|-------|
| ATL3C | Between Groups | .029           | 2  | .014        | .012 | .988 | -     |
|       | Within Groups  | 44.678         | 36 | 1.241       |      |      |       |
|       | Total          | 44.707         | 38 |             |      |      |       |
| CI    | Between Groups | .392           | 2  | .196        | .110 | .896 | -     |
|       | Within Groups  | 63.967         | 36 | 1.777       |      |      |       |
|       | Total          | 64.359         | 38 |             |      |      |       |
| IE    | Between Groups | .118           | 2  | .059        | .032 | .968 | -     |
|       | Within Groups  | 66.265         | 36 | 1.841       |      |      |       |
|       | Total          | 66.384         | 38 |             |      |      |       |

**Table 29: (Continue)**

|      |                | Sum of Squares | df | Mean Square | F     | p    | Tukey |
|------|----------------|----------------|----|-------------|-------|------|-------|
| L3LE | Between Groups | .064           | 2  | .032        | .030  | .970 | -     |
|      | Within Groups  | 38.047         | 36 | 1.057       |       |      |       |
|      | Total          | 38.111         | 38 |             |       |      |       |
| FI   | Between Groups | 16.306         | 2  | 8.153       | 3.054 | .060 | -     |
|      | Within Groups  | 96.110         | 36 | 2.670       |       |      |       |
|      | Total          | 112.416        | 38 |             |       |      |       |
| IL3S | Between Groups | 3.108          | 2  | 1.554       | .575  | .568 | -     |
|      | Within Groups  | 97.370         | 36 | 2.705       |       |      |       |
|      | Total          | 100.478        | 38 |             |       |      |       |
| INT  | Between Groups | 4.824          | 2  | 2.412       | 1.654 | .205 | -     |
|      | Within Groups  | 52.497         | 36 | 1.458       |       |      |       |
|      | Total          | 57.322         | 38 |             |       |      |       |
| IP   | Between Groups | .459           | 2  | .229        | .233  | .794 | -     |
|      | Within Groups  | 35.492         | 36 | .986        |       |      |       |
|      | Total          | 35.951         | 38 |             |       |      |       |
| OL3S | Between Groups | 3.707          | 2  | 1.854       | 1.188 | .317 | -     |
|      | Within Groups  | 56.179         | 36 | 1.561       |       |      |       |
|      | Total          | 59.886         | 38 |             |       |      |       |
| PRO  | Between Groups | 1.469          | 2  | .735        | .530  | .593 | -     |
|      | Within Groups  | 49.871         | 36 | 1.385       |       |      |       |
|      | Total          | 51.340         | 38 |             |       |      |       |
| WTC  | Between Groups | .199           | 2  | .099        | .058  | .944 | -     |
|      | Within Groups  | 62.215         | 36 | 1.728       |       |      |       |
|      | Total          | 62.414         | 38 |             |       |      |       |

\*p<0.05

Contrary to the German and French learners, Russian learners did not show any statistically significant differences among the subscales of L3 learner motivation based on their level of education. Thus, it can be understood that Russian learners' motivation is similar according to their education level.

#### 4.3.5. Gender Differences

The last analysis in the second stage investigated whether there are statistically significant differences among German, French, and Russian male and female learners. A test of normality was conducted to decide whether to use parametric or non-parametric tests. The normality test revealed that data was in between the boundaries of normality. Thus, independent samples *t*-tests was used to evaluate the data. Tables 30, 31 and 32 present the results of the analyses.

**Table 32: Gender Differences Between German Learners**

| Subscale | Group  | N  | M    | SD   | t     | df | p    |
|----------|--------|----|------|------|-------|----|------|
| ATL3C    | Male   | 11 | 5.94 | .92  | -.49  | 48 | .625 |
|          | Female | 39 | 5.78 | .97  |       |    |      |
| CI       | Male   | 11 | 3.41 | 1.60 | .45   | 48 | .658 |
|          | Female | 39 | 3.63 | 1.40 |       |    |      |
| IE       | Male   | 11 | 3.67 | 1.17 | 1.18  | 48 | .245 |
|          | Female | 39 | 4.08 | .98  |       |    |      |
| L3LE     | Male   | 11 | 3.94 | 1.20 | -1.25 | 48 | .217 |
|          | Female | 39 | 3.52 | .94  |       |    |      |
| FI       | Male   | 11 | 2.91 | 1.89 | 1.11  | 48 | .274 |
|          | Female | 39 | 3.53 | 1.57 |       |    |      |
| IL3S     | Male   | 11 | 4.20 | 1.89 | .77   | 48 | .454 |
|          | Female | 39 | 4.66 | 1.30 |       |    |      |
| INT      | Male   | 11 | 4.42 | 1.03 | -.08  | 48 | .940 |
|          | Female | 39 | 4.39 | 1.24 |       |    |      |
| IP       | Male   | 11 | 5.55 | 1.11 | -.90  | 48 | .375 |
|          | Female | 39 | 5.25 | .92  |       |    |      |
| OL3S     | Male   | 11 | 2.99 | 1.33 | -.33  | 48 | .747 |
|          | Female | 39 | 2.86 | 1.13 |       |    |      |
| PRO      | Male   | 11 | 5.30 | 1.63 | .62   | 48 | .546 |
|          | Female | 39 | 5.62 | .97  |       |    |      |
| WTC      | Male   | 11 | 3.95 | 1.66 | 1.11  | 48 | .272 |
|          | Female | 39 | 4.45 | 1.23 |       |    |      |

\* $p < 0.05$

According to Table 30, male and female learners of German do not exhibit any statistically significant differences across all subscales ( $p > .05$ ). Although there are subtle differences between the mean scores of the participants, statistically, these differences are insignificant. Based on these results, it can be concluded that German learning motivation does not differ between male and female learners.

**Table 33: Gender Differences Between French Learners**

| Subscale | Group  | N  | M    | SD   | t    | df | p           |
|----------|--------|----|------|------|------|----|-------------|
| ATL3C    | Male   | 14 | 5.19 | 1.48 | 1.70 | 67 | .094        |
|          | Female | 55 | 5.84 | 1.22 |      |    |             |
| CI       | Male   | 14 | 3.71 | 1.40 | 1.63 | 67 | .108        |
|          | Female | 55 | 4.30 | 1.15 |      |    |             |
| IE       | Male   | 14 | 3.69 | 1.42 | 2.84 | 67 | <b>.006</b> |
|          | Female | 55 | 4.66 | 1.07 |      |    |             |
| L3LE     | Male   | 14 | 4.86 | 1.41 | 1.73 | 67 | .089        |
|          | Female | 55 | 5.43 | 1.03 |      |    |             |

**Table 31: (Continue)**

| <b>Subscale</b> | <b>Group</b> | <b>N</b> | <b>M</b> | <b>SD</b> | <b>t</b> | <b>df</b> | <b>p</b>    |
|-----------------|--------------|----------|----------|-----------|----------|-----------|-------------|
| FI              | Male         | 14       | 2.98     | 2.18      | 1.01     | 67        | .327        |
|                 | Female       | 55       | 3.61     | 1.64      |          |           |             |
| IL3S            | Male         | 14       | 3.55     | 2.06      | 1.99     | 67        | .064        |
|                 | Female       | 55       | 4.71     | 1.38      |          |           |             |
| INT             | Male         | 14       | 3.36     | 1.76      | 2.34     | 67        | <b>.022</b> |
|                 | Female       | 55       | 4.42     | 1.46      |          |           |             |
| IP              | Male         | 14       | 5.93     | .81       | -.95     | 67        | .346        |
|                 | Female       | 55       | 5.64     | 1.06      |          |           |             |
| OL3S            | Male         | 14       | 2.19     | .74       | 2.10     | 67        | <b>.040</b> |
|                 | Female       | 55       | 2.82     | 1.05      |          |           |             |
| PRO             | Male         | 14       | 4.27     | 1.91      | 2.28     | 67        | <b>.037</b> |
|                 | Female       | 55       | 5.49     | 1.18      |          |           |             |
| WTC             | Male         | 14       | 3.76     | 1.62      | 2.72     | 67        | <b>.015</b> |
|                 | Female       | 55       | 5.00     | 1.08      |          |           |             |

\* $p < 0.05$

Contrary to the German learners, male and female learners of French showed statistically significant differences in several motivation subscales (see Table 31). First of all, a statistically significant difference between the male ( $M = 3.69$ ) and female ( $M = 4.66$ ) learners of French was observed in terms of IE [ $t_{(67)}=2.84, p < .05$ ]. Based on the mean value difference, female learners are more willing to exert effort in learning French than male learners. The effect size signifies that there is a medium effect (Cohen's  $d = .77$ ). Secondly, a statistically significant difference was found in INT [ $t_{(67)}=2.34, p < .05$ ]. The mean values of male ( $M = 3.36$ ) and female ( $M = 4.42$ ) learners indicate that female learners have more integrative motivation than male learners. The effect size was found to have a medium effect (Cohen's  $d = .66$ ). In addition to that, the OL3S motivation levels of French learners showed a statistically significant difference as male ( $M = 2.19$ ) learners had lower mean values than female ( $M = 2.82$ ) learners, indicating that male learners are less motivated by their ought-to self [ $t_{(67)}=2.10, p < .05$ ]. In French learners' case, gender was found to have a medium effect on OL3S (Cohen's  $d = .69$ ). Moreover, a statistically significant difference was found in PRO [ $t_{(67)}=2.28, p < .05$ ], suggesting female ( $M = 5.49$ ) learners are motivated by promotion based instrumentality as compared to male learners ( $M = 4.27$ ). A medium effect size was found in PRO (Cohen's  $d = .77$ ). Lastly, in WTC, a statistically significant difference was found between the male ( $M = 3.76$ ) and female ( $M = 5.00$ ) learners of French [ $t_{(67)}=2.72, p < .05$ ]. It can be observed from the results that compared to male learners, female learners are more willing to communicate. Furthermore, a large effect size was found, indicating gender significantly affects willingness to communicate (Cohen's  $d = .90$ ).

When comparing male and female learners of French, statistically, no significant difference was found between the ATL3C, CI, L3LE, FI, IL3S and IP. It can be understood that gender does not influence learner motivation in these areas among French learners.

**Table 34: Gender Differences Between Russian Learners**

| Subscale | Group  | N  | M    | SD   | t    | df | p           |
|----------|--------|----|------|------|------|----|-------------|
| ATL3C    | Male   | 13 | 5.49 | 1.22 | 1.01 | 37 | .319        |
|          | Female | 26 | 5.86 | 1.01 |      |    |             |
| CI       | Male   | 13 | 3.08 | .77  | 3.96 | 37 | <b>.000</b> |
|          | Female | 26 | 4.39 | 1.30 |      |    |             |
| IE       | Male   | 13 | 3.76 | .92  | 2.30 | 37 | <b>.028</b> |
|          | Female | 26 | 4.75 | 1.38 |      |    |             |
| L3LE     | Male   | 13 | 4.77 | .76  | .76  | 37 | .455        |
|          | Female | 26 | 5.03 | 1.11 |      |    |             |
| FI       | Male   | 13 | 2.59 | 1.45 | 2.48 | 37 | <b>.018</b> |
|          | Female | 26 | 3.95 | 1.69 |      |    |             |
| IL3S     | Male   | 13 | 3.68 | 1.58 | 1.37 | 37 | .179        |
|          | Female | 26 | 4.43 | 1.62 |      |    |             |
| INT      | Male   | 13 | 4.56 | 1.06 | .43  | 37 | .673        |
|          | Female | 26 | 4.74 | 1.32 |      |    |             |
| IP       | Male   | 13 | 5.54 | 1.06 | -.69 | 37 | .492        |
|          | Female | 26 | 5.31 | .94  |      |    |             |
| OL3S     | Male   | 13 | 2.28 | 1.02 | 1.34 | 37 | .190        |
|          | Female | 26 | 2.85 | 1.34 |      |    |             |
| PRO      | Male   | 13 | 4.92 | 1.28 | .53  | 37 | .599        |
|          | Female | 26 | 5.14 | 1.12 |      |    |             |
| WTC      | Male   | 13 | 4.39 | 1.19 | .60  | 37 | .555        |
|          | Female | 26 | 4.65 | 1.34 |      |    |             |

\* $p < 0.05$

The last analysis in the second stage of the study investigated whether there are statistically significant differences between the male and female learners of Russian. As shown in Table 32, statistically significant differences were observed in 3 subscales. Firstly, in CI, statistically significant differences were found between male ( $M = 3.08$ ) and female ( $M = 4.39$ ) learners of Russian [ $t(37)=3.96$ ,  $p < .05$ ], indicating that female learners are more interested in the culture of Russians. A large effect size was found in CI, meaning gender predominantly affects cultural interest (Cohen's  $d = 1.23$ ). Secondly, a statistically significant difference was found in IE, with male ( $M = 3.76$ ) learners having lower mean values than female ( $M = 4.75$ ) learners, suggesting that male learners of Russian exhibit less effort [ $t(37)=2.30$ ,  $p < .05$ ]. A large effect size was found in IE (Cohen's  $d = 0.84$ ). Lastly, FI exhibited statistically significant differences between the male ( $M = 2.59$ ) and female ( $M = 3.95$ ) learners of Russian [ $t(37)=2.48$ ,  $p < .05$ ]. This indicates that female

Russian learners are more influenced by their families compared to male learners. A large effect size was found in FI, meaning gender significantly affects family influence (Cohen's  $d = 0.86$ ).

However, the rest of the subscales showed no statistically significant gender differences. Although subtle differences between the mean values of male and female learners can be observed, statistically, they are insignificant. This can be understood as the motivation levels of Russian learners are similar in these areas of L3 motivation.

#### **4.4. Results of the Third Stage**

The third stage of the study involved interviews with the L3 learners of German, French, and Russian. The interviews were voice recorded and then transcribed into texts for analysis. The names of the interviewees were not recorded in the interviews. Instead, each interviewee was coded based on their level of education, L3 and the interview order. For example, in the code "2G1", 2 represents the level of education (2 for the second year), G represents the language (G for German), and 1 represents the first person in that group. Thematic analysis method was applied to analyse the interview data. The results are categorized based on the interviewees' responses and studied L3.

##### **4.4.1. Motivational Reasons to Study L3**

The first question of the interviews explored the general motivation of the L3 learners. The interviewees were asked what motivates them to study their L3 and why they study that particular language. Each language group had different answers to the first question.

Most German learners have said that they study German because they think it is similar to English, and they had prior knowledge. Some of the comments are:

I think German is a language close to English, and that is why I think it is easy to study. Also, I had prior knowledge in German because I studied it in high school. (2G2)

In high school years, I studied German as a third language, therefore I had a background in German. In my opinion, after English, it is the most up-to-date language. (3A1)

In addition, some of the learners have stated they study German because they have relatives who live in Germany, and they would like to visit them and speak to them in German. The comments they made are:

The part of my family lives in Germany. I would like to speak to them in German while they are also speaking in German. This is motivating me to study German. (4G1)

"I would like to move to Germany, because some of my relatives are living in there. If I want to move to Germany to live with them, I must learn German so I would not face any difficulties. (2G1)

However, one student stated that she studies German only because it is a compulsory course in the faculty. She also commented that she had prior knowledge of German. Her responses were:

I choose to study German because in our faculty, it is a compulsory elective course and I need to learn additional languages. I had prior knowledge in German, and I thought it would be easier to study German compared to other languages provided, however, my opinions have changed. I think the most influencing factor for me was the instructor. Currently, I am only studying it because it is a compulsory course. (4G2)

The responses to the first interview question given by the German learners indicate that having prior knowledge and studying German in high school motivated them to study German. Furthermore, both German and English share similarities because they are from the same language family; thus, learners thought it would be easier to study German than the other two languages, French and Russian. Moreover, having relatives who speak German also motivated them to study German as learners wish to speak German with relatives. However, it should be noted that one student also stated she is only studying it because it is a compulsory course. She has stated that due to the learning experience she had, her motivation to study German has shifted from learning an additional language to completing a compulsory course to graduate.

Regarding French learners, several students have stated they had an interest in French. They stated that French is an attractive and romantic language and that they like the tone of French. Furthermore, they mentioned they felt distant from the other two languages provided by the faculty as either it was difficult to learn, or they had prior experience. The following are their comments:

I think French is an attractive language. The romantic tone of the French motivates me to study it. (2F1)

During high school years I studied both French and German as a second language. However, I had no interest in German. I always had an interest in French because it is an attractive language to study. (2F2)

My mother and grandmother know French; thus, I had a background in French. From childhood, I always had interest in French as French was a language that was spoken in our home. Additionally, I had no interest in German as I studied it in high school, and the Russian alphabet was difficult to learn so I choose to study French. (3F2)

I think the best language course provided in our faculty is French. French has a pleasant sound and I love to study languages that are grammatically complicated. Furthermore, it is a language that I am interested in and would like to speak most, after English. (4F2)

In the interviews, French learners stated that the German and Russian languages feel distant. They mentioned that French is a more romantic and pleasant language compared to German and Russian. Moreover, learners have indicated that they appreciate the attractive tone of French, and after English, it is the language they would like to speak most. The attractiveness of French serves as a motivator for learners to study the language.

The Russian learners stated various reasons for studying Russian. Some of the students said that the Russian language is a different language compared to the other two languages. Learners said that the attractiveness of the Russian language and its different alphabet motivated them to study it as their third language. Additionally, it is a language used in Türkiye, so they believe it will help them in their life in Türkiye. They made the following comments:

I believe every language degree student should study an additional language course. Russian language is a different language, its rules and alphabet attract me study it. Additionally, it is a language that is used in our country, so it interests me. (3R1)

I think the Russian language will help me if I stay in Türkiye. The alphabet of the language and the language itself are attractive and it is interesting to study Russian. (3R2)

Some of the students mentioned that there are many Russian speakers in the city where they live. They expressed that their motivation to study Russian is to communicate with these people and the potential benefits of knowing Russian. They said:

In the city where I live, there are lots of Russian. In order to communicate with them, I chose to study Russian. (2R2)

A lot of Russian tourists and locals visit the places where I work. I need to know Russian so I can communicate with these people. I believe knowing Russian will benefit my career. (4R2)

It can be suggested that some Russian learners are motivated to study Russian because it is an interesting language. The different alphabet of the language makes it attractive to study. Additionally, learners have mentioned that knowing Russian has practical advantages as it is a language practised in Türkiye. Being surrounded by native speakers of the Russian language motivates learners to study Russian.

#### **4.4.2. Dreams of Becoming an L3 User**

In the second interview question, interviewees were asked whether they idealize themselves as future L3 speakers and what their L3 skills would be in the future. In addition, they were asked if they have any future goals or desires related to L3 they are studying. The interviewees had varying opinions on whether they idealize themselves as L3 users.

Some German learners stated that they see their future selves as proficient German speakers. Beginner level students of the German language think they will have an intermediate level of German. In addition, they desire to use German with native speakers of the German language. Some of the comments are:

I dream that I can use German efficiently in the future. I think until graduation I will be able to speak German. In the future, I would like to expand what I know, and I desire to speak German with natives when I go abroad. (2G2)

In the future, I imagine myself as an intermediate speaker of German language. I think my German abilities will be between intermediate and advanced. Moreover, I would like to keep a high level of German knowledge and go to Germany and use German for communication. (3G1)

It can be understood that beginner students of German idealize themselves as future German speakers, and they think they will be able to communicate in German effectively. On the other hand, advanced learners do not visualize themselves as proficient users of German. Some of them have said:

I cannot visualize myself as a German speaker in the future. It is because the education given here is insufficient and I think I will not develop myself. Although I would like to learn German as an additional language, I do not think I will learn it unless I go to language courses. (4G1)

I do not think the German education at the school is good enough. I want to idealize myself as a German speaker, however, with the education I receive it is difficult. Even though I dream myself as an interpreter of German language, I do not think I will be able to unless I took an external course. (3G2)

From the statements of the German learners, it can be understood that while the beginner learners of the German language visualize themselves as German speakers, advanced level learners think they will need help to use German effectively due to the education they receive at the faculty as the quality of education influences the ideal selves of the learners. As seen in the case of advanced level German learners, they need an extra language course to visualize themselves as proficient users of German.

Unlike German learners, French learners stated that they idealize themselves as proficient users of French. They said they would like to develop their French skills and use them effectively to speak with natives. Additionally, one student said she would like to use French as an academic language in literary studies. Their comments were:

I dream myself as an individual that can use French effectively. I think I need to know an extra language and that should be French. I believe I will improve my communication skill in French in the future. (2F2)

I want to imagine myself as an advanced level user of French because I want to study French for academic purposes. Especially, I envision myself as a researcher that can read French literature in its original form and study it. I will advance my French skills with external courses in the future. (3F2)

I envision myself as an individual that can speak French. In the future, I think I will be at a level where I can use French to advance in my daily life. I dream to move to France and speak French with natives. (4F2)

The statements by the French learners indicate that contrary to the German learners, French learners idealize themselves as proficient users of French. Their future selves motivate them to study French, as they would like to have advanced levels of French. Furthermore, their dreams about French, such as speaking to native speakers of French in France or using French as an academic tool, promote their ideal selves. Thus, French learners become more motivated to study French as their third language.

Like French learners, Russian language learners also mentioned that they idealize themselves as users of Russian. While some students noted that their education in their faculty is insufficient, they stated they are willing to enhance their Russian skills and become proficient users of the Russian language. Furthermore, some of them expressed their dreams of engaging in conversations with Russian native speakers. Some of the quotes by the Russian learners:

I envision myself as a Russian speaker. Just as I was poor in English five years ago, but it is very good today, I believe the same will happen with my Russian skills. One of my dreams about Russian is to be able to engage in a conversation with a Russian speaker. (2R1)

I dream myself as an individual that can speak Russian in an advanced level. I think the education given here is insufficient but if I take Russian courses, I know I will progress towards my dream. (3R2)

I consider myself as an individual that can use Russian. I believe in the future my Russian will be at a level where I can actively use it and teach it. I dream to be an interpreter or a teacher of Russian language. (4R1)

Based on the comments, it can be suggested that Russian learners idealize themselves as proficient users of the Russian language. The gap between their current and future self motivates them to study Russian. Even though some mentioned they were currently at the beginner stage; they were willing to reach the point where they could visualize themselves. Furthermore, their dream of engaging in conversations in Russian and teaching Russian motivates them to study Russian as their third language.

#### **4.4.3. Instrumental Benefits of Knowing L3**

The third question in the interviews explored the perspectives of the L3 learners regarding the benefits of studying an additional language. The interviewees were asked to share their opinions on the advantages of knowing an additional language. All interviewees from each language group shared similar opinions on the benefits of knowing an additional language. Some made following comments of them:

I think if I know more languages, I can communicate with more people. In addition to that, proficiency in German would benefit my career as knowing English only is not enough in today's world. (3G2)

I would like to work in a multicultural workplace, so I think knowing French would benefit me. Additionally, knowing French would bring advantages in my career. Everyone is speaking English, and if I want to be ahead, I need to know extra languages. (4F2)

Economically speaking, Russia holds a large share in certain sectors. I believe if I become proficient in Russian, I would have more career opportunities such as working as an interpreter in those companies. (2R1)

All language groups believe that proficiency in English alone is not enough. They acknowledge that knowing additional languages would benefit them in pursuing career opportunities. Furthermore, they also noted that knowing additional languages would remove communication barriers with people from diverse cultural backgrounds. Thus, the advantages of knowing additional languages can elevate motivation to learn a third language.

#### **4.4.4. Learning for Expectations**

The fourth interview question examined whether the participants learn an additional language due to the expectations of the people close to them or whether they feel pressure such as they need to know. In all language groups, participants stated they do not feel any external pressure or expectations from people close to them. Instead, some of them mentioned that they study an additional language because they are interested in it. Some of the comments are:

I think I need to learn German, however, I do not feel any oppression or it is demanded from me. Rather, I learn it for developing myself. (3G1)

I do not study French because of some pressure or expectations to fulfil. (4F1)

I do not feel any pressure or expectations to fulfil to study Russian as my third language. I study Russian just because I have interest in it. (4R2)

The third language learners do not feel motivated because they must satisfy other people's expectations. Instead, from their comments, it can be inferred that they study their third language solely because of their interests. Therefore, it can be said that the ought-to L3 self might not be a facilitator for L3 motivation.

#### **4.4.5. Family Factor**

The fifth question in the interviews was about how language learners' families influence their motivation to learn an additional language. The interviewees were asked about the attitude of their families toward the third language they are studying. In all cases, the interviewees shared similar opinions regarding the influence of their families. Even though some expressed that their families wanted them to study a different language, their choice was supported by their families. Some of the comments are:

Half of my relatives live in Germany. They encourage me to study German so I can reunite with them. They supported me to study German by sending me to German courses outside of university. (2G1)

Although my family suggested me to choose German to study as an additional language, they supported my decision to study French. (2F1)

My family is happy that I succeed in something, and they support me for learning Russian. (4R2)

The comments suggest that L3 learners are not influenced by their families to study an additional language. While their families support them in terms of their language choice, the families do not directly influence their motivation to study an L3. The learners do not feel pressure from their families but receive encouragement and support. Thus, families do not directly influence the learner's motivation but only support their choices.

#### **4.4.6. The L3 Learning Experience**

The sixth interview question asked the learners' opinions on the learning experience. The interviewees were asked their opinions about the learning process, the materials used in the classroom, and the activities. The analysis of the interview questions revealed different findings.

In the case of German learners, most of the students expressed that they feel the learning process is inadequate and the teaching techniques are outdated. Some of the comments made by German learners are:

In my opinion, the German course is extremely inadequate. The instructor uses outdated techniques and I do not think that it will add to my learning. (4G2)

I think the German courses are so confusing. One day we are studying a topic on beginner level, another day it is intermediate. It is confusing me so much. Although we do lots of tests in German, the confusing practices makes it inefficient. (2G1)

Although I have been studying German for two years, I do not think my German abilities are at the level where it should be. Even my classmates cannot use German effectively. I think the lack of materials and the outdated teaching techniques used by the instructor make the course inefficient. (3G2)

I find the German courses highly ineffective because we always focus on the grammar of the German language. If there would be activities that would make us use the language actively, such as listening and speaking activities, the course would be much more effective. (4G1)

Although one participant mentioned that he finds German courses adequate, most of the interviewees expressed their feelings on how they find German courses ineffective. Especially advanced level learners stated that the techniques used by the instructor are inefficient and outdated, so their motivation to learn German is highly influenced. Especially, the grammar-based education undermines the motivation of German learners to learn. Thus, the methods and materials used in the classroom highly influence learning motivation.

In contrast to German learners, most French learners expressed more positive feelings towards the French learning experience. In particular, the beginner and intermediate level students enjoyed the French courses. They mentioned that the course materials and the activities conducted in the classroom motivate them to study French. Some of the comments are:

I love my French instructor so much. She finds so many attractive activities and events, and she bring a lot of different materials to the classroom. Her teaching methods motivates me to learn French. (2F2)

When I started studying French, I had a different instructor. Although we had studied topics, we never debated about them. I think the instructor did not adapt to us. On the other hand, our current instructor can make those who do not like the course begin loving it. The activities, conversations and the process make me motivated to learn French. (3F1)

In the case of advanced level French learners, they mentioned they are motivated in the French courses. Despite this, they also noted that the course would be much more effective if they would focus more on speaking and reading skills instead of grammar. They made the following comments:

I think the course is partly effective because we are so much focusing on the grammar side of the language. If we would focus on more on the actual use of the language such as engaging in conversations and having activities, I would be more motivated. (4F1)

I like focusing on the grammar side of the French language because I love exploring languages that have complex grammar structures. Still, I think I would be more motivated, and it would help me more if we would focus on the abilities such as reading and speaking” (4F2)

The comments made by the French learners reveal that the learning experience greatly influences language learning motivation. The selection of materials and activities significantly impacts learner motivation. Additionally, the instructor's teaching techniques can enhance learner motivation. Most French learners expressed positive feelings toward the French instructor, and they mentioned that their teacher motivates them to study. Nonetheless, some have also mentioned that a grammar-based approach can hinder motivation. Therefore, the instructor is a crucial factor in motivating language learning.

Contrary to the other two language groups, Russian learners expressed a diversity in their comments regarding the learning experience. Half of the participants mentioned positive feelings toward the Russian courses, citing activities and methods that motivated them to study Russian. They said:

In the first semester, we focused more on the grammar side of the language. This semester we had activities such as drama and because of that I think I forgot some of the rules of the language. However, our teacher explains anything we do not understand, and that motivates me to study Russian because she is a relevant instructor. (2R1)

I think the methods applied in the classroom are effective because we do not follow a specific book. Rather, we do a variety of activities, and it makes the course effective. I can say that this type of approach motivates me to study. (3R1)

I am satisfied with the activities we did in Russian courses. Although we did not receive enough courses to learn Russian, I think we had an amazing time. I believe my Russian skills would improve if we had more lessons. (4R2)

On the other hand, the other half of the Russian learners criticised the methods and activities conducted in the Russian classes. They made the following comments:

In my opinion, this semester Russian course is inefficient. In the first semester we focused on learning Russian more, however, the activities such as plays impacted my knowledge in Russian negatively. I think I am forgetting the things I learned, and it influences my motivation. (2R2)

The Russian courses are ineffective. I think the instructor teaches inefficiently because she is not following an order. Every week we are switching between the topics and that influences my learning motivation. (3R2)

In terms of language teaching methods, I consider the activities conducted in the classroom insufficient because we focus too much on translation and grammar. The methods employed in the classroom affects my motivation to learn. I was able to develop my Russian skills through the studies I conducted outside the classroom.

Russian learners had mixed opinions on the learning experience based on the comments they made. While some of the learners mentioned that they think the methods applied in the course are practical, some do not think they benefit their learning. The mixed opinions on the learning experiences suggest that different learner groups require different approaches. Some students are motivated by focusing on grammar, while others are motivated by engaging in drama plays. Like the German and French groups, the instructor significantly influences motivation for Russian language learning. Instructors should be aware of the needs of the learners and should address these needs to ensure a beneficial course.

#### **4.4.7. The Learning Effort**

The seventh question in the interviews was about how much time the learners allocate to study their third language. Furthermore, learners were asked what kind of activities they do in order to reinforce their L3. The beginner and intermediate level students from each group provided similar answers, stating that they try to study as much as possible. Some of their comments are:

I am taking additional German courses in a private school. In addition to that, I have several German coursebook that I study vocabulary from them every two days. (2G1)

I practice French with my mother and grandmother often. Although I do not have much time, I try to study French as much as possible. I think I study 2 hours per week outside the classroom. (3F2)

I watch videos with Russian dubbed and English subtitled. I can say I spent more than 10 hours per week to study Russian. Additionally, I try to speak Russian with my friends from Russian language department. (2R1)

While the beginner and intermediate learners stated that they are allocating some of their time to study L3, advanced level learners mentioned they are unable to. Nevertheless, advanced level learners noted that they would like to study in the future. Some of them have said:

Of course I would like to learn German as an additional language, and I am aware that it could be only possible with attending a language course. I find the German course provided in our faculty insufficient and because of that I do not study German except the course. (4G1)

I have so little time that I can allocate to study French. So, I can say that I do not study much except for the French exams. However, I am planning to attend a French course after graduation. (4F1)

I am fourth grade and I have too much stuff to deal with. I am focusing more on the graduation and that limits my time to study Russian. However, I am planning to study Russian after I graduate. I have to study if I want to achieve my dreams. (4R1)

In all three language groups, learners shown an interest in exerting some effort to study their L3. While the beginner and intermediate level students stated that they are studying their L3 outside the class, advanced level learners mentioned they cannot. However, they are willing to study after graduation. It can be inferred that learners are motivated to study their L3 to achieve proficiency. However, external factors such as the stress of graduation and heavy course load can influence the learners' language learning practices. Providing opportunities to study and decreasing the workload would motivate students to study additional languages.

#### **4.4.8. The Attitudes Toward the L3 Community**

In the eighth question, interviewees were asked about their opinions and attitudes toward the communities of the language they studied. Some of the learners stated they are neutral toward these communities. The following examples are:

I do not have any opposing attitude toward the German communities. I think they may be an example of developed communities; however, I cannot say that I have an admiration to them. I think I am neutral towards them. (2G2)

I do not have any positive or negative attitudes toward the French communities. I can say that I am neutral toward them. (3F2)

People from Russian culture visit the place where I work, and I engage in conversations with them. They speak only in Russian it creates problems for me to understand. Although I have difficulties in communicating with them, I can say that I am neutral towards the Russian communities. Still, I think I would have more positive feelings toward them if I would live in Russia. (4R2)

On the other hand, some students have mentioned that they have positive attitudes toward the target language communities. The comments they made are:

I respect the lifestyle of the German communities. I admire their discipline and dedication to preserving their culture. (4G2)

Compared to the experience I had in France, where I was disappointed by the French people, I had positive experiences when I went to Belgium and spoke to the locals in French. They were so kind that it motivated me to speak in French more even though I had poor French skills. I can say that I have positive attitudes toward them. (4F2)

I both respect and admire societies that speak Russian because they can speak Russian fluently. They use language so effectively that it makes me positive toward them” (4R1)

From the comments on the attitudes toward L3 communities, it can be said that learners with positive attitudes are more motivated to learn the target language. Introducing the lifestyle of the target languages might facilitate L3 learners' engagement in communication with those communities in their native language. Additionally, as seen in the case of participant 4F2, communicating with locals in their native language can promote L3 learners' motivation to speak that language, provided they have positive experiences.

#### **4.4.9. Interest in L3 Culture**

In the ninth question, interviewees were asked if they were interested in the culture of their L3. In each group, half of the participants mentioned that they did not have any cultural interest. On the other hand, the rest of the students mentioned they have interest in several cultural elements. Some of them made the following comments:

Germans have great impact on the world history, and I am interested in it. I like reading history books about Germany. (3G2)

The French culture always interests me. I am always interested in their gastronomy, literature, travel destinations and architecture. (3F2)

I am interested in the Russian literature, and I read great Russian writers such as Dostoyevsky. One of the reasons I chose this department was that I know I could study Russian literature here during our Russian courses. (2R1)

Culture can influence motivation to learn a language. Culturally interested learners have expressed feelings about reading about the literature of their target language. This can be interpreted as culturally interested learners are motivated to learn a language to learn about the target language's culture.

#### **4.4.10. Integration into the Target Culture**

In the tenth question, learners were asked if they would like to live in the countries where their L3 is spoken and whether they would like to be integrated into the culture of these countries. In all cases, participants mentioned that they would like to live in the countries where their L3 is spoken, though some of them mentioned that it may be difficult initially. Some of them said:

I am open to living in a country where German is spoken. I think the education I have here is insufficient, but I would learn and speak German there to be part of that community. (4G1)

Of course, I would like to live in a country where French is spoken. Although it would not be for the rest of my life, I would like to live there for a couple of years. And the way to live in that country passes through learning French. (4F2)

I think I can adapt to the idea of living in a different country, especially where Russian is spoken. I believe I can integrate into the Russian culture. Additionally, living in those countries would add to my Russian knowledge. (2R2)

Based on the comments, L3 learners would like to live and be part of the cultures of the L3 they study. Integration into the target language culture would require knowing the language of these communities. The learners know that to be part of these cultures, they must study their language. The desire to live abroad can motivate learners to learn the target country's language. Thus, integrativeness can be regarded as one of the motivators for learning a language.

#### **4.4.11. Global Stance**

The global stance is a factor that influences the usage of additional languages. In order to be in communication with different cultures, individuals need to know common languages. Having a positive global stance might motivate them to learn additional languages. In the eleventh question, interviewees were asked how they would qualify themselves in terms of communicating with people from different cultures. Additionally, they were asked whether they would like to work in an international organization. All of the interviewees responded positively. Some of the comments are:

We should have empathy toward different cultures so as to remove communication barriers. I try to understand and care about people from different cultures. I think I am good at communicating with people from different cultures and I would like to have an international career. (2G2)

In order to learn new cultures, we need to meet new people from different cultures. I want to have an international career. If I know the cultural aspects of my co-workers, I can be aware of how to behave. I am open to knowing different cultures. (3F1)

I would like to work in an international company. I do not have any prejudice against people from different cultures. Instead, I can say that I am very friendly towards people from different cultures, and I am proactive in meeting with new people. Communicating with people from diverse cultures is also important for developing language skills. (3R1)

In all three language groups, it is seen that learners have positive attitudes toward people from different cultures and working at an international job. They do not have any prejudices or discrimination toward people with different views. Instead, they are open to communicating with people from different backgrounds. They also know that meeting and communicating with different people helps learning the language. Speaking common languages can remove communication barriers, and learners who have a global view would like to learn foreign languages in order to be able to express themselves and understand others.

#### **4.4.12. Willingness to Communicate**

The last interview question investigated whether L3 speakers would like to speak in L3 in a situation where everyone communicates in their third language. Some learners said they would like to speak in their L3. Their comments are:

The language skills develop by practicing and being proactive. Because of that, I would like to join the conversation where German is spoken. (3G1)

Although my French skills are limited now and may cause difficulties while speaking, in general, I am quite willing to speak in French. (2F2)

One of my purposes to study Russian is to be able to join conversations where Russian is spoken. Other than that, I consider willingness to communicate in Russian as a source of motivation because I want to understand things spoken or written in Russian. (3R1)

On the other hand, some learners said they are willing to speak in their L3 only if they have enough language skills. Some of the comments they made:

I think I am not proficient enough in German to be able to sustain a conversation. However, I would be very willing to speak if I develop myself. (4G1)

Right now, I may hesitate to speak French in these kinds of situations because I do not see my language skills adequate. Yet, I would like to join conversation in the future when I improve myself. (2F1)

Although I do not see myself speaking Russian where everyone is speaking it because of my limited skills, I would be willing to speak Russian if I improve my language skills. I see this kind of occasions as motivators to speak in Russian because I can practice Russian. (3R2)

Based on the comments, all language learners are willing to use their L3 in situations where they can practice it. However, some L3 learners noted that they may hesitate due to their limited skills. Moreover, L3 learners have mentioned that they would be willing to speak in their L3 if they improved their language skills. The desire to sustain conversations in L3 can motivate learners to develop their language skills. As seen in the examples, learners know that language develops through interaction, and the willingness to communicate motivates learners to study their L3.

#### **4.4.13. The Summary of the Findings in the Interviews**

All of the L3 learners mentioned various motivational reasons for studying their L3. Attractiveness and prior experiences are seen as initiators for studying a language. In most cases, learners have pointed out that they visualize themselves as future L3 speakers, except for advanced level German learners, which is related to their educational experiences. In addition, instrumental benefits such as career opportunities are considered motivation factors for studying an L3. Moreover, learners mentioned that they do not feel any oppression or expectations from them; instead, they mentioned that their families support their L3 choices and encourage them. Furthermore, while beginner and intermediate level students stated they are willing to exert effort, the advanced level learners said they plan to study after graduation.

Nevertheless, it should be noted that the learning experience for each group has different results, as German learners have mostly mentioned that the courses could be more effective. In contrast, French learners are motivated by the learning experience. However, contrary to both language groups where L3 learning experiences are opposite, Russian learners are in the middle as half consider the course adequate while the rest do not.

Additionally, some of the L3 learners have stated they have positive feelings toward the native speakers of their L3. Furthermore, some L3 learners said they are interested in the culture of L3 and would like to live in the countries where their L3 is spoken and be part of that country. Lastly, it is seen that all of the L3 learners are open to working in an international career and do not have any prejudice against people from different cultures. Instead, they are willing to communicate with foreigners in their L3, provided they have adequate proficiency.

## **CHAPTER FIVE**

### **5. DISCUSSION**

#### **5.1. Introduction to Discussion**

This study aimed to investigate the motivational profiles of German, French, and Russian learners who study these languages as their L3 in addition to their native language and English. The study sought answers to the following research questions:

##### **Major Question:**

1. What are the motivational self system profiles of German, French, and Russian learners?

##### **Minor Questions:**

2. What are the L3 course satisfaction levels of third language learners?
3. Do motivational self system profiles of third language learners differ based on language choice?
4. Do motivational self system profiles of third language learners differ based on their level of education?
5. Do motivational self system profiles of German, French, and Russian learners differ based on their gender?
6. Is there a significant relationship among the components of the motivational self system in terms of third language motivation?

#### **5.2. Satisfaction Levels Among L3 Learner Group**

The first finding of this study was related to the satisfaction levels of the L3 learners. The descriptive results showed that French and Russian learners had above-average scores on a scale of 1 to 10, indicating that they were satisfied with their L3 course. On the other hand, German learners were found to have a mean score below average, suggesting they were not satisfied with their L3 course.

In both quantitative and qualitative analysis, it was found that German learners do not idealize themselves as German speakers and do not enjoy the learning experience. The interviews revealed that German learners consider their education insufficient, and the learning process is inadequate. Additionally, intermediate and advanced level learners noted dissatisfaction with the methods and techniques applied in their classroom.

Out of the three language groups, French learners had the highest mean satisfaction score, indicating they were satisfied with their language course. Their satisfaction is mainly based on their learning experience. In the interviews and statistical analysis, learning experience was found to be a significant influencer of learning motivation. The survey participants mainly chose the learning experience as the motivator, and in the interviews, they mentioned how the educator motivates them to study.

Although the Russian learners had a satisfaction mean score above average, their responses to the second question in the survey are remarkable. While they are satisfied with their course, the survey results found that external sources mainly influenced their motivation to study. According to the survey results, most Russian learners were studying the course because it is compulsory. In the interviews, half of the students said they were satisfied with the techniques applied in the classroom, whereas the other half noted that they were not.

The second part of the survey investigated whether learners would like to change their current L3 to a different language. Most French and Russian learners wanted to keep their L3 course. On the other hand, more than half of the German learners wanted to change their current L3 course. This also supports the first part of the survey, indicating that German learners are not satisfied with their L3 course. Among all participants who wanted to change their L3, most desired to study primarily Latin languages such as Spanish and Italian. It was followed by Asian languages such as Chinese and Japanese. This may be due to the popularity and global prominence of these languages, as both Chinese and Spanish are spoken worldwide.

The findings reveal that student learning satisfaction relates to their classroom learning experience. Several articles found that satisfaction in the language course positively correlates with the learning process. For example, Qutob (2018) found that the learning environment has a significant role in the satisfaction of foreign language learning. Similarly, in his mixed-methods study, Korucuk (2022) discovered that student satisfaction level in terms of foreign language learning courses is related to the learning environment, instructor, and materials. The findings align with previous studies, which also found that learner satisfaction is related to the instructor and the learning experience. Thus, the learning experience is vital to foreign language satisfaction, and the learning process significantly influences the learner's behaviour.

### 5.3. Correlations Across the L3 Motivational Self System Components

The second research question investigated whether there is a statistically significant correlation between the components of the L3MSS Scale. According to the correlation analysis, it was found that most of the subscales correlate with each other on weak, moderate and strong positive levels. The main components, ideal L3 self, ought-to L3 self and L3 learning experience, had positive correlations with each other and the other components. The only exception was between ought-to L3 self and international posture, which did not show statistically significant correlations.

The ideal L3 self showed statistically significant correlations with each of the components of the L3MSS Scale. The ideal L3 self showed statistically significant medium positive correlations with attitudes toward the L3 community, cultural interest, L3 learning experience, family influence, integrativeness, intended effort, international posture, ought-to L3 self and instrumentality-promotion. Additionally, willingness to communicate showed a strong positive correlation with the ideal L3 self. Based on the findings, learners with strong ideal L3 self are motivated to engage in activities where they can practice their L3. These findings align with the study of Csizér and Kormos (2009), who found that learners with strong ideal selves are more motivated to study an additional language. Similarly, Yashima (2009) suggested that learners who visualize themselves as language speakers are more willing to communicate and motivated to learn a second language.

In the case of ought-to L3 self, all subscales except international posture showed statistically significant correlations. Moderate positive correlations were found between the attitudes toward the L3 community, cultural interest, intended effort, family influence, integrativeness, instrumentality promotion and willingness to communicate. Contrary to the ideal L3 self, the ought-to L3 self showed a weak positive correlation with the L3 learning experience. On the other hand, ought-to L3 self did not show a statistically significant relationship with international posture. It can be suggested that ought-to L3 self can affect learner motivation as they may feel they need to fulfil expectations related to their L3. However, the international posture of the L3 learners is not affected by their ought-to self, indicating that the expectations of L3 learning do not influence their global stance. The findings related to the ought-to L3 self correlate with the findings of Taguchi et al. (2009), in which they found that the ought-to L2 self is a strong influencer of learner motivation.

Overall, the correlation analysis has revealed that the main components of the L3MSS Scale (ideal L3 self, ought-to L3 self and L3 learning experience) significantly correlate. Additionally, they correlate with other components of the L3MSS Scale. The only exception is between ought-to L3 self and international posture. This study's findings align with several other studies in the literature. For example, Xie (2011) found strong correlations between the subscales of the L2 motivational self system, indicating that several factors foster L2 motivation. Similarly, Moskovsky et al. (2016) found a strong correlation between the intended effort and ideal L2 self, ought-to L2 self and L2 learning

experience, suggesting learner motivation to study is influenced by these factors. In the Türkiye context, Arslan (2017) found a relationship between the main components of L2MSS and intended effort, indicating that motivated learners are more willing to exert effort. In the same vein, Course and Saka (2021) found significant correlations between the ideal L2 self and L2 learning experience as well as the ideal L2 self and instrumentality-promotion, suggesting positive interaction and knowing the benefits of additional languages contribute to developing a future self in which learners idealize themselves as the user of the target language. Although these studies focus on English as a second language, the findings of these studies are in line with the findings of the current study, which focuses on German, French, and Russian as L3. Thus, it can be argued that L3 motivation depends on several factors, and most of the factors build L3 motivation simultaneously.

#### **5.4. Motivational Self System Profiles of L3 Learners**

The third research question was related to the motivational self system profiles of third language learners. Findings from both qualitative and quantitative studies revealed the motivational profiles of the German, French, and Russian learners. Although studying an additional language is a compulsory-elective course, each of the L3 learner groups had different motivation levels. Among the main components, all three language learner groups shared similar opinions on the ideal L3 self, indicating they visualize themselves as future L3 speakers. The least motivating factor was the ought-to L3 self, which, again, learners shared similar opinions, indicating they do not study their L3 because of the expectations or the oppression they feel. However, regarding the L3 learning experience, German learners had lower values and opinions than French and Russian learners. Unlike German learners, French and Russian learners are highly motivated by their learning experience.

The German learners were found to have above-average ideal L3 self and below-average ought-to L3 self and L3 learning experience. According to the qualitative findings, German learners are mainly motivated to study German because they have prior experience with the German language and visualize themselves as German speakers. Moreover, the similarities between German and English were found to be another contributing factor to studying German. This finding is in line with the study of Bui and Teng (2021), in which they found that typological similarities between languages might motivate learners to learn to study additional languages. However, German learners also noted that they think the education in this faculty is insufficient and teaching quality is inadequate; thus, the learning experience does not motivate them to study German. As Dörnyei (2009) points out, the immediate learning environment influences language learning motivation, and learners who enjoy their language studies would be more motivated to study their target language. Furthermore, the learning experience shapes the learners' opinions on their attitudes to learning a language (Al-Hoorie, 2018). It can be suggested that the learning experience shapes L3 learners' motivation to study the target language, as German learners had lower values of intended effort. Additionally, most German learners noted they do not allocate much time to studying German,

suggesting they are unwilling to study German. This finding correlates with the study of Course and Saka (2021), in which they also found a positive correlation between learners' intended effort and learning experience. Thus, it may be suggested that the negative learning experience demotivates learners to study a target language.

Contrary to the German learners, it was revealed that French learners are motivated mainly by their L3 learning experience, which is followed by their ideal L3 self. The qualitative findings reveal that French learners enjoy their French classes, and the instructor motivates them to study French. It is possible to say that the encouragement and enjoyment they receive in the classroom build up French learners' motivation to study French as their intended effort and allocated time to study French is high. Furthermore, French learners envision becoming proficient French speakers, indicating that their ideal L3 self motivate them to study French. Moreover, an increase was found in French learners' graduation proficiency, which indicates that they believe they will be more proficient users of the French language when they graduate. The findings related to French learning motivation align with the findings of Doğu (2023), in which she found that the L2 learning experience significantly contributes to language learning motivation. Similarly, Man et al. (2018) found that while the motivation to study English is for more practical reasons, their Cantonese-speaking students are mainly motivated to study Japanese due to the positive learning experiences. Similarly, Li et al. (2021) found that the learning experience mainly contributes to motivation to study an L3. Likewise, Wang and Liu (2020) found that while the ideal L3 self contributes to language learning motivation, it is likely that L2 English and the learning experience are the main contributors to L3 learning motivation. In this context, it can be understood that the positive learning environment significantly contributes to L3 learning motivation. In the case of French learners, the positive interaction with the instructor motivates them to study French.

Similar to the French learners, Russian learners were mainly motivated by their L3 learning experience, followed by the ideal L3 self. Although in the qualitative findings, half of the Russian learners mentioned they were not satisfied with the techniques applied in the classroom, the other half supported the findings of the quantitative results. Parallel to the French learners, Russian learners are also motivated to study Russian as they have above-average mean scores of intended efforts. However, unlike French learners, Russian learners only study Russian a little. Nevertheless, they think their proficiency will be higher than their current level when they graduate. Moreover, they visualise themselves as proficient speakers of the Russian language, and this vision motivates them to study. These findings are in line with the study of Papi (2010), in which he found that the ideal self and learning experience enhance learner motivation. Similarly, Lasagabaster (2016) have also found that learning experience and future self significantly contribute to language learning motivation. Similarly, the findings related to Russian learners correlate with the findings of Altınayar (2018), in which she found that positive learning experiences foster language learning motivation.

Thus, similar to the French learners, it can be suggested that a positive learning environment reinforces the L3 learning motivation.

In all three language groups, the ought-to L3 self was found to have below-average scores, indicating that L3 learners are not motivated by their ought-to L3 self. Although studying an additional language is a compulsory course for graduation, learners did not feel any oppression or expectations to fulfil to motivate them to study. Their comments on the interviews further support this, as all interviewees mentioned they do not think there are any expectations from them related to their L3 studies. As Jang and Lee (2019) suggest, the ought-to self is related to responsibilities and obligations. In English as an L2 context, several studies have found (e.g. Dörnyei et al., 2006; Taguchi et al., 2009) that ought-to L2 self contributes to learner motivation as learners consider that they need to learn English as it is lingua franca. It is expected to know to be qualified as an educated person. This is further supported by the study of Cabiroğlu (2016), in which she found that ought-to L2 self of Turkish learners motivates them to study English. However, in the L3 context, the ought-to self may not be an influencing factor, as Wang and Liu (2020) found that students who study a third language showed a decline in their ought-to L3 self. Even though studying an additional language is obligatory for the participants of this research, the choice to select which language to study may be the factor that hinders participants' ought-to L3 self. As Ushioda (2018) suggests, the ability to select which language to study is related to the learners' motivational dispositions. Thus, one could argue that ought-to L3 self in situations where learners can select which language they would like to study may not influence their motivation to study that language.

Another finding related to the L3 motivation of the third language learners was that all participants shared similar opinions on the benefits of knowing additional languages. The quantitative findings are further supported by interviews in which participants mentioned how knowing an additional language would be beneficial for career opportunities. These findings align with the study of Zheng et al. (2019), in which it was found that students majoring in English who voluntarily study Spanish are more motivated by promotion-based instrumentality and their ideal self. As Hong and Ganapathy (2017) state, being aware of the benefits of learning an additional language can instrumentally motivate learners. Moreover, Taguchi et al. (2009) found a relationship between the ideal self and instrumentality-promotion, suggesting that instrumentality-promotion strengthens the ideal selves of language learners. Thus, learners who are aware of the advantages of knowing additional languages may be more motivated by their ideal selves. Therefore, enhancing awareness of the practical benefits of knowing additional languages might be worthwhile for fostering L3 learning motivation.

### 5.5. Language-Based Variations in L3 Motivation

The fourth research question in the current study has sought to answer whether there is a statistically significant difference in the L3 motivation of the L3 learners based on the L3 they study. The quantitative analysis revealed that motivational differences were found in only two components of the L3MSS Scale based on the language studied. The results showed differences between the cultural interest and the L3 learning experience.

Regarding cultural interest, French and Russian learners had higher mean scores than German learners, indicating that French and Russian L3 learners are more interested in the culture of their L3 compared to German learners. Nevertheless, the effect size was small, indicating that the studied L3 has minimal impact on cultural interest. This difference may have occurred because most German learners in the current study had prior experience with the German language; thus, German culture may not attract their attention. On the other hand, French and Russian languages are usually not taught in high school, and very few of the participants of this study had prior experience with French and Russian; therefore, being introduced to a new language may have motivated these learners to acquire knowledge about the culture of that language.

Similarly, significant differences were found between the German, French, and Russian learners regarding their L3 learning experience. French and Russian learners had higher mean scores than German learners, indicating greater motivation in their L3 learning. The large effect size suggests that the language studied significantly influences the L3 learning experience. Although half of the Russian learners pointed out in the interviews that they were not satisfied with the techniques applied in the classroom, statistically, no difference was found between the French and Russian learners. The disparity between German, Russian, and French learners is clearer in the interviews where German learners expressed frequently that they are dissatisfied with the course because of the inefficiency of the learning process. In contrast, French and Russian learners highlighted their enjoyment in their L3 course. It can be inferred that the selection of the activities, materials, and instructor behaviour significantly influences learning motivation, as the immediate learning environment is a notable factor motivating learners, as pointed out by Dörnyei (2005). Therefore, promoting a supportive and pleasurable learning environment would likely motivate learners to study additional languages and enhance their current motivation.

While cultural interest and L3 learning experience subscales showed differences among the learner groups, rest of the subscales did not demonstrate significant differences. For L3 learners, these components do not differ based on the language they are studying. This observation may stem from learners envisioning themselves as future speakers of these languages and perceiving no obligation learn them. Instead, differences in their language learning motivation might be influenced the learning experience and cultural interest, as indicated in the findings.

## **5.6. Level-Based Variations in L3 Motivation**

The fifth research question in the study sought answer to whether there are any differences between the L3 learners in terms of their level of education. Each L3 learner group was compared based on their level of education. It was found that several subscales for L3 learner groups showed differences between second, third, and fourth year students of French and German languages. However, as for the Russian learners, no significant difference was found.

### **5.6.1. The Variations between the Beginner, Intermediate and Advanced Level German Learners**

In the case of German learners, only the L3 learning experience subscale showed statistical differences among different levels of students. It was found that third year students studying German were more motivated by their L3 learning experience than second year and fourth year students. Moreover, quantitative findings revealed that both second and fourth year students have below-average scores of L3 learning experience while third year students have above-average scores. However, this finding contradicts the qualitative findings of the study, in which most German learners, including third year students, mentioned that they do not think they are motivated by the learning experience in the classroom. It can be inferred that while the other aspects of L3 motivation of German learners do not show differences based on their level of education, the learning experience changes according to their grade. Furthermore, this might be related to educational techniques the educator employs in the third year, which might be satisfying as third year students are more advanced than beginner level students. On the other hand, fourth year students might find the course inefficient and, therefore, they may not be motivated by the learning experience as much as third year students.

Although it is not found in the statistical analyses, the interviews revealed that advanced German learners do not visualize themselves as future German speakers, contrary to beginner level students. Moreover, advanced German students do not consider the education they received sufficient to become proficient users of the German language. This finding is in line with the study of Wang and Liu (2020), in which they also found that in the early stages of L3 learning ideal L3 self showed an upward trend; however, in the later stages, it began declining, suggesting it might be related to the learning experience. Therefore, the reason why the ideal L3 self of the German learners decreased in the latter stages of education might be related to their language learning experiences, suggesting that the experiences they had negatively influenced their envision of their future self.

### **5.6.2. The Variations between the Beginner, Intermediate and Advanced Level French Learners**

Regarding the French learners, several subscales showed differences in terms of level of education. First, attitudes toward the L3 community showed significant differences among the French learners regarding their level. Although each group had mean scores above average in ATL3C, a decreasing trend was found. According to the results, second and third year students have more positive attitudes toward French communities than fourth year students. This finding might be related to the fact that in later stages of education, students can attend exchange programs such as Erasmus to visit these countries. One student in qualitative findings mentioned that he was disappointed by the French people when he was in France. Thus, it can be suggested that contacting natives of a language can alter the opinions and attitudes toward them based on the experience. As Dörnyei et al. (2006) point out, experiences with the target language community affect attitudes, which in turn influences learning motivation.

Secondly, the French learning experience showed significant differences between the second, third, and fourth year students. Although all groups scored above average in L3 learning experience and mentioned in the qualitative findings that they were motivated by the learning process, second year students exhibited higher motivation in their L3LE. However, no statistically significant difference was observed between second and third year French learners. As suggested by Dörnyei (2009), the immediate learning situation significantly influences learner motivation. In the second year, students engage in L3 courses for two hours per week, whereas in the third and fourth year, this reduces to one hour per week. Additionally, advanced French learners expressed a desire to enhance their productive skills in French. Therefore, second year students may be more motivated by their learning experience due to the more exposure and varied activities conducted during their lesson.

Thirdly, the French learners showed significant differences in international posture regarding the level of education. Both second and third year students had higher mean scores than fourth year students. Additionally, second year students were more motivated by integrativeness compared to fourth year students. While the effect size of international posture was small, it was found to be medium for integrativeness, suggesting the level of education has a negligible effect on international posture and a moderate effect on integrativeness. However, it is intriguing that fourth year students had below-average scores in both integrativeness and international posture. Although fourth year students mentioned in the interviews that they are optimistic about living in France and open to communicating with people from different cultures, the quantitative results contradict the findings of a qualitative study. Rather than being integrated into the culture of French-spoken countries, fourth year students are more interested in living in those countries to develop their French proficiency, as they mentioned they are not willing to live the rest of their lives in the French-spoken countries. Nevertheless, it is interesting that advanced French learners do not have high profiles of

international posture, although they mentioned they have positive feelings toward people from different cultures.

Fourthly, a significant difference was found between the ideal L3 self, instrumentality-promotion and willingness to communicate of the second and fourth year students of the French. The second year students were more motivated by their ideal L3 self and instrumentality-promotion and more willing to communicate in French than fourth year students. In the qualitative findings, fourth year students mentioned that although they are motivated in the course, they feel like they need to develop their proficiency in speaking and reading skills. Moreover, they said they need to consider their proficiency to be more engaged in conversations where French is spoken. Because advanced level learners do not consider their speaking and reading skills in French to be developed enough, and they do not visualize their future selves as proficient users of the French language as much as second year students. As Dörnyei (2000) suggested, time is a crucial factor in language learning, and learner motivation is a dynamic trait which can fluctuate during learning. Thus, the prolonged exposure to French may have diminished the fourth year students' ideal L3 self, causing them to gradually lose their vision of becoming proficient users of French. This vision loss probably resulted in lower expectations of knowing French and a decreased willingness to communicate in French.

Lastly, family influence showed variations between second and fourth year students, favouring second year students. According to the findings, second year students are more motivated by their families than fourth year students. This might be because second year students are in their first year of studying an additional language. In contrast, fourth year students have studied an additional language for three years. Moreover, fourth year students focus more on graduation and attaining their bachelor's degree than studying an additional language. On the other hand, second year students are in the second year of their university education, so they have more free time for activities such as learning additional languages. Although the study of Taguchi et al. (2009) revealed that family influence is a significant factor for L2 motivation, they found it was related to ought-to L2 self. However, in both learner groups of this study, the ought-to L3 self is significantly low. Therefore, the families of second year French learner might have encouraged them to spend their free time studying French rather than pressuring them to focus solely on their studies. Conversely, families of fourth year students might have suggested that they concentrate on attaining their bachelor's degree and completing their bachelor's thesis.

In terms of cultural interest, intended effort, and ought-to L3 self, second, third, and fourth year French students showed no differences. Thus, the level of education does not appear to influence the intended effort of French learners. Furthermore, the ought-to L3 self and the interest in French culture remain consistent throughout the learning process.

### **5.6.3. The Variations between the Beginner, Intermediate and Advanced Level Russian Learners**

In the case of Russian learners, no difference was found between the levels of education. This finding is interesting because, unlike German and French learners, where differences were observed among second, third and fourth year students, Russian learners showed consistency in all subscales across all levels. Russian learning motivation does not fluctuate based on educational level, which may be related to the language learning process. In the qualitative findings, half of the participants from each level expressed satisfaction and motivation with the Russian course, while the other half did not, resulting in an overall lack of discernible differences.

### **5.7. Gender-based Variations in L3 Motivation**

The final research question in this study aimed to determine whether there are any significant differences between the motivations of male and female students studying German, French, and Russian. While statistically significant differences were found among French and Russian learner groups, no differences were found among German learner groups. In this context, gender differences may not apply to the German learners in this study. As indicated by the qualitative findings, this could be because male and female German learners share similar perspectives on learning German. While they acknowledge the benefits of learning German and aspire to see themselves as proficient speakers, they express dissatisfaction with their current level of knowledge and hold negative views about the learning process. Thus, this shared perspective on learning German may reduce differences between male and female German learners.

Contrary to the German learners, male and female learners of French exhibited significant differences in intended effort, integrativeness, ought-to L3 self, instrumentality-promotion and willingness to communicate. In all cases, female learners had higher mean scores than male learners. This difference might be attributed to the generally positive attitudes toward language learning among female foreign language learners, as showed in several L2 studies (Lasagabaster, 2016; Martinović, 2018; Doğu, 2023). Therefore, female French learners might have scored higher in these areas due to their positive attitudes toward learning French. Moreover, female learners may be more aware of the benefits of knowing French. Qualitative findings revealed that some female learners mentioned potential career advantages, such as in aviation or academia, where proficiency in additional languages like French is beneficial. Therefore, it can be suggested that female French learners are more motivated to study French than male learners.

In the case of Russian learners, significant differences were found between female and male learners in terms of cultural interest, intended effort and family influence. Female learners were more fascinated with Russian culture, expressing interest in its literature, architecture, and gastronomy

than male learners. Moreover, in the interviews, female learners mentioned they are supported and encouraged by their families to study Russian, while male students mentioned only general familial support for their language choice. This ongoing encouragement from their families likely contributes to higher motivation among female Russian learners. Additionally, similar to female French learners, female Russian learners appear to have more intended effort in learning Russian than male learners. Furthermore, qualitative findings indicated that female learners intend to continue studying Russian after graduation, indicating a solid commitment to improving their Russian proficiency.

In terms of ideal L3 self and L3 learning experience, no significant difference was found between the male and female L3 learners. This finding aligns with the study of Thompson and Erdil-Moody (2016), who found no significant difference between female and male learners of L2 English. On the other hand, Lasagabaster (2016) found significant differences among male and female students. However, the effect size was small, suggesting that gender minimally influences language learning motivation. Thus, it can be said that gender may not significantly affect the ideal selves and learning experience of foreign language learners.

### **5.8. Summary of the Findings**

The findings of this study revealed that in compulsory-elective learning situations, L3 learners had varying motives for studying German, French and Russian. Generally, French was perceived as a romantic language, and its appealing sound and association with romance were some of the factors that motivated learners to studying it. For Russian learners, motivation seemed to be more connected to the linguistic features of the language. Russian, with its complex grammatical system and distinct alphabet, likely appealed to learners intrigued by its structural differences from Latin-based languages. In contrast, German learners were found to be motivated by their prior experiences with the language. This could be attributed to the perceived ease of learning German due to its typological similarities with English, as both languages belong to the same language family. Additionally, most of the German learners in this study had studied German in high school, allowing them to retain some familiarity with the language. These factors likely contributed to their motivation to continue learning German.

In terms of motivational selves, all three groups shared similar views regarding their ideal L3 self and ought-to L3 self. In all cases, learners exhibited strong ideal L3 selves, indicating that they visualize themselves as future speakers of their target language. Additionally, all groups demonstrated low ought-to L3 selves, suggesting that they are not primarily learning these languages to fulfil external expectations. Given that the ELL department aims to promote multilingualism, the combination of high ideal selves and low ought-to selves implies that these learners are internalizing language learning as an integral part of lives. The sample group in this study consists of students majoring in ELL, so they are already focused on one language. However, their high ideal L3 selves

reveal that these learners are motivated to acquire additional languages beyond their existing L2 English knowledge. Furthermore, this motivation is driven by personal desire rather than external obligations.

Despite the shared vision of their ideal and ought-to selves, the groups differed in their perceptions of their learning experience. While both French and Russian learners reported high motivation driven by positive classroom experiences, German learners did not share this sentiment. French and Russian learners expressed that their motivation to study their L3 was promoted by encouraging classroom environments. In contrast, German learners indicated that their classroom experiences significantly demotivated them. This can be attributed to a lack of communication in the classroom, a non-collaborative atmosphere, and inappropriate learning materials. This contrast in learning experiences underscores the importance of classroom dynamics: while the ideal self and ought-to self may spark initial motivation, it is the learning experience that sustains it. Positive learning experiences can motivate learners to persist in their studies, while negative experiences can lead to demotivation. Therefore, fostering a supportive learning environment is crucial for maintaining learners' engagement in the learning process.

Several differences were observed based on learners' level of education. German learners and French learners exhibited variations in their learning motivation, with beginner learners showing higher motivation, likely influenced by classroom experiences at different stages. Additionally, significant differences were found between female and male learners of French and Russian, with females demonstrating higher motivation. Generally, female learners are more motivated to learn additional languages than male learners, which may account for this difference.

The findings also revealed varying levels of satisfaction among L3 learners regarding their courses. Both French and Russian learners were generally satisfied with their learning experiences, whereas German learners expressed dissatisfaction. This dissatisfaction may stem from their negative classroom experiences, as unfavourable learning environments can significantly impact how learners perceive the quality of instruction. When learners feel that the instruction is inadequate, they are more likely to be dissatisfied with the course. Course satisfaction is critical because satisfied learners tend to be more motivated to continue their studies. Conversely, dissatisfied L3 learners are more likely to withdraw from their L3 course or switch to a different language.

In summary, the findings of this study highlight the complex interplay between learners' motivations, classroom experiences and overall satisfaction in compulsory-elective L3 learning situations. While the ideal L3 self may serve as a foundation for shaping learners' motivations, the quality of their learning experiences ultimately sustains or hinders their progress. Persistence in learning additional languages can be reinforced by fostering learner motivation, which can be achieved by enhancing learners' vision and facilitating positive learning experiences.

## **CONCLUSION and RECOMMENDATIONS**

This study has investigated the motivational self system of German, French, and Russian learners who study these languages as their third language at a university in the Black Sea Region of Türkiye. In addition to examining the L3 motivational self system profiles of the participants, the study examined the L3 course satisfaction levels of the learners. Based on the findings, several conclusions can be drawn:

Firstly, this study demonstrated that Dörnyei's Motivational Self System Theory is valid and applicable in L3 learning situations. Although Dörnyei originally developed this theory for second language motivation, he did not confine it to L2 English, thereby allowing for examination of other languages within this framework. Accordingly, this study used Dörnyei's L2MSS theory as a foundation and adapted it for L3 learning situations. In this context, the findings showed that Dörnyei's L2MSS theory can be extended to L3MSS, making it a useful tool for understanding motivation in L3 learning environments.

Secondly, learners of a third language are motivated by their vision of becoming proficient users. The findings highlight that the ideal self significantly motivates learners to study a particular language, which is also prominent in the literature. Additionally, learners driven by their ideal self are more likely to achieve higher proficiency in these languages. Having a solid future vision in language learning encourages learners to study diligently to reach their envisioned selves. Consequently, learners motivated by their ideal self would exert more effort for learning a language. Thus, enhancing the language learners' vision by promoting their ideal self is vital to maintaining their motivation and success in language learning.

On the contrary, the ought-to self may not influence L3 motivation when external factors do not affect learners. When learners do not feel any pressure, their ought-to self may not activate and motivate them to study. While being more motivated by the ideal self in language learning is preferable, having a sufficient ought-to self can also help to motivate learners. The ought-to self deals with expectations and obligations, which can drive learners to fulfil these expectations. Learners who feel a sense of obligation may be motivated to meet these expectations whereas those who do not possess that feeling may lack the motivation to study a language. However, an excessive ought-to self might lead to anxiety; thus, hindering the language learning process (Papi, 2010). Therefore, it is crucial to maintain a balanced level of ought-to self to keep learners engaged in the learning process.

Furthermore, in L3 learning, the learning process can significantly affect language learning motivation. The selection of the materials, teaching techniques, and the atmosphere in the classroom can either motivate learners to study the language or demotivate them. Positive learning experiences motivate learners to engage with the language, while negative experiences can diminish their motivation to study. Moreover, the techniques and interactions of the instructors can significantly motivate or demotivate the L3 learners. Students who feel their voices are not heard in the classroom by the instructor are likely to lose their motivation to study, while those who are in good relations with the instructor are likely to be more motivated to study their L3. Thus, the instructor has a crucial role in enhancing language learners' motivation by creating a positive learning atmosphere in the classroom.

Thirdly, satisfaction with a course is closely related to the classroom experience. Learners who have fun and enjoyment in the classroom tend to be more satisfied with the course than those who strictly study grammar. This is especially true for language learners, where satisfaction is significantly influenced by the techniques employed by the instructor. In language courses, a variety of activities and positive interactions from the instructor improve the learners' mood and lead to greater satisfaction with the course. Conversely, strictly adhering to a textbook and not incorporating various activities may result in dissatisfaction among L3 learners. Additionally, learners who are unsatisfied with their language course may choose to drop their L3 course or switch to a different language course.

Fourthly, instructors aware of the differences among learners can help language learners to sustain their motivation. Beginner level learners are typically more motivated to study a language than advanced level learners. It is because the prolonged learning process can lead to a gradual loss of language learning motivation. Therefore, instructors need to promote language learning motivation across the different stages of learning regularly. Learners at various levels may respond differently to teaching techniques used in different stages; therefore, instructors should adopt their approaches to meet the learner needs of specific stages. Moreover, instructors should consistently remind learners their vision of becoming proficient users of that language to nurture their motivation.

Lastly, gender differences should be considered in the context of language teaching. While both learner groups may have similar learning needs, male learners might require more encouragement and support from their families and instructors to keep them motivated because female learners are usually more willing to learn and exert effort than male learners. Additionally, male learners can lose their motivation more quickly than female learners. Therefore, male learners' motivation should be periodically checked more, and they should be constantly encouraged to maintain their motivation learning a language.

## **Pedagogical Implications**

The study has demonstrated that in learning a third language, the learning experience is the most significant factor that influences language learning motivation. Although learners may develop strong ideal L3 selves at the beginning of their study, their experiences in the classroom can impact their vision and motivation to study. Moreover, positive classroom interactions and awareness of the potential benefits of knowing a language can considerably enhance learner motivation. As Dörnyei (2009) and Al-Hoorie (2018) suggest, the immediate learning environment and the attitudes toward learning can hinder or foster language learning motivation. Therefore, creating a supportive and positive learning environment while showing the benefits of knowing an additional language is crucial for promoting third language learning motivation. Several techniques and methods may be employed to promote learner motivation.

First of all, before the start of a semester, the learners' needs should be assessed, and appropriate precautions should be taken accordingly. Secondly, instead of strictly focusing on grammar, instructors should incorporate activities that allow L3 learners to practice their writing, speaking and listening skills. Activities such as dramas, writing a letter, conversations and storytelling in the L3 classroom can actively engage learners and enhance their learning experience. The language course syllabus should also be consistent with the abilities of the learners. It is crucial to arrange the syllabus based on the learners' level to keep them engaged in the learning process. Moreover, periodically checking in with students can make instructors aware of whether their teaching techniques are practical and motivating learners to study. In addition, differences between female and male learners should be recognized, as male learners are usually less motivated than female learners. Therefore, instructors should find activities that also capture the attention of male learners. Additionally, instructors should encourage students by sharing personal experiences of knowing L3 and presenting the advantages of knowing L3. Being aware of the potential benefits of knowing an L3 can help learners create a vision of their future self in which they consider themselves proficient users of L3. This vision of the future self, accompanied by positive learning experiences, can foster the motivational self system of third language learners and motivate them to learn additional languages. In conclusion, it is the responsibility of families, policymakers and instructors to find ways to promote L3 learners' language learning motivation and keep them actively engaged in the learning process.

Overall, the third language learning motivation is significantly influenced by the learners' personal desires and their classroom experiences. Motivation is a crucial factor in learners' psychology, driving their enthusiasm and propelling them towards action. Without motivation, learners are unlikely to engage in language study. Conversely, motivated learners are more likely to invest greater effort into their studies. Therefore, fostering motivation through positive experiences aligning with future visions is essential for encouraging persistent and effective language learning.

### **Limitations and Suggestions for Further Studies**

Although this study uncovers the motivational self system of third language learners in the Türkiye context, there is still room for L3 motivation studies in Türkiye. One of the primary challenges faced while conducting this study was that this is the first study that investigated the motivational self system of multiple L3 learner groups in Türkiye, making comparisons with other studies difficult. Also, this study focused on the motivation for third language learning among ELL students who study German, French, or Russian as a compulsory elective course. Future studies can investigate the motivational self system of third language learners who study an additional language voluntarily. Moreover, this study examined the motivation for studying German, French, and Russian as a third language. In future investigations, researchers can compare the motivation for studying additional languages such as Spanish, Chinese, Japanese and Arabic.

Furthermore, learners studying the same language from different educational backgrounds, such as university and high school, can be compared to investigate how the setting influences learning behaviour. Additionally, conducting longitudinal studies would be beneficial for finding how individuals' motivation change through the learning process. Moreover, future investigations into how proficiency in L2 English influences motivation for L3 learning can reveal the significant differences between the two learning systems. Lastly, while this study focused on Turkish learners who study a third language in addition to their existing English proficiency, future research can investigate learners with different L1 and L2 backgrounds to examine how these factors influence L3 motivation.

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# **APPENDIXES**

## Appendix 1: ÜÇÜNCÜ DİL MEMNUNİYET ÖLÇEĞİ

Sayın Katılımcı,

Bu anket, üçüncü dil olarak aldığınız ek yabancı dil dersine olan memnuniyetinizi ölçmek üzere Karadeniz Teknik Üniversitesi'nde gerçekleştirilen lisansüstü bir çalışmada veri olarak kullanılacaktır. Bu çalışmaya katılımınız tamamen gönüllüdür, katılım zorunluluğunuz bulunmamaktadır. Cevaplarınızın hepsi gizli tutulacak, üçüncü şahıslarla ya da başka amaçlarla kullanılmayacaktır. Katılımınızın yabancı dil dersinizin notunuza herhangi bir etkisi olmayacaktır. Bu çalışmaya katılımınız için sizlere şimdiden çok teşekkür ederiz!

Uygulamalı Dil Bilimi Yüksek Lisans  
KTÜ, Trabzon

**Çalışmaya katılmayı kabul ediyorsanız, lütfen aşağıdaki kutucuğu işaretleyiniz.**

Bu çalışma hakkında bilgilendirildim ve çalışmaya katılmayı kabul ediyorum. ☐

1. **Sınıfınız** : İkinci Sınıf ☐ Üçüncü Sınıf ☐ Dördüncü Sınıf ☐
  2. **Cinsiyetiniz** : Erkek ☐ Kadın ☐
  3. **Yaşınız**: .....
  4. **Şu anda aldığınız yabancı dil dersiniz**: Almanca ☐ Fransızca ☐ Rusça ☐
  5. 1'den 10'a kadar bir ölçekte, **aldığınız yabancı dil dersi ile ilgili** memnuniyetinizi nasıl değerlendirirsiniz? (Memnuniyet derecenizi bildiren sayıyı yuvarlak içine alınız)
- 1 2 3 4 5 6 7 8 9 10
- Hiç memnun → Çok Memnunum

6. **Neden bu yabancı dil dersini seçtiniz?** (Diğer seçeneğini de seçerseniz lütfen belirtiniz)

- Kendimi bu dille özdeşleştirdiğim için : ☐
- Bu dili öğrenmem gerektiğini düşündüğüm için : ☐
- Bu dilin öğrenim sürecinden zevk aldığım için : ☐
- Sadece bölümde zorunlu bir ders olduğu için : ☐
- Diğer (kısaca belirtiniz) : ☐
- .....
- .....

7. **Şu anda öğrenmekte olduğunuz yabancı dil dersi yerine başka bir yabancı dil dersi almak ister misiniz?**

Evet isterim ☐ Hayır istemem ☐

8. **Bir önceki soruya cevabınız “Evet isterim” ise, hangi dil dersi ile değiştirmek isterdiniz?** (Dil dersinizi değiştirmek istemiyorsanız boş bırakınız)

Almanca ☐ Fransızca ☐ Rusça ☐ Diğer (belirtiniz): .....

9. **Şu anda aldığınız yabancı dil dersiniz değiştirebilecek olsaydınız, değiştirme sebebiniz ne olurdu? Lütfen Belirtiniz.**

.....

.....

.....

## Appendix 2: L3 Motivational Self system Scale for German Learners

### ÜÇÜNCÜ DİLDE MOTİVASYONEL BENLİK ÖLÇEĞİ

Sayın Katılımcı,

Bu anket, sizin Almancayı üçüncü dil olarak öğrenme motivasyonunuzu ölçmek için hazırlanmıştır. Cevaplarınız Karadeniz Teknik Üniversitesi'nde gerçekleştirilen lisansüstü bir çalışmada veri olarak kullanılacaktır. Bu çalışmaya katılımınız tamamen gönüllüdür, katılım zorunluluğunuz bulunmamaktadır. Cevaplarınızın hepsi gizli tutulacak, üçüncü şahıslarla ya da başka amaçlarla kullanılmayacaktır. Katılımınızın Almanca dersinizin notunuza herhangi bir etkisi olmayacaktır.

Bu çalışmaya katılımınız için sizlere şimdiden çok teşekkür ederiz!

Uygulamalı Dil Bilimi Yüksek Lisans  
KTÜ, Trabzon

**Çalışmaya katılmayı kabul ediyorsanız, lütfen aşağıdaki kutucuğu işaretleyiniz.**

Bu çalışma hakkında bilgilendirildim ve çalışmaya katılmayı kabul ediyorum. ☐

#### I. Kişisel Bilgiler

1. **Sınıf:** İkinci Sınıf ☐ Üçüncü Sınıf ☐ Dördüncü Sınıf ☐  
2. **Cinsiyet:** Erkek ☐ Kadın ☐  
3. **Yaşınız:** .....  
4. **Üniversite öncesinde Almanca eğitimi aldınız mı?:** Evet ☐ Hayır ☐  
Eğer evet ise lütfen daha fazla bilgi (nerede, ne zaman, ne kadar zaman vb.) veriniz

5. **Almanca konuşulan bir evde mi büyüdünüz?** Evet ☐ Hayır ☐  
6. **Daha önce Almanca konuşulan bir ülkede 3 aydan fazla yaşadınız mı?** Evet ☐ Hayır ☐  
Eğer evet ise lütfen daha fazla bilgi (nerede, ne zaman, ne kadar zaman vb.) veriniz

#### 7. 1'den 10'a kadar bir ölçekte, şu anki Almanca bilginizi nasıl değerlendirirsiniz?

1 2 3 4 5 6 7 8 9 10  
zayıf mükemmel  
→

#### 8. 1'den 10'a kadar bir ölçekte, üniversiteden mezun olduğunuzdaki Almanca bilginizi nasıl değerlendirirsiniz?

1 2 3 4 5 6 7 8 9 10  
zayıf mükemmel  
→

#### 9. Almanca öğrenmek için ne kadar vakit ayırıyorsunuz?

- a. Çok vakit ayırıyorum ☐  
b. Diğer derslerim de olduğu için gerektiği kadar ☐  
c. Biraz vakit ayırıyorum ☐  
d. Hiç vakit ayırmıyorum ☐  
e. Mezun olduktan sonra öğrenmeye çalışacağım. ☐

## Appendix 2: (Continue)

### II. Lütfen size en uygun seçeneği boyayınız.

|                                                                                                            | Kesinlikle<br>Katılmıyorum | Katılmıyorum | Biraz<br>Katılmıyorum | Kararsızım | Biraz<br>Katılıyorum | Katılıyorum | Kesinlikle<br>Katılıyorum |
|------------------------------------------------------------------------------------------------------------|----------------------------|--------------|-----------------------|------------|----------------------|-------------|---------------------------|
| 1. Almanca öğrenmem gerekli çünkü çevremdeki insanlar öyle düşünüyor.                                      | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 2. Ailem, Almanca öğrenmem konusunda beni teşvik ediyor.                                                   | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 3. Almanca dersine giren hocayı seviyorum.                                                                 | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 4. Almanca öğrenmek için çok çalışıyorum.                                                                  | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 5. Almanca çalışırken zaman çok hızlı geçiyor.                                                             | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 6. Okul dışında da Almanca konuşmak isterim.                                                               | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 7. Sık sık yabancı ülkelerle ilgili haberleri okur ve izlerim.                                             | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 8. Alman kültürü ve sanatı hakkında daha fazla bilgi edinmek istiyorum.                                    | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 9. Gelecekte imkânım olursa, Almancamı ilerletmek isterim.                                                 | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 10. Anadili Almanca olan kişilerle Almanca konuştuğum bir durumu hayal edebiliyorum.                       | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 11. Almanca öğrenmek benim için önemli olabilir çünkü bir gün iş bulmamda faydalı olacağını düşünüyorum.   | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 12. Almanca film izlemeyi severim.                                                                         | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 13. Ailem eğitimli bir kişi olabilmem için Almanca öğrenmem gerektiğine inanıyorlar.                       | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 14. Sınıfımıza yabancı bir öğrenci gelirse kendimi huzursuz hissederim.                                    | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 15. Almanca yayınları (gazete, kitap, dergi vb.) okumayı severim.                                          | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 16. Almanca bilmek bana ilerdeki mesleğimde terfi imkânı sağlayacaktır.                                    | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 17. Almanca öğrenmek benim için önemlidir çünkü Almanca bilirsem diğer insanlar bana daha çok saygı duyar. | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 18. Almanca derslerinde fırsatım olsa hep Almanca konuşmayı tercih ederim.                                 | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |

**Appendix 2: (Continue)**

|                                                                                                                                 | Kesinlikle<br>Katılmıyorum | Katılmıyorum | Biraz<br>Katılmıyorum | Kararsızım | Biraz<br>Katılıyorum | Katılıyorum | Kesinlikle<br>Katılıyorum |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------|-----------------------|------------|----------------------|-------------|---------------------------|
| 19. Almanca derslerindeki atmosferi seviyorum.                                                                                  | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 20. Ailem beni mümkün olduğunca çok Almanca pratik yapmaya teşvik ediyor.                                                       | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 21. Almanca müzik dinlemeyi severim.                                                                                            | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 22. Kendimi Almanca konuşulan bir ülkede Almanca konuşurken hayal edebiliyorum.                                                 | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 23. Almanca öğrenmek benim için önemli çünkü ilerde bir süre Almanca konuşulan bölgelerde yaşamak istiyorum.                    | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 24. Kendimi akıcı bir şekilde Almanca e-postalar yazarken hayal edebiliyorum.                                                   | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 25. Almanca konuşulan ülkelere seyahat etmek isterim.                                                                           | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 26. Almanca öğrenmek için elimden gelenin en iyisini yaptığımı düşünüyorum.                                                     | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 27. Dünyanın diğer yerlerinden insanlarla paylaşmak istediğim düşüncelerim var.                                                 | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 28. Almanca öğrenmekten gerçekten keyif alıyorum.                                                                               | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 29. Almanca öğrenmek, diğerlerinin (sınıf arkadaşlarımla, öğretmenlerimin, ailemin) onayını kazanmak için benim için önemlidir. | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 30. Almanca konuşulan ülkelere insanlarla tanışmak isterim.                                                                     | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 31. Almanca öğrenmeyi önemli buluyorum çünkü saygı duyduğum insanlar bunu yapmam gerektiğini düşünüyor.                         | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 32. Gelecekte yapmak istediğim şeyler Almanca bilmemi de gerektiriyor.                                                          | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 33. Kendimi Almanca konuşabilen biri olarak hayal ediyorum.                                                                     | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 34. Almanca öğretmenimiz sınıfa isteğe bağlı bir ödev verse, kesinlikle gönüllü olurum.                                         | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 35. Ne zaman gelecekteki kariyerimi düşünsem, kendimi Almanca kullanırken hayal ediyorum.                                       | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 36. Türkiye'de okuyan uluslararası öğrencilerle arkadaş olmak istiyorum.                                                        | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 37. Almanca derslerini sabırsızlıkla bekliyorum.                                                                                | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |

## Appendix 2: (Continue)

|                                                                                                                          | Kesinlikle<br>Katılmıyorum | Katılmıyorum | Biraz<br>Katılmıyorum | Kararsızım | Biraz<br>Katılıyorum | Katılıyorum | Kesinlikle<br>Katılıyorum |
|--------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------|-----------------------|------------|----------------------|-------------|---------------------------|
| 38. Almanca öğrenmem gerekiyor çünkü eğer öğrenmezsem ailemin benimle ilgili hayal kırıklığına uğrayacağını düşünüyorum. | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 39. Uluslararası bir kariyere ilgi duyuyorum.                                                                            | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 40. Sınıf arkadaşlarıma kıyasla, Almancaya çok daha fazla çalışırım.                                                     | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 41. Almanca dersinde soru sormaya ve cevaplamaya istekliyimdir.                                                          | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 42. Almanca konuşulan ülkelerdeki TV programlarını izlerim.                                                              | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 43. Almanca öğrenmeyi gerçekten ilginç buluyorum.                                                                        | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 44. Almanları severim.                                                                                                   | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 45. Almanca konuşulan ülkelerdeki insanlar hakkında daha fazla bilgi edinmek hoşuma gider.                               | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 46. Almanca derslerinde kullandığımız ders materyallerini seviyorum.                                                     | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 47. Almanca konuşulan ülkelerdeki insanlar gibi olmak istiyorum.                                                         | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 48. Almanca derslerinde fırsat buldukça Almanca konuşmaya çalışıyorum.                                                   | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 49. Almanca öğrenmek benim için önemli olabilir çünkü daha sonraki çalışmalarında buna ihtiyacım olacağını düşünüyorum.  | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 50. Almancayı bir Alman gibi konuştuğumu hayal edebiliyorum.                                                             | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 51. Ailem beni Almanca pratik yapmak için her fırsatı değerlendirmeye teşvik ediyor.                                     | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 52. Üniversitede Almanca konuşan uluslararası öğrencilerle Almanca konuşmak isterim.                                     | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |

Ankete katıldığınız için teşekkür ederim. Eğer bu araştırma ile ilgili daha fazla bilgi almak isterseniz, lütfen iletişime geçmekten çekinmeyiniz :

Bu ankette ele alınan konularla ilgili eklemek istediğiniz herhangi bir şey varsa lütfen buraya yazınız:

.....

.....

.....

.....

.....

### Appendix 3: L3 Motivational Self system Scale for French Learners

#### ÜÇÜNCÜ DİLDE MOTİVASYONEL BENLİK ÖLÇEĞİ

Sayın Katılımcı,

Bu anket, sizin Fransızca'yı üçüncü dil olarak öğrenme motivasyonunuzu ölçmek için hazırlanmıştır. Cevaplarınız Karadeniz Teknik Üniversitesi'nde gerçekleştirilen lisansüstü bir çalışmada veri olarak kullanılacaktır. Bu çalışmaya katılımınız tamamen gönüllüdür, katılım zorunluluğunuz bulunmamaktadır. Cevaplarınızın hepsi gizli tutulacak, üçüncü şahıslarla ya da başka amaçlarla kullanılmayacaktır. Katılımınızın Fransızca dersinizin notunuza herhangi bir etkisi olmayacaktır.

Bu çalışmaya katılımınız için sizlere şimdiden çok teşekkür ederiz!

Uygulamalı Dil Bilimi Yüksek Lisans  
KTÜ, Trabzon

**Çalışmaya katılmayı kabul ediyorsanız, lütfen aşağıdaki kutucuğu işaretleyiniz.**  
Bu çalışma hakkında bilgilendirildim ve çalışmaya katılmayı kabul ediyorum. ☐

#### I. Kişisel Bilgiler

1. **Sınıf:** İkinci Sınıf ☐ Üçüncü Sınıf ☐ Dördüncü Sınıf ☐  
2. **Cinsiyet:** Erkek ☐ Kadın ☐  
3. **Yaşınız:** .....  
4. **Üniversite öncesinde Fransızca eğitimi aldınız mı?:** Evet ☐ Hayır ☐  
Eğer evet ise lütfen daha fazla bilgi (nerede, ne zaman, ne kadar zaman vb.) veriniz

5. **Fransızca konuşulan bir evde mi büyüdünüz?** Evet ☐ Hayır ☐  
6. **Daha önce Fransızca konuşulan bir ülkede 3 aydan fazla yaşadınız mı?** Evet ☐ Hayır ☐  
Eğer evet ise lütfen daha fazla bilgi (nerede, ne zaman, ne kadar zaman vb.) veriniz

#### 7. 1'den 10'a kadar bir ölçekte, şu anki Fransızca bilginizi nasıl değerlendirirsiniz?

1 2 3 4 5 6 7 8 9 10  
zayıf mükemmel

#### 8. 1'den 10'a kadar bir ölçekte, üniversiteden mezun olduğunuzdaki Fransızca bilginizi nasıl değerlendirirsiniz?

1 2 3 4 5 6 7 8 9 10  
zayıf mükemmel

#### 9. Fransızca öğrenmek için ne kadar vakit ayırıyorsunuz?

- a. Çok vakit ayırıyorum ☐  
b. Diğer derslerim de olduğu için gerektiği kadar ☐  
c. Biraz vakit ayırıyorum ☐  
d. Hiç vakit ayırmıyorum ☐  
e. Mezun olduktan sonra öğrenmeye çalışacağım. ☐

### Appendix 3: (Continue)

#### II. Lütfen size en uygun seçeneği boyayınız.

|                                                                                                                | Kesinlikle<br>Katılmıyorum | Katılmıyorum | Biraz<br>Katılmıyorum | Kararsızım | Biraz<br>Katılıyorum | Katılıyorum | Kesinlikle<br>Katılıyorum |
|----------------------------------------------------------------------------------------------------------------|----------------------------|--------------|-----------------------|------------|----------------------|-------------|---------------------------|
| 1. Fransızca öğrenmem gerekli çünkü çevremdeki insanlar öyle düşünüyor.                                        | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 2. Ailem, Fransızca öğrenmem konusunda beni teşvik ediyor.                                                     | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 3. Fransızca dersine giren hocayı seviyorum.                                                                   | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 4. Fransızca öğrenmek için çok çalışıyorum.                                                                    | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 5. Fransızca çalışırken zaman çok hızlı geçiyor.                                                               | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 6. Okul dışında da Fransızca konuşmak isterim.                                                                 | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 7. Sık sık yabancı ülkelerle ilgili haberleri okur ve izlerim.                                                 | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 8. Fransız kültürü ve sanatı hakkında daha fazla bilgi edinmek istiyorum.                                      | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 9. Gelecekte imkânım olursa, Fransızcamı ilerletmek isterim.                                                   | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 10. Anadili Fransızca olan kişilerle Fransızca konuştuğum bir durumu hayal edebiliyorum.                       | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 11. Fransızca öğrenmek benim için önemli olabilir çünkü bir gün iş bulmamda faydalı olacağını düşünüyorum.     | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 12. Fransızca film izlemeyi severim.                                                                           | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 13. Ailem eğitilmiş bir kişi olabilmem için Fransızca öğrenmem gerektiğine inanıyorlar.                        | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 14. Sınıfımıza yabancı bir öğrenci gelirse kendimi huzursuz hissederim.                                        | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 15. Fransızca yayınları (gazete, kitap, dergi vb.) okumayı severim.                                            | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 16. Fransızca bilmek bana ilerdeki mesleğimde terfi imkânı sağlayacaktır.                                      | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 17. Fransızca öğrenmek benim için önemlidir çünkü Fransızca bilirsem diğer insanlar bana daha çok saygı duyar. | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 18. Fransızca derslerinde fırsatım olsa hep Fransızca konuşmayı tercih ederim.                                 | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |

**Appendix 3: (Continue)**

|                                                                                                                                   | Kesinlikle<br>Katılmıyorum | Katılmıyorum | Biraz<br>Katılmıyorum | Kararsızım | Biraz<br>Katılıyorum | Katılıyorum | Kesinlikle<br>Katılıyorum |
|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------|-----------------------|------------|----------------------|-------------|---------------------------|
| 19. Fransızca derslerindeki atmosferi seviyorum.                                                                                  | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 20. Ailem beni mümkün olduğunca çok Fransızca pratik yapmaya teşvik ediyor.                                                       | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 21. Fransızca müzik dinlemeyi severim.                                                                                            | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 22. Kendimi Fransızca konuşulan bir ülkede Fransızca konuşurken hayal edebiliyorum.                                               | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 23. Fransızca öğrenmek benim için önemli çünkü ilerde bir süre Fransızca konuşulan bölgelerde yaşamak istiyorum.                  | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 24. Kendimi akıcı bir şekilde Fransızca e-postalar yazarken hayal edebiliyorum.                                                   | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 25. Fransızca konuşulan ülkelere seyahat etmek isterim.                                                                           | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 26. Fransızca öğrenmek için elimden gelenin en iyisini yaptığımı düşünüyorum.                                                     | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 27. Dünyanın diğer yerlerinden insanlarla paylaşmak istediğim düşüncelerim var.                                                   | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 28. Fransızca öğrenmekten gerçekten keyif alıyorum.                                                                               | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 29. Fransızca öğrenmek, diğerlerinin (sınıf arkadaşlarımla, öğretmenlerimin, ailemin) onayını kazanmak için benim için önemlidir. | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 30. Fransızca konuşulan ülkelere insanlarla tanışmak isterim.                                                                     | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 31. Fransızca öğrenmeyi önemli buluyorum çünkü saygı duyduğum insanlar bunu yapmam gerektiğini düşünüyor.                         | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 32. Gelecekte yapmak istediğim şeyler Fransızca bilmemi de gerektiriyor.                                                          | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 33. Kendimi Fransızca konuşabilen biri olarak hayal ediyorum.                                                                     | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 34. Fransızca öğretmenimiz sınıfa isteğe bağlı bir ödev verse, kesinlikle gönüllü olurum.                                         | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 35. Ne zaman gelecekteki kariyerimi düşünsem, kendimi Fransızca kullanırken hayal ediyorum.                                       | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 36. Türkiye'de okuyan uluslararası öğrencilerle arkadaş olmak istiyorum.                                                          | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 37. Fransızca derslerini sabırsızlıkla bekliyorum.                                                                                | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |

### Appendix 3: (Continue)

|                                                                                                                            | Kesinlikle<br>Katılmıyorum | Katılmıyorum | Biraz<br>Katılmıyorum | Kararsızım | Biraz<br>Katılıyorum | Katılıyorum | Kesinlikle<br>Katılıyorum |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------|-----------------------|------------|----------------------|-------------|---------------------------|
| 38. Fransızca öğrenmem gerekiyor çünkü eğer öğrenmezsem ailemin benimle ilgili hayal kırıklığına uğrayacağını düşünüyorum. | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 39. Uluslararası bir kariyere ilgi duyuyorum.                                                                              | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 40. Sınıf arkadaşlarıma kıyasla, Fransızcaya çok daha fazla çalışırım.                                                     | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 41. Fransızca dersinde soru sormaya ve cevaplamaya istekliyimdir.                                                          | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 42. Fransızca konuşulan ülkelerdeki TV programlarını izlerim.                                                              | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 43. Fransızca öğrenmeyi gerçekten ilginç buluyorum.                                                                        | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 44. Fransızları severim.                                                                                                   | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 45. Fransızca konuşulan ülkelerdeki insanlar hakkında daha fazla bilgi edinmek hoşuma gider.                               | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 46. Fransızca derslerinde kullandığımız ders materyallerini seviyorum.                                                     | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 47. Fransızca konuşulan ülkelerdeki insanlar gibi olmak istiyorum.                                                         | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 48. Fransızca derslerinde fırsat buldukça Fransızca konuşmaya çalışıyorum.                                                 | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 49. Fransızca öğrenmek benim için önemli olabilir çünkü daha sonraki çalışmalarında buna ihtiyacım olacağını düşünüyorum.  | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 50. Fransızca'yı bir Fransız gibi konuştuğumu hayal edebiliyorum.                                                          | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 51. Ailem beni Fransızca pratik yapmak için her fırsatı değerlendirmeye teşvik ediyor.                                     | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 52. Üniversitede Fransızca konuşan uluslararası öğrencilerle Fransızca konuşmak isterim.                                   | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |

Ankete katıldığınız için teşekkür ederim. Eğer bu araştırma ile ilgili daha fazla bilgi almak isterseniz, lütfen iletişime geçmekten çekinmeyiniz :

Bu ankette ele alınan konularla ilgili eklemek istediğiniz herhangi bir şey varsa lütfen buraya yazınız:

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## Appendix 4: L3 Motivational Self system Scale for Russian Learners

### ÜÇÜNCÜ DİLDE MOTİVASYONEL BENLİK ÖLÇEĞİ

Sayın Katılımcı,

Bu anket, sizin Rusçayı üçüncü dil olarak öğrenme motivasyonunuzu ölçmek için hazırlanmıştır. Cevaplarınız Karadeniz Teknik Üniversitesi'nde gerçekleştirilen lisansüstü bir çalışmada veri olarak kullanılacaktır. Bu çalışmaya katılımınız tamamen gönüllüdür, katılım zorunluluğunuz bulunmamaktadır. Cevaplarınızın hepsi gizli tutulacak, üçüncü şahıslarla ya da başka amaçlarla kullanılmayacaktır. Katılımınızın Rusça dersinizin notunuza herhangi bir etkisi olmayacaktır.

Bu çalışmaya katılımınız için sizlere şimdiden çok teşekkür ederiz!

Uygulamalı Dil Bilimi Yüksek Lisans  
KTÜ, Trabzon

**Çalışmaya katılmayı kabul ediyorsanız, lütfen aşağıdaki kutucuğu işaretleyiniz.**

Bu çalışma hakkında bilgilendirildim ve çalışmaya katılmayı kabul ediyorum. ☐

#### I. Kişisel Bilgiler

1. **Sınıf:** İkinci Sınıf ☐ Üçüncü Sınıf ☐ Dördüncü Sınıf ☐

2. **Cinsiyet:** Erkek ☐ Kadın ☐

3. **Yaşınız:** .....

4. **Üniversite öncesinde Rusça eğitimi aldınız mı?:** Evet ☐ Hayır ☐

Eğer evet ise lütfen daha fazla bilgi (nerede, ne zaman, ne kadar zaman vb.) veriniz

5. **Rusça konuşulan bir evde mi büyüdünüz?** Evet ☐ Hayır ☐

6. **Daha önce Rusça konuşulan bir ülkede 3 aydan fazla yaşadınız mı?** Evet ☐ Hayır ☐

Eğer evet ise lütfen daha fazla bilgi (nerede, ne zaman, ne kadar zaman vb.) veriniz

7. **1'den 10'a kadar bir ölçekte, şu anki Rusça bilginizi nasıl değerlendirirsiniz?**

1 2 3 4 5 6 7 8 9 10  
zayıf mükemmel

8. **1'den 10'a kadar bir ölçekte, üniversiteden mezun olduğunuzdaki Rusça bilginizi nasıl değerlendirirsiniz?**

1 2 3 4 5 6 7 8 9 10  
zayıf mükemmel

9. **Rusça öğrenmek için ne kadar vakit ayırıyorsunuz?**

- a. Çok vakit ayırıyorum ☐
- b. Diğer derslerim de olduğu için gerektiği kadar ☐
- c. Biraz vakit ayırıyorum ☐
- d. Hiç vakit ayırmıyorum ☐
- e. Mezun olduktan sonra öğrenmeye çalışacağım. ☐

#### Appendix 4: (Continue)

##### II. Lütfen size en uygun seçeneği boyayınız.

|                                                                                                        | Kesinlikle<br>Katılmıyorum | Katılmıyorum | Biraz<br>Katılmıyorum | Kararsızım | Biraz<br>Katılıyorum | Katılıyorum | Kesinlikle<br>Katılıyorum |
|--------------------------------------------------------------------------------------------------------|----------------------------|--------------|-----------------------|------------|----------------------|-------------|---------------------------|
| 1. Rusça öğrenmem gerekli çünkü çevremdeki insanlar öyle düşünüyor.                                    | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 2. Ailem, Rusça öğrenmem konusunda beni teşvik ediyor.                                                 | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 3. Rusça dersine giren hocayı seviyorum.                                                               | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 4. Rusça öğrenmek için çok çalışıyorum.                                                                | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 5. Rusça çalışırken zaman çok hızlı geçiyor.                                                           | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 6. Okul dışında da Rusça konuşmak isterim.                                                             | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 7. Sık sık yabancı ülkelerle ilgili haberleri okur ve izlerim.                                         | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 8. Rus kültürü ve sanatı hakkında daha fazla bilgi edinmek istiyorum.                                  | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 9. Gelecekte imkânım olursa, Rusçamı ilerletmek isterim.                                               | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 10. Anadili Rusça olan kişilerle Rusça konuştuğum bir durumu hayal edebiliyorum.                       | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 11. Rusça öğrenmek benim için önemli olabilir çünkü bir gün iş bulmamda faydalı olacağını düşünüyorum. | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 12. Rusça film izlemeyi severim.                                                                       | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 13. Ailem eğitimli bir kişi olabilmem için Rusça öğrenmem gerektiğine inanıyorlar.                     | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 14. Sınıfımıza yabancı bir öğrenci gelirse kendimi huzursuz hissederim.                                | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 15. Rusça yayınları (gazete, kitap, dergi vb.) okumayı severim.                                        | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 16. Rusça bilmek bana ilerdeki mesleğimde terfi imkânı sağlayacaktır.                                  | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 17. Rusça öğrenmek benim için önemlidir çünkü Rusça bilirim diğer insanlar bana daha çok saygı duyar.  | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 18. Rusça derslerinde fırsatım olsa hep Rusça konuşmayı tercih ederim.                                 | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |

**Appendix 4: (Continue)**

|                                                                                                                               | Kesinlikle<br>Katılmıyorum | Katılmıyorum | Biraz<br>Katılmıyorum | Kararsızım | Biraz<br>Katılıyorum | Katılıyorum | Kesinlikle<br>Katılıyorum |
|-------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------|-----------------------|------------|----------------------|-------------|---------------------------|
| 19. Rusça derslerindeki atmosferi seviyorum.                                                                                  | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 20. Ailem beni mümkün olduğunca çok Rusça pratik yapmaya teşvik ediyor.                                                       | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 21. Rusça müzik dinlemeyi severim.                                                                                            | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 22. Kendimi Rusça konuşulan bir ülkede Rusça konuşurken hayal edebiliyorum.                                                   | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 23. Rusça öğrenmek benim için önemli çünkü ilerde bir süre Rusça konuşulan bölgelerde yaşamak istiyorum.                      | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 24. Kendimi akıcı bir şekilde Rusça e-postalar yazarken hayal edebiliyorum.                                                   | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 25. Rusça konuşulan ülkelere seyahat etmek isterim.                                                                           | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 26. Rusça öğrenmek için elimden gelenin en iyisini yaptığımı düşünüyorum.                                                     | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 27. Dünyanın diğer yerlerinden insanlarla paylaşmak istediğim düşüncelerim var.                                               | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 28. Rusça öğrenmekten gerçekten keyif alıyorum.                                                                               | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 29. Rusça öğrenmek, diğerlerinin (sınıf arkadaşlarımın, öğretmenlerimin, ailemin) onayını kazanmak için benim için önemlidir. | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 30. Rusça konuşulan ülkelere insanlarla tanışmak isterim.                                                                     | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 31. Rusça öğrenmeyi önemli buluyorum çünkü saygı duyduğum insanlar bunu yapmam gerektiğini düşünüyor.                         | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 32. Gelecekte yapmak istediğim şeyler Rusça bilmemi de gerektiriyor.                                                          | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 33. Kendimi Rusça konuşabilen biri olarak hayal ediyorum.                                                                     | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 34. Rusça öğretmenimiz sınıfa isteğe bağlı bir ödev verse, kesinlikle gönüllü olurum.                                         | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 35. Ne zaman gelecekteki kariyerimi düşünsem, kendimi Rusça kullanırken hayal ediyorum.                                       | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 36. Türkiye'de okuyan uluslararası öğrencilerle arkadaş olmak istiyorum.                                                      | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 37. Rusça derslerini sabırsızlıkla bekliyorum.                                                                                | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |

#### Appendix 4: (Continue)

|                                                                                                                        | Kesinlikle<br>Katılmıyorum | Katılmıyorum | Biraz<br>Katılmıyorum | Kararsızım | Biraz<br>Katılıyorum | Katılıyorum | Kesinlikle<br>Katılıyorum |
|------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------|-----------------------|------------|----------------------|-------------|---------------------------|
| 38. Rusça öğrenmem gerekiyor çünkü eğer öğrenmezsem ailemin benimle ilgili hayal kırıklığına uğrayacağını düşünüyorum. | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 39. Uluslararası bir kariyere ilgi duyuyorum.                                                                          | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 40. Sınıf arkadaşlarıma kıyasla, Rusçaya çok daha fazla çalışırım.                                                     | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 41. Rusça dersinde soru sormaya ve cevaplamaya istekliyimdir.                                                          | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 42. Rusça konuşulan ülkelerdeki TV programlarını izlerim.                                                              | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 43. Rusça öğrenmeyi gerçekten ilginç buluyorum.                                                                        | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 44. Rusları severim.                                                                                                   | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 45. Rusça konuşulan ülkelerdeki insanlar hakkında daha fazla bilgi edinmek hoşuma gider.                               | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 46. Rusça derslerinde kullandığımız ders materyallerini seviyorum.                                                     | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 47. Rusça konuşulan ülkelerdeki insanlar gibi olmak istiyorum.                                                         | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 48. Rusça derslerinde fırsat buldukça Rusça konuşmaya çalışıyorum.                                                     | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 49. Rusça öğrenmek benim için önemli olabilir çünkü daha sonraki çalışmalarımda buna ihtiyacım olacağını düşünüyorum.  | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 50. Rusçayı bir Rus gibi konuştuğumu hayal edebiliyorum.                                                               | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 51. Ailem beni Rusça pratik yapmak için her fırsatı değerlendirmeye teşvik ediyor.                                     | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |
| 52. Üniversitede Rusça konuşan uluslararası öğrencilerle Rusça konuşmak isterim.                                       | ①                          | ②            | ③                     | ④          | ⑤                    | ⑥           | ⑦                         |

Ankete katıldığınız için teşekkür ederim. Eğer bu araştırma ile ilgili daha fazla bilgi almak isterseniz, lütfen iletişime geçmekten çekinmeyiniz :

Bu ankette ele alınan konularla ilgili eklemek istediğiniz herhangi bir şey varsa lütfen buraya yazınız:

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## Appendix 5: Consent Form for German Learners

### ÜÇÜNCÜ DİLDE MOTİVASYONEL BENLİK SİSTEMİ MÜLAKATLARI İÇİN

#### BİLGİLENDİRİLMİŞ GÖNÜLLÜLÜ ONAM FORMU

Sayın Katılımcı,

Bu çalışmada, Almancayı üçüncü dil olarak öğrenme motivasyonunuz hakkındaki görüşlerinize danışılacaktır. Yapılacak mülakata vereceğiniz cevaplar Karadeniz Teknik Üniversitesi'nde gerçekleştirilen lisansüstü bir araştırmada veri olarak kullanılacaktır. Çalışmaya katılımınız tamamen gönüllüdür, katılım zorunluluğunuz bulunmamakla birlikte istediğiniz an mülakattan çekilebilirsiniz. Cevaplarınız sadece sesli olarak kaydedilecek olup, verileriniz üçüncü şahıslarla ya da başka amaçlarla kullanılmayacaktır. Katılımınızın Almanca dersinizin notunuza herhangi bir etkisi olmayacaktır. Çalışma hakkında daha fazla bilgi almak için (E-posta:  adresinden) ulaşabilirsiniz.

Gösterdiğiniz ilgi ve ayırdığınız zaman için teşekkür ederiz.

Uygulamalı Dil Bilimi Yüksek Lisans  
KTÜ, Trabzon

**Çalışmaya katılmayı kabul ediyorsanız, lütfen alttaki ifadeyi tekrar yazıp imzalayınız.**

Bu çalışma hakkında bilgilendirildim ve çalışmaya katılmayı kabul ediyorum.

## Appendix 6: Interview Questions for German Learners

### ÜÇÜNCÜ DİLDE MOTİVASYONEL BENLİK SİSTEMİ MÜLAKATLARI İÇİN

#### Almanca Mülakat Soruları

1. Neden Almanca öğreniyorsunuz? Almanca öğrenmeye sizi ne motive ediyor?
2. Kendinizi gelecekte Almanca öğrenmiş ve bu dili kullanan bir kişi olarak hayal ediyor musunuz? Gelecekteki Almanca dil becerilerinizi nasıl değerlendirirsiniz? Şu anda Almancaya dair bir hedefiniz ya da gerçekleştirmek istediğiniz bir hayaliniz var mı?
3. Sizce Almanca bilmek gelecekte size ne gibi faydalar sağlayacaktır?
4. Almanca öğrenme konusunda yakın çevrenizin (aile, yakın arkadaşlar vb.) sizden bir beklentisi var mı?
5. Ailenizin Almanca öğrenmenize karşı tutumları nasıldır?
6. Almanca derslerinde kullanılan ders öğretim yöntemleri, ders materyalleri ve sınıf içi aktiviteler hakkında neler düşünüyorsunuz?
7. Almanca öğrenmeye genel olarak ne kadar vakit ayırırsınız? Sınıf dışında Almancanızı pekiştirmek için neler yaparsınız?
8. Almanca konuşulan ülkelerdeki toplumlar hakkında düşünceleriniz nelerdir? Bu toplumlara karşı tutumunuzu nasıl değerlendirirsiniz?
9. Alman kültürüne karşı ilginiz var mı? Bu kültür ile ilgili neler biliyorsunuz?
10. Almanca konuşulan bir ülkede yaşama ve kültüre adapte olma konusunda ne düşünürsünüz?
11. Diğer kültürlerden insanlarla iletişim kurma konusunda kendinizi nasıl değerlendirirsiniz?
12. Almanca konuşulan bir ortamda Almanca iletişim kurmaya istekli misinizdir?

## Appendix 7: Consent Form for French Learners

### ÜÇÜNCÜ DİLDE MOTİVASYONEL BENLİK SİSTEMİ MÜLAKATLARI İÇİN

#### BİLGİLENDİRİLMİŞ GÖNÜLLÜLÜ ONAM FORMU

Sayın Katılımcı,

Bu çalışmada, Fransızca'yı üçüncü dil olarak öğrenme motivasyonunuz hakkındaki görüşlerinize danışılacaktır. Yapılacak mülakata vereceğiniz cevaplar Karadeniz Teknik Üniversitesi'nde gerçekleştirilen lisansüstü bir araştırmada veri olarak kullanılacaktır. Çalışmaya katılımınız tamamen gönüllüdür, katılım zorunluluğunuz bulunmamakla birlikte istediğiniz an mülakattan çekilebilirsiniz. Cevaplarınız sadece sesli olarak kaydedilecek olup, verileriniz üçüncü şahıslarla ya da başka amaçlarla kullanılmayacaktır. Katılımınızın Fransızca dersinizin notunuza herhangi bir etkisi olmayacaktır. Çalışma hakkında daha fazla bilgi almak için (E-posta:  adresinden) ulaşabilirsiniz.

Gösterdiğiniz ilgi ve ayırdığınız zaman için teşekkür ederiz.

Uygulamalı Dil Bilimi Yüksek Lisans  
KTÜ, Trabzon

**Çalışmaya katılmayı kabul ediyorsanız, lütfen alttaki ifadeyi tekrar yazıp imzalayınız.**

Bu çalışma hakkında bilgilendirildim ve çalışmaya katılmayı kabul ediyorum.

## Appendix 8: Interview Questions for French Learners

### ÜÇÜNCÜ DİLDE MOTİVASYONEL BENLİK SİSTEMİ MÜLAKATLARI İÇİN

#### Fransızca Mülakat Soruları

1. Neden Fransızca öğreniyorsunuz? Fransızca öğrenmeye sizi ne motive ediyor?
2. Kendinizi gelecekte Fransızca öğrenmiş ve bu dili kullanan bir kişi olarak hayal ediyormusunuz? Gelecekteki Fransızca dil becerilerinizi nasıl değerlendirirsiniz? Şu anda Fransızcaya dair bir hedefiniz ya da gerçekleştirmek istediğiniz bir hayaliniz var mı?
3. Sizce Fransızca bilmek gelecekte size ne gibi faydalar sağlayacaktır?
4. Fransızca öğrenme konusunda yakın çevrenizin (aile, yakın arkadaşlar vb.) sizden bir beklentisi var mı?
5. Ailenizin Fransızca öğrenmenize karşı tutumları nasıldır?
6. Fransızca derslerinde kullanılan ders öğretim yöntemleri, ders materyalleri ve sınıf içi aktiviteler hakkında neler düşünüyorsunuz?
7. Fransızca öğrenmeye genel olarak ne kadar vakit ayırırsınız? Sınıf dışında Fransızcanızı pekiştirmek için neler yaparsınız?
8. Fransızca konuşulan ülkelerdeki toplumlar hakkında düşünceleriniz nelerdir? Bu toplumlara karşı tutumunuzu nasıl değerlendirirsiniz?
9. Fransız kültürüne karşı ilginiz var mı? Bu kültür ile ilgili neler biliyorsunuz?
10. Fransızca konuşulan bir ülkede yaşama ve kültüre adapte olma konusunda ne düşünürsünüz?
11. Diğer kültürlerden insanlarla iletişim kurma konusunda kendinizi nasıl değerlendirirsiniz?
12. Fransızca konuşulan bir ortamda Fransızca iletişim kurmaya istekli misinizdir?

## Appendix 9: Consent Form for Russian Learners

### ÜÇÜNCÜ DİLDE MOTİVASYONEL BENLİK MÜLAKATLARI İÇİN

#### BİLGİLENDİRİLMİŞ GÖNÜLLÜLÜ ONAM FORMU

Sayın Katılımcı,

Bu çalışmada, Rusçayı üçüncü dil olarak öğrenme motivasyonunuz hakkındaki görüşlerinize danışılacaktır. Yapılacak mülakata vereceğiniz cevaplar Karadeniz Teknik Üniversitesi'nde gerçekleştirilen lisansüstü bir araştırmada veri olarak kullanılacaktır. Çalışmaya katılımınız tamamen gönüllüdür, katılım zorunluluğunuz bulunmamakla birlikte istediğiniz an mülakattan çekilebilirsiniz. Cevaplarınız sadece sesli olarak kaydedilecek olup, verileriniz üçüncü şahıslarla ya da başka amaçlarla kullanılmayacaktır. Katılımınızın Rusça dersinizin notunuza herhangi bir etkisi olmayacaktır. Çalışma hakkında daha fazla bilgi almak için (E-posta:  adresinden) ulaşabilirsiniz.

Gösterdiğiniz ilgi ve ayırdığınız zaman için teşekkür ederiz.

Uygulamalı Dil Bilimi Yüksek Lisans  
KTÜ, Trabzon

**Çalışmaya katılmayı kabul ediyorsanız, lütfen alttaki ifadeyi tekrar yazıp imzalayınız.**

Bu çalışma hakkında bilgilendirildim ve çalışmaya katılmayı kabul ediyorum.

## Appendix 10: Interview Questions for Russian Learners

### ÜÇÜNCÜ DİLDE MOTİVASYONEL BENLİK SİSTEMİ MÜLAKATLARI İÇİN

#### Rusça Mülakat Soruları

1. Neden Rusça öğreniyorsunuz? Rusça öğrenmeye sizi ne motive ediyor?
2. Kendinizi gelecekte Rusça öğrenmiş ve bu dili kullanan bir kişi olarak hayal ediyor musunuz? Gelecekteki Rusça dil becerilerinizi nasıl değerlendirirsiniz? Şu anda Rusçaya dair bir hedefiniz ya da gerçekleştirmek istediğiniz bir hayaliniz var mı?
3. Sizce Rusça bilmek gelecekte size ne gibi faydalar sağlayacaktır?
4. Rusça öğrenme konusunda yakın çevrenizin (aile, yakın arkadaşlar vb.) sizden bir beklentisi var mı?
5. Ailenizin Rusça öğrenmenize karşı tutumları nasıldır?
6. Rusça derslerinde kullanılan ders öğretim yöntemleri, ders materyalleri ve sınıf içi aktiviteler hakkında neler düşünüyorsunuz?
7. Rusça öğrenmeye genel olarak ne kadar vakit ayırırsınız? Sınıf dışında Rusçanızı pekiştirmek için neler yaparsınız?
8. Rusça konuşulan ülkelerdeki toplumlar hakkında düşünceleriniz nelerdir? Bu toplumlara karşı tutumunuzu nasıl değerlendirirsiniz?
9. Rus kültürüne karşı ilginiz var mı? Bu kültür ile ilgili neler biliyorsunuz?
10. Rusça konuşulan bir ülkede yaşama ve kültüre adapte olma konusunda ne düşünüyorsunuz?
11. Diğer kültürlerden insanlarla iletişim kurma konusunda kendinizi nasıl değerlendirirsiniz?
12. Rusça konuşulan bir ortamda Rusça iletişim kurmaya istekli misinizdir?

## Appendix 11: Ethical Approval Forms for Questionnaires



HİZMETE ÖZEL

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Hukuk Müşavirliği

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Rektör Yardımcısı

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TÜRKİYE  
Tel: 04623772107

Faks: 04623774399

[www.ktu.edu.tr](http://www.ktu.edu.tr)

Ayrıntılı Bilgi İçin İrtibat  
  
[hukukmusavirligi@ktu.edu.tr](mailto:hukukmusavirligi@ktu.edu.tr)

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## Appendix 12: Ethical Approval Form for Interviews



HİZMETE ÖZEL

T.C.  
KARADENİZ TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Hukuk Müşavirliği



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Tel: 04623772107

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[hukukmusavirligi@ktu.edu.tr](mailto:hukukmusavirligi@ktu.edu.tr)

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## **CURRICULUM VITAE**

Ertürk AKYÜZ began majoring in English Language and Literature Bachelor Program at Karadeniz Technical University in 2016. He attended the Erasmus mobility program during his bachelor's program and studied for one semester at Jan Evangelista Purkyně University in Usti nad Labem, Czechia. He graduated from Karadeniz Technical University in 2021. After graduation, he began to study for his MA in the Applied Linguistics Program at Karadeniz Technical University. In the summer of 2022 and 2023, he worked as a content writer at MBC Portugal, a tourism agency in Lisbon, Portugal. His main areas of interest include applied linguistics, second language acquisition, third language acquisition, ESP, EAP, pragmatics, sociolinguistics and language learning motivation.