



The relationship between L2 motivational self-system and willingness to communicate in learning English as a foreign language

Hüseyin Öz ^{a *} , Nihan Bursalı ^b 

^a Hacettepe University, Ankara 06800, Turkey

^b Ufuk University, Ankara 06836, Turkey

APA Citation:

Öz, H., & Bursalı, N. (2018). The relationship between L2 motivational self system and willingness to communicate in learning English as a foreign language. *Journal of Language and Linguistic Studies*, 14(4), 01-11.

Submission Date:19/06/2018

Acceptance Date:19/07/2018

Abstract

In recent years, the L2 Motivational Self System (L2 MSS) has become an influential motivational theory on second or foreign language (L2) learning. Consequently, the present study sought to find out the possible relationship between L2 MSS and L2 Willingness to Communicate (L2 WTC). Participants for the study were 105 university students enrolled in an English as a foreign language preparatory program at a private university in Ankara, Turkey. Data were collected by using the Ideal L2 self, the Ought-to L2 self, and Willingness to Communicate Inside the Classroom scales. Findings of descriptive statistics revealed that 32.4% of the participants had high, 40% had moderate, and 27.6% had low L2 MSS scores. Findings also indicated that the relationship between the Ideal L2 Self and L2 WTC was statistically significant; however, the relationship between the Ought-to L2 self and L2 WTC was not statistically significant. To further understand the relationship between the Ideal L2 Self and L2 WTC a partial correlation was conducted, and the results indicated that even though the relationship lost its magnitude, it was still significant.

© 2018 JLLS and the Authors - Published by JLLS.

Keywords: L2 motivational self system; L2 willingness to communicate; ideal L2 self; ought-to L2 self

1. Introduction

Any human being may have similarities with others or may have some differences from others. Psychology as an academic field strives to probe these similarities and differences to make generalizable facts about human beings. Human beings can act differently even though they have similarities in age, gender, and so on. The reason for this could be associated with the uniqueness of the human mind. This uniqueness particularly is the matter of Individual Differences (IDs) studies within psychology (Dewaele, 2009). IDs in Second Language Acquisition (SLA) accordingly endeavor to anatomize the differences in language learning process, such as different language learning rates, choice of learning styles, and so forth. Within this research agenda, motivation has a vital role as it is both intriguing and closely related to other aspects of language learning process. Language learning is an easy process for some people; however, the same situation is not valid for others. Therefore, it is a kind of problematic matter. At this point, if one has motivation at a satisfactory level, he or she may be successful in the end.

* Corresponding author. Tel.: +90-312-297-8575, ext. 126
E-mail address: hoz@hacettepe.edu.tr

Therefore, the notion of motivation has attracted so many scholars' attention, and the research into motivation has led to other constructs to emerge such as Willingness to Communicate (WTC). Even though WTC has emerged within first language (L1) studies, it is unquestionably related with second or foreign language (L2) as it is remarkably proper for L2 learning process and its fundamental point is to make people communicate with each other in L2 (MacIntyre, Dörnyei, Clément, & Noels, 1998).

The early studies on L2 motivation and L2 WTC have emphasized the role of integrative motivation on L2 WTC. However, the motivational research paradigm is progressively focusing on the micro level analysis rather than macro level analysis with the emphasis on the individual. Therefore, a relatively new concept in the motivational studies has emerged as a tripartite construct, i.e., L2 Motivational Self System (L2 MSS) (Dörnyei, 2005, 2009). With the present study, L2 MSS is under lens, especially in terms of its relationship between L2 WTC as the notion of integrativeness is not applicable in practice in English as a foreign language (EFL) settings (Yashima, 2009, 2012). Thus, the alternation of integrative motivation to the ideal L2 self is expected and validated (Bursalı & Öz, 2017; Khajavy & Ghonsooly, 2017; Öz, 2016). However, the examination of the role of external effects, namely the ought-to L2 self is quite deficient in Turkish EFL context. Therefore, the present study sought to find out the possible association between L2 WTC and L2 MSS (the ideal L2 self and the ought-to L2 self).

2. Literature review

2.1. *The L2 motivational self system*

Over the past three decades, the study of motivation has undergone plenty of innovations both in theory and methodology. One of the most recent theoretical innovations could be regarded as Dörnyei's (2005, 2009) L2 Motivational Self System, which is based on the integration of Markus and Nurius's (1986) Possible Self Theory and Higgins's (1987) Self Discrepancy Theory. Before this theorization focusing on the selves in the field, Gardner and Lambert's (1972) Socio-Educational Model had prevailed the motivational studies, especially with integrative motivation which could be associated with the motives related to learning an L2 in order to make successful communication processes with the target community, and further to resemble the members of it (Dörnyei & Al-Hoorie, 2017; Sariçoban & Sariçoban, 2012). In addition, the studies generally show that integrative motivation is an essential component of motivation. However, the idea is quite superficial for EFL settings in which the learners' direct interaction opportunities with the target community are limited (Dörnyei, Csizér, & Németh, 2006; Khajavy, Ghonsooly, Fatemi, & Choi, 2016). This idea led to more studies on integrative motivation, namely integrativeness, and its innovation in terms of theorization to make the notion more compatible with EFL settings. Therefore, inevitably the L2 Motivational Self System emerged, emphasizing the individual factors more, and the direction of motivational research is progressively turning to micro-level analysis rather than macro-level analysis.

The L2 Motivational Self System has three essential elements: the ideal L2 Self, the ought-to L2 self, and L2 learning experience. The ideal L2 self succinctly focuses on one's future self-image with regard to L2. Thus, the notion could be associated with internal desires. Accordingly, the impetus comes from the discrepancy between one's current state of L2 and his or her future L2 images, namely the ideal L2 self. Besides, the studies on the ideal L2 self have led to developments in the field with the integration of new theoretical frameworks such as "Rooted L2 Self," which derives from the intriguing relationship among individual, culture, and history, and "Ideal Multilingual Self," which comprises one's desires to become a multilingual (Henry & Thorsen, 2017; MacIntyre, Baker, & Sparling, 2017).

While the ought-to L2 self is drawn by external factors such as family, friends, and society. In other words, the individual composes of an L2 self not to let down the others and tries to meet others'

expectations. According to L2 MSS, its three components should be compatible (Dörnyei, 2009). However, there are some studies that did not have statistically significant results. In addition, with the consideration of context, some scholars hypothesized that the ought-to L2 self may have more impact in Asian settings where the societal values are more emphasized (Lamb, 2012; Taguchi, Magid, & Papi, 2009). Moreover, when the L2 image is considered within the society, a converse impact could emerge in the form of “Anti-ought-to L2 Self.” As Thompson and Vasquez (2015) reported with a case study, a person could form a motive due to the others’ negative attitudes to one’s L2 learning process. This negatively oriented external impact to motivate one is also studied by other scholars (Dörnyei, Henry, & Muir, 2016; Lanvers, 2016).

Lastly, the L2 learning experience refers to one’s present life, language course, language teacher, course books, topics, classroom environment, or anything that can influence one’s current L2 learning process (Dörnyei & Al-Hoorie, 2017). In addition, the studies have also established that the motivated learning behavior and L2 learning experience have the strongest relationship rather than the ideal L2 self and the ought-to L2 Self (Csizér & Kormos, 2009; Papi, 2010). In sum, the L2 MSS has been examined and validated in the diverse settings like Japan, China and Iran (Taguchi et al., 2009), and Indonesia (Lamb, 2012).

2.2. *L2 Willingness to Communicate*

Initially, the construct of willingness to communicate emerged within communication studies in L1 and is now seen as the integration of psychological, situational, and linguistic variables rather than a personality trait (MacIntyre, Dörnyei, Clément, & Noels, 1998; McCroskey & Richmond, 1987). In other words, the construct evolved from motivational studies, especially with the works of a group of Canadian motivational researchers. In addition, it could be associated with individuals’ preferences in terms of deciding to start the communication process when they have the opportunity (McCroskey, 1992). The scholars also stated that WTC could be regarded as the main goal of language learning process (MacIntyre et al., 1998). However, the studies show that even though some students have the adequate capacity to talk, they may prefer to maintain silence (MacIntyre, 2007). In this study, emphasizing WTC as a volitional act MacIntyre (2007) explains this situation by giving an example from history “Crossing the Rubicon” which could be associated with one’s intention to initiate a conversation in L2. Moreover, this volitional act is closely linked to situations. Thus, the fluctuations of WTC depended on the situational factors are under investigation, and they can occur from one lesson to another, within the lesson, or even in a single activity (MacIntyre, 2012). In addition to these developments, the variables that may have an impact on one’s WTC have been under study for a while, such as communication apprehension, perceived communicative competence, international posture (Yashima, 2002), contextual factors (Kang, 2005), motivation (Khajavy et al., 2016; Peng, 2015).

2.3. *The association between L2 MSS and L2 WTC*

The early studies on L2 WTC based on Gardner's Socio-Education Model revealed some sort of relationships between L2 WTC and motivation. The model generally has been studied with structural equation modeling or pathway analysis. Thus, results showed the indirect relation between motivation and L2 WTC through communication competence (Yashima, 2002), through communication confidence (Khajavy et al., 2016), and through self-confidence (Ghonsooly, Khajavy, & Asadpour, 2012).

In addition, if one focuses on the latest theory of motivation which is L2 MSS and its relationship with L2 WTC, there are several examples especially focusing on the ideal L2 self and its predicting impact on L2 WTC. To illustrate, Bursalı and Öz (2017) found a statistically significant relationship between the ideal L2 self and L2 WTC, also the previous studies indicated similar results. (Öz, 2015,

2016). On the other hand, the ought-to L2 self was found to be related with anxiety which is quite related to L2 WTC (Papi, 2010). Accordingly, there is an indirect relationship between the ought-to L2 self and L2 WTC (Khajavy & Ghonsooly, 2017). Lastly, the L2 learning experience has strong relationships with L2 WTC, as it includes classroom environment, or anything that could be traced in one's L2 learning process (Khajavy et al., 2016). However, the third component of L2 MSS is intentionally excluded from the present study, as the study focused on the ideal L2 self and the ought-to L2 self and their impact on L2 WTC. To the best of our knowledge, there is one study focusing on L2 MSS and Willingness to Read (WTR) (Khajavy & Ghonsooly, 2017). This study directed that both L2 learning experience and the ideal L2 self predicted WTR, yet the former one was stronger. In addition, the ought-to L2 self negatively affected communication confidence. All in all, the study discovered that the application of the L2 MSS was compatible with L2 WTC.

Even though there are a number of studies, especially focusing on L2 MSS and L2 WTC, they are low in number (Bursali & Öz, 2017; Munezane, 2013, 2016; Öz, 2016; Peng, 2015). In their study, Bursali and Öz (2017) found a relationship between the ideal L2 self and L2 WTC in the classroom. Öz (2016) also demonstrated a predicting effect of ideal L2 self on L2 WTC with .26 variance. Kanat-Mutluoğlu (2016) also conducted another study focusing on the predictive effect of three self-guided motivational units on L2 WTC, and the results revealed a strong relationship between the ideal L2 self and L2 WTC. Munezane's (2013, 2016) studies on the predictors of WTC also revealed the ideal L2 self as a significant predictor. In addition, Peng's (2015) study revealed that the best predictor of WTC inside the classroom was L2 learning experience, while an indirect predicting effect through anxiety with the ideal L2 self and the ought-to L2 self on WTC was found. To sum up, the studies showed strong relationships between the ideal L2 self and L2 WTC; however, the relationship between the ought-to L2 self and L2 WTC is either indirect or statistically non-significant.

Therefore, the current study sought to investigate the possible relationship between L2 MSS and L2 WTC. To this end, the following research questions were designed to guide the current study:

- 1) What are the perceived levels of participant's motivation and willingness to communicate?
- 2) Is there any significant relationship between the participants' L2 WTC and L2 MSS (the ideal L2 self & the ought-to L2 self)?
- 3) Is there any change in the relationship between L2 WTC and ideal L2 self when the ought-to L2 self is under control?

3. Method

3.1. Research design

A quantitative research design was adopted for the current study. Consequently, the scales were utilized to collect data on the participants' self-reported L2 WTC and L2 MSS along with demographic background namely gender and age.

3.2. Participants and setting

The present study was conducted with 105 students enrolled in a preparatory program at a private university in Ankara. The sampling group gave consent for data collection voluntarily. Age distribution ranged from 18 to 29 ($M = 19.28$; $SD = 1.50$). The data collection was carried out within the class hours; the participants completed the scales anonymously and without any consultation, among themselves. Besides, Table 1 shows the gender distribution.

Table 1. Gender distribution

Variable	Gender	N	Mean	SD	%
Gender	Male	32	-	-	30.5
	Female	73	-	-	69.5

3.3. Instrumentation

3.3.1. The L2 Motivational Self System

The L2 Motivational Self System Measure (Dörnyei & Taguchi, 2009) was utilized to identify the participants perceived level of L2 MSS. The original scale consists of three sub-scales; however, for the present study only two of them were employed; the ideal L2 self and the ought-to L2 self scales. The instruments were in a 5-point Likert scale format with 10 statements for each. The participants rated the statements on a 5-point (ranging from 1. *strongly disagree* to 5. *strongly agree*) Likert scale. The internal consistency of the ideal L2 self and the ought-to L2 self scales were $\alpha = .87$ and $\alpha = .88$ respectively in the current study.

3.3.2. L2 Willingness to Communicate

The Willingness to Communicate inside the Classroom Scale (MacIntyre, Baker, Clément, & Conrod, 2001) was used to gather self-reported WTC data. The scale consists of 27 statements in a 5-point Likert scale format (ranging from 1. *almost never willing* to 5. *almost always willing*). In addition, to determine the internal consistency of the scale Cronbach Alpha value was measured ($\alpha = .90$).

3.4. Procedures for data collection and analysis

The data collection process of the current study was carried out in preparatory school at a foundation university in Ankara, Turkey. The scales were completed within ten minutes for each by the sampling group. The statistical analyses were carried out with the help of statistical package for social sciences (SPSS) version 21 after the data were entered into the computer. Then, to find out the participants' self-reported L2 MSS and L2 WTC, descriptive statistics such as frequencies, percentages, and means were computed. As the ultimate aim of the study to examine the possible association between WTC and MSS, variables like age and gender were deliberately omitted. Furthermore, to understand the distribution of the data descriptive statistics, several tests, histograms, normal and detrended Q-Q plots were employed.

4. Results and discussion

To address the first research question descriptive statistics were employed to identify the students' perceived levels of L2 MSS and L2 WTC (Table 2).

Table 2. Descriptive Statistics

Variables	High	Mid	Low	Mean	SD
L2 WTC	28.6%	20%	51.4%	3.23	.66
L2 MSS	32.4%	40%	27.6%	3.25	.61
Ideal L2 Self	36.2%	45.7%	18.1%	3.84	.70
Ought-to L2 Self	20%	42.9%	37.1%	2.66	.90

As indicated in Table 2, 28.6% of the participants had high, 20% of them had moderate, and 51.4% of them had low L2 WTC scores. These values are not generally compatible with those of the previous

studies (Bursali & Öz, 2017; Öz, 2016). The reason for this could be explained by referencing the sampling group as the previous ones were conducted with English majors; however, the present study was conducted with preparatory class students.

For the second question, to understand the relationship among L2 WTC ($M = 3.23$, $SD = .66$) and L2 MSS ($M = 3.25$, $SD = .61$) (the ideal L2 Self & the ought-to L2 Self), the Pearson product-moment correlation was employed to find the relationship between L2 WTC ($M = 3.23$, $SD = .66$) and L2 MSS ($M = 3.25$, $SD = .61$), as shown in Table 3.

Table 3. Correlation matrix for L2 WTC, the ideal L2 self, and the ought-to L2 self

Variables	1	2	3
1. WTC	–		
2. Ideal L2 self	.432**	–	
3. Ought-to L2 self	.156	.154	–

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

The Pearson correlation coefficients indicated that there is a statistically significant relationship between WTC and Ideal L2 self ($r_{(105)} = .432$, $p < .001$) which indicates medium correlation (Cohen, 1988), and 18 per cent shared variance. However, the relationship between WTC and the ought to L2 self is not statistically significant ($r_{(105)} = .156$, $p > .005$).

To address the question 2.1, if there is any change in the relationship between L2 WTC and the ideal L2 self when the ought-to L2 self is under control, a partial correlation test was employed to make further judgments about these relationships (Table 4).

Table 4. Partial Correlation Results

Control Variables	1	2
Ought to L2 self	1. WTC	–
	2. Ideal L2 self	.418**

The partial correlations indicated that the relationship between WTC and Ideal L2 self ($r_{(102)} = .418$, $p < .001$) is still significant even though it loses its strength.

The results of the Pearson Correlation and Partial Correlation were compatible with the existing literature in terms of the relationship between L2 WTC and the Ideal L2 Self (Bursali & Öz, 2017; Kanat-Mutluoğlu, 2016; Khajavy & Ghonsooly, 2017; Munezane, 2013, 2016; Peng, 2015; Öz, 2016; Yashima, 2009). However, the relationship between L2 WTC and the ought-to L2 self was not statistically significant in the present study. In fact, the ought-to L2 self has an intricate effect on L2 WTC as some studies showed significant results in secondary school environment while the others showed non-significant results in university contexts (Csizér & Kormos, 2009). However, there were some studies which reported significant results with an indirect relationship between L2 WTC and the ought-to L2 self through anxiety (Khajavy & Ghonsooly, 2017; Papi, 2010).

5. Conclusion

To begin with, the present study aimed to examine L2 MSS in relation to L2 WTC in a Turkish EFL context. The study excluded one of the subcategories of L2 MSS, which was L2 learning experience to

reduce the complexity of the results. Accordingly, the results of the study indicated that there was a significant relationship between the ideal L2 self and L2 WTC. Furthermore, when the ought-to L2 self was controlled, the relationship between the ideal L2 self and L2 WTC was still significant even though it lost its strength. According to this result, one's imagery to be a proficient language user has an influence on the individuals' inclination of willingness to communicate in L2 (Khajavy & Ghonsooly, 2017; Munezane, 2013, 2016). Specifically, trying to elevate the students' ideal L2 selves can contribute to their communication behavior and can eventually make them more competent users of the target language.

Besides, the results indicated that the relationship between the ought-to L2 self and L2 WTC was not statistically significant. As it was mentioned, the studies focusing on this issue indicated different results with different contexts or sampling. First of all, the impact of the age is important as the studies that were conducted in secondary school environment displayed statistically significant results while the ones that were conducted at university environment displayed nonsignificant results (Csizér & Kormos, 2009). In addition, there were also studies that displayed significant results in terms of the ought-to L2 self (Papi, 2010). Thus, the ought-to L2 self may have more impact on younger participants than the older ones and forming an ought-to L2 self may be associated with age. The second important issue is where the study was conducted, namely the context. This issue can be explained by cultural preferences. For example, the studies on ought-to L2 self were statistically significant in China (Peng, 2015), and other scholars clarified that result by referencing China's collectivist society, and the impact of the society on the individuals (Khajavy & Ghonsooly, 2017). Therefore, it can be said that the ought-to L2 self did not give statistically significant results as Turkey can be considered as a less collectivist and more individualistic society.

However, one need to take into account the more recent theoretical frameworks proposed by other scholars in addition to L2 MSS, such as Rooted L2 self (MacIntyre et al., 2017), Ideal Multilingual Self (Henry & Thorsen, 2017), and Anti-ought to L2 Self (Thompson & Vasquez, 2015). Among them, the Anti-ought to L2 Self based on Reactance Theory may have a quite strong impact in Turkish EFL context as it could be associated with the resistance to societal values such as the society values Mathematics more than English; however, this situation composes an impetus to learn an L2 (Thompson & Vasquez, 2015). In addition, some scholars indicated that when the context is a more collectivist, the Anti-ought L2 Self is more likely to occur. However, this is a research gap in the field (Dörnyei & Al-Hoorie, 2017).

All in all, to understand L2 MSS there is a need for further studies as this one is inadequate considering L2 learning experience, and for the relationship between the ought to L2 self and L2 WTC, there is a possibility to get statistically significant results with younger participants or in different contexts. However, it is quite clear that ideal L2 self is relevant in Turkish context, and the theoretical development of integrativeness to ideal L2 self is quite reasonable. Moreover, the new constructs should be included according to the appropriate contexts.

Like all other studies, this study also has limitations by only using quantitative research orientations, and its limited participant number. Therefore, larger sample studies, and studies adopted qualitative research design could make more contribution to the field.

References

- Bursali, N., & Öz, H. (2017). The relationship between ideal L2 self and willingness to communicate inside the classroom. *International Journal of Higher Education*, 6(4), 229-239.
- Cohen, J.W. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Csizér, K., & Kormos, J. (2009). Learning experiences, selves and motivated learning behaviour: A comparative analysis of structural models for Hungarian secondary and university learners of English. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 98-117). Bristol, UK: Multilingual Matters.
- Dewaele, J. M. (2009). Individual differences in second language acquisition. In W. C. Ritchie & T. K. Bhatia TK (Eds.), *The new handbook of second language acquisition*, 2 (pp. 623-646). Bingley, UK: Emerald.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Erlbaum.
- Dörnyei, Z. (2009). The L2 motivational self system. In Z. Dörnyei, & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 9-42). Bristol, UK: Multilingual Matters.
- Dörnyei, Z., & Al-Hoorie, A. H. (2017). The motivational foundation of learning languages other than Global English: Theoretical issues and research directions. *The Modern Language Journal*, 101(3), 455-468.
- Dörnyei, Z., Csizér, K., & Németh, N. (2006). *Motivation, language attitudes and globalisation: A Hungarian perspective*. Bristol, UK: Multilingual Matters.
- Dörnyei, Z., Henry, A., & Muir, C. (2015). *Motivational currents in language learning: Frameworks for focused interventions*. New York, NY: Routledge.
- Dörnyei, Z., & Taguchi, T. (2009). *Questionnaires in second language research: Construction, administration, and processing*. New York, NY: Routledge.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.
- Ghonsooly, B., Khajavy, G. H., & Asadpour, S. F. (2012). Willingness to communicate in English among Iranian non-English major university students. *Journal of Language and Social Psychology*, 31(2), 197-211.
- Henry, A., & Thorsen, C. (2017). The ideal multilingual self: Validity, influences on motivation, and role in a multilingual education. *International Journal of Multilingualism*, 15(4), 349-364.
- Higgins, E. T. (1987). Self-discrepancy: A theory relating self and affect. *Psychological Review*, 94(3), 319-340.
- Kanat-Mutluoğlu, A. (2016). The influence of ideal L2 self, academic self-concept and intercultural communicative competence on willingness to communicate in a foreign language. *Eurasian Journal of Applied Linguistics*, 2(2), 27-46.
- Kang, S. J. (2005). Dynamic emergence of situational willingness to communicate in a second language. *System*, 33(2), 277-292.

- Khajavy, G. H., & Ghonsooly, B. (2017). Predictors of willingness to read in English: Testing a model based on possible selves and self-confidence. *Journal of Multilingual and Multicultural Development*, 38(10), 871-885.
- Khajavy, G. H., Ghonsooly, B., Hosseini Fatemi, A., & Choi, C. W. (2016). Willingness to communicate in English: A microsystem model in the Iranian EFL classroom context. *TESOL Quarterly*, 50(1), 154-180.
- Lamb, M. (2012). A self system perspective on young adolescents' motivation to learn English in urban and rural settings. *Language Learning*, 62(4), 997-1023.
- Lanvers, U. (2016). Lots of selves, some rebellious: Developing the self discrepancy model for language learners. *System*, 60, 79-92.
- MacIntyre, P. D. (2007). Willingness to communicate in the second language: Understanding the decision to speak as a volitional process. *The Modern Language Journal*, 91(4), 564-576.
- MacIntyre, P. D. (2012). The idiodynamic method: A closer look at the dynamics of communication traits. *Communication Research Reports*, 29(4), 361-367.
- MacIntyre, P. D., Baker, S. C., Clément, R., & Conrod, S. (2001). Willingness to communicate, social support, and language-learning orientations of immersion students. *Studies in Second Language Acquisition*, 23(3), 369-388.
- MacIntyre, P. D., Baker, S. C., & Sparling, H. (2017). Heritage passions, heritage convictions, and the rooted L2 self: Music and Gaelic language learning in Cape Breton, Nova Scotia. *The Modern Language Journal*, 101(3), 501-516.
- MacIntyre, P. D., Dörnyei, Z., Clément, R., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal*, 82(4), 545-562.
- Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41(9), 954-969.
- McCroskey, J. C. (1992). Reliability and validity of the willingness to communicate scale. *Communication Quarterly*, 40(1), 16-25.
- McCroskey, J. C., & Richmond, V. P. (1987). Willingness to communicate and interpersonal communication. *Personality and Interpersonal Communication*, 6, 129-156.
- Munezane, Y. (2013). Attitudes, affect and ideal L2 self as predictors of willingness to communicate. *EUROSLA Yearbook*, 13(1), 176-198.
- Munezane, Y. (2016). Motivation, ideal self and willingness to communicate as the predictors of observed L2 use in the classroom. *EUROSLA Yearbook*, 16(1), 85-115.
- Öz, H. (2015). Ideal L2 self as a predictor of intercultural communicative competence. *The Anthropologist*, 19(1), 41-53.
- Öz, H. (2016). Role of the ideal L2 self in predicting willingness to communicate of EFL students. In H. H. Mirici, I. H. Erten, H. Öz & I. Vodopija-Krstanović (Eds.), *Research papers on teaching English as an additional language* (pp. 163-182). Rijeka, Croatia: Faculty of Humanities and Social Sciences, University of Rijeka
- Papi, M. (2010). The L2 motivational self system, L2 anxiety, and motivated behavior: A structural equation modeling approach. *System*, 38(3), 467-479.

- Peng, J. E. (2015). L2 motivational self system, attitudes, and affect as predictors of L2 WTC: An imagined community perspective. *The Asia-Pacific Education Researcher*, 24(2), 433-443.
- Sarıçoban, G., & Sarıçoban, A. (2012). Atatürk and the history of foreign language education in Turkey. *Journal of Language and Linguistic Studies*, 8(1), 24-49.
- Taguchi, T., Magid, M., & Papi, M. (2009). The L2 motivational self system among Japanese, Chinese and Iranian learners of English: A comparative study. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp.66-97). Bristol, UK: Multilingual Matters.
- Thompson, A. S., & Vásquez, C. (2015). Exploring motivational profiles through language learning narratives. *The Modern Language Journal*, 99(1), 158-174.
- Ushioda, E., & Dörnyei, Z. (2009). Motivation, language identities and the L2 self: A theoretical overview. In Z. Dörnyei, & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 9-42). Bristol, UK: Multilingual Matters.
- Yashima, T. (2002). Willingness to communicate in a second language: The Japanese EFL context. *The Modern Language Journal*, 86(1), 54-66.
- Yashima, T. (2009). International posture and the ideal L2 self in the Japanese EFL context. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 144-163). Bristol, UK: Multilingual Matters.
- Yashima, T. (2012). Willingness to communicate: Momentary volition that results in L2 behaviour. In S. Mercer, S. Ryan, & M. Williams (Eds.), *Psychology for language learning: Insights from research, theory and practice*. (pp.119-135.). Hampshire, UK; Palgrave Macmillan.

Yabancı dil olarak İngilizcenin öğretiminde ikinci dil motivasyonel benlik sistemi ve iletişim kurma istekliliği arasındaki ilişki

Öz

Son yıllarda, İkinci Dilde Motivasyonel Benlik Sistemi (L2 MSS), ikinci veya yabancı dil öğrenmede etkili bir motivasyon teorisi haline geldi. Bu nedenle, bu çalışmayla İkinci Dil Benlik Sistemi ve İkinci Dilde İletişim Kurma İstekliliği arasındaki olası ilişkileri bulunması amaçlanmıştır. Araştırmanın örneklemini, Ankara'daki özel bir üniversitede hazırlık programına kayıtlı olup yabancı dil olarak İngilizce eğitimi almakta olan 105 üniversite öğrencisidir. Veriler İkinci Dil İdeal Benliği, İkinci Dil Toplumsal Benliği ve Sınıf İçerisinde İletişim Kurma İstekliliği ölçeklerinden yararlanılarak toplanmıştır. Tanımlayıcı istatistik bulguları, katılımcıların %32,4'ünün yüksek, %40'ının orta, %27,6'sının düşük L2 MSS puanlarına sahip olduğunu ortaya koymuştur. Bulgulara göre ayrıca, İkinci Dil İdeal benliği ve İkinci Dilde İletişim Kurma İstekliliği arasındaki ilişki istatistiksel olarak anlamlı iken, İkinci Dil Toplumsal benliği ve İkinci Dilde İletişim Kurma istekliliği arasındaki ilişki istatistiksel olarak anlamlı değildir. Bunlara ek olarak, İkinci Dil İdeal benliği ve İkinci Dilde İletişim Kurma İstekliliği arasındaki ilişkiyi daha iyi anlamak için kısmi korelasyon yapılmış ve sonuçlar, ilişki büyüklüğünü yitirmesine rağmen hala önemini koruduğunu göstermiştir.

Anahtar sözcükler: ikinci dil ideal benliği; ikinci dil motivasyonel benlik sistemi; İkinci dil toplumsal benliği; ikinci dilde iletişim kurma istekliliği

AUTHOR BIODATA

Hüseyin Öz is an associate professor of applied linguistics and English language teaching at Hacettepe University. He received his MA degree from Middle East Technical University and his PhD degree in Linguistics from Hacettepe University, where he teaches undergraduate and graduate courses in language teaching methods and approaches, research methods, applied linguistics, second language acquisition research, language assessment, and technology enhanced language learning (TELL). He has published widely in various refereed international journals and presented papers in national and international conferences. He has also served on the editorial boards of several national and international publications and is currently the associate and managing editor of *Eurasian Journal of Applied Linguistics*.

Nihan Bursalı is currently working as a research assistant in English Language Teaching Department at Ufuk University. She also majored English Language Teaching at Hacettepe University and she completed her bachelor's degree in 2016. Then, she started her master's degree at Hacettepe University again. Besides her research experience, she worked as an instructor. Her interests are Individual Differences and Psychology of Language Learning, especially motivational research and communication studies in L2. She also attended international conferences and has publications in those fields.