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DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**FOREIGN LANGUAGE LEARNER IDENTITY IN THE TURKISH  
VOCATIONAL HIGH SCHOOL CONTEXT**

**THESIS BY  
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We **certify** that the thesis under the title of “**Predictors of Foreign Language Learner Identity in Turkish Vocational Highschool Students**” which was prepared by our student **Fatma ŞAVKLI** with number 2020008008 is a satisfactory consensus for the award of the degree of **Master of Arts** in the Department of **English Language Education**

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## **DEDICATION**

**To my beloved parents...**

## ETHICS DECLARATION

I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations, and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

The work of art in this thesis is original,

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16/01/2022

Fatma ŞAVKLI

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**ABSTRACT****FOREIGN LANGUAGE LEARNER IDENTITY IN THE TURKISH  
VOCATIONAL HIGH SCHOOL CONTEXT****Fatma ŞAVKLI****Master of Arts, Department of English Language Education****Supervisor: Dr. Seden TUYAN****January 2023, 83 Pages**

This study aimed to determine the factors affecting the private self, ideal self, public selves, and imposed selves of vocational high school students in Turkey. Besides, the relationships between the private self, ideal self, public selves, and imposed selves in high school students were examined. The design of the research is a correlational screening model. The population of the research was 241 vocational high school students. Data was collected with Information Form and The L2 Quadripolar Identity Questionnaire. MANOVA test was used to compare sociodemographic variables and L2 learner identity. The results of the study revealed that the L2 learner identity levels of the students were moderate. In addition, it has been revealed that age, gender, grade, the context of onset, and language use frequency are effective on L2 learner identity. The increase in age was associated with the increase in Public Self by Classmates, Imposed Future Self by English Teacher, and Imposed Future Self by Classmates. Female students' levels of Private Self, Public Self by English Teacher, Public Self by Classmates, and Imposed Present Self by English Teacher were found to be higher than male students whereas, female students' Learning Orientation and Perceptions of the English Class level were higher than male students. The study findings revealed that the Public Self by Classmates and Imposed Present Self by English Teacher levels of fourth-year students were higher than third, second, and first-year students while the Imposed Future Self by English Teacher level of the fourth-year students was higher than the first and second-year students. Related to the Imposed Future Self by Classmates component, the first-year students' levels were lower than the second, third, and fourth-year students. As for the level of Public Self by Classmates component, the study found that the students' levels who started learning English in

middle school/high school were higher than students who started learning at primary school. It was also found that the Private Self, Ideal Self, Public Self by English Teacher, and Imposed Future Self by English Teacher scores of the students who stated the frequency of speaking English as “all the time/often/sometimes” were higher than those who stated “rarely” and “never”. The level of Learning Orientation and Perceptions of the English Class of students who stated their English speaking frequency as “all the time/often/sometimes” was higher than those who stated their English speaking frequency as “rarely”. Besides, there were weak and moderate positive correlations between all foreign language learner identities of vocational high school students. These findings show that students need interactive learning environments which can increase students' motivation.

*Keywords:* vocational high school, learner identity, foreign language, second language learning

**ÖZ****TÜRK MESLEK LİSELERİNDE YABANCI DİL ÖĞRENEN KİMLİĞİ****Fatma ŞAVKLI****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Dr. Öğr. Üyesi Seden TUYAN****Ocak 2023, 83 Sayfa**

Bu çalışmada, Türkiye'deki meslek lisesi öğrencilerinin özel benlik, ideal benlik, kamusal benlik ve empoze edilen benliklerini etkileyen faktörlerin belirlenmesi amaçlanmaktadır. Ayrıca lise öğrencilerinde özel benlik, ideal benlik, kamusal benlik ve empoze edilen benlik arasındaki ilişkiler incelenmiştir. Araştırmanın deseni ilişkisel tarama modelidir. Araştırmanın evrenini 241 meslek lisesi öğrencisi oluşturmaktadır. Veriler Bilgi Formu ve L2 Dört Kutuplu Kimlik Anketi ile toplanmıştır. Sosyodemografik değişkenleri ve ikinci dil öğrenen kimliğini karşılaştırmak için MANOVA testi kullanılmıştır. Araştırmanın sonuçları, öğrencilerin ikinci dil öğrenen kimliği düzeylerinin orta düzeyde olduğunu ortaya koymuştur. Ayrıca yaş, cinsiyet, sınıf, başlangıç bağlamı ve dil kullanım sıklığının ikinci dil öğrenen kimliği üzerinde etkili olduğu ortaya konmuştur. Yaştaki artış, Sınıf arkadaşları tarafından Kamusal Benlik, İngilizce Öğretmeni tarafından Empoze Edilen Gelecek Benlik ve Sınıf arkadaşları tarafından Empoze Edilen Gelecek Benlik artışı ile ilişkilidir. Kız öğrencilerin Özel Benlik, İngilizce Öğretmeni ve Sınıf arkadaşlarına Karşı Gösterilen Kamusal Benlik ve İngilizce Öğretmeni tarafından Empoze Edilen Şimdiki Benlik düzeyleri erkek öğrencilere göre daha yüksektir. Ayrıca kız öğrencilerin Öğrenme Yönelimleri ve İngilizce Dersi Algıları düzeyi erkek öğrencilere göre daha yüksektir. Sınıf arkadaşlarına göre Kamusal Benlik ve İngilizce Öğretmeni Tarafından Empoze Edilen Şimdiki Benlik düzeyleri dördüncü sınıf öğrencilerinin üçüncü, ikinci ve birinci sınıf öğrencilerine göre daha yüksek bulunmuştur. Ayrıca dördüncü sınıf öğrencilerinin İngilizce Öğretmeni Tarafından Empoze Edilen Gelecek Benliği düzeyi birinci ve ikinci sınıf öğrencilerinden daha yüksektir. Ayrıca birinci sınıf öğrencilerinin Sınıf arkadaşları tarafından empoze edilen Gelecek Benliği düzeyi ikinci, üçüncü ve dördüncü sınıf öğrencilerine göre daha düşük bulunmuştur. İngilizce öğrenmeye



ortaokul/lisede başlayan öğrencilerin Sınıf arkadaşlarına göre Kamusal Benlik düzeyi, ilkokulda öğrenmeye başlayan öğrencilere göre daha yüksektir. İngilizce konuşma sıklığını “her zaman/sık sık/bazen” şeklinde belirten öğrencilerin Özel Benlik, İdeal Benlik, İngilizce Öğretmeninin Kamusal Benlik ve İngilizce Öğretmeninin Empoze Ettiği Gelecekteki Benlik puanlarının, “nadiren” ve “hiçbir zaman” İngilizce konuşanlara göre daha yüksek olduğu bulunmuştur. İngilizce konuşma sıklığını “her zaman/sıklıkla/bazen” olarak belirten öğrencilerin İngilizce Öğrenme Yönelimi ve İngilizce Sınıfı Algıları düzeyleri, İngilizce konuşma sıklığını “nadiren” olarak belirten öğrencilere göre daha yüksektir. Ayrıca meslek lisesi öğrencilerinin tüm yabancı dil öğrenen kimlikleri arasında zayıf ve orta düzeyde pozitif yönde korelasyonlar bulunmuştur. Bu bulgular öğrencilerin etkileşimli öğrenme ortamlarına ihtiyaç duyduklarını göstermektedir. Etkileşimli öğrenme ortamları öğrencilerin yabancı dil öğrenme motivasyonunu artırabilir.

*Anahtar kelimeler:* meslek lisesi, öğrenen kimliği, yabancı dil, ikinci dil öğrenimi

## TABLE OF CONTENTS

COVER .....	i
APPROVAL .....	ii
DEDICATION .....	iii
ETHICS DECLARATION .....	iv
ACKNOWLEDGEMENTS.....	v
ABSTRACT .....	vi
ÖZ .....	viii
TABLE OF CONTENTS.....	x
ABBREVIATIONS .....	xi
LIST OF TABLES .....	xii
LIST OF FIGURES .....	xiii
LIST OF APPENDICES .....	xiv
1. INTRODUCTION .....	1
2. METHODOLOGY .....	17
2.1. Participants and Context of the Research .....	17
2.2. Procedure .....	19
2.3. Instruments.....	19
2.4. Research Design .....	21
2.5. Analysis of Data.....	21
3. RESULTS .....	23
4. DISCUSSION AND CONCLUSION.....	38
REFERENCES .....	52
APPENDICES .....	56

**ABBREVIATIONS**

<b>SLA</b>	: Second-language acquisition
<b>L2</b>	: Second language
<b>MANOVA</b>	: Multivariate analysis of variance
<b>SPSS</b>	: Statistical Package for Social Sciences

## LIST OF TABLES

Table 1. <i>Sociodemographic Characteristics of the Students</i> .....	17
Table 2. <i>Current Study's Reliability of The L2 Quadripolar Identity Questionnaire</i> .....	20
Table 3. <i>Students' L2 Quadripolar Identity Questionnaire Scores</i> .....	23
Table 4. <i>Comparison of Gender and Students' L2 Quadripolar Identity Questionnaire Scores</i> .....	24
Table 5. <i>Comparison of Grade and Students' L2 Quadripolar Identity Questionnaire Scores</i> .....	25
Table 6. <i>Comparison of Age of Onset and Students' L2 Quadripolar Identity Questionnaire Scores</i> .....	27
Table 7. <i>Comparison of Context of Onset and Students' L2 Quadripolar Identity Questionnaire Scores</i> .....	28
Table 8. <i>Comparison of Proficiency in First Foreign Language and Students' L2 Quadripolar Identity Questionnaire Scores</i> .....	29
Table 9. <i>Comparison of Language Use Frequency and Students' L2 Quadripolar Identity Questionnaire Scores</i> .....	31
Table 10. <i>Comparison of Gender and Students' Learning Orientation and Perceptions of the English Class</i> .....	32
Table 11. <i>Comparison of Grade and Students' Learning Orientation and Perceptions of the English Class</i> .....	33
Table 12. <i>Comparison of Age of Onset and Students' Learning Orientation and Perceptions of the English Class</i> .....	33
Table 13. <i>Comparison of Context of Onset and Students' Learning Orientation and Perceptions of the English Class</i> .....	34
Table 14. <i>Comparison of Proficiency in First Foreign Language and Students' Learning Orientation and Perceptions of the English Class</i> .....	35
Table 15. <i>Comparison of Language Use Frequency and Students' Learning Orientation and Perceptions of the English Class</i> .....	35
Table 16. <i>Correlations between Subdimensions of The L2 Quadripolar Identity Questionnaire</i> .....	36

**LIST OF FIGURES**

*Figure 1. Quadripolar Model of Identity*..... 7

**LIST OF APPENDICES**

<b>Appendix A: Ethics Committee Approval of Çağ University .....</b>	<b>56</b>
<b>Appendix B: Student Consent Form .....</b>	<b>58</b>
<b>Appendix C: Parent Consent Form .....</b>	<b>59</b>
<b>Appendix D: Information Form.....</b>	<b>60</b>
<b>Appendix E: The L2 Quadripolar Identity Questionnaire.....</b>	<b>61</b>
<b>Appendix F: Çağ University Thesis Questionnaire Permission Request Letter.....</b>	<b>65</b>
<b>Appendix G: Çağ University Rectorate Thesis Research Permission Letter.....</b>	<b>66</b>
<b>Appendix H: Çağ University Rectorate Letter of Permission Request .....</b>	<b>67</b>
<b>Appendix I: Institutional Permission .....</b>	<b>68</b>

## 1. INTRODUCTION

### **Background Information**

Identity is a broad topic that defines how people position themselves in the world and is also of interest in second language learning. Identity is at the center of all humanities and social sciences, as well as philosophical and religious studies because all these research areas are primarily related to the way people understand themselves and others (Edwards, 2009, p. 20). The concept of identity constructs how people comprehend and react to the world in various ways. Humans assess the world from each and every angle from their personal identity. Thus, identity involves both religious and cultural meanings, and it opens up new aspects for a person's perceiving of new concepts (Atay & Ece, 2009, p.21). Most research on language learner identity focuses on English learners. This may be because English is spoken in every part of the world. Second language learners learn a language that is not widely spoken in their environment.

Foreign language education is in a different position from other courses as it constitutes a new sense of identity for students. Language is one of the most important ways to the continuity of culture. Learning a second language brings the L2 culture with it and adds a new identity to one's existing identity (Park, 2012; Tarım, 2017; Khatib and Ghamari, 2011). It enables the learner to have knowledge of a new culture. Many factors are influencing a student's ability while learning a different language, such as demographics and motivation. The motivation source of each foreign language learner can be different. Factors such as having a better job in language learning, playing games in the original language, reading books, and watching movies can be a source of motivation for students. For teachers teaching a foreign language, it is vital to acknowledge the elements motivating students' eagerness for learning a new language.(Park, 2012; Tarım, 2017; Khatib and Ghamari, 2011).

Since people are social beings, the activities and assumptions of people affect them. How learners perceive themselves, their principles and aspirations for the future, the impression they left on people around them such as their teachers and peers, and the features demanded from the learners by the teachers and peers are closely related. In a language class, what teachers and students of the same classroom demand from the learner shall not consistently be compatible with each other. Foreign language learners may find it difficult to meet the contradictory expectations coming from the

environment from time to time (Park, 2012; Tarım, 2017; Khatib and Ghamari, 2011). While all these factors shape students' identities, they also greatly affect their motivation to learn. In addition, students' sociodemographic background most likely has an important part in constructing learners' new identities regarding the second foreign language. Students' sociodemographic background includes the age at which they started learning English, their proficiency, where they started learning it, and the frequency of using the English Language (Park, 2012; Tarım, 2017; Khatib and Ghamari, 2011).

Students can learn a language different from their native language in plentiful and collective surroundings. Though different theoretical approaches to L2 learning are considered, the complex and unique structure of the L2 learning course points itself to the attention (Tarım, 2014). Being unlikely than native language acquisition, second language acquisition differs from native language acquisition by being a process requiring the necessity of a purposeful learning aspiration and relies on numerous distinctive characteristics and social learning settings. Despite not being probable to control all of the factors affecting L2 acquisition, being aware of the elements affecting this course ensures that L2 learning is adequate and efficient (Tarım, 2014). Recent studies have used the Quadrupole Identity Model to investigate the second language identities of foreign language learners. This model was developed by Taylor (2010) and tested with secondary school students. A study based on the same model was conducted with Turkish university students (Burulday, 2019). No research based on this model has been found among vocational high school students in Turkey. Taylor's (2010) model consists of 4 dimensions: private self, ideal self, imposed selves, and public selves. Accordingly, to examine the perceived second language learner identities studying in Turkish vocational high schools, Taylor's model was used. This study is aimed to investigate the predictors of foreign language learner identity in vocational high school students.

### **Statement of the Problem**

In terms of learning a foreign language, students studying at vocational high schools are in a disadvantageous position. Turkish students take an exam and according to the results, they can get into different types of high schools such as Anatolian Highschool, Science Highschools, and Vocational ones. In general, students who get the lowest points choose to go to Vocational Highschools because their scores are insufficient to



get into the others. For this reason, it can be implied that the students in vocational high schools have lower grades and lower interests than the others. Private schools are more common in every part of the country. Families with higher incomes choose these schools over vocational high schools because of the belief that students will get a better education. That is why it is often seen that these students are coming from low-income families. It is not possible for them to get enough emotional and financial support as much as an average teenager should. When learning English, vocational high school students come across another disadvantage; the learning time at school. According to Turkish Educational Curriculum, there are five hours of English lessons for 9<sup>th</sup> graders in vocational high schools. However, for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders, there are only two hours in a week, while the other high schools have at least four hours for each grade. These students have the same course books and the same objectives of the curriculum. Even though they do not have equal learning time, they are expected to learn the same amount. To be able to catch up with the curriculum, the learning process may be superficial and rapid and also overwhelming for the students of vocational high schools. It is vital to develop programs supporting foreign language teaching in this disadvantaged group and increase the effectiveness of existing programs. Sociodemographic variables such as gender, the age at which students start learning the language, the time spent abroad, the context of how they start learning, proficiency in the English Language, and language use frequency may affect foreign language learner identity. It is vital to reveal the factors affecting the L2 learner identity that will lay the groundwork for developing these programs. In addition, determining the current status of students' L2 learner identities and revealing the relationships between L2 learner identities may enable the development of new programs or increase the success of foreign language teaching programs.

### **Purpose Statement**

The relationships between identity and learning in educational psychology have begun to be examined more and more (Wortham, 2006). However, there is little evidence examining the relationships between language learning and the social environment (Norton, 2000). Discussions targeting SLA variables are related to individuals rather than social contexts (Peirce, 1995). In addition, the reports on SLA suggested by theorists in the same field that researchers are being insufficient in finding out the power relations' effect on social interaction in a social environment between the

learners of L2 and the ones already speaking the target language (Peirce, 1995). SLA theorists assume divergences between the learners of the target language and the language context where the learning occurs (Norton, 2013). While speaking, reading, and writing practices are viewed as the primary concepts examined in the SLA procedure, the main concern of identity theorists is how language learning is socially organized in its formal and informal contexts (Norton, 2013). Therefore, in this study, the factors affecting the L2 learner identity of vocational high school students in Turkey were aimed to determine. Furthermore, the relationships between the L2 learner identities in high school students were examined.

### **Purpose and Objective of the Research**

At the end of this study, in-depth information about the foreign language learner identity of vocational high school students was obtained. In this context, after the measurement tools were applied to the students, the students' L2 learner identity levels were determined. In addition, demographic variables affecting the L2 learner identity were exposed. Furthermore, the relationships between the L2 learner identities in vocational high school students were revealed.

### **Definitions**

**Private Self** – Whether it is shown socially or not, the private self is an individual's in-depth portrayal of their current features (Taylor, 2010).

**Ideal Self** – According to Taylor(2010), the ideal self can be interpreted as one's personal image which the individual shows to the outer world as their future aspirations apart from the people's desires and aspirations surrounding them (Taylor, 2010).

**Public Selves** – Public selves can be described as a person's varied social images and representations in accordance with their relations with the people in the society they exist (Taylor, 2010).

**Imposed Selves** – What people expect and aspire to accomplish in the future from a person and how they act in various social-relational contexts can be seen as a definition of imposed selves(Taylor, 2010).

### **Significance of the Study**

The results at the end of the research have provided information about the foreign language learner identity of Turkish vocational high school students. Sociodemographic

characteristics of the students who may be in a disadvantageous position in the L2 learning process were determined. Determining the factors affecting foreign language learner identity in vocational high school students can make significant contributions to the literature, which might help with the identification of learners in the risk group. The results provided from the research produced an awareness regarding the role of foreign language learner identity in the programs to be applied in foreign language teaching. At the same time, it can guide institutions in implementing programs that focus on foreign language learner identity. In addition, determining the factors affecting foreign language learner identity can guide the development and implementation of foreign language teaching policies sensitive to these factors. Examining students' second language acquisition processes in the classroom environment will provide parents, teachers, and school administrators with ideas on how to support the language learning process. It is thought that the results of the research will guide the teachers working in vocational high schools in the foreign language teaching process. In addition, it will contribute to the literature on foreign language learner identity and affecting factors of vocational high school students. It is aimed to publish the results of the research in international journals.

### **Research Questions**

1. What are the levels of the L2 learner identity for Turkish vocational high-school students?
2. Do Turkish vocational high-school students' levels of the L2 learner identities show any variation in relation to gender, age, grade level, learning age, learning place, and previous presence abroad?
3. Is there a meaningful relationship between Turkish vocational high school students' levels of L2 learner identities?

### **Review of Literature**

Approaches that deal with language learning with its different dimensions see social identity formation, which is a dynamic concept, as an important part of language learning. Studies longitudinally examining the L2 acquisition process of learners in school settings have investigated how teachers and school practices classify children in relation to classroom activities and language learning opportunities (Hawkins, 2005; Toohey, 1998; 2001). For example, Toohey (1998, 2001), in his three-year

ethnographic study, focused on learning English as a second language skill of primary school students. Toohey (1998) observed that, based on the teacher's perception of the learner's language learning skills and other social characteristics, they push children into a position that enables or limits their classroom participation and defines children as "good" or "problematic" language learners. In addition, Toohey (2001) stated that second language learners' classroom identities (defined by their teachers or peers) prevent them from participating in classroom activities and dialogues. Similarly, Hawkins (2005), in his ethnographic study on children learning English, particularly being their second language, examined the formation of first-year kindergarten students' educational identities, when children start learning languages. By focusing on classroom interactions, home visits, and interviews with boys, Hawkins (2005) has shown that children's language and literacy skills are related to children's "school identities." As can be seen, in studies focusing on the "language learner identities" of second language learners, researchers have primarily investigated how micropolitics and power relations in the classroom increase or hinder children's participation in target language activities. However, they did not focus on the language and interaction resources that second language learners use to construct their social and cultural identities at a micro-analytical level. In this study, the process of constructing social and cultural identities of second language learners is examined using the Quadripolar Model of Identity. Descriptions of this Identity analyzing model are shown below.

### **Quadripolar Model of Identity**

The quadripolar model of identity includes 4 different components. Components of this model are the ideal self, imposed selves, private self, and public selves. The model suggests the existence of two dimensions of self, probable/real and internal/external. It also aims to combine the modern self's inner and outer aspects along with the future and present aspects. Being stated in the model, it is emphasized that the current identity is cultivated from past experiences in a crystallized emotion form (Taylor, 2010). The model can therefore offer an extensive framework for comprehending the synchronous and diachronic potents of identity and their motivational indications. The two dimensions of the self, probable/real and internal/external, interact with the four factors of the system of self. As a result, four different components emerge; ideal (internal, possible), private (internal, actual), imposed (external, possible), and public (external, actual) selves. The structure of the model is shown in Figure 1. The definition and

functions of these concepts in the language learning process are explained below (Taylor, 2010).

Self dimension	<b>INTERNAL</b>	<b>EXTERNAL</b>
<b>POSSIBLE</b>	Ideal	Imposed
<b>ACTUAL</b>	Private	Public

*Figure 1. Quadripolar Model of Identity*

### **Possible selves**

The model proposes the presence of a single ideal self and multiple imposed selves. The imposed self represents the desired future states that arise in and outside the being. Internally, the ideal self tends towards consolidation. However, the plural form is used for imposed selves as they derive from various contexts and audiences (Taylor, 2010).

### ***Ideal Self***

The ideal self refers to a personal image of what a person aspires to be like in the future, independent from other people's aspirations and assumptions. It is assumed that every detail that a person adds to his or her future ideal self will increase motivation for behavior. The motivational power of the ideal self exhibits a mechanism similar to internalization. However, this process takes place vertically (or diachronically). Stimulating one's ideal self in their own consciousness may act as a proxy practice in which the individual recites their future role (Pacheco, 2015; Aliakbari and Amiri, 2018; Marzban, Adel, Eghtesadi, & Elyasi, 2021).

A strong ideal self is accompanied by the results of not reaching the aspired self-goal. Such dismayed selves may become part of the ideal self with their affirmative aspects. For example, an adolescent who is constantly criticized by his parents for making mistakes will strive to be perfect. Here, being the effect to be excellent is an essential aspect of the ideal self of the adolescent. For the learners of the language, the ideal self includes components of linguistic competence that the learner does not acquire yet, but wants to embody. Therefore, the role of the language teacher is to

encourage students to integrate the foreign language learning process into their ideal selves. It is not possible for the ideal to be enforced. The ideal self should be personal. Therefore, the teacher should help students anticipate foreign language as a unit of their future selves (Pacheco, 2015; Aliakbari and Amiri, 2018; Marzban et al., 2021; Taylor, 2013; Taylor, 2010).

### ***Imposed Selves***

Imposed selves represent other people's aspirations, wills, and expectations about what a person must accomplish in the future. The quantity of these identities depends on the quantity of social relational contexts of the individuals. While Imposed selves occur against the will of the individual, they are indirectly linked to the individual's desires. Being in different environments creates different imposed selves on the person. The side language class is one of these circles. The student will understand what is expected of him depending on the attitudes and behaviors of his teachers and friends, the classroom atmosphere, and some other factors. In this direction, he/she will decide whether he/she will meet the expectations of his/hers or not. These expectations may be determinative in the student's future language learning behaviors (Pacheco, 2015; Aliakbari and Amiri, 2018; Marzban et al., 2021). In traditional foreign language teaching approaches, teacher expectations can be imposed on students. A person may have several imposed selves that contradict each other. For example, in a peer group where failure in language learning is accepted as a value, the student may avoid language learning. On the other hand, the educator expects the learners to be obedient and hardworking. The learners will have to reconcile these two imposed selves (Marzban et al., 2021; Taylor, 2013; Taylor, 2010).

### **Actual selves**

Possible selves describe the selves one would like to be in the future. The dynamics of a person's present identity are defined by their true selves. In the model, one's true selves are assumed to include a single private self and that much of their public selves in the social-relational contexts (Taylor, 2010).

### ***Private Self***

The private self is how an individual actually feels inside about the situations occurring in their surroundings (Taylor, 2010). With a similarity to the ideal self, the

private self, at the same time, has an academic, social, family, etc. It has several different aspects. In this respect, the language-specific component can be considered a component of academic self-concept or academic self-concept (Taylor, 2013; Taylor, 2010).

As a result of a person's current characteristics, the private self is an expression of a person's past encounters in the cognitive, sentimental, and relational parts. In this way, the past affects the future over the private self. For example, a student who thinks that he or she cannot utter English accurately may affect the second language learning process negatively. Giving the individual the freedom to be himself and accepting the individual unconditionally brings one's private self closer to his ideal self. It is suggested that being in an environment that stimulates the expression of one's emotions and thoughts will diminish the difference between the private self and the ideal self. Therefore, it is thought that such an approach taken by the teacher in the classroom environment will facilitate the language learning process (Pacheco, 2015; Aliakbari and Amiri, 2018; Marzban et al., 2021; Taylor, 2013; Taylor, 2010). Students having a healthy L2 private self can evaluate if they are on the right path of learning language process by self-checking their language learning journey, such as knowing where they are, what they have accomplished so far, and what to do next (Pacheco, 2015; Marzban et al., 2021; Taylor, 2013; Taylor, 2010).

### ***Public Selves***

According to the Quadripolar Model of Identity, an individual's number of social representations shown in a varied relational context and a community is accepted as public selves (Taylor, 2010). Belonging and social acceptance are natural human needs. Therefore, it is stated that for each public self, an imposed self will emerge. Certain people may choose to oppose a specific imposed self, search for a different belonging, react to a different imposed self, and shows a different public self. The disagreement between the person and the imposed selves triggers the conflict between the public selves (Marzban et al., 2021; Taylor, 2013; Taylor, 2010). Especially during times of intense identity conflicts, for example, in teenage years, individuals may adopt specific public selves purposely in order to be accepted by certain groups. Later, individuals can internalize these public selves and become members of the groups they want to belong to (Aliakbari and Amiri, 2018; Taylor, 2013). Because of stereotyping, language learning, such as males finding language learning as "girly", can be an obstacle on the

language learning journey (Taylor, 2013; Taylor, 2010). Learners may hide their private selves and show their public selves to be able to adapt easily to their learning environment, thinking that their public selves can cover their language learning and speaking anxiety, and low self-esteem in the learning environment. Besides, they may believe that the public selves they created can bring them acceptance both from the teachers and the other learners. However, the effort given to hide the private identity, creating and protecting the private self may prevent them to focus on learning and can cause learners not to be able to acquire language as expected since the focus is on acceptance not on the learning process. These types of learners can be described as “tourists” of the classrooms other than “citizens”. Because they don’t create their personalized learning agenda but follow a pre-programmed one for a standard learning process. Thus, they are stuck with what the group learns, whether they are behind or more advanced than them (Taylor, 2013; Taylor, 2010).

At the same time, public selves can play an affirmative role in the learning environment when used as a tool for internalization. In this way, language teachers can help students fill the gap between their true selves and foreign language learner identity (Pacheco, 2015; Aliakbari and Amiri, 2018; Marzban et al., 2021; Taylor, 2013; Taylor, 2010).

### **Relationships between Components of the Quadripolar Model of Identity**

It is stated that the four components in the model are in a relationship with each other. These relationships are described below.

**Ideal self and imposed selves:** It is stated that the lowest effect among the components of the model is the effect of the ideal self on the imposed self. The reason for this is that the person one wants to be is less likely to change the person that other people expect to be (Taylor, 2013). An exception may be, however, where the public selves mediate this effect. People around can form some expectations about one's future based on one's public image, public behaviors, claims, apparent abilities, and tendencies (Taylor, 2010). The person may then choose to adopt these aspirations as their desired self. In contrast, imposed selves have a very powerful influence on the ideal self. The other individuals' expectations and ensuing incentives can influence people to embrace the desired future for themselves (Taylor, 2010). An example of this is that some children fulfil their parents' wishes and enjoy it. In addition, individuals



may choose to deny an imposed self. In this case, people may adopt ideals that are the exact opposite of their imposed selves. An example of this is the revolt of young people against certain restrictions in various settings such as school, family, or a flowing group (Taylor, 2013).

**Private self and public selves:** It is clear that the self-concept has an explicit effect on the images one wants to display in society. As a conscious use of other individuals' impressions, people may behave in certain ways in social circles to prove whether they have a certain identity (Bennett & Sani, 2004; Taylor, 2013). However, the public selves affect the private self by incorporating one's own feelings and values. Adopting certain behaviors related to an image one wants to display can affect one's thoughts about himself. They may even become a part of our private selves (Bennett & Sani, 2004; Taylor, 2013).

**Ideal self and private self:** For dreams to be realizable, dreams must match one's potential. It's unlikely that someone who hates basketball can play on a basketball team and win a trophy. The ideal self should be strongly aligned with one's abilities and past experiences. For some people, it is sheer boasting or empty daydreaming. However, in real life, these are not ideal selves without the necessary conditions (Taylor, 2010). However, an ideal self influences how people feel about themselves. In addition, the ideal self may affect how people feel about themselves, particularly if compounded with powerful self-symbolism and an accurate promotion strategy (Taylor, 2010).

The ideal self can also influence the private self through the public self. The person can choose to show an image of a self that they want to have and can internalize (Taylor, 2010).

**Imposed selves and public selves:** The behaviors that people will exhibit in society are directly affected by the existing audience and the context. Therefore, one's imposed selves directly affect their public selves. For example, a family-imposed self triggers the family's public self. This effect does not have to be reciprocal (Hogan & Briggs, 1986; Taylor, 2013). Other people's expectations can affect the public image of a person. However, one's social appearance does not affect what other people expect. Besides, public selves may form imposed selves by building precedents or by creating predictions of people's potential depending on their public selves (Taylor, 2010).

**Ideal self and public selves:** Because the model is cross-dimensional, the rapport between the ideal self and the public self are intervened by the private self. In fact, what a person chooses to be is affected and decided by the private self. The social

environment and contexts, expectations, and desires may have an influence on this decision, but in the end, it is the private self choosing which identity to use in varied environments and situations (Taylor, 2013)

**Imposed selves and private self:** One's actual feelings about who they are, in reality, are not linked to other people's expectations. However, imposed selves have a strong effect on one's private self. An example of this is when a teacher constantly doubts and mocks his student in a learning environment. Here, the position of the teacher's expectations is important in addressing the student's self-concept (Baumeister, 1986, p. 5; Bennett & Sani, 2004; Hogan & Briggs, 1986; Taylor, 2013). In the face of this negative attitude, the student will eventually doubt himself. On the contrary, the teacher's positive attitude and support of the student can be motivating for the student. With the teacher's supportive attitude, the student can reveal their potential.

### **Sociocultural Theory**

Vygotsky believes that through interactions with their parents, children grasp all the accumulated wisdom, values, and know-how of previous generations and learn how to orient themselves using these tools. However, the only way children can experience and internalize these cultural tools is through social interaction. Even thinking and reasoning skills at the individual level, their innate cognitive abilities are reinforced and result from social activities in the development process (Topçiu & Myftiu, 2015; Davydov, 1995).

L. Vygotsky argued that the 'social environment', where the child's cognitive development takes place, plays an important role. Children begin to learn from the people around them and their social contexts. The source of the concepts, ideas, matures, skills, and attitudes that the children acquire is the social environment. The source of cognitive development is the interaction between people and culture before personal psychological processes. According to Vygotsky, education is not only a basis for cognitive development but also a sociocultural activity (Davydov, 1995). Although Vygotsky has studied how human thinking develops psychogenetically and socioculturally, the basis of his work is the social resources and cultural foundations of individual development. As believed by Vygotsky, all psychological processes begin with social processes shared among people, often between children and adults. The clearest example of this is "language". As language is shaped by the social environment, also the way people think is constructed such as the concepts of how

people are perceived by others. Consequently, all of a person's psychological process is affected by the social process which is shaped by the culture they live in (Wertsch, 1979; Nicolopoulou, 1993).

Vygotsky emphasizes that the adult role is very important in influencing the child's cognitive development. According to him, when children work collaboratively with adults or other children, their cognitive development is nurtured. In many teaching situations, adults control children's thinking and problem-solving activities. However, this control should enable children to internalize what they have learned and make them independent thinkers and problem solvers. According to Vygotsky, teaching is good to the extent that it advances the child's development. Teaching should enable the child to use their area of development effectively (Rogoff, 1999; Erbil, 2020). Therefore, direct one-on-one teaching and teaching styles enabling children to interact with peers and adults play an important role in the child's cognitive development. The concepts that makeup Vygotsky's theory reveal very important ideas. The first of these concepts is the area of proximal development. The area of proximal development can also be called a zone open to development or a potential development area. The "near development zone" theory is a response to Piaget, which suggests that children seek help from adults or older children to complete some assignments. Another research is the assumption of the universality of developmental stages defined by Piaget (Rogoff, 1999; Erbil, 2020).

According to Vygotsky, learning and developmental process take place within a community of teachers or transmitters. For this reason, a person can learn very little when he is alone, as his potential will be limited. A person reaches their potential only in a social environment and therefore cognitive development takes place. Contrary to Piaget, Vygotsky who thinks that individuals' innate potentials initiate cognitive development, argues that teachers, parents, other adults, and peers are factors that trigger development (Topçiu & Myftiu, 2015; Wertsch, 1979).

The environment's ways of thinking are transferred to the individual, who has been kept in an environment since birth, by the environment and shared cognition. The child continues the developmental and learning process among their peers and adults who are more knowledgeable and talented than them and recognizable in the sociocultural phenomena of the society they grew up. At this point, the emphasis on the environment underlying Vygotsky's cognitive development theory is clearly visible in the concept of proximal development (Davydov, 1995; Erbil, 2020).

Another important concept that Vygotsky puts forward is the concept of scaffolding. First of all, understanding how scaffolding is used in the construction of a can be helpful to comprehend the concept and connect it with theory. Scaffolding is a structure that provides support to workers until the building itself is strong enough to provide support. As the building gains strength, the scaffolding begins to lose its importance and there is no need left for scaffolding. Meaning structuring is another important concept of Vygotsky. Acts are the daily process in which meanings and daily activities are constructed. When the comprehension period begins, actions can occur internally or externally (Topçiu & Myftiu, 2015; Wertsch, 1979; Nicolò).

### **The Constructivist Theory in Foreign Language Teaching**

A foreign language teaching process based on constructivist theory follows a path that highlights the environmental conditions and constantly considers the events going on in the environment and the cognitive and psychological states of the students who experience these events (Suhendi, 2018; Aljohani, 2017). In this theory, where mutual interaction is of great importance, the educational environment is seen as a constructivist space that creates one's own worldview. In this place, the student has the freedom to act as he wishes, away from any kind of pressure. The human brain is not considered a passive mechanism, on the contrary, as a mechanism that can act actively, in which the acquired information is processed and organized. The mental processing of the foreign language perceived by the sense organs follows the experiential, personal, critical, interrogative, and cognitive constructivist processes (Suhendi, 2018; Aljohani, 2017). The process of understanding a foreign language, on the other hand, takes place as a result of the interaction between the acquired new foreign language knowledge and the previously acquired linguistic and environmental knowledge (Sercu et al., 2005; Aktaş ve İşigüzel, 2014). In other words, the new information learned is processed in the brain by combining with the old information acquired, and then it is stacked and structured. It is an important step for the success of the foreign language course that a foreign language teacher who has adopted the constructivist theory in the foreign language teaching process organizes the educational environment with a student-centered perspective and constantly monitors the cognitive and psychological states of the students as a guide for their students (Sercu et al., 2005; Aktaş ve İşigüzel, 2014).

### **Related Studies in the Field**

There are some studies aimed to determine the levels of the L2 learner identity for middle-school and university students. In Aliakbari and Amiri' (2018) study, the private self-level of the participants was above the middle. In addition to this, the participants' Ideal Self-level was at a high level. In another study conducted on university students in Turkey, the scores obtained by the students from the scales were determined according to gender (Burulday, 2019). In this study, the private self-level of female students was found to be slightly above the middle. Besides, the student's level of Public Self by Classmates was at a moderate level, and the level of Public Self by English Teacher was at a very high level. In the same study, the level of Imposed Present and Future Self by Classmates of female students was very high. Also, the level of Imposed Present and Future Self by English Teachers of female students is above the middle. In Burulday's study (2019), the level of Learning Orientation and Perceptions of the English Class of female students was above the moderate whereas private self-level of male students was above the middle. Besides, the Public Self by Classmates level of the students was below the middle and the Public Self by English Teacher level was high. In the same study, the Imposed Present and Future Self by Classmates level of male students was very high while the male students' Imposed Present and Future Self by English Teacher level was found to be above the middle. The level of Learning Orientation and Perceptions of the English Class of male students is above the middle.

In a study conducted with adults in Iran by Marzban, Adel, Eghtesadi, and Elyasi (2021), it was reported that the increase in age was associated with an increase in Private Self and Ideal Self. Marzban et al. (2021) also figured that female students' mean scores in all sub-dimensions of The L2 Quadripolar Identity Questionnaire were higher than male students. According to Taylor's (2010) study, it was detected that female students' level of Private Self was lower than male students. In the same study, it was reported that female students were higher than males in all learner identity sub-dimensions except Private Self (Taylor, 2010). Yet, no considerable relationship between gender and The L2 Quadripolar Identity Questionnaire Scores was found in Burulday's study(2019). Marzban et al. (2021) found that the increase in any of the sub-dimensions of The L2 Quadripolar Identity Questionnaire was associated with the increase in all other sub-dimensions. Aliakbari ve Amiri (2018) found that the increase in Public Self by English Teachers was associated with the increase in Teacher and Peer Imposed Selves. Burulday (2019) found that the increase in Ideal Self was

associated with the increase in Imposed Present Self by English Teacher, Imposed Future Self by Classmates, and Public Self by English Teacher. It was stated that the increase in Imposed Present Self by English Teachers was associated with the increase in Public Self by English Teachers in the same study. Also, Burulday (2019) revealed that the increase in Imposed Present Self by Classmates was associated with the increase in Public Self by Classmates (Burulday, 2019). There were no significant correlations between other sub-dimensions (Burulday, 2019).

## **2. METHODOLOGY**

### **2.1. Participants and Context of the Research**

The population of the research was 241 vocational high school students studying at Ermenek Mustafa Demirok Vocational and Technical Anatolian High School. Starting from the ninth grade, there are 77, 49, 59, and 56 students (241 total) in each grade, respectively. However, 177 of the students completed the questionnaire. The school is a boarding school. The students are coming from nearby villages, and most of them stay at the school dormitories. In general, they have low grades. The convenience sampling method was used for the research. In this method, the researcher reaches any part of the universe in a non-random way (Karasar, 2010). The convenience sampling method was used in the research because the researcher collected the data from a school that she could easily access. All students were reached, and the highest possible number of students was included in the sample. Three students stayed in Italy for one month for a project conducted by the Ministry of Education. Therefore, no statistically significant difference was found between experience abroad and scale scores in the analysis.

The research was carried out at Ermenek Mustafa Demirok Vocational and Technical Anatolian High School. Data were collected from November 10<sup>th</sup> to November 20<sup>th</sup>, 2022.

#### Inclusion criteria

- Being a student at the relevant high school
- Volunteer to participate in the research
- Having written consent from his family to participate in the study
- Not have any physical disease that prevents speech

#### Exclusion criteria

- Being a student at a different high school
- Not volunteering to participate in the research
- Failure to obtain written consent from family

Table 1.

*Sociodemographic Characteristics of the Students*

<b>Variables</b>	<b>N</b>	<b>%</b>
<b>Age</b> ( $\bar{x}\pm SD$ : 15,36 $\pm$ 1,13 Min-max:13-18)		
<b>Gender</b>		
Male	139	78,5
Female	38	21,5
<b>Grade</b>		
1 <sup>st</sup>	56	31,6
2 <sup>nd</sup>	40	22,6
3 <sup>rd</sup>	52	29,4
4 <sup>th</sup>	29	16,4
<b>Native language</b>		
Turkish	177	100
<b>Age of onset</b>		
1-9	99	55,9
10+	78	44,1
<b>Context of onset</b>		
Home	2	1,1
Kindergarten	12	6,8
Primary School	112	63,3
Middle School	45	25,4
High School	6	3,4
<b>Experience Abroad</b>		
No	174	98,3
Yes	3	1,7
	<b>Country</b>	
	Italy	1,7
	<b>Duration (month)</b>	1,7
<b>First foreign language</b>		
English	175	98,8
German	1	0,6
Arabic	1	0,6
<b>Proficiency in the first foreign language</b>		
Beginner	121	68,4
Intermediate	56	31,6
<b>Second foreign language</b>		
German	3	1,7
Arabic	4	2,3
French	1	0,6
Russian	2	1,1
<b>Proficiency in the second foreign language</b>		
Beginner	9	5,1
Intermediate	1	0,6
<b>English Language use frequency</b>		
All the time	1	0,6
Often	3	1,7
Sometimes	22	12,4
Rarely	62	35,0
Never	89	50,3



It was determined that 78.5% of the students were male, 31.6% were freshmen, and the mean age was  $15.36 \pm 1.13$ . It was found that the native language of all was Turkish, 55.9% of them were between the first foreign language learning age of onset of 1-9 years, and 63.3% of them started learning English in primary school. Only 1.7% of students have previous experience abroad. These students went to Italy for 3 months. 98.8% of them had English as their first foreign language, 68.4% of them were a beginner in their first foreign language, 2.3% of them were Arabic as their second foreign language, and 5.1% of them were a beginner in their second foreign language. 35% of the students reported the frequency of foreign language use as 'rarely'.

## **2.2. Procedure**

Before starting the research, the purpose and method of the research were explained to the parents and students. Verbal and written consent was obtained from parents and students. Then, data collection tools were handed out to the students by the researcher. Data were collected face-to-face during students' free time. Students were given adequate time to answer their questions.

## **2.3. Instruments**

The data of the research was collected using the Information Form and The L2 Quadripolar Identity Questionnaire.

### ***Information Form***

The form prepared by the researchers in line with the literature (Burulday, 2019; Taylor, 2010) consists of eight questions, as shown in Appendix C.

### ***The L2 Quadripolar Identity Questionnaire***

The L2 Quadripolar Identity Questionnaire was developed by Taylor (2010) and adapted into Turkish by Burulday (2019). The scale consists of three parts. In the first part, there are 47 questions and four subscales. The subscales in this section are the Private Self (1-2-4-6-7-8-12-13-15-16-18-20-21-25-26-32-34-35-37-40-41-44-46-47), Ideal Self (3-9-17-19-29), Learning Orientation (10-14-22-27-30-43), and Perceptions of the English Class (5-11-23-24-28-31-33-36-38-39-42-45). There are 12 questions in the second part. This section tests the Imposed Self (Present Teacher and Classmates (Items 1-6), and Future Teacher and Classmates (Items 7-12). There are 6 questions in the third part. The third section tests Public Selves (Items 1-6). All questions are of 6-

point Likert type (from strongly agree to strongly disagree). In the original study, the internal consistency coefficients of the subscales ranged from 0.77 to 0.92 (Taylor, 2010). In the Turkish adaptation study, the internal consistency coefficients of the subscales are between 0.75-0.95 (Burulday, 2019). The score of the subscales is obtained by dividing the total score by the number of items. The possible scores range from 1 to 6. In the first part, 4-26-31-41 are reverse items. There are no reverse items in the second and third sections. The second and third sections evaluate the English teacher and classmates separately (Taylor, 2010; Burulday, 2019).

Table 2.

*Current Study's Reliability of The L2 Quadripolar Identity Questionnaire*

<b>Scales</b>	<b>Cronbach's Alpha</b>
Private Self	0,87
Ideal Self	0,61
Public Self (English Teacher)	0,90
Public Self (Classmates)	0,75
Imp. Self (Present – Classmates)	0,80
Imp. Self (Future – Classmates)	0,82
Imp. Self (Present– English Teacher)	0,76
Imp. Self (F – English Teacher)	0,89
Learning Orientation	0,69
Perceptions of the English Class	0,69

The current study's reliability of the L2 Quadripolar Identity Questionnaire is shown in Table 2. Cronbach's Alpha values of the Private Self, Ideal Self, Public Self by English Teacher, and Public Self by Classmates were 0,87, 0,61, 0,90, and 0,75, respectively. Cronbach's Alpha values of the Imposed Present and Future Self by Classmates and Imposed Present and Future Self by English Teacher were 0,80, 0,82, 0,76, and 0,89. Finally, Cronbach's Alpha values of the Learning Orientation and Perceptions of the English Class were 0,69 and 0,69. Cortina (1993) stated a

Cronbach's Alpha value above 0.60 is acceptable (1993). Accordingly, all Cronbach's Alpha values of the scale used in this study are at an acceptable level.

#### **2.4. Research Design**

The design of the research is a correlational screening model. This design is an approach that enables understanding the relationships between two or more variables and examining the changes (Karasar, 2011). It is observed whether the variables considered in this research model change together. If there is a change in each of the variables or if there is no change in any of the variables, this process is tried to be understood and evaluated. At this point, three types of results are observed when searching for a relationship. First, there is no systematic relationship between the two variables. Second, there is a systematic exchange between the two variables. Both change together or do not change together. Third, there is an inverse change in variables (Karasar, 2011). In this study, this method was used considering the fact that L2 learner identity and the factors affecting it were examined.

#### ***Dependent and Independent Variables***

**Dependent Variables:** Dependent variables were private self, ideal self, public selves, and imposed selves in this study.

**Independent Variables:** Independent variables were age, gender, grade, age of onset, context of onset, length of experience abroad, proficiency in English, and language use frequency in this study.

#### **2.5. Analysis of Data**

The data collected in the research were analyzed with the Statistical Package for Social Sciences (SPSS) software. The Cronbach Alpha test was applied for the reliability of the answers given by the participants in the research. Descriptive statistics were used to determine the scores for the scale of the foreign language learner identity level in the Turkish vocational high school context. The instrument which is used in this study is a six-point Likert Scale. To determine the level of foreign language learner identity in a Turkish vocational high school context, mean scores were used to determine the level of foreign language learner identity. The scale has no cut-off point. As the scores obtained from the scale increase, the score in the relevant field increase.

Considering the minimum and maximum scores obtained from the scale, 3 points were accepted as moderate. Interpretations were made below and above the mean score.

The normal distribution of the scores obtained by the students from the scales was examined using the Kolmogorov-Smirnov test. Parametric hypothesis tests were used in the research according to the normal distribution of the scales. MANOVA test was used to compare sociodemographic variables and L2 learner identity. Tukey's B or Dunnet C test was preferred according to the homogeneity of variance in further analysis. The relationships between the scale scores of the participants were examined by Pearson correlation analysis. According to Büyüköztürk (2019), the relationship is accepted as low if the  $r$  value is between 0.30 and 0.00; it is accepted as moderate if the  $r$  value is between 0.70 and 0.30, and accepted as high if the  $r$  value is between 0.70 and 1.00.

### ***Ethical Issues***

Ethics committee approval of the research was obtained from Çağ University Scientific Research and Publication Ethics Committee. Institutional permission was obtained from Mustafa Demirok Vocational and Technical Anatolian High School through the Directorate of National Education. Permission was obtained from the responsible authors for the use of the scales. Necessary time was allocated for the questions of the participants, and the confidentiality principle was observed during the collection and storage of all information belonging to the participants. Data collection tools will be stored in a double-locked cabinet for three years and destroyed at the end of the storage period.

### 3. RESULTS

In this section, the findings obtained from the research are given. The L2 learner identity level of students, the factors affecting L2 learner identity, and the relationships between L2 learner identities are presented in this section.

#### Students' Levels of L2 Quadripolar Identity Questionnaire Scores

Table 3.

*Students' L2 Quadripolar Identity Questionnaire Scores*

Scales	N	$\bar{x}$	$\pm SD$	Minimum	Maximum	Range
Private Self	177	3,08	0,88	1,25	5,96	1-6
Ideal Self	177	3,04	1,16	1,00	8,60	1-6
Public Self (English Teacher)	177	4,05	1,35	1,00	6,00	1-6
Public Self (Classmates)	177	3,12	1,37	1,00	10,67	1-6
Imp. Self (Present – Classmates)	177	3,23	1,12	1,00	6,00	1-6
Imp. Self (F – Classmates)	177	3,04	1,175	1,00	6,00	1-6
Imp. Self (Present – English Teacher)	177	4,34	1,44	1,00	11,00	1-6
Imp. Self (Future – English Teacher)	177	4,05	1,39	1,00	6,00	1-6
Learning Orientation	177	3,32	1,09	1,00	8,33	1-6
Perceptions of the English Class	177	3,32	0,98	1,33	7,50	1-6

In Table 3, it can be seen that the private self-level of vocational high school students is moderate ( $3.08 \pm 0.88$ ) as well as their level of Public Self by Classmates ( $3.12 \pm 1.37$ ). Students' level of Public Self by English Teacher ( $4.05 \pm 1.35$ ) is slightly above moderate whereas their Ideal Self-level is at a moderate level ( $3.04 \pm 1.16$ ). The table also displays that the students' Imposed Present ( $3.23 \pm 1.12$ ) and Future ( $3.04 \pm 1.175$ ) Self by Classmates levels are moderate while their Imposed Present ( $4.34 \pm 1.44$ ) and Future ( $4.05 \pm 1.39$ ) Self by English Teacher levels are slightly above moderate. Finally, the students' Learning Orientation ( $3.32 \pm 1.09$ ) and Perceptions of the English Class ( $3.32 \pm 0.98$ ) levels are moderate as can be noticed in the table.

## Comparisons of Students' Sociodemographic Characteristics and The L2 Quadripolar Identity Questionnaire Scores

Table 4.

*Comparison of Gender and Students' L2 Quadripolar Identity Questionnaire Scores*

Scales	Gender	N	Mean	Std. Dev.	Test Stats.	P																																																																										
Private Self	Male	139	2,98	0,88	7,710	<b>,006</b>																																																																										
	Female	38	3,42	0,79			Ideal Self	Male	139	2,99	1,21	1,158	,283	Female	38	3,22	0,97	Public Self (English Teacher)	Male	139	3,94	1,39	4,313	<b>,039</b>	Female	38	4,45	1,11	Public Self (Classmates)	Male	139	2,99	1,26	5,626	<b>,019</b>	Female	38	3,58	1,63	Imp. Self (Present – English Teacher)	Male	139	4,20	1,49	6,385	<b>,012</b>	Female	38	4,86	1,06	Imposed Self (Future – English Teacher)	Male	139	3,95	1,44	3,261	,073	Female	38	4,41	1,13	Imposed Self (Present–Classmates)	Male	139	3,15	1,14	3,117	,079	Female	38	3,51	1,00	Imposed Self (Future – Classmates)	Male	139	3,23	1,12	0,545	,461	Female
Ideal Self	Male	139	2,99	1,21	1,158	,283																																																																										
	Female	38	3,22	0,97			Public Self (English Teacher)	Male	139	3,94	1,39	4,313	<b>,039</b>	Female	38	4,45	1,11	Public Self (Classmates)	Male	139	2,99	1,26	5,626	<b>,019</b>	Female	38	3,58	1,63	Imp. Self (Present – English Teacher)	Male	139	4,20	1,49	6,385	<b>,012</b>	Female	38	4,86	1,06	Imposed Self (Future – English Teacher)	Male	139	3,95	1,44	3,261	,073	Female	38	4,41	1,13	Imposed Self (Present–Classmates)	Male	139	3,15	1,14	3,117	,079	Female	38	3,51	1,00	Imposed Self (Future – Classmates)	Male	139	3,23	1,12	0,545	,461	Female	38	3,01	1,20								
Public Self (English Teacher)	Male	139	3,94	1,39	4,313	<b>,039</b>																																																																										
	Female	38	4,45	1,11			Public Self (Classmates)	Male	139	2,99	1,26	5,626	<b>,019</b>	Female	38	3,58	1,63	Imp. Self (Present – English Teacher)	Male	139	4,20	1,49	6,385	<b>,012</b>	Female	38	4,86	1,06	Imposed Self (Future – English Teacher)	Male	139	3,95	1,44	3,261	,073	Female	38	4,41	1,13	Imposed Self (Present–Classmates)	Male	139	3,15	1,14	3,117	,079	Female	38	3,51	1,00	Imposed Self (Future – Classmates)	Male	139	3,23	1,12	0,545	,461	Female	38	3,01	1,20																			
Public Self (Classmates)	Male	139	2,99	1,26	5,626	<b>,019</b>																																																																										
	Female	38	3,58	1,63			Imp. Self (Present – English Teacher)	Male	139	4,20	1,49	6,385	<b>,012</b>	Female	38	4,86	1,06	Imposed Self (Future – English Teacher)	Male	139	3,95	1,44	3,261	,073	Female	38	4,41	1,13	Imposed Self (Present–Classmates)	Male	139	3,15	1,14	3,117	,079	Female	38	3,51	1,00	Imposed Self (Future – Classmates)	Male	139	3,23	1,12	0,545	,461	Female	38	3,01	1,20																														
Imp. Self (Present – English Teacher)	Male	139	4,20	1,49	6,385	<b>,012</b>																																																																										
	Female	38	4,86	1,06			Imposed Self (Future – English Teacher)	Male	139	3,95	1,44	3,261	,073	Female	38	4,41	1,13	Imposed Self (Present–Classmates)	Male	139	3,15	1,14	3,117	,079	Female	38	3,51	1,00	Imposed Self (Future – Classmates)	Male	139	3,23	1,12	0,545	,461	Female	38	3,01	1,20																																									
Imposed Self (Future – English Teacher)	Male	139	3,95	1,44	3,261	,073																																																																										
	Female	38	4,41	1,13			Imposed Self (Present–Classmates)	Male	139	3,15	1,14	3,117	,079	Female	38	3,51	1,00	Imposed Self (Future – Classmates)	Male	139	3,23	1,12	0,545	,461	Female	38	3,01	1,20																																																				
Imposed Self (Present–Classmates)	Male	139	3,15	1,14	3,117	,079																																																																										
	Female	38	3,51	1,00			Imposed Self (Future – Classmates)	Male	139	3,23	1,12	0,545	,461	Female	38	3,01	1,20																																																															
Imposed Self (Future – Classmates)	Male	139	3,23	1,12	0,545	,461																																																																										
	Female	38	3,01	1,20																																																																												

Eng. T: English Teacher, Clssmts: Classmates, P.:Present, F.: Future, Imp. Self: Imposed Self

A comparison of gender and students' L2 Quadripolar Identity Questionnaire Scores according to the MANOVA test is shown in Table 4. Noticeably in Table 4 above, there is a statistically significant difference between the total scores of EFL learners' Private Self (Mmale=2.98, Mfemale=3.42,  $t=7.710$ ,  $p<.05$ ), Public Self by English Teacher (Mmale=3.94, Mfemale=4.45,  $t=4.313$ ,  $p<.05$ ), Public Self by Classmates (Mmale=2.99, Mfemale=3.58,  $t=5.626$ ,  $p<.05$ ), and Imposed Present Self by English Teacher (Mmale=4.20, Mfemale=4.86,  $t=6.385$ ,  $p<.05$ ) in terms of gender. Accordingly, female students' levels of Private Self, Public Self by English Teacher, Public Self by Classmates, and Imposed Present Self by English Teacher are higher than male students ( $p < .05$ ). There is not a statistically significant difference between

the total scores of EFL learners' Ideal Self (Mmale=2.99, Mfemale=3.22,  $t=1.158$ ,  $p>.05$ ), Imposed Future Self by English Teacher (Mmale=3.95, Mfemale=4.41,  $t=3.261$ ,  $p>.05$ ), Imposed Present Self by Classmates (Mmale=3.15, Mfemale=3.51,  $t=3.117$ ,  $p>.05$ ), and Imposed Future Self by Classmates (Mmale=3.23, Mfemale=3.01,  $t=0.545$ ,  $p>.05$ ) in terms of gender.

Table 5.

*Comparison of Grade and Students' L2 Quadripolar Identity Questionnaire Scores*

Scales	Grade	N	Mean	Std. Dev.	Test Stats.	p
Private Self	1 <sup>st</sup>	56	2,89	0,84	1,291	,279
	2 <sup>nd</sup>	40	3,12	0,80		
	3 <sup>rd</sup>	52	3,14	0,91		
	4 <sup>th</sup>	29	3,25	1,00		
Ideal Self	1 <sup>st</sup>	56	2,75	1,11	1,691	,171
	2 <sup>nd</sup>	40	3,23	0,90		
	3 <sup>rd</sup>	52	3,14	1,34		
	4 <sup>th</sup>	29	3,13	1,19		
Public Self (English Teacher)	1 <sup>st</sup>	56	3,93	1,35	,512	,675
	2 <sup>nd</sup>	40	3,96	1,21		
	3 <sup>rd</sup>	52	4,10	1,34		
	4 <sup>th</sup>	29	4,29	1,56		
Public Self (Classmates)	1 <sup>sta</sup>	56	2,96	1,00	5,028	<b>,002</b> <b>d&gt;c,b,a</b>
	2 <sup>ndb</sup>	40	3,17	1,06		
	3 <sup>rdc</sup>	52	2,79	1,22		
	4 <sup>thd</sup>	29	3,94	2,14		
Imp. Self (Present – English Teacher)	1 <sup>st</sup>	56	4,12	1,32	3,422	<b>,019</b> <b>d&gt;c,b,a</b>
	2 <sup>ndb</sup>	40	4,35	1,20		
	3 <sup>rdc</sup>	52	4,16	1,47		
	4 <sup>thd</sup>	29	5,09	1,69		
Imposed Self (Future – English Teacher)	1 <sup>sta</sup>	56	3,75	1,43	2,944	<b>,034</b> <b>d&gt;a,b</b>
	2 <sup>ndb</sup>	40	3,87	1,10		
	3 <sup>rdc</sup>	52	4,19	1,45		
	4 <sup>thd</sup>	29	4,61	1,41		
Imposed Self (Present– Classmates)	1 <sup>st</sup>	56	3,13	1,15	1,145	,332
	2 <sup>nd</sup>	40	3,28	0,72		
	3 <sup>rd</sup>	52	3,12	1,10		
	4 <sup>th</sup>	29	3,55	1,50		
Imposed Self (Future – Classmates)	1 <sup>sta</sup>	56	2,61	1,07	4,380	<b>,005</b> <b>a&lt;b,c,d</b>
	2 <sup>ndb</sup>	40	3,13	0,81		
	3 <sup>rdc</sup>	52	3,21	1,21		
	4 <sup>thd</sup>	29	3,45	1,48		

Eng. T: English Teacher, Clssmts: Classmates, P.:Present, F.: Future, Imp. Self: Imposed Self

A comparison of grades and Students' L2 Quadripolar Identity Questionnaire Scores according to the MANOVA test is shown in Table 5. As observed in Table 5 above, there is a statistically significant difference between the total scores of EFL learners' Public Self by Classmates ( $M_1=2.96$ ,  $M_2=3.17$ ,  $M_3=2.79$ ,  $M_4=3.94$ ,  $t=5.028$ ,  $p<.05$ ), Imposed Present Self by English Teacher ( $M_1=4.12$ ,  $M_2=4.35$ ,  $M_3=4.16$ ,  $M_4=5.09$ ,  $t=3.422$ ,  $p<.05$ ), Imposed Future Self by English Teacher ( $M_1=3.75$ ,  $M_2=3.87$ ,  $M_3=4.19$ ,  $M_4=4.61$ ,  $t=2.944$ ,  $p<.05$ ), Imposed Future Self by Classmates ( $M_1=2.61$ ,  $M_2=3.13$ ,  $M_3=3.21$ ,  $M_4=3.45$ ,  $t=4.380$ ,  $p<.05$ ) in terms of grade. Accordingly, the Public Self by Classmates and Imposed Present Self by English Teacher levels of fourth-year students were found to be higher than third, second, and first-year students ( $p<.05$ ). In addition, it was determined that the Imposed Future Self by English Teacher level of the fourth year students was higher than the first and second year students ( $p<.05$ ). As in further, the Imposed Future Self by Classmates level of the first year students was found to be lower than the second, third and fourth year students ( $p<.05$ ). There is not a statistically significant difference between the total scores of EFL learners' Private Self ( $M_1=2.89$ ,  $M_2=3.12$ ,  $M_3=3.14$ ,  $M_4=3.25$ ,  $t=1.291$ ,  $p>.05$ ), Ideal Self ( $M_1=2.75$ ,  $M_2=3.23$ ,  $M_3=3.14$ ,  $M_4=3.13$ ,  $t=1.691$ ,  $p>.05$ ), Public Self by English Teacher ( $M_1=3.93$ ,  $M_2=3.96$ ,  $M_3=4.10$ ,  $M_4=4.29$ ,  $t=0.512$ ,  $p>.05$ ), and Imposed Present Self by Classmates ( $M_1=3.13$ ,  $M_2=3.28$ ,  $M_3=3.12$ ,  $M_4=3.55$ ,  $t=1.145$ ,  $p>.05$ ) in terms of grade.



Table 6.

*Comparison of Age of Onset and Students' L2 Quadripolar Identity Questionnaire Scores*

Scales	Age of onset	N	Mean	Std. Dev.	Test Stats.	p																																																																										
Private Self	1-9	99	3,10	0,84	0,110	,740																																																																										
	10+	78	3,05	0,94			Ideal Self	1-9	99	3,08	1,15	0,292	,590	10+	78	2,98	1,18	Public Self (English Teacher)	1-9	99	4,01	1,30	0,170	,681	10+	78	4,09	1,42	Public Self (Classmates)	1-9	99	2,96	1,11	3,032	,083	10+	78	3,32	1,62	Imposed Self (Present – English Teacher)	1-9	99	4,17	1,31	3,424	,066	10+	78	4,57	1,56	Imposed Self (Future – English Teacher)	1-9	99	4,01	1,28	0,177	,674	10+	78	4,10	1,53	Imposed Self (Present– Classmates)	1-9	99	3,11	1,09	2,321	,129	10+	78	3,37	1,15	Imposed Self (Future – Classmates)	1-9	99	3,02	1,10	0,109	,742	10+
Ideal Self	1-9	99	3,08	1,15	0,292	,590																																																																										
	10+	78	2,98	1,18			Public Self (English Teacher)	1-9	99	4,01	1,30	0,170	,681	10+	78	4,09	1,42	Public Self (Classmates)	1-9	99	2,96	1,11	3,032	,083	10+	78	3,32	1,62	Imposed Self (Present – English Teacher)	1-9	99	4,17	1,31	3,424	,066	10+	78	4,57	1,56	Imposed Self (Future – English Teacher)	1-9	99	4,01	1,28	0,177	,674	10+	78	4,10	1,53	Imposed Self (Present– Classmates)	1-9	99	3,11	1,09	2,321	,129	10+	78	3,37	1,15	Imposed Self (Future – Classmates)	1-9	99	3,02	1,10	0,109	,742	10+	78	3,07	1,26								
Public Self (English Teacher)	1-9	99	4,01	1,30	0,170	,681																																																																										
	10+	78	4,09	1,42			Public Self (Classmates)	1-9	99	2,96	1,11	3,032	,083	10+	78	3,32	1,62	Imposed Self (Present – English Teacher)	1-9	99	4,17	1,31	3,424	,066	10+	78	4,57	1,56	Imposed Self (Future – English Teacher)	1-9	99	4,01	1,28	0,177	,674	10+	78	4,10	1,53	Imposed Self (Present– Classmates)	1-9	99	3,11	1,09	2,321	,129	10+	78	3,37	1,15	Imposed Self (Future – Classmates)	1-9	99	3,02	1,10	0,109	,742	10+	78	3,07	1,26																			
Public Self (Classmates)	1-9	99	2,96	1,11	3,032	,083																																																																										
	10+	78	3,32	1,62			Imposed Self (Present – English Teacher)	1-9	99	4,17	1,31	3,424	,066	10+	78	4,57	1,56	Imposed Self (Future – English Teacher)	1-9	99	4,01	1,28	0,177	,674	10+	78	4,10	1,53	Imposed Self (Present– Classmates)	1-9	99	3,11	1,09	2,321	,129	10+	78	3,37	1,15	Imposed Self (Future – Classmates)	1-9	99	3,02	1,10	0,109	,742	10+	78	3,07	1,26																														
Imposed Self (Present – English Teacher)	1-9	99	4,17	1,31	3,424	,066																																																																										
	10+	78	4,57	1,56			Imposed Self (Future – English Teacher)	1-9	99	4,01	1,28	0,177	,674	10+	78	4,10	1,53	Imposed Self (Present– Classmates)	1-9	99	3,11	1,09	2,321	,129	10+	78	3,37	1,15	Imposed Self (Future – Classmates)	1-9	99	3,02	1,10	0,109	,742	10+	78	3,07	1,26																																									
Imposed Self (Future – English Teacher)	1-9	99	4,01	1,28	0,177	,674																																																																										
	10+	78	4,10	1,53			Imposed Self (Present– Classmates)	1-9	99	3,11	1,09	2,321	,129	10+	78	3,37	1,15	Imposed Self (Future – Classmates)	1-9	99	3,02	1,10	0,109	,742	10+	78	3,07	1,26																																																				
Imposed Self (Present– Classmates)	1-9	99	3,11	1,09	2,321	,129																																																																										
	10+	78	3,37	1,15			Imposed Self (Future – Classmates)	1-9	99	3,02	1,10	0,109	,742	10+	78	3,07	1,26																																																															
Imposed Self (Future – Classmates)	1-9	99	3,02	1,10	0,109	,742																																																																										
	10+	78	3,07	1,26																																																																												

Eng. T: English Teacher, Clsmts: Classmates, P.:Present, F.: Future, Imp. Self: Imposed Self

A comparison of the age of onset and Students' L2 Quadripolar Identity Questionnaire Scores according to the MANOVA test is shown in Table 6. As seen in Table 6 above, there is not a statistically significant difference between the total scores of EFL learners' Private Self (M1-9:3.10, M10+=3.05,  $t=0.110$ ,  $p> .05$ ), Ideal Self (M1-9:3.08, M10+=2.98,  $t=0.292$ ,  $p> .05$ ), Public Self by English Teacher (M1-9:4.01, M10+=4.09,  $t=0.170$ ,  $p> .05$ ), Public Self by Classmates (M1-9:2.96, M10+=3.92,  $t=3.032$ ,  $p> .05$ ), Imposed Present Self by Classmates (M1-9:3.11, M10+=3.37,  $t=2.321$ ,  $p> .05$ ), Imposed Future Self by Classmates (M1-9:3.02, M10+=3.07,  $t=0.109$ ,  $p> .05$ ), Imposed Present Self by English Teacher (M1-9:4.17, M10+=4.57,  $t=3.424$ ,  $p> .05$ ), Imposed Future Self by English Teacher (M1-9:4.01, M10+=4.10,  $t=0.177$ ,  $p> .05$ ) in terms of age of onset.

Table 7.

*Comparison of Context of Onset and Students' L2 Quadripolar Identity Questionnaire Scores*

Scales	Context of onset	N	Mean	Std. Dev.	Test Stats.	p
Private Self	Home/Kindergarten	14	3,24	0,99	0,258	,773
	Primary S.	112	3,05	0,85		
	Middle S./High S.	51	3,08	0,93		
Ideal Self	Home/Kindergarten	14	3,31	1,04	0,884	,415
	Primary S.	112	3,07	1,21		
	Middle S./High S.	51	2,88	1,07		
Public Self (English Teacher)	Home/Kindergarten	14	3,90	1,02	0,088	,916
	Primary S.	112	4,06	1,43		
	Middle S./High S.	51	4,06	1,28		
Public Self (Classmates)	Home/Kindergarten <sup>a</sup>	14	2,91	1,00	3,095	<b>,048</b> <b>c&gt;b</b>
	Primary S. <sup>b</sup>	112	2,96	1,18		
	Middle S./High S. <sup>c</sup>	51	3,51	1,74		
Imposed Self (Present – English Teacher)	Home/Kindergarten	14	4,15	0,97	1,055	,351
	Primary S.	112	4,26	1,41		
	Middle S./High S.	51	4,59	1,58		
Imposed Self (Future – English Teacher)	Home/Kindergarten	14	3,84	0,86	0,194	,824
	Primary S.	112	4,08	1,45		
	Middle S./High S.	51	4,03	1,39		
Imposed Self (Present – Classmates)	Home/Kindergarten	14	3,45	1,23	0,571	,566
	Primary S.	112	3,16	1,14		
	Middle S./High S.	51	3,31	1,06		
Imposed Self (Future – Classmates)	Home/Kindergarten	14	3,58	1,17	1,728	,181
	Primary S.	112	2,96	1,18		
	Middle S./High S.	51	3,06	1,13		

Eng. T: English Teacher, Clssmts: Classmates, P.:Present, F.: Future, Imp. Self: Imposed Self

A comparison of the context of onset and Students' L2 Quadripolar Identity Questionnaire Scores according to the MANOVA test is shown in Table 7. Table 7 above shows a statistically significant difference between the total scores of EFL learners' Public Self by Classmates (MHome/Kindergarten=2,91, MPrimary S.= 2,96,

Middle S./High S.= 3,51,  $t=3,095$ ,  $p<.05$ ) in terms of the context of onset. Accordingly, it was determined that the level of Public Self by Classmates of students who started learning English in middle school/high school was higher than students who started learning at primary school ( $p<.05$ ). As seen in Table 7 above, there is not a statistically significant difference between the total scores of EFL learners' Private Self (MHome/Kindergarten=3,24, MPrimary S.= 3,05, Middle S./High S.= 3,08,  $t=0,258$ ,  $p>.05$ ), Ideal Self (MHome/Kindergarten=3,31, MPrimary S.= 3,07, Middle S./High S.= 2,88,  $t=0,884$ ,  $p>.05$ ), Public Self by English Teacher (MHome/Kindergarten=3,90, MPrimary S.= 4,06, Middle S./High S.= 4,06,  $t=0,088$ ,  $p>.05$ ), Imposed Present Self by Classmates (MHome/Kindergarten=3,45, MPrimary S.= 3,16, Middle S./High S.= 3,31,  $t=0,571$ ,  $p>.05$ ), Imposed Future Self by Classmates (MHome/Kindergarten=3,58, MPrimary S.= 2,96, Middle S./High S.= 3,06,  $t=1,728$ ,  $p>.05$ ), Imposed Present Self by English Teacher (MHome/Kindergarten=4,15, MPrimary S.= 4,26, Middle S./High S.= 4,59,  $t=1,055$ ,  $p>.05$ ), Imposed Future Self by English Teacher (MHome/Kindergarten=3,84, MPrimary S.= 4,08, Middle S./High S.= 4,03,  $t=0,194$ ,  $p>.05$ ) in terms of context of onset.

Table 8.

*Comparison of Proficiency in First Foreign Language and Students' L2 Quadripolar Identity Questionnaire Scores*

Scales	Proficiency	N	Mean	Std. Dev.	Test Stats.	P
Private Self	Beginner	121	3,04	0,89	0,850	,358
	Intermediate	56	3,17	0,87		
Ideal Self	Beginner	121	2,98	1,20	0,974	,325
	Intermediate	56	3,16	1,06		
Public Self (English Teacher)	Beginner	121	4,03	1,42	0,025	,876
	Intermediate	56	4,07	1,21		
Public Self (Classmates)	Beginner	121	3,05	1,32	0,894	,346
	Intermediate	56	3,26	1,46		
Imposed Self (Present – English Teacher)	Beginner	121	4,32	1,53	0,112	,738
	Intermediate	56	4,40	1,22		
Imposed Self (Future – English Teacher)	Beginner	121	4,01	1,45	0,277	,599
	Intermediate	56	4,13	1,25		
Imposed Self (Present–Classmates)	Beginner	121	3,20	1,21	0,290	,591
	Intermediate	56	3,30	0,91		
Imposed Self (Future – Classmates)	Beginner	121	3,05	1,22	0,006	,936
	Intermediate	56	3,03	1,07		

Eng. T: English Teacher, Clsmts: Classmates, P.:Present, F.: Future, Imp. Self: Imposed Self

A comparison of proficiency in the first foreign language and Students' L2 Quadripolar Identity Questionnaire Scores according to the MANOVA test are shown in Table 8. As noticed in Table 8 above, there is not a statistically significant difference between the total scores of EFL learners' Private Self (MBeginner=3,04, MIntermediate= 3,17,  $t=0,850$ ,  $p> .05$ ), Ideal Self (MBeginner=2,98, MIntermediate=3,16,  $t=0,974$ ,  $p> .05$ ), Public Self by English Teacher (MBeginner=4,03, MIntermediate=4,07,  $t=0,025$ ,  $p> .05$ ), Public Self by Classmates (MBeginner=3,05, MIntermediate=3,26,  $t=0,894$ ,  $p> .05$ ), Imposed Present Self by Classmates ((MBeginner=3,20, MIntermediate=3,30,  $t=0,112$ ,  $p> .05$ ), Imposed Future Self by Classmates (MBeginner=3,05, MIntermediate=3,03,  $t=0,277$ ,  $p> .05$ ), Imposed Present Self by English Teacher (MBeginner=4,32, MIntermediate=4,40,  $t=0,290$ ,  $p> .05$ ), Imposed Future Self by English Teacher (MBeginner=4,01, MIntermediate=4,13,  $t=0,006$ ,  $p> .05$ ) in terms of proficiency in the first foreign language.

Table 9.

*Comparison of Language Use Frequency and Students' L2 Quadripolar Identity Questionnaire Scores*

Scales	Language use frequency	N	Mean	Std. Dev.	Test Stats.	p
Private Self	All the <sup>a</sup> time/often/sometimes	26	3,96	0,72	19,943	<b>,000</b> <b>a&gt;b,c</b>
	Rarely <sup>b</sup>	62	3,07	0,75		
	Never <sup>c</sup>	89	2,82	0,86		
Ideal Self	All the <sup>a</sup> time/often/sometimes	26	3,83	1,06	8,140	<b>,000</b> <b>a&gt;b,c</b>
	Rarely <sup>b</sup>	62	3,02	1,01		
	Never <sup>c</sup>	89	2,82	1,20		
Public Self (English Teacher)	All the <sup>a</sup> time/often/sometimes	26	4,77	0,91	4,563	<b>,012</b> <b>a&gt;b,c</b>
	Rarely <sup>b</sup>	62	3,95	1,19		
	Never <sup>c</sup>	89	3,90	1,50		
Public Self (Classmates)	All the time/often/sometimes	26	3,46	1,32	1,099	,336
	Rarely	62	3,12	1,00		
	Never	89	3,01	1,58		
Imposed Self (Present – English Teacher)	All the time/often/sometimes	26	4,89	0,99	2,790	,064
	Rarely	62	4,11	1,34		
	Never	89	4,35	1,57		
Imposed Self (Future – English Teacher)	All the <sup>a</sup> time/often/sometimes	26	4,67	1,20	3,376	<b>,036</b> <b>a&gt;b,c</b>
	Rarely <sup>b</sup>	62	3,85	1,40		
	Never <sup>c</sup>	89	4,00	1,40		
Imposed Self (Present – Classmates)	All the time/often/sometimes	26	3,68	1,07	2,556	,080
	Rarely	62	3,19	1,03		
	Never	89	3,13	1,17		
Imposed Self (Future – Classmates)	All the time/often/sometimes	26	3,46	1,28	1,976	,142
	Rarely	62	2,93	1,03		
	Never	89	3,00	1,22		

Eng. T: English Teacher, Clsmts: Classmates, P.:Present, F.: Future, Imp. Self: Imposed Self

A comparison of language use frequency and Students' L2 Quadripolar Identity Questionnaire Scores according to the MANOVA test is shown in Table 9. It can be seen in Table 9 above that there is a statistically significant difference between the total scores of EFL learners' Private Self (MAll the time/often/sometimes=3,96,

MRarely=3,07, MNever=2,82,  $t=19,943$ ,  $p<.05$ ), Ideal Self (MAll the time/often/sometimes=3,83, MRarely=3,02, MNever=2,82,  $t=8,140$ ,  $p<.05$ ), Public Self by English Teacher (MAll the time/often/sometimes=3,95, MRarely=3,90, MNever=3,46,  $t=4,563$ ,  $p<.05$ ), and Imposed Future Self by English Teacher (MAll the time/often/sometimes=4,67, MRarely=3,85, MNever=4,00,  $t=3,376$ ,  $p<.05$ ) in terms of language use frequency. Accordingly, it was found that the Private Self, Ideal Self, Public Self by English Teacher, and Imposed Future Self by English Teacher scores of the students who stated the frequency of speaking English as “all the time/often/sometimes” were higher than those who stated “rarely” and “never” ( $p<.05$ ). Regarding the Table 9, there is not a statistically significant difference between the total scores of EFL learners' Public Self by Classmates (MAll the time/often/sometimes=3,46, MRarely=3,12, MNever=3,01,  $t=1,099$ ,  $p>.05$ ), Imposed Present Self by Classmates (MAll the time/often/sometimes=3,68, MRarely=3,19, MNever=3,13,  $t=2,556$ ,  $p>.05$ ), Imposed Future Self by Classmates (MAll the time/often/sometimes=3,46, MRarely=2,93, MNever=3,00,  $t=1,976$ ,  $p>.05$ ), Imposed Present Self by English Teacher (MAll the time/often/sometimes=4,89, MRarely=4,11, MNever=4,35,  $t=2,790$ ,  $p>.05$ ) in terms of language use frequency.

Table 10.

*Comparison of Gender and Students' Learning Orientation and Perceptions of the English Class*

Scales	Gender	N	Mean	Std. Dev.	Test Stats.	p
Learning	Male	139	3,18	1,13	11,077	<b>,001</b>
Orientation	Female	38	3,83	0,78		
Perceptions	Male	139	3,22	0,98	7,407	<b>,007</b>
of the	Female	38	3,70	0,88		
English						
Class						

A comparison of gender and Students' Learning Orientation and Perceptions of the English Class according to the MANOVA test is shown in Table 10. It is evident in Table 9 that there is a statistically significant difference between the total scores of EFL learners' Students' Learning Orientation ( $M_{female}=3.83$ ,  $M_{male}=3.18$ ,  $t=11,077$ ,  $p<.05$ ) and Perceptions of the English Class ( $M_{female}=3.70$ ,  $M_{male}=3.22$ ,  $t=7,407$ ,

$p < .05$ ) in terms of gender. Accordingly, it was determined that female students' Learning Orientation and Perceptions of the English Class level were higher than male students ( $p < .05$ ).

Table 11.

*Comparison of Grade and Students' Learning Orientation and Perceptions of the English Class*

Scales	Grade	N	Mean	Std. Dev.	Test Stats.	p
Learning Orientation	1 <sup>st</sup>	56	3,22	1,00	0,371	,774
	2 <sup>nd</sup>	40	3,42	1,03		
	3 <sup>rd</sup>	52	3,30	1,28		
	4 <sup>th</sup>	29	3,42	1,04		
Perceptions of the English Class	1 <sup>st</sup>	56	3,06	0,85	2,169	,094
	2 <sup>nd</sup>	40	3,45	0,75		
	3 <sup>rd</sup>	52	3,40	1,08		
	4 <sup>th</sup>	29	3,53	1,22		

A comparison of grades and Students' Learning Orientation and Perceptions of the English Class according to the MANOVA test is shown in Table 11. As seen in Table 11 above, there is not a statistically significant difference between the total scores of EFL learners' Learning Orientation ( $M_1=3,22$ ,  $M_2=3,42$ ,  $M_3=3,30$ ,  $M_4=3,42$   $t=0,371$ ,  $p > .05$ ) and Perceptions of the English Class ( $M_1=3,06$ ,  $M_2=3,45$ ,  $M_3=3,40$ ,  $M_4=3,53$ ,  $t=2,169$ ,  $p > .05$ ) in terms of grade.

Table 12.

*Comparison of Age of Onset and Students' Learning Orientation and Perceptions of the English Class*

Scales	Age of onset	N	Mean	Std. Dev.	Test Stats.	p
Learning Orientation	1-9	99	3,30	1,13	0,077	,782
	10+	78	3,35	1,05		
Perceptions of the English Class	1-9	99	3,35	0,97	0,202	,653
	10+	78	3,29	0,99		

A comparison of the age of onset and Students' Learning Orientation and Perceptions of the English Class according to the MANOVA test is shown in Table 12. Accordingly, no significant difference was found between the age of onset and Learning Orientation and Perceptions of the English Class ( $p > .05$ ). It appears in Table 12 above that there is not a statistically significant difference between the total scores of EFL learners' Learning Orientation ( $M_{1-9}=3.35$ ,  $M_{10+}=3.29$ ,  $t=0,202$ ,  $p > .05$ ) and Perceptions of the English Class ( $M_{1-9}=1.13$ ,  $M_{10+}=3.35$ ,  $t=0,077$ ,  $p > .05$ ) in terms of age of onset.

Table 13.

*Comparison of Context of Onset and Students' Learning Orientation and Perceptions of the English Class*

Scales	Context of onset	N	Mean	Std. Dev.	Test Stats.	p
Learning Orientation	Home/Kindergarten	14	3,70	0,93	0,921	,400
	Primary S.	112	3,27	1,16		
	Middle S./High S.	51	3,32	0,99		
Perceptions of the English Class	Home/Kindergarten	14	3,56	0,76	0,660	,518
	Primary S.	112	3,34	1,07		
	Middle S./High S.	51	3,23	0,81		

A comparison of the context of onset and Students' Learning Orientation and Perceptions of the English Class according to the MANOVA test is shown in Table 13. As viewed in Table 13 above, there is not a statistically significant difference between the total scores of EFL learners' Learning Orientation ( $M_{\text{Home/Kindergarten}}=3,70$ ,  $M_{\text{Primary S.}}= 3,27$ ,  $M_{\text{Middle S./High S.}}= 3,32$ ,  $t=0,921$ ,  $p > .05$ ) and Perceptions of the English Class ( $M_{\text{Home/Kindergarten}}=0,76$ ,  $M_{\text{Primary S.}}= 1,07$ ,  $M_{\text{Middle S./High S.}}= 0,81$ ,  $t=0,660$ ,  $p > .05$ ) in terms of the context of onset.



Table 14.

*Comparison of Proficiency in First Foreign Language and Students' Learning Orientation and Perceptions of the English Class*

Scales	Proficiency	N	Mean	Std. Dev.	Test Stats.	p
Learning	Beginner	121	3,33	1,17	0,020	,888
Orientation	Intermediate	56	3,30	0,91		
Perceptions	Beginner	121	3,34	1,01	0,064	,801
of the						
English	Intermediate	56	3,30	0,92		
Class						

A comparison of proficiency in the first foreign language and Students' Learning Orientation and Perceptions of the English Class is according to the MANOVA test shown in Table 14. As noticed in Table 14 above, there is not a statistically significant difference between the total scores of EFL learners' Learning Orientation (MBeginner=3.33, MIntermediate=3.30,  $t=0.020$ ,  $p>.05$ ) and Perceptions of the English Class (MBeginner=3.34, MIntermediate=3.30,  $t=0.064$ ,  $p>.05$ ) in terms of the context of proficiency in the first foreign language.

Table 15.

*Comparison of Language Use Frequency and Students' Learning Orientation and Perceptions of the English Class*

Scales	Language use frequency	N	Mean	Std. Dev.	Test Stats.	p
Learning	All the <sup>a</sup> time/often/sometimes	26	3,97	0,62	6,326	<b>,002</b> <b>a&gt;b&gt;c</b>
Orientation	Rarely <sup>b</sup>	62	3,33	0,87		
	Never <sup>c</sup>	89	3,12	1,26		
Perceptions	All the <sup>a</sup> of the time/often/sometimes	26	4,07	0,71	10,453	<b>,000</b> <b>a&gt;b&gt;c</b>
English	Rarely <sup>b</sup>	62	3,31	0,80		
Class	Never <sup>c</sup>	89	3,12	1,06		

A comparison of language use frequency and Students' Learning Orientation and Perceptions of the English Class according to the MANOVA test is shown in Table 15. As seen in Table 15 above, there is a statistically significant difference between the total scores of EFL learners' Students' Learning Orientation (MAll thea time/often/sometimes=3,97, MRarely=3,33, MNever=3,12,  $t=6,326$ ,  $p<.05$ ) and Perceptions of the English Class (MAll thea time/often/sometimes=4,07, MRarely=3,31, MNever=3,12,  $t=$ ,  $p<.05$ ) in terms of language use frequency. Accordingly, it was found that the level of Learning Orientation and Perceptions of the English Class of students who stated their English speaking frequency as all the time/often/sometimes was higher than those who stated their English speaking frequency as rarely ( $p<.05$ ) (Table 15).

### Correlations between Subdimensions of The L2 Quadripolar Identity Questionnaire

Table 16.

*Correlations between Subdimensions of The L2 Quadripolar Identity Questionnaire*

Scales	2	3	4	5	6	7	8
1. Private Self	,686**	,441**	,370**	,312**	,278**	,340**	,312**
2. Ideal Self	1	,306**	,283**	,197**	,323**	,287**	,383**
3. Public Self (English Teacher)		1	,326**	,596**	,574**	,211**	,277**
4. Public Self (Classmates)			1	,178**	,151**	,478**	,466**
5. Imposed Self (Present – English Teacher)				1	,740**	,274**	,240**
6. Imposed Self (Future – English Teacher)					1	,241**	,358**
7. Imposed Self (Present– Classmates)						1	,712**
8. Imposed Self (Future – Classmates)							1

\*\* Correlation is significant at the 0.01 level.

Correlations between subdimensions of The L2 Quadripolar Identity Questionnaire according to the MANOVA test are shown in Table 16. In vocational high school students, it was determined that there were weak and moderate positive relations between the Private Self, Ideal Self, Public Self by English Teacher, Public Self by Classmates, Imposed Present and Future Self by Classmates, Imposed Present and Future Self by English Teacher ( $p < .05$ ). Accordingly, it was determined that the increase in any of the sub-dimensions of The L2 Quadripolar Identity Questionnaire was associated with the increase in all other sub-dimensions (Table 16).

Also, there were weak and positive correlations between age and Public Self by Classmates ( $r=0,181$ ;  $p < .05$ ), Imposed Future Self by English Teacher ( $r=0,148$ ;  $p < .05$ ), and Imposed Future Self by Classmates ( $r=0,233$ ;  $p < .05$ ). Therefore, the increase in age was associated with the increase in Public Self by Classmates, Imposed Future Self by English Teacher, and Imposed Future Self by Classmates.

#### 4. DISCUSSION AND CONCLUSION

In the current study, in-depth information about vocational high school students' foreign language learner identity was obtained. In this context, the students' private, ideal, public, and imposed selves levels were determined. In addition, demographic variables (age, gender, grade, age of context, the context of onset, and language use frequency) affecting the private, ideal, public, and imposed selves were revealed. In addition, the relationships between the private, ideal, public, and imposed selves in vocational high school students were reported. In this section, the obtained results were discussed in line with the literature.

##### **Discussion of the Vocational High School Students' L2 Quadripolar Identity Questionnaire Scores**

Private Self, Ideal Self, Public Self by English Teacher, and Public Self by Classmates mean scores of the students were  $3.08 \pm 0.88$ ,  $3.04 \pm 1.16$ ,  $4.05 \pm 1.35$  and  $3.12 \pm 1.37$ . Accordingly, it can be said that the private self-level of vocational high school students is moderate. This result indicates that students' English learning performance, motivation to learn English, and success level in learning English are moderate. Besides, it can be said that the student's level of Public Self by Classmates is moderate, and the level of Public Self by English Teacher is slightly above moderate. These results show that students have a moderate level of willingness to show their efforts in the English learning process to their friends and a slightly above-average willingness to show them to their teachers. Differences between friends and teachers may be due to the nature of the relationship students have with their English teachers. Students may have had a better relationship with their English teacher than with their friends. For this reason, students may want to show their English learning efforts to their teachers rather than their friends. It can be said that the students' Ideal Self-level is at a moderate level. This result shows that students' willingness to work in English-related jobs in the future and to make English a part of their identity is moderate. The mean scores of Imposed Present and Future Self by Classmates and Imposed Present and Future Self by English Teacher were  $3.23 \pm 1.12$ ,  $3.04 \pm 1.175$ ,  $4.34 \pm 1.44$  and  $4.05 \pm 1.39$ . It can be said that the students' Imposed Present and Future Self by Classmates level is moderate. These results show that present and future friends moderately expect students to learn English and make English a part of their identity in

the future. It can be said that the students' Imposed Present and Future Self by English Teacher level is slightly above the moderate level. These results show that English teachers, now and in the future, expect students to learn English and make English a part of their identity in the future. The fact that teachers' expectations are higher than students' friends may depend on the teacher's duties, authorities, and responsibilities. After all, teaching English is part of the teacher's identity. The mean scores of Learning Orientation and Perceptions of the English Class were  $3.32\pm 1.09$  and  $3.32\pm 0.98$ , respectively. It can be said that the level of Learning Orientation and Perceptions of the English Class the students is moderate. These results show that the motivation of the students to learn English that they have and that is obtained from the learning environment is at a moderate level.

In a similar study, the Ideal self, Private self, Public Self by English Teacher, and Public Self by Classmates mean scores of the students were  $5.12\pm 1$ ,  $4.06\pm 1$ ,  $4.36\pm 1.2$ , and  $3.25\pm 1$  (Aliakbari and Amiri, 2018). In the same study, Imposed Self by English Teachers and Peers were  $4.03\pm 1$  and  $3.12\pm 0.9$  (Aliakbari and Amiri, 2018). It can be said that the private self-level of the participants in this study is above the moderate level. This result indicates that students' English learning performance, motivation to learn English, and success level in learning English are above average. It can be said that the participants' Ideal Self-level is at a high level. This result shows that students have a high level of willingness to work in English-related jobs in the future and to make English a part of their identity. In the same study, it can be said that the level of Public Self by Classmates of the participants is moderate, and the level of Public Self by English Teacher is at a high level. These results show that students have a moderate level of willingness to show their efforts in the English learning process to their friends and a high level of willingness to show them to their teachers. The results of the current study are similar to the levels of Public Self by Classmates and Imposed Self by Classmates determined in Aliakbari and Amiri's (2018) study. On the other hand, Private Self, Ideal Self and Public Self by English Teacher levels determined in Aliakbari and Amiri's (2018) study are higher than the results of the current study. The similarity of Public Self by Classmates and Imposed Self by Classmates levels can be explained by the effect of adolescence. Middle school and high school are the periods when adolescence begins and continues. In this period, the importance of peers for children increases. Students' desire to learn a foreign language may increase in order to gain acceptance from the peer group. At the same time, the desire of students to show

their success to their friends in a foreign language may increase. This may explain the change in students' Public Self by Classmates and Imposed Self by Classmates levels. The height of the Private Self, Ideal Self, and Public Self by English Teacher levels may depend on the size and diversity of the sample. As a matter of fact, the sample of the current study consists of students from a single vocational high school, while the sample of the study conducted by Aliakbari and Amiri (2018) in Iran consists of students from many schools that include 8th-12th grade students. Students studying at vocational high schools are expected to acquire a profession instead of academic success. In the study conducted in Iran, there are different expectations in different school types. According to the characteristics of the school, more importance can be given to students' foreign language learning.

In addition, in a study conducted on university students in Turkey, the scores obtained by the students from the scales were determined according to gender (Burulday, 2019). For females in this study, Private Self, Ideal Self, Public Self by English Teacher and Public Self by Classmates mean scores of the students were  $3.86 \pm 0.86$ ,  $4.38 \pm 0.83$ ,  $5.35 \pm 0.83$ ,  $3.04 \pm 1.55$ , respectively. Accordingly, it can be said that the private self-level of female students is slightly above the moderate level. This result indicates that students' performance in learning English, their motivation to learn English, and their level of success in learning English are slightly above average. Besides, it can be said that the student's level of Public Self by Classmates is at a moderate level, and the level of Public Self by English Teacher is at a very high level. These results show that female students have a moderate level of willingness to show their efforts in the English learning process to their friends and a very high level of willingness to show them to their teachers. In the same study, for females, the mean scores of Imposed Present and Future Self by Classmates and Imposed Present and Future Self by English Teacher were  $5.62 \pm 0.49$ ,  $5.27 \pm 0.70$ ,  $3.32 \pm 1.38$ , and  $3.48 \pm 1.42$  (Burulday, 2018). It can be said that the level of Imposed Present and Future Self by Classmates of female students is very high. These results show that now and in the future, their friends expect students to learn English and make English a part of their identity in the future. It can be said that the level of Imposed Present and Future Self by English Teachers of female students is above the moderate level. These results show that current and future English teachers expect students to learn English and make English a part of their identity in the future. The mean scores of Learning Orientation and Perceptions of the English Class were  $3.76 \pm 0.78$  and  $3.83 \pm 0.76$  for females,

respectively (Burulday, 2019). Accordingly, it can be said that the level of Learning Orientation and Perceptions of the English Class of female students is above the middle. These results show that female students' motivation to learn English, which they have and which is derived from the learning environment, is above moderate. The levels of Imposed Present and Future Self by English Teacher, and Public Self by English Teacher determined for female students in Burulday's (2019) study and the levels determined in the current study are close to each other. All other sub-dimension mean scores are higher than the current study. These results may be due to the fact that Burulday's (2019) study was conducted with university students. During the university period, students attach importance to career acquisition and professional advancement. In today's conditions, foreign language learning is initial to almost all professions. Therefore, female students attending university may place more importance on learning a foreign language in order to be more successful in their profession and have a better career. On the other hand, in vocational high schools, students mostly try to achieve professional gains for manual dexterity.

In the study conducted on university students in Turkey, Private Self, Ideal Self, Public Self by English Teacher and Public Self by Classmates mean scores of the male students were  $3.89\pm 1.03$ ,  $4.19\pm 0.83$ ,  $4.98\pm 1.07$ , and  $2.67\pm 1.46$ , respectively (Burulday, 2018). Accordingly, it can be said that the private self-level of male students is above the middle. This result indicates that students' English learning performance, motivation to learn English, and success level in learning English are above average. Besides, it can be said that the Public Self by Classmates level of the students is below the middle and the Public Self by English Teacher level is high. These results show that male students have a below-average willingness to show their efforts in the English learning process to their friends and a high level of willingness to show their teachers. In the same study, for males, the mean scores of Imposed Present and Future Self by Classmates and Imposed Present and Future Self by English Teacher were  $5.42\pm 0.72$ ,  $5.07\pm 0.90$ ,  $3.09\pm 1.21$ , and  $3.28\pm 1.27$  (Burulday, 2019). It can be said that the Imposed Present and Future Self by Classmates level of male students is very high. These results show that now and in the future, their friends expect students to learn English and make English a part of their identity in the future. It can be said that male students' Imposed Present and Future Self by English Teacher level is above the middle. These results show that current and future English teachers expect students to learn English and make English a part of their identity in the future. The mean scores of Learning Orientation

and Perceptions of the English Class were  $3.55 \pm 0.94$  and  $3.71 \pm 0.91$  for males, subsequently (Burulday, 2019). Accordingly, it can be said that the level of Learning Orientation and Perceptions of the English Class of male students is above the middle. These results show that the motivation of male students to learn English, which is provided by the learning environment, is above moderate. The levels of Imposed Present and Future Self by English Teachers determined for female students in the study of Burulday (2019) and the levels determined in the current study are close to each other. The level of Public Self by Classmates is slightly lower than the current study. All other sub-dimension mean scores are higher than the current study. These results for men may be because of Burulday's (2019) study conducted with university students. Like female students, male students also attach more importance to professional development during the university period. Male students may also attach more importance to learning a foreign language in order to have a better career.

Considered as a whole, differences may be due to factors such as the country in which the study was conducted, the sample size, and the group of the study. Different countries' education systems, education policies, and attitudes towards learning English can create differences in foreign language learner identity. On the other hand, the fact that the students' L2 learner identities and learning motivations were moderate in this study may depend on the characteristics of the high school where the study was conducted. Students studying at vocational high schools are expected to acquire a profession instead of academic success. Besides, emotional and behavioral problems can be seen more in students who attend vocational high schools than in students who study at other high schools. Such problems can make foreign language education difficult and reduce the motivation of students. All these factors are important factors that can negatively affect L2 learner identity and students' motivation to learn foreign languages.

### **Discussion of the Comparisons of Students' Sociodemographic Characteristics and L2 Quadripolar Identity Questionnaire Scores**

The increase in age was associated with the increase in Public Self by Classmates, Imposed Future Self by English Teacher, and Imposed Future Self by Classmates. In a study conducted with adults in Iran by Marzban, Adel, Eghtesadi, and Elyasi (2021), it was reported that the increase in age was associated with an increase in Private Self and Ideal Self. On the other hand, there are some studies showing that there is no significant



relationship between the age of starting to learn a second language and learner identity (Burulday, 2019). Starting to learn languages at an early age can increase one's English-speaking ability and self-confidence. In addition, as the age progresses, peers and teachers become more important in the child's life. To be accepted by the peer group and teachers and to feel belonging to the peer group, the level of Public Self by Classmates, Imposed Future Self by English Teacher, and Imposed Future Self by Classmates may increase with age.

Female students' levels of Private Self, Public Self by English Teacher, Public Self by Classmates, and Imposed Present Self by English Teacher were higher than male students. Also, it was determined that female students' Learning Orientation and Perceptions of the English Class level were higher than male students. Similarly, in Marzban et al. (2021) study, it was pointed out that female students' mean scores in all sub-dimensions of The L2 Quadripolar Identity Questionnaire were higher than male students. According to Taylor's (2010) study, it was detected that female students' level of Private Self was lower than male students. In the same study, it was reported that female students were higher than males in all learner identity sub-dimensions except Private Self (Taylor, 2010). On the other hand, in a study conducted in Turkey, some studies are showing that there is no considerable relationship between gender and The L2 Quadripolar Identity Questionnaire Scores (Burulday, 2019). The stated study was carried out with university students. The lack of difference between genders may be due to the education level of the students and the characteristics of the developmental period they are in. The characteristics of the adolescence period are observed more in high school students. During this period, high school students struggle to define their own identity. Therefore, they feel the effect of gender roles more. Learning English during adolescence can be defined as feminine roles. On the other hand, the university period is a period in which students focus more on their professional development. During this period, identity crises eased. Today, learning a foreign language is an important factor for advancement in almost all professions. University students are more aware of this situation as a characteristic of the developmental period they are in. Since identity crises and identity conflicts remained in the background during the university period, gender roles have lost importance for both genders. Instead, professional gains came to the fore. Accordingly, the differences in learning a foreign language may have disappeared. The findings of the current study showed that girls exhibited Private and Public selves more than boys. Previous studies also support the

results of studies showing that female students are more successful than males in language learning from past to present (Nyikos, 2008; Bartram, 2006). This result of the present study has been explained by gender roles in the past. It is stated that some boys in schools avoid learning foreign languages in order not to look like a girl (Bartram, 2006). The high Imposed Present Self by English Teacher score of female students may be due to high expectations from friends and teachers. This may increase female students' Public Self scores. Thus, female students may be more prompted to exhibit the expected public self.

In this study, the Public Self by Classmates and Imposed Present Self by English Teacher levels of fourth-year students were found to be higher than third, second, and first-year students. In addition, it was determined that the Imposed Future Self by English Teacher level of the fourth-year students was higher than the first and second-year students. Also, the Imposed Future Self by Classmates level of the first-year students was found to be lower than the second, third, and fourth-year students. No study was found in the literature investigating the relationship between grade and learner identity in high school students. As the grade level increases, the expectations of teachers and friends about studying English and choosing a profession increase. It can be said that depending on the grade, the level of Public Self by Classmates, Imposed Present Self by English Teacher, Imposed Future Self by English Teacher, and Imposed Future Self by Classmates may have increased.

In the current study, it was determined that the level of Public Self by Classmates of students who started learning English in middle school/high school was higher than students who started learning at primary school. In Marzban et al. (2021), it was reported that the rise in the duration of education is linked with the development of the Private Self and Ideal Self. In addition, a study of young adults found that students starting to learn English at home before starting school or kindergarten had a higher private self-score than learners of English starting to learn at primary, secondary, and university (Burulday, 2019). In Burulday's study, no significant relationship was found between the context of onset and other sub-dimensions of learner identity (Burulday, 2019). This result may be due to the increase in the cognitive development of the child and the number of English lessons given at school as time passes. As the grades in the school progress, the importance given to English teaching increases. Students who start learning English at more advanced levels may be successful in English class and receive attention and acceptance from their friends. This situation may explain the high

level of Public Self by Classmates of vocational high school students who start learning English in the middle school/high school period.

In this study, it was found that the Private Self, Ideal Self, Public Self by English Teacher, and Imposed Future Self by English Teacher scores of the students who stated the frequency of speaking English as “all the time/often/sometimes” were higher than those who stated “rarely” and “never”. The level of Learning Orientation and Perceptions of the English Class of students who stated their English speaking frequency as “all the time/often/sometimes” was higher than those who stated their English speaking frequency as “rarely”. In a study conducted with young adults in Turkey, it was determined that the private self scores of students who stated their English speaking frequency as "sometimes" was higher than those who stated "never". Also, it was determined that the private self-scores of students who stated their English speaking frequency as "often" was higher than those who stated "never", “rarely”, and “sometimes” in the same study (Burulday, 2019). In the same study, it was found that the mean scores of other subscales did not differ significantly according to language use frequency (Burulday, 2019). The results obtained from Burulday's (2019) study indicate that university students who use English more frequently have higher English learning performance, motivation to learn English, and success level in learning English. In this study, it is expected result that students who use English more often want to show this to their teachers. Students who use English more frequently may maintain their motivation to learn English by receiving appreciation and approval from the teacher. Since teachers are also interested in English lessons, they may expect more from these students to learn English. Students who use English more often have a higher Ideal Self, which may indicate that students are trying to make English a part of their identity. Differences between studies may be due to education level. For students in high school, teachers are one of the most important people they are close to, after their families. The process of gaining the identity of students continues intensively in high school. Students who are more successful in the language in high school may try to show themselves more in order to identify with their teachers. Therefore, language learning motivations may result from identifying with the teacher, showing oneself to the teacher, and adopting and meeting the teacher's expectations. Their motivation to learn English can also often stem from their professional development. Therefore, their own inner motivations and their ability to speak English can come to the fore. In other words, the motivation source of the students in this group can be the Private Self.

However, no study was found investigating the relationship between language use frequency and learner identity. The results of this present study show that vocational high school students who use English more frequently in other places other than school find learning English more alluring and easy, are more acknowledged by their English teachers in the classroom, and are more encouraged to pursue a career in English. In addition, these results reveal that students who use English more frequently in other places than school are more willing to learn English than other students. These students might be more prompted to learn English than other students, regardless of the difficulties in the language-learning process. At the same time, these students may learn English comfortably in the classroom, regardless of who they truly are.

### **Discussion of the Correlations between Subdimensions of The L2 Quadripolar Identity Questionnaire**

The increase in any of the sub-dimensions of The L2 Quadripolar Identity Questionnaire was associated with the increase in all other sub-dimensions. Likewise Marzban et al. (2021) found that the increase in any of the sub-dimensions of The L2 Quadripolar Identity Questionnaire was associated with the increase in all other sub-dimensions. In addition Aliakbari ve Amiri (2018) found that the increase in Public Self by English Teachers was associated with the increase in Teacher and Peer Imposed Selves. In a study conducted in Turkey, correlations between subdimensions of the L2 Quadripolar Identity Questionnaire were examined (Burulday, 2019). It was found that the increase in Private Self was associated with the increase in Ideal Self and Public Self by English Teachers. In addition, Burulday (2019) found that the increase in Ideal Self was associated with the increase in Imposed Present Self by English Teacher, Imposed Future Self by Classmates, and Public Self by English Teacher. It was stated that the increase in Imposed Present Self by English Teachers was associated with the increase in Public Self by English Teachers in the same study. Also, Burulday (2019) revealed that the increase in Imposed Present Self by Classmates was associated with the increase in Public Self by Classmates (Burulday, 2019). There were no significant correlations between other sub-dimensions (Burulday, 2019). The results obtained from different samples confirm the relationships between the concepts of the model again.

The findings obtained from this study can be explained in more detail below in line with the relationships described in the model. There were positive significant relationships between the Ideal self, Public Selves, and Imposed self. Taylor (2010)

states that the lowest effect among the components of the model is the effect of the ideal self on the imposed self. The reason for this is that the person one wants to be is less likely to change the person that other people expect to be (Taylor, 2013). An exception may be, however, where the public selves mediate this effect. People around can form some expectations about one's future based on one's public image, public behaviors, claims, apparent abilities, and tendencies (Taylor, 2010). The person may then decide to adopt these aspirations as their desired self. In contrast, imposed selves have a very heavy influence on the ideal self. What people expect and their ensuing incentives can convince people to take up the desired future for themselves (Taylor, 2010). Expectations from friends and family may have turned students into their ideal selves in the course of learning English.

There were positive significant relationships between public selves and private self. As a cognizant manipulation of other people's impressions, people may behave in certain ways in social circles to prove whether they have a certain identity (Bennett & Sani, 2004; Taylor, 2013). However, the public selves affect the private self through internalizing. This may explain the relationship between Private Self and Public Selves. In the process of learning English, Public Selves by Classmates and English Teachers may have been internalized by students and become a part of the Private Self.

There were positive significant relationships between Ideal Self and Private Self in this study. Also, there were significant positive correlations between Imposed Selves and Public Selves. For a dream to come true, one's potential and external circumstances must be realistically evaluated. In other words, one's ideal self should be suitable for one's abilities and conditions. Reducing the gap between Ideal Self and Private Self can enable a person to learn English more comfortably (Taylor, 2010). This may interpret the relationship between Ideal Self and Private Self found in the study. The behaviors that people will exhibit in society are directly affected by the existing audience and the context. Therefore, one's imposed selves directly affect their public selves. This may explain the relationship between Imposed Selves and Public Selves. Accordingly, current and future expectations arising from teachers or friends in the language learning process may have affected the attitudes and behaviors of students towards their friends and teachers.

There were positive significant relationships between the ideal self, the public selves, and the private self. Besides, there was a positive and significant relationship between imposed selves and private selves in this study. Since the model is cross-

dimensional, the relationship between the ideal self and the public selves mediates through the mediating role of the private self (Taylor, 2013). One's actual feelings about who they are in reality, are not linked to other people's expectations. However, imposed selves have a strong effect on one's private self. The position of the teacher's and friends' expectations in expressing the student's self-concept is important (Baumeister's, 1986, p. 5; Bennett & Sani, 2004; Hogan & Briggs, 1986; Taylor, 2013). Self-imposed selves from teachers and friends may have become students' private selves over time.

### **Limitations of the Study**

The most important limitation of the study is its generalizability. The results of the study can only be generalized to the students of the relevant high school. At the same time, the study's results do not provide the opportunity to compare students' foreign language learner identity according to education in different types of high schools. The fact that the research does not provide an opportunity to compare with international students does not provide information about the cultural differentiation of the concepts examined in the student sample.

### **Conclusion**

The results of the study revealed that the L2 learner identity levels of the students were moderate. In addition, it has been revealed that age, gender, grade, the context of onset, and language use frequency are effective on L2 learner identity. The increase in age was associated with the increase in Public Self by Classmates, Imposed Future Self by English Teacher, and Imposed Future Self by Classmates. Female students' levels of Private Self, Public Self by English Teacher, Public Self by Classmates, and Imposed Present Self by English Teacher were higher than male students. Female students' Learning Orientation and Perceptions of the English Class level were higher than male students. The Public Self by Classmates and Imposed Present Self by English Teacher levels of fourth-year students were found to be higher than third, second, and first-year students. In addition, the Imposed Future Self by English Teacher level of the fourth-year students was higher than the first and second-year students. The Imposed Future Self by Classmates level of the first-year students was found to be lower than the second, third, and fourth-year students. The level of Public Self by Classmates of students who started learning English in middle school/high school was higher than

students who started learning at primary school. It was found that the Private Self, Ideal Self, Public Self by English Teacher, and Imposed Future Self by English Teacher scores of the students who stated the frequency of speaking English as “all the time/often/sometimes” were higher than those who stated “rarely” and “never”. The level of Learning Orientation and Perceptions of the English Class of students who stated their English speaking frequency as “all the time/often/sometimes” was higher than those who stated their English speaking frequency as “rarely”. In addition, there were weak and moderate positive correlations between all foreign language learner identities of vocational high school students.

### **Implications for Practice**

The results of the study revealed that starting to learn English in elementary or high school and using the language more often have a more positive effect on the learner identities of the students and increase their motivation. This result can be explained by students' cognitive development. As was mentioned about the population of the present study, these students have low grades, and they are coming from nearby villages which couldn't provide an efficient learning environment. Because of these reasons, the students needed more time to develop cognitively, and learning a foreign language at elementary school, or high school provided them the time they required to complete the developmental process and readiness for learning a foreign language. These findings show that students need interactive learning environments. Therefore, interactive learning environments can increase students' motivation. Today, the interactive learning approach is adopted more and more in English teaching. However, depending on the structure of the education system, learners are still dependent on the book. Students learn English in schools to pass more exams. This situation causes both students and teachers to adopt grammar-based learning and teaching approaches more. According to the social-constructivist approach, the development of the learner cannot be understood only through individual studies. It is also necessary to examine the external social environment in which the life of the individual develops. An individual's learning requires a special social environment and a social process that includes the child's upbringing in this environment (Vygotsky, 1978). In Vygotsky's theory, it is stated that a socially rich environment is needed for learning and that the cognitive functions of the individual develop more when working with more experienced peers and adults (Vygotsky, 1978). In this respect, the individual's social interaction with both his

experienced peers and adults during the learning process is an important factor in learning. It is seen that teachers try to convey their knowledge about foreign languages to learners without any interaction in the target language, and as a result, teacher-centered classroom environments have emerged. In classroom environments where traditional foreign language teaching methods are applied, foreign language learning is generally carried out on an individual basis; social interaction is often neglected. In other words, foreign language learning in traditional classroom environments is seen as a transfer from the teacher to the learners, and the social interaction and cooperation that will be created between the learners in this teaching-learning process are ignored (Takahashi, Austin & Morimoto, 2000). However, considering that foreign language is a communication, interaction, and learning tool, it is clear that traditional foreign language teaching methods cannot be beneficial (Krashen, 2000). The social-constructivist approach, by approaching language from a holistic perspective, argues that it cannot be learned and (or) acquired through individual efforts, independent of the social context (Yang & Wilson, 2006). While giving importance to social interaction between learners, the social-constructivist approach also emphasizes the importance of cooperation in learning. According to Güneş (2011), cooperative learning activities should be emphasized in the language learning process. In particular, language learning can be both easier and more effective with dialogues between learners to use the language to be established. At the same time, during this process, the learner can help their peers to work, support their problem-solving, be a model for them, encourage them or give private tutoring to their peers with some necessary explanations (Forman & McPhail, 1996). In a social-constructivist learning environment, learners engage in social interactions, talk, discuss, share, collaborate and establish dialogues with the people around them, just like in real life (Jonassen, 1999). In this way, learners not only learn a foreign language by interacting but also enter into a socialization process while talking and discussing events with the people around them. In such an environment, learners are among those who are both more talented and less talented than themselves, which Vygotsky (1978) calls the area of proximal development. In this way, learners not only improve their learning and test the accuracy and (or) validity of their ideas while learning from those who learn more skills than themselves but also reinforce the knowledge they have by teaching them to less talented learners and test their accuracy from time to time (Saban, 2004). In addition, individuals' beliefs and attitudes also interact with their foreign language learner identity. Therefore, it is recommended to



consider negative beliefs and attitudes toward language while learning a foreign language. Furthermore, students do not have the opportunity to practice or need to use the language they learned at school in real life. Including projects in classes that allow interaction with native speakers can help overcome this problem. At the same time, it is recommended to examine the aspects that negatively affect the L2 learning process of male students in more detail. Future research may prefer mixed method studies that include qualitative methods in the research process in order to understand the learner identity, the factors affecting students' learning orientations, and perceptions of the English class.

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## APPENDICES

## Appendix A: Ethics Committee Approval of Çağ University

T.C.	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Fatma ŞAVKLI
ÖĞRENCİ NO	2020008008
TEL. NO.	
E - MAIL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTEKDE DULUNDUĞU DÖNEME AİT DÖNEMLIK KAYDINI YAPILIP- YAPILMADIĞI	2022 / 2023 - GÜZ DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Türk Meslek Lisesi Öğrencilerinde Yabancı Dil Öğrenen Kimliğini Etkileyen Faktörler
TEZİN AMACI	Bu araştırma, Türk meslek lisesi öğrencilerinde yabancı dil öğrenen kimliğini etkileyen faktörlerin incelenmesi amacı ile planlanmıştır.
TEZİN TÜRKÇE ÖZETİ	İkinci dil öğreniminde farklı kuramsal yaklaşımlar ele alındığında, ikinci dil öğrenme sürecinin karmaşık ve kendine özgü yapısı dikkat çekmektedir. Her ne kadar ikinci dil kazanımını etkileyen etmenlerin bütünü kontrol etmek mümkün olmasa da, bu süreci etkileyen faktörlerin farkında olmak ikinci dil öğreniminin etkili ve verimli olmasını sağlamaktadır. Bu araştırma, Türk meslek lisesi öğrencilerinde yabancı dil öğrenen kimliğini etkileyen faktörlerin incelenmesi amacı ile planlanmıştır. Araştırmanın verileri bilgi formu ve dil öğretiminde dört kutuplu kimlik anketi kullanılarak toplanacaktır. Araştırmanın evrenini bir devlet lisesinde öğrenim gören 241 öğrenci oluşturacaktır. Araştırmada örneklem büyüklüğü hesaplanmayacak olup amaçlı örnekleme yöntemi kullanılacaktır. Verilerin dağılımına göre veri analizinde t testi ve ANOVA ya da Mann Whitney U ya da Kruskal Wallis testi kullanılacaktır.

ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Ermenek Mustafa Demirok Mesleki ve Teknik Anadolu Lisesi
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Karaman İ Millî Eğitim Müdürlüğü / Karaman
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Karaman İ Millî Eğitim Müdürlüğü Ermenek Mustafa Demirok Mesleki ve Teknik Anadolu Lisesi Lise öğrencilerine bilgi formu ve ikinci yabancı dil öğretiminde dört kutuplu kimlik anketi uygulanacaktır.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	8 maddelik Bilgi Formu 65 Maddelik Dört Kutuplu Kimlik Anketi uygulanacaktır.
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, .... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) 8 Madde (1) Sayfa Bilgi Formu. 2) 65 Madde (4) Sayfa Dört Kutuplu Kimlik Anketi.
ÖĞRENCİNİN ADI - SOYADI: Fatma ŞAVKLI	ÖĞRENCİNİN İMZASI: Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. TARİH: 10 / 10/ 2022
<b>TEZ / ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU</b>	

<b>1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.</b>						
<b>2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.</b>						
<b>1.TEZ DANIŞMANININ ONAYI</b>	<b>2.TEZ DANIŞMANININ ONAYI (VARSA)</b>	<b>ANA BİLİM DALI BAŞKANININ ONAYI</b>			<b>SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI</b>	
Adı - Soyadı: Seden TUYAN	Adı - Soyadı: .....	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ			Adı - Soyadı: Murat KOÇ	
Unvanı: Dr. Öğr. Üyesi	Unvanı: .....	Unvanı: Prof. Dr.			Unvanı: Doç. Dr.	
Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. ..... / ..... / 20....	İmzası: .....	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. İmzası: .....			Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. İmzası: .....	
<b>ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER</b>						
Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: Hüseyin Mahir FISUNOĞLU	Adı - Soyadı: Jülide İNÖZÜ
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
OY BİRLİĞİ İLE	<input checked="" type="radio"/>	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, ..... / ..... / 20..... - ..... / ..... / 20..... tarihleri arasında uygulanmak üzere gerekli iznin verilmesi tarafımızca uygundur.				
OY ÇOKLUĞU İLE	<input type="radio"/>					

## Appendix B: Student Consent Form

### BİLGİLENDİRİLMİŞ GÖNÜLLÜ OLUR FORMU - ÖĞRENCİ

... / ... / .....

**Değerli Öğrenci,** Mersin Çağ Üniversitesi Fen Edebiyat Fakültesi öğretim üyesi Dr. Öğr. Üyesi Seden TUY. sorumluluğunda yüksek lisans öğrencisi Fatma ŞAVKLI ile birlikte yürütülen “Türk Meslek Lisesi Öğrencileri Yabancı Dil Öğrenen Kimliğini Etkileyen Faktörler” başlıklı çalışmaya katılımınız rica olunmaktadır. Bu araştırma tamamen kendi iradenizle, herhangi bir zorlama veya mecburiyet olmadan gönüllü katılımınız esastır. Lütfen aşağıdaki bilgileri okuyunuz ve katılmaya karar vermeden önce anlamadığımız herhangi bir husus varsa çekinmeden sorunuz. Katılmayı kabul ettiğiniz takdirde gerekli yerler siz ve araştırmayı yürüten Fatma ŞAVKLI tarafından doldurulmuş bu formun bir kopyası saklamanız için size verilecektir.

#### ÇALIŞMANIN AMACI

Bu araştırma, Türk meslek lisesi öğrencilerinde yabancı dil öğrenen kimliğini etkileyen faktörlerin incelenmesi amacıyla planlanmıştır.

#### PROSEDÜRLER

Bu araştırmaya gönüllü olarak katılmak istemeniz halinde yürütülecek işlemler şöyledir: Araştırmanın amacı hakkında size ve ailenize bilgi verilerek araştırmaya katılmayı hem sizin kabul etmeniz hem velinizin kabul etmesi durumunda Bilgilendirilmiş Gönüllü Olur Formu aracılığı ile yazılı onayınız alınacak. Ardından ders dışı zamanlarda sizden araştırma için 8 sorudan oluşan Bilgi Formunu ve 65 madde içeren İkinci Öğrenen Dört Kutuplu Kimlik Anketini doldurmanız beklenmektedir. Bu işlemin yaklaşık 15-20 dakika süre tahmin edilmektedir.

#### ÇALIŞMANIN SAĞLAYACAĞI YARAR VE RİSKLER

Bu araştırmada sizin için herhangi bir risk/zarar söz konusu değildir. Beklenen yarar ise yabancı dil öğrenen kimliğini etkileyen faktörlerin belirlenmesidir. Ayrıca yabancı dil öğrenen kimliğini etkileyen faktörler ve öğrenen kim arasındaki ilişkiler literatüre kazandırılmış olacaktır.

#### GİZLİLİK

Veri toplama sürecinde sizi kişisel olarak tanımaya olanak sağlayacak herhangi bir soru bulunmamaktadır. Yanıtlarınız kimseyle paylaşılmayacak, araştırmanın sonuçları sadece bilimsel amaçla bilimsel araştırma kapsamında kullanılacaktır. Gerektiğinde araştırmanın yürütücüsü ve etik kurul üyeleri sizin bu araştırmadaki bilgilerinize ulaşabilir. Siz de istediğinizde kendinize ait bilgilere ulaşabilirsiniz.

#### KATILIM VE AYRILMA

Bu araştırmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Araştırmaya katılmama veya katıldıktan sonra istediğiniz zaman herhangi bir yaptırıma maruz kalmadan araştırmadan çıkma hakkında sahipsiniz. Ayrıca soru araştırmacı gerek duyarsa sizi araştırma dışı bırakabilir. Araştırmaya katılmama, araştırmadan çıkma veya çıkarılma durumlarında bir yaptırım veya eğitim hakkınızın olumsuz etkilenmesi kesinlikle söz konusu olmayacaktır. Araştırmaya katılımınız halinde sizden herhangi bir ücret talep edilmeyecektir ve size ücret ödemesi yapılmayacaktır.

#### İLETİŞİM KURULACAK KİŞİLER

Bu araştırma ile ilgili herhangi bir sorunuz veya endişeniz varsa numaralı telefondan v dresinden Fatma ŞAVKLI'ya başvurabilirsiniz.

Yukarıda gönüllüye araştırmadan önce verilmesi gereken metni okudum. Araştırma hakkında yazılı ve sözlü açıklama aşağıda adı belirtilen araştırmacı tarafından yapıldı. Bu koşullarla söz konusu araştırmaya kendi rızamla, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Gönüllünün Adı- Soyadı:  
İmzası:  
Adresi (varsa telefon no, faks no):

Açıklamaları yapan araştırmacının  
Adı- Soyadı: **Fatma ŞAVKLI**  
İmzası:



## Appendix C: Parent Consent Form

### BİLGİLENDİRİLMİŞ GÖNÜLLÜ OLUR FORMU - VELİ

... / ... / .....

#### Değerli Veli,

Çağ Üniversitesi Fen Edebiyat Fakültesi öğretim üyesi Dr. Öğr. Üyesi Seden TUYAN sorumluluğunda yüksek lis öğrencisi Fatma ŞAVKLI birlikte yürütülen “Türk Meslek Lisesi Öğrencilerinde Yabancı Dil Öğrenen Kimlik Etkileyen Faktörler” başlıklı çalışmaya çocuğunuzun katılımı rica olunmaktadır. Bu araştırmaya çocuğunun tamamen kendi iradesiyle, herhangi bir zorlama veya mecburiyet olmadan gönüllü katılımı esastır. Lütfen aşağıdaki bilgileri okuyunuz ve çocuğunuzun katılmasına karar vermeden önce anlamadığınızı herhangi bir husus ve çekinmeden sorunuz. Çocuğunuzun araştırmaya katılımını kabul ettiğiniz takdirde gerekli yerler siz ve araştırmayı yürüten Fatma ŞAVKLI tarafından doldurup imzalanmış bu formun bir kopyası saklamanız için size verilecektir.

#### ÇALIŞMANIN AMACI

Bu araştırma, Türk meslek lisesi öğrencilerinde yabancı dil öğrenen kimliğini etkileyen faktörlerin incelenmesi amacıyla planlanmıştır.

#### PROSEDÜRLER

Bu araştırmaya çocuğunuzun gönüllü olarak katılmasını istemeniz halinde yürütülecek işlemler şöyledir: Araştırmanın amacı hakkında size ve çocuğunuza bilgi verilerek araştırmaya katılmayı hem sizin kabul etmeniz hem de çocuğunuzun kabul etmesi durumunda Bilgilendirilmiş Gönüllü Olur Formu aracılığı ile yazılı onayınız alınacaktır. Ardından ders dışı zamanlarda çocuğunuzdan araştırma için 8 sorudan oluşan Bilgi Formunu ve 65 madde içeren İkinci Dil Öğrenen Dört Kutuplu Kimlik Anketini doldurması beklenmektedir. Bu işlemin yaklaşık 15-20 dakika süreceği tahmin edilmektedir.

#### ÇALIŞMANIN SAĞLAYACAĞI YARAR VE RİSKLER

Bu araştırmada sizin veya çocuğunuz için herhangi bir risk/zarar söz konusu değildir. Beklenen yarar ise yabancı öğrenen kimliğini etkileyen faktörlerin belirlenmesidir. Ayrıca yabancı dil öğrenen kimliğini etkileyen faktörler öğrenen kimliği arasındaki ilişkiler literatüre kazandırılmış olacaktır.

#### GİZLİLİK

Veri toplama aracında sizi veya çocuğunuzu kişisel olarak tanımaya olanak sağlayacak herhangi bir soru bulunmamaktadır. Yanıtlarınız kimseyle paylaşılmayacak, araştırmanın sonuçları sadece bilimsel amaçla bilimsel araştırma kapsamında kullanılacaktır. Gerekliğinde araştırmanın yürütücüsü ve etik kurul üyeleri sizin bu araştırmadaki bilgilerinize ulaşabilir. Siz de istediğinizde kendinize ait bilgilere ulaşabilirsiniz.

#### KATILIM VE AYRILMA

Bu araştırmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Araştırmaya katılmama veya katıldıktan sonra istediğiniz zaman herhangi bir yaptırıma maruz kalmadan araştırmadan çıkma hakkına sahiptir. Ayrıca soru araştırmacı gerek duyarsa sizi araştırma dışı bırakabilir. Araştırmaya katılmama, araştırmadan çıkma veya çıkarılma durumlarında bir yaptırım veya eğitim hakkınızın olumsuz etkilenmesi kesinlikle söz konusu olmayacaktır. Araştırmaya katılmanız halinde sizden herhangi bir ücret talep edilmeyecektir ve size ücret ödemesi yapılmayacaktır.

#### İLETİŞİM KURULACAK KİŞİLER

Bu araştırma ile ilgili herhangi bir sorunuz veya endişeniz varsa [ ] numaralı telefondan veya [ ] adresinden Fatma ŞAVKLI'ya başvurabilirsiniz.

Yukarıda gönüllüye araştırmadan önce verilmesi gereken metni okudum. Araştırma hakkında yazılı ve sözlü açıklama aşağıda adı belirtilen araştırmacı tarafından yapıldı. Bu koşullarla söz konusu araştırmaya kendi rızamla, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Gönüllünün Adı- Soyadı:  
İmzası:  
Adresi (varsa telefon no, faks no):

Açıklamaları yapan araştırmacının  
Adı- Soyadı: Fatma ŞAVKLI  
İmzası:

**Appendix D: Information Form****Bilgi Formu****Kendinizi tanıtnız.**

- a. Yaşınız:
- b. Cinsiyetiniz:
- c. Okuduğunuz sınıf/seviye:
- d. Anadiliniz: Türkçe                      Diğer
- e. İngilizceyi kaç yaşında öğrenmeye başladınız? .....
- f. Nerede öğrenmeye başladınız?  
Evde / Anaokulu / İlkokul / Ortaokul  
/Lise / Üniversite
- g. Daha önce yurt dışında bulundunuz mu? Bulunduysanız nerede ve ne kadar süreyle bulundunuz?
- h. Bildiğiniz yabancı diller: 1) .....Seviyesi Başlangıç / Orta / İleri  
2) .....Seviyesi Başlangıç / Orta / İleri
- i. Okul dışında İngilizce konuşma deneyimi  
1. Her zaman 2. Sık sık 3. Bazen 4. Nadiren 5. Hiçbir zaman

## Appendix E: The L2 Quadripolar Identity Questionnaire

- A. Lütfen aşağıdaki ifadeleri dikkatlice okuyarak her biri için size en uygun olan rakamı yazınız (eğer fındıklı çikolatayı çok seviyor ama sade çikolatayı daha çok seviyorsanız 5 yazınız; eğer fındıklı çikolatadan nefret ediyorsanız 1 yazınız.) Lütfen her bir satır için tek bir rakam yazınız.

SENİN İÇİN NE KADAR DOĞRU?

1= çok yanlış 2= yanlış 3= kısmen yanlış 4= kısmen doğru 5= doğru 6= çok doğru

ÖRNEK: Fındıklı çikolatayı çok severim. 5

1. İngilizce öğrenmenin çok kolay olduğunu düşünüyorum.
2. İngilizcede sınıf arkadaşlarımdan çoğundan daha iyiyim.
3. İngilizce geleceğimin çok önemli bir parçası olacaktır.
4. İngilizce en zor derstir.
5. İngilizce derslerinde öğrendiklerim gelecekte benim için çok yararlı olacaktır.
6. İngilizce çalışırken kendimi harika hissediyorum.
7. İngilizce sınıftaki en iyi öğrencilerden biriyim.
8. İngilizce dersinde anlatılanları sınıf arkadaşlarımdan daha hızlı yakalayabiliyorum.
9. İngilizce derslerim olmak istediğim kişi olmama yardımcı olacaktır.
10. İyi notlar almadığımda bile İngilizce derslerinin zorluklarından keyif alıyorum.
11. İngilizce dersi kişilik olarak gelişmeme gerçekten katkı sağlıyor.
12. İngilizce öğrenmeyi gerçekten çok seviyorum.
13. İngilizce alanında diploma almayı planlıyorum.
14. Bir aktivitenin benim için fazla zor olduğunu bilsem bile yapmaya çalışıyorum.
15. İngilizcede çok iyiyim.
16. İngilizcede diğer derslerde olduğumdan daha başarılıyım.
17. Gelecekte İngilizce uzmanı olmayı çok isterim.
18. İngilizce öğrenme konusunda şu ana kadar genel olarak başarılıydım.
19. İlerideki mesleğim İngilizce içerecektir.
20. İngilizce öğrenmek hayatımın önemli bir parçası.
21. İngilizce öğrenmek benim için diğer derslerden daha kolay.

22. Aldığım notlara bakmaksızın İngilizcemizi geliştirmek için çok çalışırım.
23. İngilizce dersi çok ilgi çekici.
24. İngilizce dersinde olduğum şekilde takdir edildiğimi hissediyorum.
25. İngilizce çalışırken çok eğleniyorum.
26. İngilizcede bazı sınıf arkadaşlarımdan daha fazla problem yaşıyorum.
27. Bir aktiviteyi doğru yapmak için kaç kere yapmam gerekiyorsa deniyorum.
28. İngilizceyle ilgili daha fazla şey öğrenmek için sabırsızlanıyorum.
29. Olmak istediğim insan İngilizce çok iyi iletişim kurar.
30. Bir İngilizce aktivitesi çok zor olduğu zaman üzerinde daha fazla çalışmak için kendimi istekli hissediyorum.
31. İngilizce dersi çok sıkıcı, sürekli aynı şekilde işleniyor.
32. Diğer derslerimle karşılaştığımda İngilizce benim için çok az problem teşkil oluşturmaktadır.
33. İngilizce öğretmenim hobilerimin neler olduğunu biliyor.
34. Sınıf arkadaşlarımda İngilizcelerde kolaylıkla hatalar bulabiliyorum.
35. İngilizcede gösterdiğim performanstan çok mutluyum.
36. İngilizce dersinde ilerleme kaydetmek ve gelişmek için cesaretli olduğumu düşünüyorum.
37. İngilizce en sevdiğim derslerden biri.
38. İngilizce dersi bana çok uygun; ne çok kolay ne de çok zor.
39. Kişilik özelliklerim İngilizce dersinde çok takdir edilmektedir.
40. İngilizcede çok yetenekli olduğumu düşünüyorum.
41. İngilizcede diğer derslerde olduğundan daha fazla problem yaşıyorum.
42. İngilizce öğretmenim hobilerime ve tutkularıma ilgi gösterir.
43. İngilizcede yaptığım hatalar daha fazla çalışmam için bende istek uyandırır.
44. Sınıftaki diğer öğrenciler İngilizcede benden daha fazla problem yaşar.
45. Kişilik olarak gerçekte kim olduğum İngilizce sınıfında önemli değildir.
46. İngilizce öğrenme deneyimim şu ana kadar tatmin edici olmuştur.
47. İngilizcede diğer derslerde olduğumdan daha iyiyim.

**B. Hepimiz bizden belirli şeyler yapmamızı isteyen insanlarla çevriliyiz. Aşağıdaki cümleler için lütfen İngilizce öğretmeninizi, sınıf arkadaşlarınızı, en yakın arkadaşlarınızı ve ailenizi düşününüz. Sizden bu şeyleri ne ölçüde yapmanızı isterler? Lütfen örnekteki gibi her satırda dört tane cevap yuvarlak içine alınmış olacak şekilde her biri için bir cevap seçiniz. Lütfen unutmayınız: her satırda dört tane cevap! Teşekkürler!**

<b>BU İNSANLAR, BENDEN AŞAĞIDAKİLERİ NE ÖLÇÜDE YAPMAMI İSTERLER?</b>		
1= çok az 2= az 3= kısmen az 4= kısmen çok 5= çok 6= çok fazla		
<b>Bu insanlar benden aşağıdakileri yapmamı isterler...</b>	<b>İngilizce Öğretmenim</b>	<b>Sınıf Arkadaşlarım</b>
<b>Örnek: ... spor yapmamı.</b>	1 2 3 4 5 6	1 2 3 4 5 6
1. ... İngilizcemizi geliştirmek için sıkı çalışmamı.	1 2 3 4 5 6	1 2 3 4 5 6
2. ... İngilizcenin kendim için çok önemli olduğunu düşünmemi.	1 2 3 4 5 6	1 2 3 4 5 6
3. ... İngilizceyi çok sevmemi.	1 2 3 4 5 6	1 2 3 4 5 6
4. ... İngilizcede çok yetenekli olmamı.	1 2 3 4 5 6	1 2 3 4 5 6
5. ... İngilizce ödevlerimi her zaman yapmamı.	1 2 3 4 5 6	1 2 3 4 5 6
6. ... İngilizce öğretmenimin istediklerini her zaman yapmamı.	1 2 3 4 5 6	1 2 3 4 5 6
7. ... bölümümü İngilizce okuyarak mezun olmamı.	1 2 3 4 5 6	1 2 3 4 5 6
8. ... gelecekte İngilizce gerektiren bir işe sahip olmamı.	1 2 3 4 5 6	1 2 3 4 5 6
9. ... İngilizce öğretmeni veya benzer bir meslek sahibi olmamı.	1 2 3 4 5 6	1 2 3 4 5 6
10. İngilizceyi geleceğimin çok önemli bir parçası olarak görmemi.	1 2 3 4 5 6	1 2 3 4 5 6
11. ... gelecekte İngilizceyi uzman olarak kullanan biri olmamı.	1 2 3 4 5 6	1 2 3 4 5 6
12. ... gelecekte İngilizcede çok iyi iletişim kurmamı.	1 2 3 4 5 6	1 2 3 4 5 6

C. Bazen hepimiz başka insanlara kendimizle ilgili belirli şeyleri göstermek isteriz. Aşağıdakileri İngilizce öğretmeninize, sınıf arkadaşlarınıza, en yakın arkadaşlarınıza ve ailenize göstermek sizin için ne kadar önemli? Lütfen örnekteki gibi her satırda dört tane cevap yuvarlak içine alınmış olacak şekilde her biri için bir cevap seçiniz. Lütfen unutmayınız: **her satırda dört tane cevap!** Teşekkürler!

<b>BU İNSANLARA BUNLARI GÖSTERMEK NE KADAR ÖNEMLİ?</b>		
1= çok önemsiz 2= önemsiz 3= kısmen önemsiz 4= kısmen önemli 5= önemli		
6= çok önemli		
<b>Bu insanlara aşağıdakileri göstermek benim için önemlidir.</b>	<b>İngilizce Öğretmenim</b>	<b>Sınıf arkadaşlarım</b>
<b>ÖRNEK:</b> ... spor arabaları sevdiğimi.	1 2 3 4 5 6	1 2 3 4 5 6
1. ... İngilizcemi geliştirmek için çok çalıştığımı.	1 2 3 4 5 6	1 2 3 4 5 6
2. ... İngilizcenin benim için çok önemli olduğunu.	1 2 3 4 5 6	1 2 3 4 5 6
3. ... İngilizceyi çok sevdiğimi.	1 2 3 4 5 6	1 2 3 4 5 6
4. ... İngilizcede çok yetenekli olduğumu.	1 2 3 4 5 6	1 2 3 4 5 6
5. ... her zaman İngilizce ödevlerimi yaptığımı.	1 2 3 4 5 6	1 2 3 4 5 6
6. ... İngilizce öğretmenin benden istediğini her zaman yaptığımı.	1 2 3 4 5 6	1 2 3 4 5 6

**İngilizce öğreniminiz ile ilgili vurgulamak istediğiniz başka noktalar varsa lütfen yazınız:**

**Appendix F: Çağ University Thesis Questionnaire Permission Request Letter**

T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04.2200007564  
Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurulu Kararı Alınması Hk.

11.10.2022

REKTÖRLÜK MAKAMINA

**İlgi:** 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.

İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü bünyesindeki Lisansüstü Programlarda halen tez aşamasında kayıtlı olan **Fatma ŞAVKLI** isimli öğrencimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Prof. Dr. Murat KOÇ  
Sosyal Bilimler Enstitüsü Müdürü

Ek : 1 Adet öğrenciye ait tez evrakları listesi.

**Appendix G: Çağ University Rectorate Thesis Research Permission Letter**

T.C.  
ÇAĞ ÜNİVERSİTESİ  
Rektörlük

Sayı : E-81570533-044-2200007773

18.10.2022

Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurul İzni Hk.

**SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE**

İlgi : a) 04.10.2022 tarih ve E-23867972- 050.01.04-2200007319 sayılı yazınız.  
b) 11.10.2022 tarih ve E-23867972- 050.01.04-2200007564 sayılı yazınız.

İlgi yazılarda söz konusu edilen **Fatma Şavkh** ve **Sevgi Tarhan** isimli öğrencilerimize ait tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY  
Rektör



## Appendix H: Çağ University Rectorate Letter of Permission Request



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2200007794  
Konu : Fatma ŞAVKLI'nın Tez Anket İzni  
Hk.

19.10.2022

### DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı **Fatma ŞAVKLI** isimli öğrencimizin, "**Türk Meslek Lisesi Öğrencilerinde Yabancı Dil Öğrenen Kimliğini Etkileyen Faktörler**" konulu tez çalışması üniversitemiz öğretim üyelerinden **Dr. Öğr. Üyesi Seden TUYAN**'ın tez danışmanlığında yürütülmektedir. Adı geçen öğrenci tez çalışmasında **Müdürlüğünüze bağlı Ermenek Mustafa Demirok Mesleki ve Teknik Anadolu Lisesinde halen öğrenim gören lise öğrencilerini** kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli izin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY  
Rektör

Ek :

- 1 - 4 sayfa tez etik, anket izin istek formu.
- 2 - 2 sayfa Tez Danışmanı ve Anabilim Dalı Başkanı Onay Mailleri.
- 3 - 1 sayfa Öğrenci Olur Formu.
- 4 - 1 sayfa Veli Olur Formu.
- 5 - 1 sayfa Bilgi Formu.
- 6 - 4 sayfa sorular.
- 7 - 1 sayfa Ölçek, Anket Kullanım İzni mailleri.
- 8 - 2 sayfa Tez Önerisi onayları sayfası.
- 9 - 21 sayfa tez önerisi.
- 10 - 21 sayfa tez.
- 11 - 2 sayfa MEB Ön Başvuru Formu.
- 12 - 1 sayfa Taahhütname.
- 13 - 1 sayfa tez etik izin istek yazısı.
- 14 - 1 sayfa tez etik izin yazısı.

Dağıtım:

Gereği:  
T.C.Karaman İl Milli Eğitim Müdürlüğüne

Bilgi:  
Karaman Valiliğine

## Appendix I: Institutional Permission



T.C.  
KARAMAN VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : E-99371540-605.01-62738045  
Konu : Fatma ŞAVKLI (Araştırma İzni)

04.11.2022

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE  
(Sosyal Bilimler Enstitüsü)

- İlgi : a) Millî Eğitim Bakanlığının (Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü) 21.01.2020 tarihli ve 2020/2 sayılı Genelgesi.  
b) 19.10.2022 tarihli ve 2200007794 sayılı yazınız.  
c) Müdürlük Makamının 03.11.2022 tarihli ve 62707700 sayılı Oluru.

Çağ Üniversitesi İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Fatma ŞAVKLI, "*Türk Meslek Lisesi Öğrencilerinde Yabancı Dil Öğrenen Kimliğini Etkileyen Faktörler*" konulu anket çalışması kapsamında Müdürlüğümüze bağlı Ermenek Mustafa Demirok Mesleki ve Teknik Anadolu Lisesinde öğrenim gören öğrencilere yönelik ilgi (b) yazı doğrultusunda çalışma yapmak istemektedir. Bu bağlamda,

Müdürlüğümüze bağlı Ermenek Mustafa Demirok Mesleki ve Teknik Anadolu Lisesinde öğrenim gören öğrencilere yönelik ilgi (b) yazıda adı geçen öğrencinin anket yapma çalışma talebi Müdürlük Makamının ilgi (c) onayı ile uygun görülmüştür.

Bu kapsamda, anket çalışmasının ilgi (a) Genelge esasları ve Müdürlük Makamının ilgi (c) onayında belirtilen şartlar doğrultusunda yapılması, araştırma sonuçlarının izin alınmadan paylaşılmaması ve sonuç raporlarının Müdürlüğümüz Strateji Geliştirme Şube Müdürlüğüne gönderilmesi hususunda;

Bilgilerinizi ve gereğini arz ederim.

Mehmet ÇALIŞKAN  
İl Millî Eğitim Müdürü

Ek: İlgi (c) Müdürlük Oluru (1 Sayfa)



T.C.  
KARAMAN VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : E-99371540-605.01-62707700  
Konu : Fatma ŞAVKLI (Anket İzni)

03.11.2022

MÜDÜRLÜK MAKAMINA

İlgi : a) Millî Eğitim Bakanlığının (Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü)  
21.01.2020 tarihli ve 2020/2 sayılı Genelgesi  
b) Çağ Üniversitesinin 19.10.2022 tarihli ve 2200007794 sayılı yazısı.

Çağ Üniversitesi İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Fatma ŞAVKLI, **Türk Meslek Lisesi Öğrencilerinde Yabancı Dil Öğrenen Kimliğini Etkileyen Faktörler** konulu anket çalışması kapsamında Müdürlüğümüze bağlı Ermenek Mustafa Demirok Mesleki ve Teknik Anadolu Lisesinde öğrenim gören öğrencilere yönelik ilgi (b) yazı doğrultusunda çalışma yapmak istediği belirtilmektedir.

Bu kapsamda; talep edilen anket çalışması, komisyonumuzca incelenmiş ve Müdürlüğümüze bağlı Ermenek Mustafa Demirok Mesleki ve Teknik Anadolu Lisesinde öğrenim gören öğrencilere yönelik kurum faaliyetlerini aksatmadan, gönüllülük esasına göre çalışma yapılmasında herhangi bir sakınca görülmemiştir. Çalışmanın ilgi (a) Genelge esasları doğrultusunda okul müdürlerinin gözetim ve denetiminde yapılması Müdürlüğümüzce uygun görülmektedir.

Makamlarınıza da uygun görülmesi halinde olurlarınıza arz ederim.

Mehmet Salih KOÇ  
Şube Müdürü

OLUR  
Mehmet ÇALIŞKAN  
Vali a.  
İl Millî Eğitim Müdürü

Ek:  
- İlgili Yazı ve Ekleri (43 Sayfa)  
- Değerlendirme Formu (1 Sayfa)