

REPUBLIC OF TURKEY
ÇAĞ UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

**AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN
UNDERGRADUATE ENGLISH MAJORS' INTERNATIONAL POSTURE AND
L2 MOTIVATIONAL FACTORS IN TÜRKİYE**

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Ph.D. THESIS

MERSİN/ JUNE 2024

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DEDICATION

To the unforgettable memory of my father, Cemal DEMİR, and Prof. Dr. Ahmet BEŞE, whose wisdom and guidance have shaped my academic journey. Though physically absent, their presence still inspires and motivates me.

To my beloved mother, Nevin DEMİR, whose unwavering love and support have been my guiding light.

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ETHICS DECLARATION

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I hereby declare that;

I prepared this Ph.D. 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,

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The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance. (In case of any circumstance contradicting with my declaration)

27/ 06/ 2024

Ayşe Nesil DEMİR

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With profound gratitude and heartfelt thanks to you all.

ABSTRACT**AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN
UNDERGRADUATE ENGLISH MAJORS' INTERNATIONAL POSTURE AND
L2 MOTIVATIONAL FACTORS IN TÜRKİYE****Ayşe Nesil DEMİR****Ph.D. Thesis English Language Education Department****Supervisor: Prof. Dr. Jülide İNÖZÜ****June 2024, 171 pages**

In Türkiye's educational landscape, this study explores the intricate relationship between undergraduate English majors' international posture, its antecedents, and L2 motivational factors. As dedicated learners focused on mastering English, this group represents a unique lens through which to study second language acquisition. Drawing from Yashima's concept of International Posture (IP) and employing a quantitative approach, this research investigates undergraduate English majors' international attitudes and behaviors and the antecedents and motivational factors influencing their language learning journey.

The study, conducted across various universities in Türkiye, utilizes the International Posture Scale (IPS) and the Motivational Factors Questionnaire (MFQ) to collect quantitative data. A sample of 602 undergraduate English majors participated in this study. Findings reveal that Turkish undergraduate English majors need more worldwide awareness and involvement. Instead of working abroad, they may avoid individuals from other cultures and stay home. Participants are usually local-focused and less international. After implementing multiple regression analysis, factors such as exposure to English as an antecedent significantly impact their international posture profiles. Motivational factors, including willingness to communicate, intended learning effort, international contact, and travel orientation, emerge as crucial determinants shaping students' international posture. Structural equation modeling (SEM) analysis unveils a

complex interplay between these factors, wherein exposure to English is a catalyst for enhancing motivational elements and international posture.

This study contributes valuable insights by creating a context-specific model for the second language education field and offering a nuanced perspective of the relationship between international posture, antecedents, and L2 motivational factors among undergraduate English majors in Türkiye. The findings denote the significance of rethinking educational curricula and support systems to foster a more inclusive, internationally aware, and culturally competent student population. Addressing these concerns is essential for preparing future professionals to navigate and contribute to their country effectively in a globalized world.

Key Words: Undergraduate English Majors, International Posture, L2 Motivational Factors, Structural Equation Modelling, Complex Dynamic System Theory

ÖZET**TÜRKİYE'DEKİ İNGİLİZCE BÖLÜMÜ LİSANS ÖĞRENCİLERİNİN
ULUSLARARASI DURUŞLARI İLE İKİNCİ YABANCI DİL MOTİVASYON
FAKTÖRLERİ ARASINDAKİ İLİŞKİNİN ARAŞTIRILMASI****Ayşe Nesil DEMİR****Doktora Tezi, İngiliz Dili ve Eğitimi Anabilim Dalı****Tez Danışmanı: Prof. Dr. Jülide İNÖZÜ****Haziran 2024, 171 Sayfa**

Bu çalışma, Türkiye'nin eğitim ortamında İngilizce lisans öğrencilerinin uluslararası duruşu, bunun öncülleri ve ikinci dil motivasyon faktörleri arasındaki karmaşık ilişkiyi araştırmaktadır. Kendini İngilizce'de uzmanlaşmaya adanmış öğrenciler olarak bu grup, ikinci dil edinimi üzerine çalışmak için benzersiz bir bakış açısını temsil etmektedir. Yashima'nın Uluslararası Duruş (IP) kavramından yararlanan ve niceliksel bir yaklaşım kullanan bu araştırma, İngilizce lisans öğrencilerinin uluslararası tutum ve davranışlarını ve dil öğrenme yolculuklarını etkileyen öncülleri ve motivasyon faktörlerini araştırıyor.

Türkiye'deki çeşitli üniversitelerde gerçekleştirilen çalışmada, niceliksel veri toplamak için Uluslararası Duruş Ölçeği (IPS) (Yashima, 2009) ve Motivasyon Faktörleri Anketi (MFQ) (Ryan, 2015) kullanılmaktadır. Bu çalışmaya 602 lisans İngilizce bölümlerinde öğrenim gören öğrencilerden oluşan bir örneklem katılmıştır. Bulgular, Türk lisans düzeyindeki İngilizce bölümlerinin dünya çapında daha fazla farkındalığa ve katılıma ihtiyaç duyduğunu ortaya koymaktadır. Yurt dışında çalışmaktan, başka kültürlerden bireyleri tanımaktan kaçınmakta, ve kendi memleketlerinde hayatlarına devam etmeyi tercih etmektedirler. Katılımcılar genellikle yerel odaklıdır ve daha az uluslararası duruş sergilemektedirler. Çoklu regresyon analizi uygulandıktan sonra, İngilizceye maruz kalma öncülünün, uluslararası duruş profillerini önemli ölçüde etkilediği görülmektedir. İletişim kurma isteği, amaçlanan öğrenme çabası, uluslararası temas ve seyahat yönelimi gibi motivasyon faktörleri,

öğrencilerin uluslararası duruşunu şekillendiren önemli belirleyiciler olarak ortaya çıkmaktadır. Yapısal eşitlik modellemesi (YEM) analizi, bu faktörler arasında karmaşık bir etkileşimi ortaya çıkarmaktadır ki; burada İngilizceye maruz kalmak, motivasyon unsurlarını ve uluslararası duruşu geliştirmek için bir katalizör görevi görmektedir.

Bu çalışma, ikinci dil eğitimi alanı için bağlama özgü bir model oluşturarak ve Türkiye’deki İngilizce bölümlerinde okuyan lisans öğrencileri arasında uluslararası duruş, İngilizceye maruz kalma öncülü ve ikinci dil motivasyon faktörleri arasındaki ilişkiye dair bir analiz sunarak katkıda bulunmaktadır. Bulgular, daha kapsamlı, uluslararası farkındalığa sahip ve kültürel açıdan yetkin bir öğrenci topluluğunu teşvik etmek için eğitim müfredatı ve destek sistemlerinin yeniden düşünülmesinin önemini vurgulamaktadır. Bu endişeleri ele almak, geleceğin profesyonellerini küreselleşen dünyada etkili bir şekilde gezinmeye ve ülkelere katkıda bulunmaya hazırlamak için çok önemlidir.

Anahtar Kelimeler: İngilizce Bölümü Lisans Öğrencileri, Uluslararası Duruş, İkinci Dil Motivasyonel Faktörleri Yapısal Eşitlik Modeli, Karmaşık Dinamik Sistem Teorisi

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ABBREVIATIONS

CDST	: Complex Dynamic System Theory
ESL	: English as a Second Language
EFL	: English as a Foreign Language
FL	: Foreign Language
L1	: First Language
L2	: Second Language
SLA	: Second Language Acquisition
SSF	: Shared, Sustained Flow
WTC	: Willingness to Communicate
L2MMS	: L2 Motivational Self system.
DMCs	: Directed Motivational Currents
ILE	: Intended Learning Effort
IP	: International Posture

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1. INTRODUCTION

1.1. Introduction

Acquiring and mastering languages are crucial in a society that is becoming more interconnected. Second language learning has garnered significant interest among researchers dedicated to understanding the multifaceted factors influencing learners' achievements and motivation. Yashima's (2002) groundbreaking concept of "international posture" has offered valuable perspectives on the dynamic relationship between language learning and intercultural competence, underscoring the significance of cultivating a positive international posture in language learners to ensure a successful language learning journey. This concept, which forms the foundation of our research, is a testament to the continuous evolution and deepening of our understanding of language learning, and we appreciate the contributions it has made to the field.

Within this context, undergraduate English majors represent a unique and dedicated group of learners specifically focusing on mastering English. Their committed pursuit of English proficiency, an essential gateway to abundant international opportunities, makes them an intriguing subject of study. Their unique characteristics and motivations provide a rich and nuanced perspective, offering valuable insights for enhancing educational strategies and programs for L2 education.

This chapter then presents the study's background, problem statement, research objectives, and research questions.

1.2. Background of the Study

The ongoing process of globalization, with its regular transnational economic and cultural interactions among individuals from diverse national identities worldwide, has significantly reshaped society. As a facilitator of these interactions, the Internet has created a dynamic global culture (Erez & Gati, 2004). English has gained significant prominence in this ever-changing international environment, crucial in facilitating intercultural communication (Cogo & Dewey, 2012; Jenkins, 2007). This rapid global shift underscores the urgency and importance of our study on the impact of international posture on language learning due to the inadequacies of L2 motivational concepts to understand the aim of learning English.

Globalization has transformed English into a universally acknowledged language that enables efficient communication across various cross-cultural settings. Motivational research examining affective and attitudinal components has garnered significant interest since its inception (Gardner & Lambert, 1959). Scholars have reviewed numerous motivational theories, including Gardner's (2001) integrative motivation, Dörnyei and Otto's (1998) process model, Dörnyei's (2009) L2 Motivational Self System, and the more recent Directed Motivational Currents (DMC) introduced by Dörnyei, Muir, and Ibrahim (2014) from a complexity standpoint.

Yashima (2002) established the novel concept of "international posture" (IP) as a significant paradigm in current L2 motivating research. Unlike previous motivational theories focusing on specific goals for L2 language communities, IP embraces worldwide contexts as the target community for L2 English acquisition. In her research with Japanese L2 English learners, Yashima (2000) discovered that learners perceive English as a representation of the broader global sphere, involving not only American or British communities but also adjacent Asian nations. This perspective enhances the growth of intercultural competence by incorporating components such as a broad understanding of global issues, a readiness to engage with others from diverse backgrounds, and a willingness to embrace diversity that avoids favoring one's cultural background (Yashima, 2002).

Considering the significant implications of international posture and motivation in language learning, this study investigates the relationship between undergraduate English majors' international posture and L2 motivational factors. By delving into how these elements intertwine, we aim to gain valuable insights that can enhance language learning strategies and programs for English majors, contributing to a deeper understanding of language learning in an increasingly interconnected world.

This research uses SEM to distinguish the complex interaction between motivational factors and international posture among undergraduate English majors. The scarcity of studies focusing on SEM within the context of English as a Foreign Language (EFL) highlights the uniqueness and relevance of this methodological approach in the field. SEM facilitates the evaluation of the direct impacts of variables and the mediating and moderating factors that contribute to the overall model fit and explanatory power (Hayes, 2013). Unlike earlier research that often focused on correlational analyses to

explore the relationships between variables, SEM enables a more in-depth investigation of direct and indirect effects within a comprehensive theoretical framework (Kline, 2016).

1.3. Statement of the Problem

In the context of globalization, English has emerged as the dominant world language, used for communication in diverse intercultural settings. This paradigm shift has changed the goals and applications of English language learning, making it essential to reassess traditional understandings of motivation as learners' motivations and objectives have expanded to include cross-cultural communication and global engagements. It has now become the preferred means of communication for individuals from diverse linguistic backgrounds worldwide. Non-native English speakers actively participate in interpersonal interactions using English for various objectives (Yashima, 2002; 2009).

Yashima (2002) presented the International Posture (IP) model, offering a unique perspective on L2 motivation. Unlike traditional theories focusing on integrativeness and the target language community, the IP model defines the goal of acquiring L2 English as immersing oneself in an international setting, promoting a broader global perspective. This outlook encourages learners to engage with diverse linguistic and cultural communities, promoting linguistic proficiency and intercultural competence.

Türkiye is the focal point of this study. Since 2015, internationalization has been a pivotal agenda within the Council of Higher Education of Turkey (YÖK). Pursuing internationalization strategies in higher education, Türkiye has committed to nurturing existing partnerships and forging new collaborations, emphasizing identifying target countries. The "Study in Türkiye" project promotes Turkish universities abroad, facilitating access to global stakeholders via a digital platform.

Monitoring the global English proficiency landscape has become essential. According to the 2022 English Proficiency Index (EPI), Türkiye ranks 64th out of 111 countries worldwide and 34th out of 35 European countries. This reality compels the nation to address challenges in achieving English proficiency, such as understanding and speaking proficiency. English majors play a vital role in representing Türkiye's global presence, as they will work as English instructors and translators, impacting how

English is taught and learned in the future (Subekti, 2019; Nazari et al., 2022; Subekti et al., 2024).

Therefore, it is essential to investigate how international posture impacts or relates to the motivational factors in learning English. The lack of research on the relationship between undergraduate English majors' international posture (IP) and motivational factors provides an opportunity to fill a void in the field, aiming in both academic and practical terms:

1. Enrich the current body of literature relating to the effect of the international posture environment on motivational factors in learning English.
2. Discover the IP level available among undergraduate English majors, contributing to the global literature on IP education and awareness.
3. Provide practical guidance for academics, researchers, students, teacher educators, and policymakers on fostering IP among undergraduate English majors.
4. Offer empirical evidence to enhance teaching program efficacy and efficiency

1.4. Purpose of the Study

The primary objective of the present study is to gain a profound understanding of the international posture (IP) exhibited by undergraduate English majors throughout their language-learning journey in the Turkish context. The study adopts the concept of International Posture (IP) as coined by Yashima (2002), considering it a motivational variable within the framework of L2 international posture. By employing SEM, this research aims to:

1. Enrich the existing literature on the impact of international posture on motivational factors in English language learning.
2. Uncover the levels of international posture among Turkish undergraduate English majors, contributing to global knowledge on IP education and awareness.

3. Provide educators, policymakers, and stakeholders with insights and raise awareness regarding the importance of international posture among undergraduate English majors.
4. Provide empirical evidence to enhance the efficacy and efficiency of language teaching programs.

Thus, the research endeavors to fill a void in the field by addressing the need for more in-depth exploration concerning the relationship between international posture (IP) and L2 motivational factors among learners, contributing valuable insights to the existing body of knowledge.

1.5. Research Questions

1. What is the international posture of Turkish undergraduate English majors?
2. What are the antecedents that affect the international posture of Turkish undergraduate English majors?
3. What are the motivational factors that affect the international posture of Turkish undergraduate English majors?
4. What are the relationships among antecedents, motivational factors, and international posture of Turkish undergraduate English majors?

1.6. Literature Review

1.6.1. Motivation, L2 Motivation and Its Role in L2 Learning

Motivation derives from the Latin word “movere,” meaning “to move,” a fundamental concept in human psychology and behavior. It represents the driving force behind individuals’ actions, propelling them towards their goals and aspirations. While often used interchangeably, the terms ‘motive’ and ‘motivation’ carry distinct nuances. A motive pertains to the ‘reason’ that underlies an action, while motivation involves a mental ‘push’ that energizes individuals to pursue their aims (Dörnyei & Ushioda, 2012). According to Kwon (2021), motivation extends beyond primary intentions and incorporates other elements such as direction, effort, and the final achievement of goals. This study aims to provide a comprehensive analysis of motivation, including its theoretical underpinnings, the distinction between motivation and motivations, and an

examination of its essential components. By thoroughly comprehending motivation, one can access significant insights into human behavior, performance, and well-being. Consequently, this enables the development of informed strategies to cultivate and maintain motivation in diverse areas of life.

The study conducted by Gardner and Lambert in 1959 is considered the turning point that initiated research in motivation in language learning. Subsequently, many theories and hypotheses have surfaced to shed light on the motivating elements that impact individuals engaged in language learning. Motivation, within the framework of second language (L2) acquisition, is a complex and varied phenomenon that undergoes a gradual evolution, including several cognitive phases such as goal formulation, planning, task generation, action control, and outcome evaluation (Dörnyei & Ushioda, 2011).

Motivation plays a crucial part in driving individuals toward their goals and eventual achievement in acquiring a second language (L2). Motivation serves as the primary impetus for decision-making, the development of action plans, and the unwavering pursuit of desired results, such as preserving communication in the target language (Dörnyei, 2014a; Dörnyei & Ushioda, 2011). Learners with outstanding ability may encounter difficulties in achieving their language objectives if they lack sufficient desire in their second language (Dörnyei & Ryan, 2015). Furthermore, the significance of second language (L2) motivation extends beyond the efficacy of curriculum and instructional approaches in facilitating learner achievement.

Motivation plays a crucial part in driving individuals toward their goals and eventual achievement in acquiring a second language (L2). Motivation serves as the primary impetus for decision-making, the development of action plans, and the unwavering pursuit of desired results, such as preserving communication in the target language (Dörnyei, 2014a; Dörnyei & Ushioda, 2011). Learners with outstanding abilities may encounter difficulties in achieving their language objectives if they lack sufficient desire for their second language (Dörnyei & Ryan, 2015). Furthermore, the importance of second language (L2) motivation extends beyond the efficacy of curriculum and instructional approaches in facilitating learner achievement.

In conclusion, motivation for a second language (L2) should be considered when acquiring a new language since it functions in a complex and dynamic manner. This

factor motivates individuals to advance and persevere despite obstacles, influencing their language acquisition process. A comprehensive comprehension of the swings and intricacies of L2 motivation holds significant importance for educators and policymakers in establishing conducive and inspiring learning settings that maximize the potential for success among language learners.

Demotivation, Amotivation, and Remotivation

Due to the inherent dynamism of second language (L2) motivation, it is plausible that certain aspects of L2 motivation may undergo modifications. It may only sometimes appear logical to assume that all individuals possess an inherent interest in acquiring proficiency in a second language (L2). Nevertheless, specific second language (L2) learners may have lower motivation than their peers. Demotivation and motivation should be comprehended within the context of the motivational spectrum. In this context, it is crucial to differentiate between motivation and demotivation. In this context, there exists a fundamental distinction between motivation and demotivation. According to Dörnyei and Ushioda (2011, p. 139), it was explained that:

The state of demotivation does not imply the complete elimination of all the positive factors that initially contributed to the motivation behind a particular behavior. Instead, it signifies a reduction in the overall motivating force due to a significant negative element, while other positive reasons may still exert their impact.

The factors identified by Dörnyei (1998, as cited in Dörnyei & Ushioda, 2011, p. 148) as the most common demotivating influences in second language (L2) learning can be summarized as follows:

1. The instructor (including personality, dedication, competency, and teaching approach)
2. Inadequate school resources (such as large groups or mismatched levels, frequent changes in instructors)
3. Decline in self-confidence (due to past failures or a lack of success)
4. A negative outlook towards the target language (L2)
5. The obligatory nature of studying the L2
6. Conflicting demands from studying another foreign language
7. Negative perceptions of the L2-speaking community

8. Group members' attitudes
9. The prescribed course materials

The characteristics that have been discovered, as emphasized by Dörnyei (1998, as referenced in Dörnyei & Ushioda, 2011, p. 148), are essential components that have the potential to exert a considerable impact on learners' motivation levels in the context of acquiring a second language (L2). The achievement of second language (L2) acquisition is significantly influenced by the level of motivation, with the teacher's influence and environmental factors playing crucial roles. Furthermore, Falout, Elwood, and Hood (2009) underscored the prevalence of demotivation in educational environments where the English language is compulsory or obligatory. This phenomenon is observed in English as a Foreign Language (EFL) settings when the second language (L2) is predominantly instructed within educational institutions or to prepare for examinations. In such educational settings, individuals may encounter increased stress levels due to a sense of obligation to engage in language study rather than having an intrinsic motivation to acquire the language. The impact of demotivation on learners can be profound, affecting their self-esteem, learning outcomes, and overall well-being.

The study conducted by Falout et al. (2009) revealed profound insights into the dynamics of motivation, competence in the second language (L2), and self-regulation in the context of L2 acquisition. The researchers identified three distinct groups of factors that contribute to demotivation: external factors associated with the learning environment, internal factors about the learner, and the individual's responses to experiences that lead to demotivation. The research, with a substantial sample size of 900 college students, yielded compelling results. It indicated that the cognitive burden associated with grammar-translation tasks posed significant difficulties, potentially resulting in decreased motivation toward second language acquisition. The researchers found that demotivation's internal and reactive dimensions exhibited more influence on elucidating learning outcomes when juxtaposed with external demotivating influences. Moreover, those with little agency in their learning process exhibited greater vulnerability to demotivation in the face of demotivating factors. It is crucial to note that within a study conducted in the Japanese English as a Foreign Language (EFL)

setting, attributes about teachers (such as competency and teaching styles) were not found to be sources of demotivation. On the contrary, they were perceived as positive and motivating aspects.

Consequently, the ultimate concept to keep in mind is amotivation. Amotivation refers to a psychological state in which individuals see a lack of association between their acts and the subsequent outcomes, ascribing the consequences to circumstances that are perceived to be beyond their control (Noels et al., 2000, p. 62). The statement suggests a diminished drive resulting from recognizing a lack of purpose or confidence in one's capacity to attain the intended objectives (Dörnyei & Ushioda, 2011, p. 140). In brief, amotivation refers to a state characterized by an absence of intention or external impetus to achieve a specific goal.

Motivation is a variable condition that exhibits fluctuations, rendering it a dynamic facet. As mentioned above, flexibility permits the introduction of remotivation, which is characterized as reinstating motivation after its loss (Falout, 2012, p. 3). According to the findings of Falout et al. (2009, p. 404), students who encounter demotivation in educational settings for second language (L2) learning may face an extended duration of negative emotions, diminished proficiency, decreased self-assurance, self-criticism, and a more challenging process of reestablishing motivation in the study of English as a foreign language.

It is essential to understand that individuals acquiring a second language (L2) may encounter diverse levels or forms of motivation. Nevertheless, it is imperative to comprehend that demotivation and amotivation only partially render persons capable of their second language (L2) acquisition process. A combination of motivators and distractions is typically present in most second language (L2) learning contexts.

It is becoming more feasible to acknowledge that changes in second language (L2) motivation occur during an individual's second language acquisition process. These changes comprise many stages, including demotivation, amotivation, and remotivation.

1.6.2. A Historical Overview of L2 Motivational Research

1.6.2.1. The Social-Psychological Period

L2 motivation was investigated within conventional psychology until the 1960s and then subjected to interpretation. However, subsequent research revealed that the domain

of language acquisition is full of biases and impartiality. Language acquisition has various aspects, such as individuals' attitudes toward the linguistic community, cultural factors, and their comprehension of different cultures. For example, it is influenced by policies. Therefore, it might be inferred that the area in question lacks neutrality. This topic is closely intertwined with socio-cultural matters. The development of individualistic attitudes among individuals can be attributed to socio-cultural factors. For example, individuals may cultivate specific attitudes towards the language in question and the process of acquiring proficiency in that language. Hence, it was initially determined that the explication of L2 motivation is unattainable due to the distinct nature of language acquisition compared to other subject areas. This marked the initial stage.

Subsequently, we were introduced to many concepts and words, such as integrative orientation/motivation and instrumental motivation. The compelling factor of integrative motivation has been incorporated into L2 motivational research. A consistent association with the target language community characterizes integrative motivation. Pursuing knowledge about a particular community and the desire to engage with its cultural aspects actively can be categorized as integrative motivation. Schmidt (1983) introduced the acculturation theory, which posits that individuals who desire to integrate into a specific group and acquire knowledge about its culture are likelier to excel in language learning (Dörnyei & Ushioda, 2011; Gardner, 1985)—experiencing a sense of proximity and affinity towards a specific community while adopting constructive and optimistic dispositions towards this community. Integrative motivation is closely associated with the process of acculturation. According to the proposition by Gardner and Smythe (1975), the incentive to acquire a second language (L2) is contingent upon the presence of either integrative or instrumental motivation. Nevertheless, it surpasses the scope. To gain a comprehensive understanding of L2 motivation, it is necessary to delve beneath the surface and consider the separate components of L2 acquisition. Identifying these factors has been crucial in comprehending the correlation between achievement in language acquisition and motivational factors. The antecedent factors comprise elements such as an individual's inclination to acquire knowledge of additional languages and their views towards the society associated with the second language (L2). The impact of individual differences,

such as motivation and language acquisition contexts, should also be considered. These contexts include factors such as the materials used, the attitude of teachers, the assessment methods employed, the classroom practices, and the ultimate outcomes achieved by learners and teachers. It is not feasible to elucidate L2 motivation solely by examining the practical or effective dimensions. Furthermore, there is more detail to consider.

1.6.2.2. Cognitive-Situated Period

Researchers like Crooks & Schmidt (1991) or Oxford & Shearin (1994) enlarged their agenda, and they led some pioneering research. For instance, their study revealed that L2 motivation is independent research, but we have to consider, at the same time, the new findings in mainstream psychology. In this period, we learn that we need to combine the findings from mainstream psychology and the findings from L2 motivational research to understand the complete picture. Non-L2 motivational specific concepts were introduced to L2 motivation. Researchers started researching these concepts within the field of L2. It was also learned that the field needs a more situated analysis of motivation. In this period, there were some leading scholars like Dörnyei. Dörnyei (1994) proposes a level framework of L2 motivation, and other pioneers are William and Burden, who developed a social constructivist model to explain L2 motivation. Deci and Ryan (1985) developed self-determination and Higgins's (1987) self-discrepancy theories. So, they try to explain L2 motivation in these models and theories, as well as attribution and autonomy theories.

Dörnyei's Three-Dimensional Level Framework for L2 Motivation

Dörnyei and Ushioda (2011) assert that Dörnyei (1994a) has provided a fresh perspective on Crookes and Schmidt's (1991) method of exploring motivation across diverse conceptual tiers. Dörnyei's reinterpretation involves the creation of a framework covering three relatively discrete levels. These three levels are language level, learner level, and learning situational level. As mentioned before, Gardner's work is vital and influential, so Gardner's ideas were used, but the researcher expanded these ideas. Dörnyei started to research L2 motivation not as a trait but as a system. At the language level, Dörnyei (1994) stated that L2 motivation is related to integrative and

instrumental motivational subsystems. However, there is another system that we have to consider about the learners. So, things like for instance anxiety and self-efficacy. So, these are essential variables to consider at the learner level, and according to Dörnyei (1994), we also have a learning situational level, like, for instance, the materials used. Do the materials take the interest of the learners? Or do the learners perceive the activity as relevant to their needs? These course-specific motivational factors need to be considered in L2 motivational studies. Furthermore, Dörnyei (1994) said there are also teacher-specific motivational components, for instance, the attitude of the teacher, the belief of the teacher, does the teacher believes in the importance of feedback, the interaction of the teacher with the learners, how the teacher perceives themselves as an authority or as a participant, as a co-participant as a mediator. Dörnyei (1994) added that there are also group-specific motivational components, for instance, group cohesiveness, how the group perceives itself as a group or individuals, whether they are bound to each other, whether the social structure of the class is also essential, the cooperative, are they competitive. The reward system in the classroom. What are the social norms in the school? Dörnyei took Gardner's work as one component in the system and defined other elements that make this L2 motivation a system.

William and Burden's Framework of L2 Motivation

As a response and a reaction to Gardner's (1985) theory, William and Burden (1997) accepted Gardner's original arguments about L2 motivation. However, they further expanded it and said we must consider internal and external factors when researching L2 motivation. For instance, the intrinsic interest in an activity is related to integrativeness; if the learners have an inherent interest in the topic, it arouses their curiosity, so they would not see it as challenging but as something to learn. So, this triggers their interest and learning at the end. The perceived value of the activity, like Dörnyei, William, and Burden (1997), also accepts relevance as a factor for motivation, personal relevance, the value of the outcomes, and the intrinsic values attributed to the activity. Sense of agency is significantly related to the attribution, so how do I see the locus of control as something within or beyond one's control? Personal judgments about ourselves and attitudes in general to the target language, culture, or community are also significantly related to motivation. Other affective states like confidence, anxiety, or gender, for instance.

William and Burden (1997) also discuss some external factors that are also important in defining L2 Motivation, such as significant others (parents, teachers, peers ..., etc.) and the individual's interaction with these significant others. For example, if their mother has a significant other who constantly criticizes them, this will affect their motivation.

Attribution theory

Individuals' prior experiences are interconnected with their forthcoming accomplishments and efforts, shaped by how they attribute causality. Exploring attributions in second language (L2) learning has broadened the scope for qualitative investigation into L2 motivation.

Overall, the conclusion is that various psychological and contextual factors create motivation. So, the context is both at the micro and macro levels, like the school policy, like the exam policy in the country, and the things at the micro level, like what is going on in the classroom and the cohesiveness in the classroom. So, micro and macro context is essential. The personal interpretations of these contexts also create motivation, and we know that motivation changes and fluctuates over time, even with a single lesson. It is not easy to say students are not motivated. It is impossible to put learners into two groups: motivated and demotivated. To say learners are motivated or demotivated, we must consider various things. When motivation is the concern, we should know that we are talking about motivation at a particular time, for a specific place, and with a certain task.

1.6.2.3. The process-oriented Period

This started a new era in L2 motivation research. This signals the shift in the socio-dynamic model in L2 motivation—the dynamic era. So, the temporal variation in L2 motivation, the variation within time, and the dynamic nature of L2 motivation mean that understanding is that motivation is not static, but it is dynamic. So, we need to focus on time mainly. Ushido (1996) said that the researchers again developed new models to understand L2 motivation. In this era, Dörnyei's model, together with Otto's (2011) process model, Ushido's Person in Context Relational View (2009), and The L2

motivational Self-System (the founder Dörnyei again), people try to understand motivation through referring to these models.

Ushido's model explains the importance of temporal fluctuations in social contexts. A learner is moving from one point in the timeline to another point. So, this is the L2 learning trajectory of one particular learner. So, the learner is on a journey in his trajectory from one point to another in this timeline. Accordingly, the learner has some experiences from the past, and also, the learner has some ongoing experiences related to learning, and the other experiences are associated with L2 itself. So, experiences gained or gathered from the education and experiences gained regarding the knowledge of L2. At the same time, the learner is experiencing life issues because life is going on. Because they are embedded in a social and cultural environment. So, using those experiences and at the same time setting some future goals, some long-term goals, and short-term goals, they live their trajectory and constantly modify their objectives. Ushioda (2003) says we must research motivation using L2 learning trajectories within the timelines. We should take shots from the trajectories and research motivation in that timeline.

Dörnyei and Otto's Process Model

Dörnyei and Otto's Process model (1998) also says that this is a process, and there are particular phases in this process. To take action in language learning, we should feel motivated, and we should take action. Investment is the practical side of this process. According to Dörnyei and Otto (1998), this process model views motivation as a dynamic and evolving process that unfolds through three primary stages: the Pre-actional, Actional, and Post-actional. According to Gabillon's analysis (2007, p.3), the Pre-actional Phase of Dörnyei and Otto's model emphasizes the considerable influence of learners' beliefs and attitudes on motivation in second language (L2) learning. Before embarking on any learning activity, learners critically assess the potentiality of their actions. This assessment considers critical determinants, including their perceived expectancy of success, self-efficacy beliefs, the complexity of the intended goals, and the perceived relevance of these objectives. In this regard, the learners must set goals and develop an action plan to reach them. They need to have commitment, which is related to investment. They should use all means and resources before launching an action plan. So, there is the triggering element to take to launch learning. Dörnyei and

Otto (1998) call this crossing the Rubicon of action, which took place in the actional phase of this process. Learners have desires, have some sources, and see the affordances and opportunities in front of them, and they accept the challenge. They know what to do and have long-term and short-term goals even though they have a plan. Hence, they are committed to the issue and ready to launch. It is said that they are in the actional phase, or, in other words, the executive motivational phase. It is said to be executive because they put that action plan into practice. They take the agency, and there is a regular check to modify the goal. They modify the goal if that goal is something the learner cannot reach. If the learner sees that the goal is inaccessible, they modify it. Then, there is the post-actional phase related to the post-actional evaluation of the motivational factors. For instance, at this stage, the learners start forming causal attributions, such as thinking about achieving their goals because they are good at setting them and following their action plans. These are causal attributions, for instance. It may also be another way the person may form some negative attributions. The learner may decide they did everything on their part, failing. It is all because of the system. The system is not letting them achieve. It clearly shows that we are talking about a system here that is not linear.

Hence, extending Otto and Dörnyei's Process-oriented Model, Dörnyei (2005) introduces a viable pedagogical framework (depicted in Figure 1) that teachers can effectively utilize to enhance their students' motivation (pp. 85-86). Dörnyei (2005) underscores this assertion by suggesting that Otto and Dörnyei's approach is a sound foundational basis for comprehending motivational progression. Moreover, he emphasizes that the pedagogical ramifications of this approach are discernible to educators striving to foster motivation among students learning a second language (L2).

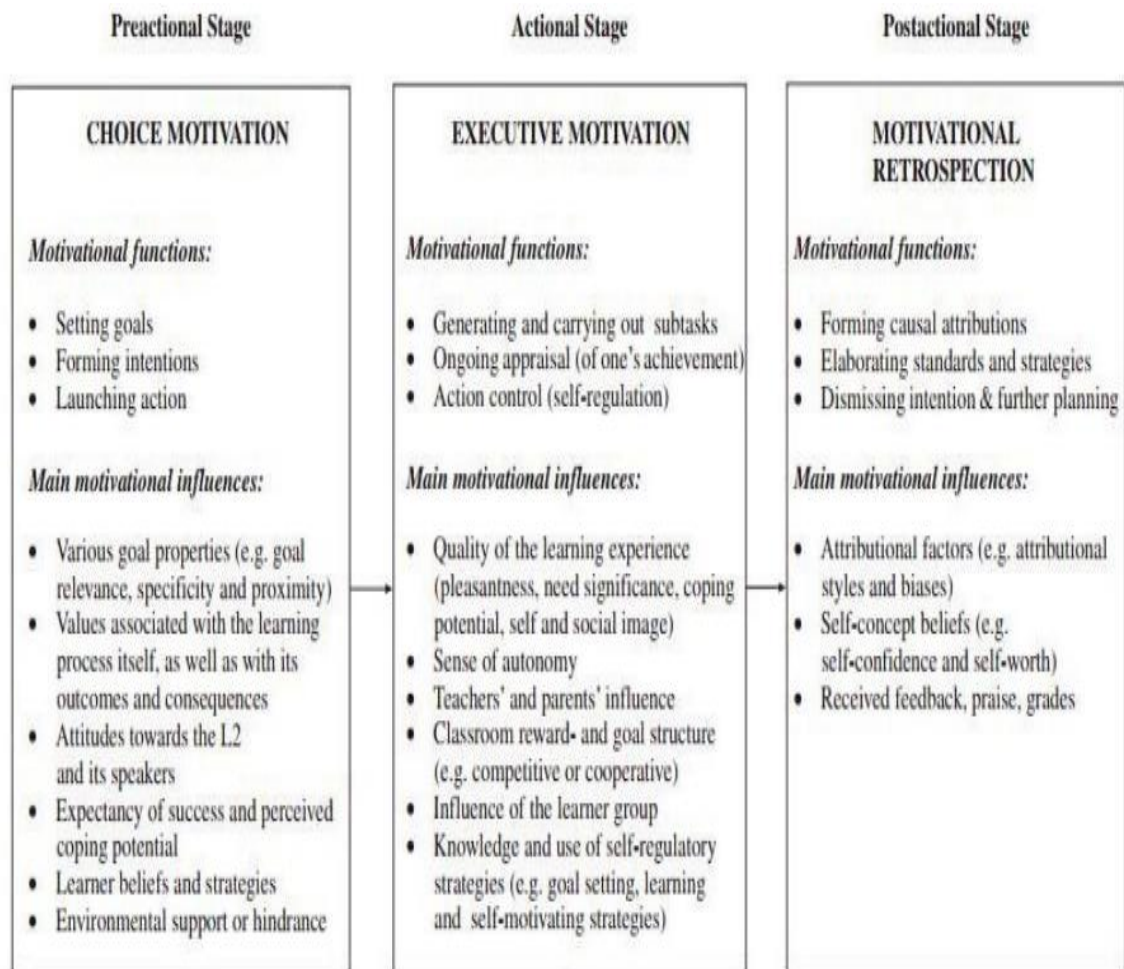


Figure 1. *Dörnyei's Process Model of L2 Motivation*

As Figure 1 displays, Dörnyei (2005) emphasizes the need for comprehensive research in L2 motivation, urging the integration of various theoretical approaches to encompass the intricate motivational systems within the L2 learning process. This integrated approach is essential to understanding the multifaceted nature of motivation and deriving insights that can significantly improve instructional strategies for second language acquisition.

1.6.2.4. Transitioning from Process-Oriented to Socio-Dynamic Perspectives in L2 Motivation

Motivation is a psychological concept about the underlying force influencing an individual's actions. Dörnyei (2000) has observed that a growing body of research has underscored the significant practical implications of the model proposed by Dörnyei

and Otto (1998) in the context of second language (L2) instruction (pp. 522-523). These studies place particular emphasis on two key features. One crucial aspect is the relevance of utilizing motivational tactics to maintain motivation and effort during extended L2 tasks, especially in situations that span multiple years. One notable aspect is the dynamic character of motivation, embracing its fluctuations and evolutionary patterns observed among learners and teachers in their daily experiences.

When discussing the theoretical advantages and disadvantages of Dörnyei and Otto's (1998) model, as described by Dörnyei (2000), several salient points come to light. The model is a beneficial foundation for comprehending the various motivating elements that impact learners' behavior in the context of second language (L2) learning within educational settings. Additionally, Dörnyei (2000, pp.529-530) emphasizes the significance of time as a fundamental "organizing principle" within this theoretical framework, facilitating the structured categorization of main motivational elements along a temporal dimension. The chronological arrangement, in turn, enables the discernment of discrete phases within the motivational process. In addition, the model has distinct benefits in analyzing motivation within the context of learning tasks. It provides a valuable research framework for conducting comprehensive investigations into the precise motivational components that impact the successful attainment of learning objectives.

Nevertheless, when examining the deficiencies of the Process-Oriented Model, Dörnyei (2000, p. 53; 2005, p. 86) emphasizes a significant constraint. The author highlights that the model establishes a strict boundary, known as the "Crossing the Rubicon," between the pre-actional phase (referred to as the "choice" phase) and the action phase (referred to as the "executive" phase). The author contended that this categorization does not accurately reflect real-life experiences, as various stages frequently happen simultaneously, leading to complex interactions. Furthermore, it is essential to note that the model fails to consider that students are often involved in several activities and objectives simultaneously in a classroom setting. These tasks and goals are influenced by conscious and subconscious factors that are not totally under an individual's control (Verachi, 2020).

Ushioda and Dörnyei (2012, pp. 398) have identified a significant constraint of the Process: the ability to precisely delineate both the beginning and end of the

motivational process. A common constraint found in numerous contemporary L2/SLA theories is the presence of a comparable limitation. These theories frequently employ “explanatory linear models” that oversimplify the complex and ever-changing nature of the learning process, as well as the varied objectives that influence learner behavior. In contrast, contemporary studies have moved away from the linear viewpoint and instead adopted relational and socio-dynamic perspectives to investigate the intricate system of L2 motivation. These perspectives aim to understand how a range of internal, social, and contextual elements influences the development of L2 motivation.

Compared with previous motivation models that predominantly focused on the unidirectional impact of the context on human behavior, modern viewpoints emphasize the complex interaction between the individual and the context. According to Ryan and Dörnyei (2013, p.91), the actions of individuals are influenced by their surrounding environment and impact, altering that context. The authors underline that the setting is not characterized by rigidity or staticity but rather exhibits dynamism and undergoes continuous evolution. This phenomenon highlights the reciprocal impact between persons and their surrounding environments, demonstrating the fluidity of their interconnectedness.

The Socio-Dynamic Period in the L2 motivation study focuses on reconsidering L2 motivation from a holistic perspective, considering the evolving importance of L2 learning and use in today’s interconnected society. The transition above is elucidated within the framework of modern theories about the concept of self and identity (Ushioda & Dörnyei, 2012, p. 398). During this particular timeframe, three prominent theoretical frameworks emerged as noteworthy: The Person-in-Context Relational View (Ushioda, 2009), The L2 Motivational Self System (Dörnyei, 2005, 2009a), and Complexity Theory (Larsen-Freeman, 2012a, 2012b).

Ushioda’s Person in Context Relational View

Ushioda’s (2009) relational perspective offers an insightful approach that accounts for the intricate interactions between motivation, self-concept, and context. This viewpoint deviates from the traditional focus on abstract language learners or their inherent traits by highlighting the complex individuality of real individuals.

Ushioda (2009) emphasizes that engaging in language learning and assuming the role of a language learner represent only a fraction of an individual's broader social

identity and self-concept. This concept extends to individuals' identities, such as national, cultural, or professional affiliations like being Greek, British, a parent, an educator, or a member of a desired imagined community with specific cultural or professional attributes (Kanno & Norton, 2003). Ushioda (2009) asserts that a nuanced comprehension of L2 motivation requires recognizing second language learners as authentic individuals embedded in specific cultural contexts. These contexts are both shaped by learners' motivation and identities.

The notion of a person-in-context relational perspective has potential relevance in L2 WTC (Willingness to Communicate) research, especially given its emerging portrayal as a situational construct. This approach becomes significant because it can cover contextual elements and capture the fluid interaction between the individual (the person) and their environment (such as the classroom). This perspective illuminates motivational dynamics and intricate characteristics intimately linked with the contextual milieu.

Thus, as Ushioda (2009) emphasized, a relational approach differs from isolating variables and establishing cause-and-effect connections (such as how task performance influences self-efficacy or vice versa). Instead, it centers on the evolving network or dynamic system of interactions involving pertinent aspects, phenomena, and processes. These relationships are intricate, unforeseeable, non-linear, and perpetually distinctive, given the inherent uniqueness of each individual and context (Dörnyei & Ushioda, 2011, p. 77).

The L2 Motivational Self System.

As the era progressed, the role of self in L2 motivation was rediscovered. Works by Higgins (1987) and Marcus & Nurius (1996) introduced concepts like possible selves, ideal self, ought-to self, and actual self into L2 motivation, leading to the formulation of the L2 Motivational Self-System. While our self-image is a significant factor in motivation, it alone is insufficient. External factors such as parental and societal expectations influence our self-image, which is composed of actual, ideal, and future selves. These influences give rise to an ought-to self, sometimes hindering or impeding learning efforts. If a goal seems unattainable, one might cease efforts prematurely. Though self-images are essential, they still need to explain L2 motivation fully.

The desired future self is crucial but must be accessible, vivid, and attainable. Moreover, it must harmonize with one's social environment and align with external factors like language education policies. Together, they serve as practical roadmaps rather than mere fantasies.

Recognizing these limitations prompted researchers to explore the sociodynamic perspective, particularly in understanding motivation within real-life contexts. This dynamic and situational complexity necessitates this approach. Imagination and vision also garnered attention. Imagination acts as a bridge between present and desired states, shaping imagined identities and communities. Vision, as highlighted by Dörnyei and Kubanyiova (2014), emerged as a significant factor in language learning. They concluded that where there is a vision, there is a way.

Their empirical study, titled 'Visionary Training Program,' proposed a six-step training process to cultivate visionary perspectives in learners. Constructing a desired future self is paramount and requires awareness-raising activities. Creating an imagined community is the initial step, followed by elaborating and strengthening the vision. Making the vision plausible and accessible is essential. Further, it is necessary to equip the vision with effective procedural strategies, including action and contingency plans (Plan B). This approach encourages learners to face failures and overcome challenges, making failure a stepping stone rather than a roadblock. In this way, there is an alternative route to achieve their goals.

1.6.2.5. The Complex Dynamic System Perspectives

It is fundamental to underscore the present dynamic nature of L2 motivation by considering complexity theory or complex dynamic systems theory (Larsen-Freeman, 1997, 2017). The emergence of intricate and fluid behaviors can be ascribed to constructing and indicating alterations over time. Within this framework, attractors represent patterns of components that steer the system towards transformative change and evolution. Attractors are integral constituents that generate states towards which systems are attracted (Dörnyei, 2009b).

L2 motivation, regarded as one of the individual variations and variables that influence L2 learning and contribute to learner variation, is now recognized as dynamic and context-dependent. On the contrary, the phenomenon under consideration

fluctuates, as the prevailing methodology views second language acquisition through a lens that acknowledges intricate causal connections. Therefore, it is vital to consider the factors influencing the individuals involved in second language (L2) acquisition to comprehend the ever-changing character of second language (L2) motivation and its temporal dimensions or developmental trajectories. According to Hiver and Al-Hoorie (2016, p. 745), it is essential to recognize that goals or interests may not always correspond with second language (L2) competency or L2 motivation. Instead, these goals or interests should be situated within an individual who personally experiences and takes action. In this context, understanding the variations among individuals in intricate entities within human and social phenomena would offer more profound insights into an individual's second language (L2) acquisition process. As Consoli (2020) asserts, "an individual's narrative involves unique recollections, emotions, characteristics, requirements, and aspirations" (p. 121).

Motivational fluctuations are expected to arise within a single second language (L2) class, leading individuals to undergo a state of continuous fluctuation that aligns with the dynamic features of the setting (Dörnyei & Ryan, 2015, p. 84). Similarly, about the contextual aspect, Hiver and Al-Hoorie (2016, p.746) have highlighted that it plays a crucial role as a causal component in driving any transformative alterations inside a system. This is attributed to significant phenomena within the specific contexts. According to Lamb (2018), applying complex dynamic systems theory can provide a framework for understanding the fluctuation and stability of L2 motivation. Hence, it is crucial to emphasize the examination of "situated, environmentally relevant basins of attractors" to determine the stability of a system. This stability is contingent not only upon the strength of the attractors but also on the number of existing attractor basins throughout an individual's career (Dörnyei, 2009b, p. 211).

1.6.2.6. The Application of the CDS Approach to Research on Second Language Motivation: Strengths and Weaknesses

Multiple investigations have proposed using complex dynamic systems theory (CDST) to examine the complicated nature of the L2 motivating process and analyze the numerous effects and depth of concerns in this domain. This new theoretical approach is now vital to L2 empirical research. This includes L2 anxiety, self-concept,

emotion, willingness to communicate, and teacher motivation (Gregersen et al., 2014). According to Sampson (2016) and Kim (2016), this paradigm matches L2MSS and Sociocultural theory viewpoints on L2 motivation. More CDST-based research on teacher motivation in second-language schools has been published recently. Various research shows how this paradigm matches multiple views. Even though the CDST's significant contribution to empirical research is its ontological and epistemological foundations (Hiver & Al-Hoorie, 2016, p. 743), this new approach to Applied Linguistics and L2 motivation research has significant methodological implications because Hiver and Al-Hoorie created the CDST. Dornyei (2009b, pages 241-243) describes how to do DST-based research on this topic by focusing on the following research topics (Hiver & Al-Hoorie, 2016, p. 743):

1. Cause-effect relationships: When examining non-linear growth in complex dynamic systems, it is crucial to acknowledge the absence of direct cause-and-effect relationships between variables.
2. Mixed Methods Research: Analyzing complex dynamic systems benefits from quantitative and qualitative methodologies. This approach allows researchers to collect diverse data from individual and social settings, providing a comprehensive understanding of the system.
3. Qualitative Over Quantitative Approach: A qualitative research approach provides comprehensive and contextualized explanations of dynamic events. It is more adaptable and responsive to emerging knowledge that may arise throughout the inquiry. This approach offers a comprehensive understanding of the natural environment by providing detailed information and analyzing it at the individual level. It helps researchers avoid the limitations of relying solely on data collected at the group level.
4. Focus on Change Rather Than Variables: Larsen-Freeman and Cameron (2008) emphasized the need to study unpredictability, self-organization, and emergence as fundamental attributes of complex dynamic systems. This approach dismisses reductionist methodologies that focus solely on variables with a single cause.

5. Longitudinal Research: Longitudinal research is crucial for comprehending the ever-changing characteristics of a complex system. It enables examining interactions between system components (variables) at different macro and micro levels throughout a period.
6. Focus on System Modeling: Qualitative models are appropriate for identifying the diverse elements of a complex system and explaining how the interactions between these elements vary over different timelines and levels of system structure.

To apply these guiding principles to the topic of study, modifying research methodologies and exploring “uncharted territories” are essential. Dörnyei et al. (2015) produced a thorough book on this topic, with several papers showing the application of DST in many fields. DST is widely used. However, the authors note that rigorous mathematical modeling is still tricky for applied linguistics using a nonlinear systems approach to the social sciences. Byrne and Callaghan (2014) state that “mathematical formalisms” cannot accurately portray social reality’s complexity. Researchers must develop new approaches since there are no qualitative templates for DST research in second language motivation. Quality modeling and dynamical description are the best strategies to handle complex systems, according to Larsen-Freeman (2012). As we shall see in the following sub-sections, recent studies have offered promising solutions to the methodological challenges of using a CDS approach to research second language motivation (Dörnyei, 2014).

Retrodictive Qualitative Modelling: A New Method for Studying Complex Dynamic Systems (Dörnyei, 2014)

Dörnyei (2014) emphasizes identifying systematic elements within complex systems to understand their behavior. He suggests that researchers should investigate when and in what ways a system's behavior is predictable despite the challenges posed by traditional Second Language Acquisition (SLA) research, which often focuses on linear cause-effect relationships. He argues that using a single group average score from quantitative research can be meaningless when applied to complex dynamic systems.

Dörnyei proposes a new qualitative approach called Retrodictive Qualitative Modelling (RQM) to address these challenges. RQM consists of three research strategies:

1. Focusing on vital attractor-governed phenomena.
2. Identifying typical attractor conglomerates.
3. Analyzing typical dynamic outcome patterns.

This approach suggests that predictability can be achieved through retrodiction and retrospection, opening up new directions in research methodology. Dörnyei's research process involves three steps:

1. Identifying salient student types in the classroom represents the “attractor states” of the entire system.
2. Identifying actual students who fit the established prototypes through critical case sampling.
3. Analyzing the significant components of the learner/classroom motivational system and the main underlying dynamic patterns or signature dynamics.
4. 33970091

Although Dörnyei's (2014) study technique is limited, Verachi (2020) indicates that it derives significant underlying processes and holistic patterns from data fragments. This technique represents the emergent characteristic dynamics of a complex dynamic system through data displays or schematic representations. It demonstrates that academics can develop new methods for modeling complicated classroom dynamic systems.

Gillies' (2014) Retrodictive Qualitative Modelling

Gillies (2014) aims to establish the legitimacy of Complex Dynamic Systems Theory (CDST) in L2 motivation research. He acknowledges the suitability of CDST in the L2 classroom, where multiple interconnected components form a dynamic complex system that changes over different periods.

Gillies acknowledges the practical difficulties in CDST research, especially when relying on quantitative statistical methods that typically account for only linear relationships. Despite these challenges, he emphasizes the significant predictability in human behavior and the importance of attractor states in complex and dynamic social systems. Gillies advocates qualitative modeling as the most appropriate research tool for representing a complex dynamic system.

He proposes a retrodictive qualitative model comprising five phases:

1. Establishing the units of analysis.
2. Establishing the salient attractor states.
3. Anchoring the qualitative system model.
4. Establishing the salient system components.
5. Establishing the signature dynamics of each system.

The model must be validated by being applied in an actual language classroom context, necessitating the cooperation of both teachers and students. This approach aims to provide a comprehensive and dynamic representation of the complex interactions and motivational factors within the L2 classroom environment.

Exploring L2 Classroom Dynamic System Signature Dynamics (Bambirra, 2016)

Using retrodictive qualitative modeling, Bambirra (2016) investigates the motivational signature dynamics in an English as a Second Language (L2) classroom. She emphasizes the importance of considering the ecological context of the teaching experience and student motivation, examining the intricate dynamics between the teaching experience and the relational context of the L2 class.

Adopting a Complex Dynamic Systems (CDS) perspective, Bambirra argues that a dynamic system progresses towards attractor states, which are emergent, dynamic, and context-dependent temporary outcomes of the system's self-organization process. The concept of a motivational attractor basin is central to her study, as it illustrates how the system evolves towards an attractor state influenced by internal agents.

Bambirra introduces the category of motivational experiences, which she divides into seven categories based on Dörnyei's Process Model of L2 motivation and her

doctoral research findings. These categories represent different types of experiences in teaching English as a Foreign Language (FL) in Brazil, documented since 2006. The categories include direct and indirect experiences, contingent on the teaching action, and can be pedagogical, affective, or social.

Bambirra's study underscores motivation's complexity and dynamic nature in L2 classrooms, highlighting how various factors shape the motivational landscape. By focusing on the ecology of the teaching experience and the relational context, she provides a nuanced understanding of how motivational dynamics evolve within a complex system.

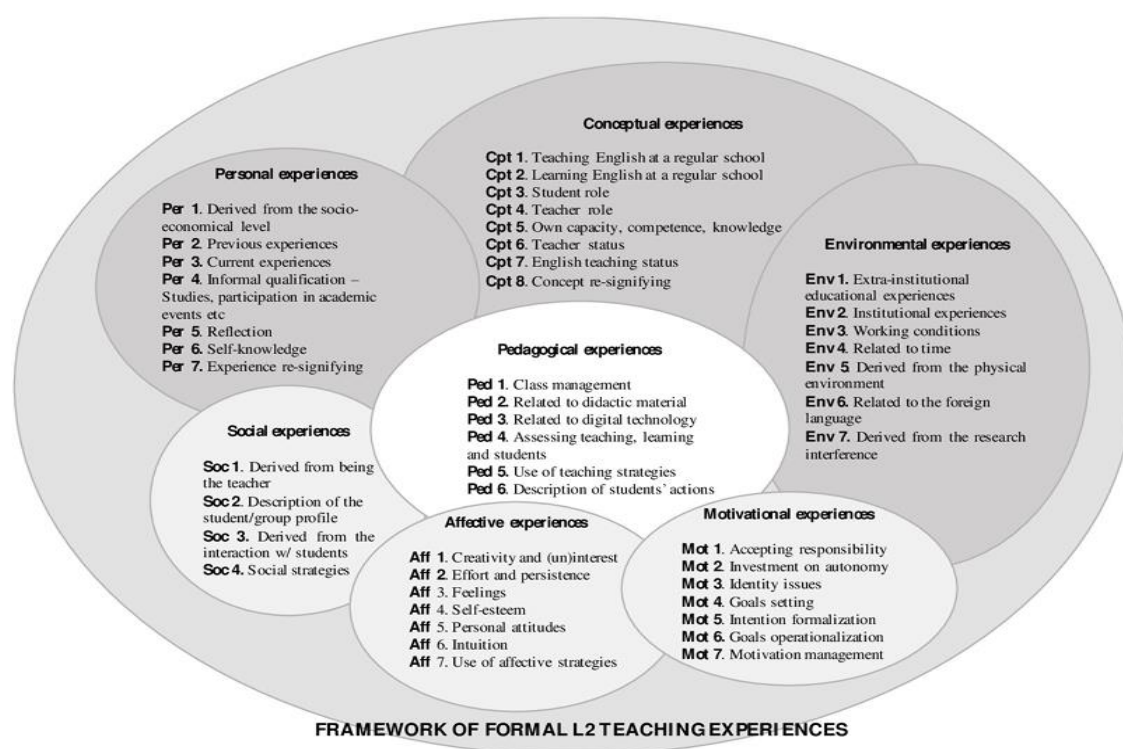


Figure 2. *Bambirra's Formal Teaching Experience Framework Based on "A Snapshot of signature dynamics in an English class in Brazil: From a motivational attractor basin towards an attractor state,"*

Bambirra's (2016) study on formal teaching experiences in an English class in Brazil is significant due to its use of a new framework and Dörnyei's Retrodictive qualitative modeling (RQM). The framework helps identify teaching experiences related to the English class and demonstrates the evolution of emergent motivational components in a

complex, nonlinear, dynamic system. This approach allows for a meaningful description of the signature dynamics of an English language class.

Classroom-Based Complex Systems Research (Larsen-Freeman, 2016)

Larsen-Freeman (2016) emphasizes the importance of Complex Dynamic Systems Theory (CDST) in classroom research, urging researchers to view the classroom environment as a dynamic system within a larger hierarchy of interconnected systems and subsystems. These systems evolve over different time intervals, from immediate classroom activities to the entire duration of teaching and learning. CDST's primary characteristic is the formation of intricate dynamic systems resulting from the interplay of various components within the classroom environment. Larsen-Freeman stresses the significance of examining the relationship between instructors and students concerning contextual circumstances. The agency of both parties is influenced by the interaction of different elements within the classroom and their perceptions and use of these elements. She offers practical advice on various research methods, such as Microdevelopment (Pawlak & Mystkowska-Wiertelak, 2015), Idiodynamic Approach (MacIntyre, 2012), Dynamic Ensemble (Hiver & Al-Hoorie, 2016), Social Network Analysis (Gallagher & Robins, 2015; Mercer, 2015b), and Relational Model (Burns & Knox, 2011).

L2 Classroom as a Complex Adaptive System (Burns & Knox, 2011)

Burns and Knox (2011) provide a conceptual framework for the language classroom that emphasizes the interplay between critical components, which interact and influence each other within particular contexts, evolving. This model exhibits the fundamental characteristics of complex adaptive systems, including interaction, emergence, non-linearity, and nestedness. It arises from the intricate nature of several interacting agents and processes. Burns and Knox depict it as a hierarchical structure consisting of three interconnected and ever-changing subsystems: the instructor, the learning space, and the physical surroundings. These subsystems interact at various levels and influence the whole system together. All components exhibit the behavior of complex dynamic systems, described as a reciprocal causation process. This means that a change in one system results in a change in another related system, and this mutual influence persists over time. The instructor is seen as a "social actor," which refers to actions that arise from the interaction of several social and cognitive elements in a dynamic and ongoing manner. The teacher's emotional and affective state and their Knowledge about

Language (KAL) professional growth are not viewed in isolation but with other classroom components, including students, curriculum, and the physical environment. These elements substantially impact the teacher's practical teaching experience, emotional state, and professional growth in knowledge, attitudes, and skills (KAL).

In conclusion, the relational model of the language classroom emphasizes the importance of understanding and addressing the interconnected factors that influence the classroom environment and the teacher's role in the learning process.

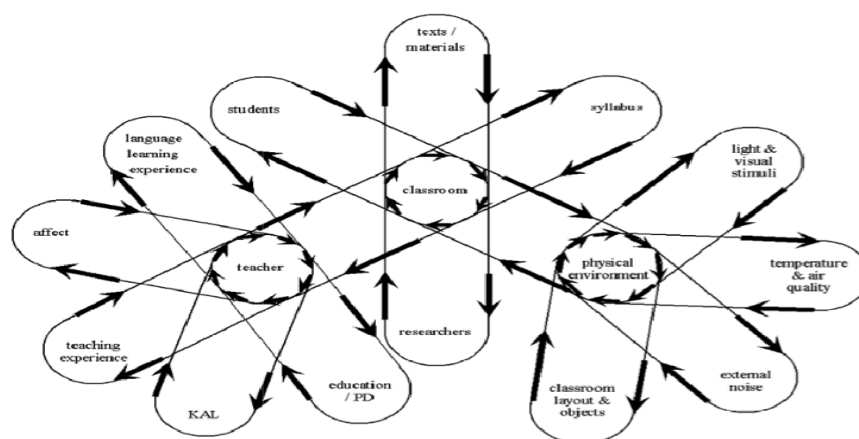


Figure 3. *Classroom as a Complex Adaptive System “Dynamic Ensemble” by Hiver and Al-Hoorie (2016)*

Hiver and Al-Hoorie (2016) introduce a new methodological template called “the dynamic ensemble” to integrate L2 research design within Complex Dynamic Systems Theory (CDST). While CDST has provided a meta-theory and a set of overarching principles for L2 theories and has shown its validity in various domains of L2 research, few empirical studies have ensured that their research designs are compatible with CDST principles.

Hiver and Al-Hoorie (2016) propose the dynamic ensemble, an operational guide with nine methodological propositions that help scholars design or test CDST-based empirical research on second language development at multiple levels to bridge this gap. They also review other case-based research methods such as Qualitative Comparative Analysis (QCA), Process Tracing, Concept Mapping, Social Networks

Methods (Gallagher & Robins, 2015), and Agent-Based Modeling. Their work aims to provide one viable approach to implementing L2 empirical research designs and to encourage further development in this field. However, Ávila López (2017) suggests that current research should go further by creating an interinstitutional, transnational network to facilitate data access for research purposes.

Imagination and vision are fundamental components of L2 motivation research, providing a valuable understanding of the nature and operation of motivation and playing a vital role in stimulating learner behavior. Studies have confirmed that the learner's ability to generate mental imagery significantly influences the amount of motivation. Al-Shehri (2009) discovered significant correlations between the ability of second language learners to visualize and their preferred learning modalities. The study found that students who have a preference for visual learning are more likely to have a strong ability to create mental images, which leads to a more noticeable Ideal L2 self. Dörnyei and Chan (2013) emphasized the need to consider the multisensory aspect of future self-guides, encompassing the ideal and ought-to L2 selves.

In their study, You and Chan (2015) employed a mixed-methods approach to examine the mental imagery of second language (L2) learners, specifically emphasizing L2 self-guides. The researchers analyzed the dynamics of L2 mental imagery and its correlation with three crucial factors: motivational intensity, language learning behavior, and language competency. Their investigation revealed notable disparities, namely in the anticipated exertion, between students who possessed a vivid and intricate self-perception as skilled second language speakers in the future and those who lacked such a perception.

Dörnyei and Kubanyiova (2014) explored methods of motivating learners through vision. They developed a comprehensive six-step guide for instructors to implement tactics to create and enhance learners' vision. They underlined the significance of the teacher's vision, noting that the instructor's vision is crucial for the student's success.

In a study by You et al. (2016), a comprehensive survey was conducted in China among 10,569 secondary school and university students. The researchers examined the connections between characteristics related to mental imaging (such as the clarity of mental images and preferences for visual or auditory information) and four variables linked to motivation (one's ideal self in learning a second language, one's perceived

obligations in learning a second language, attitudes towards learning a second language, and intended effort in learning a second language). The researchers also analyzed the influence of second language visualization on motivation among individuals of different genders and the development of learner imagery. Their research showed no substantial overall disparities in the visionary process across genders, as the basic elements of the model operate comparably for both. Nevertheless, females demonstrate a higher propensity for utilizing L2 vision, indicating that men can also acquire this skill. Furthermore, notable discrepancies in the imagery of L2 learners indicate that even highly vivid and intricate mental representations of their future L2 selves are not consistent and undergo modifications over time.

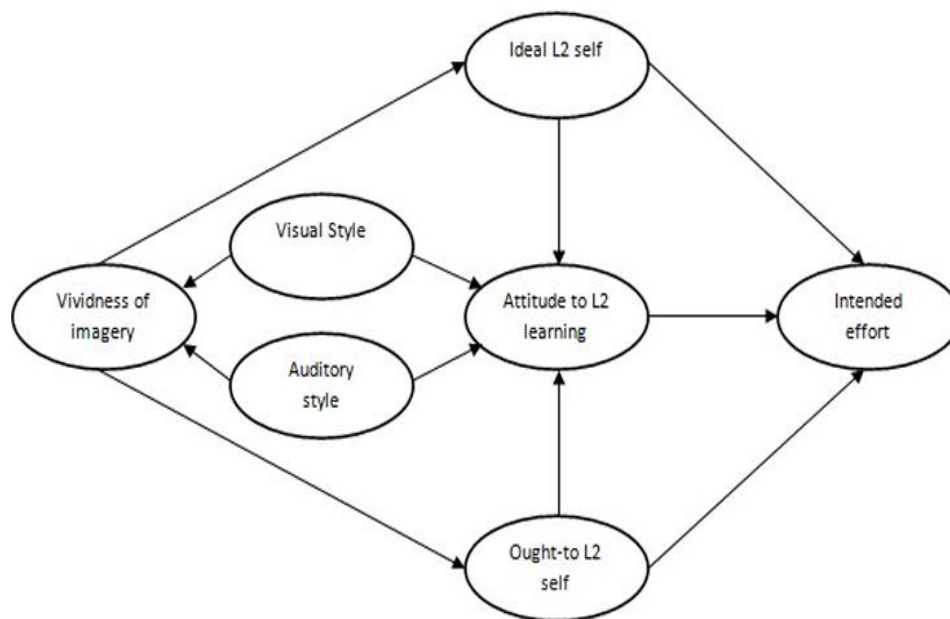


Figure 4. *L2 Model of Visionary L2 Motivation*

Directed Motivational Currents

According to Dörnyei, Ibrahim, and Muir (2015, p. 97), there are specific periods in a lifetime. These are defined as heightened motivational periods. These heightened motivational periods signal a heightened state of productivity where we are very productive in real life. However, it is not random. However, it is a unique period in your life because it results from combining several factors in pursuing your goals. A person, for instance, may be successful in academic life, but this is not enough. S/he

had some family issues, some personal issues, and issues related to work, so it did not work. These are unique moments; periods are unique because they result from a combination of various factors, personal, social, political, school-related factors, whatever it is. This is called directed motivational factors; you are very much directed to achieve a particular goal. At this point, we should remember the analogy of Macintyre (2012), “current vs. waves.” He is saying that waves are unfortunately not long-lasting. They are there, and then they are gone. It is on the service. Moreover, Macintyre (2012) says currents represent long-lasting, broad pathways. It is called directed motivational currents because individuals engage in the activity for long periods. So, it has some long-term effects. Individuals can align their road maps because it has the potential and the capacity to modify the goal through experiences through directed motivational currents. The most important thing is that once the motivational current is initiated, it transports the individual to the goal. It triggers. It enables the starting energy, which is much related to positive psychology because these are very much connected with the “flow theory” described by Csikszentmihalyi (1975). According to him, flow experiences are characterized by complete absorption of a specific goal, focused attention, intense involvement, strong interest, immediate and unambiguous feedback, and a strong sense of purpose. It dominates one’s life. Nothing can act as a preventer on that road. It becomes one’s life goal.

In summary, from an educational perspective, Directed Motivational Currents (DMCs) can be deliberately cultivated by creating favorable conditions and implementing supportive structures within various second language (L2) learning environments. The prerequisites include carefully planned L2 assignments, comprehensive projects, and immersive study-abroad L2 learning experiences (Dörnyei et al., 2015, p. 99).

Ibrahim and Al-Hoorie (2018) illustrate a successful DMC experience where learners actively engage in collaborative assignments or projects over an extended period. They define DMC as “Shared, Sustained Flow” (SSF) and identify three key factors contributing to the SSF experience:

1. Establishing a collective identity.
2. Personal value attachment.

3. Limited autonomy.

While this study provides valuable insights into the concept of DMCs, future research is necessary to investigate other learning situations where this phenomenon may occur thoroughly.

1.6.3. International Posture (IP)

1.6.3.1. What is International Posture?

English has evolved into a global language, becoming the means of communication in cross-cultural settings due to globalization. Yashima (2002) introduced International Posture (IP), a significant paradigm in contemporary L2 motivational research, considering the present global context of learning L2 English. Yashima (2000) discovered that Japanese L2 English learners perceived English as a symbol of the broader world beyond Japan, including their Asian neighbors. This expanded perception went beyond the traditional notion of integrativeness, which focused primarily on American or British communities. Additionally, learners displayed individual differences in their positive perceptions toward representing English.

1.6.3.1.1. The Evolution of the Concept of IP

According to Courtney's (2008) study, Yashima's (2002) study was primarily influenced by the theoretical frameworks proposed by MacIntyre and Charo (1996) in their L2 Willingness to Communicate (WTC) Model and Gardner's (1985) Socio-Educational Model. The models depicted in Figure 5 and Figure 6 served as the foundational framework for Yashima's study.

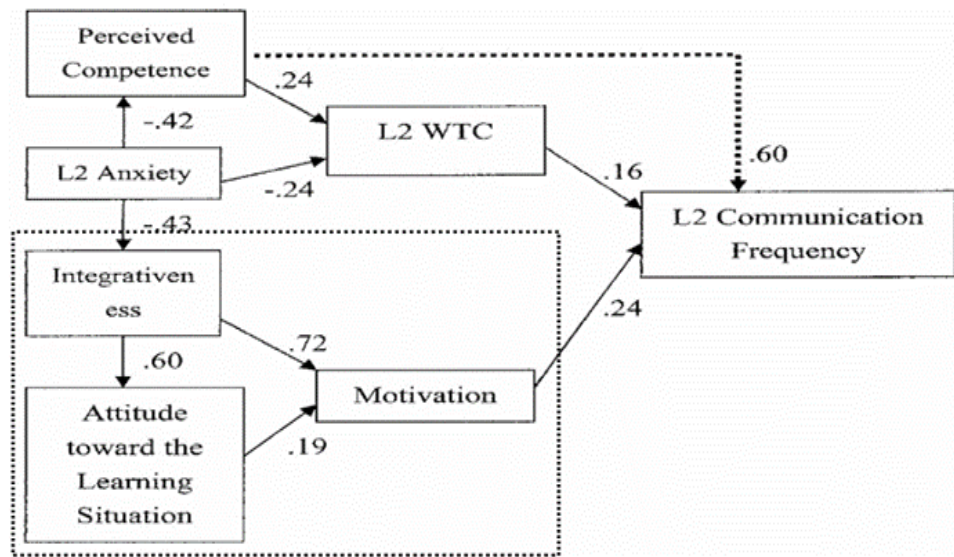


Figure 5. MacIntyre and Charos' (1996) Model of L2 Willingness to Communicate

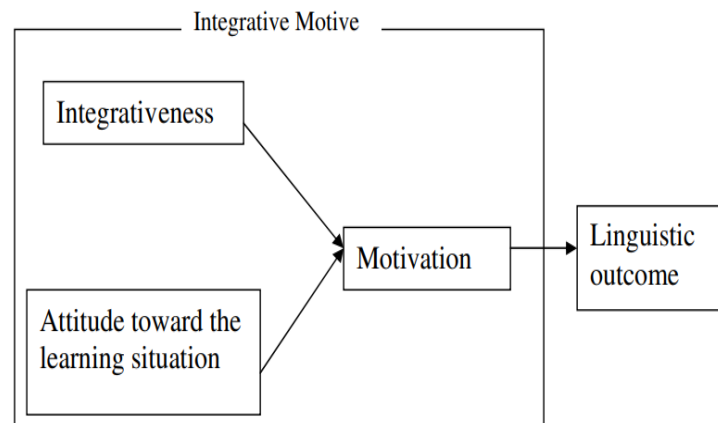


Figure 6. Part of Gardner's (1985) Socio-Educational Model.

Yashima (2002) critically reconsidered the models above in light of empirical evidence indicating that in different contexts of foreign language learning, instrumental motivation holds comparable, if not more, significance than integrative motives (Dornyei, 1990; Sammy & Tabuse, 1992; Clement et al., 1994). Nevertheless, a noteworthy phase of the Yashima (2002) study occurred in the preceding two years. Yashima and her colleagues enhanced International Posture (IP) in subsequent studies with Japanese L2 English learners as part of WTC (Yashima, 2000, 2002; Yashima et al., 2004; Yashima & Zenuk Nishide, 2008).

Yashima (2000, p.57) identified a form of inclination resembling the integrative orientation. However, this tendency recognized English's worldwide relevance without

defining a particular audience. The orientation referred to as the “Intercultural Friendship Orientation” was identified, along with the “Instrumental Orientation,” as a significant predictor of motivation strength and, subsequently, had implications for performance.

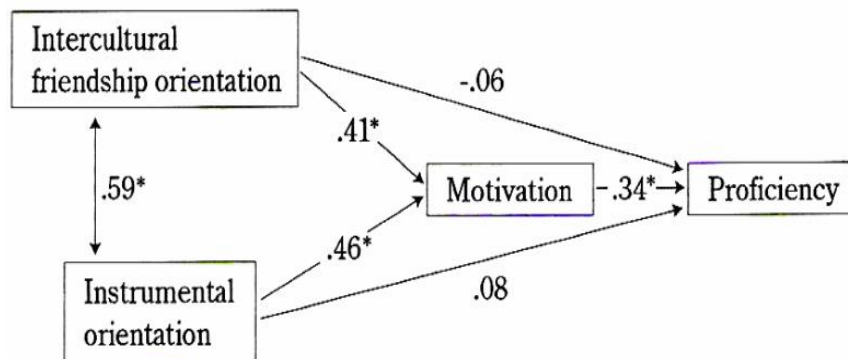


Figure 7. Results of Path Analysis of the Yashima (2000) Investigation

According to Courtney (2008), the values in Figure 7 represent regression weights, except those adjacent to the double-ended arrow, which signifies a correlation. The correlation coefficient of 0.59 indicates a statistically significant association between the two variables under investigation, suggesting a link between the Intercultural Friendship Orientation (as illustrated in Figure 4) and the Instrumental Orientation (as depicted in Figure 3). The present discovery provides robust evidence to consolidate hitherto separate integrative and instrumental motivational elements. Furthermore, it is essential to acknowledge that asterisks have been employed as indicators for significant path values equal to or greater than 0.2.

In a following study, Yashima (2002) utilized the findings from her previous research (Yashima, 2000) to propose an innovative model centered on motivation, as depicted in Figure 5. Yashima (2002) posits a significant correlation between Attitude, also called International Posture, and L2 Learning Motivation, which subsequently influences L2 Proficiency. International Posture and L2 Learning Motivation can be comprehended within a traditional framework. The concept of International Posture incorporates two distinct orientations, namely integrative and instrumental orientations, which together reflect a comprehensive attitude. Similarly, L2 Learning Motivation demonstrates the degree of both integrative and instrumental motivation.

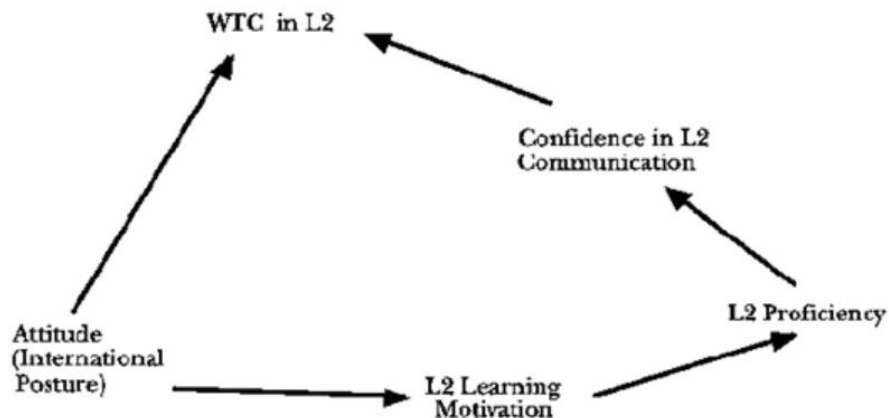


Figure 8. *L2 Communication Model for the Japanese EFL Context*

The latent variables comprised distinct indicator variables, namely Intercultural Friendship Orientation, Interest in International Vocational Activities (IVA), Interest in Foreign Affairs (IFA), Intergroup Approach-Avoidance Tendency (AAT), Motivational Intensity (MI), Desire to Learn English (DLE), Communication Anxiety in English (CA), and Perceived Communication Competence in English (PC). The findings consistently demonstrated a positive association between the four factors and International Posture (IP), as well as between IP and Willingness to Communicate (WTC), and between IP and L2 learning desire.

Yashima et al. (2004) expanded upon the existing study on interlanguage pragmatics (IP) by incorporating Japanese second linguistic (L2) learners from various learning environments, involving both foreign language acquisition in Japan and target language acquisition in the United States. This study investigated three characteristics related to IP: interest in international vocation/activities, interest in foreign affairs, and intergroup approach-avoidance tendency. The analysis outcomes supported earlier research and revealed a significant beneficial relationship between intellectual property (IP) and communication practices. The experiences of learners in interpersonal second language (L2) communication have been found to positively impact their interest in L2 intercultural communication and international affairs. These experiences serve as a motivation for learners to dedicate additional effort toward their L2 learning endeavors.

Yashima and Zenuk-Nishide (2008) conducted a follow-up study examining the above factors. The study explored the progression of intercultural competence (IP) in conjunction with second language (L2) proficiency. This was achieved by comparing

learners who had different amounts of exposure to L2 English. The results indicated a notable increase in intellectual proficiency among students engaged in international study programs. In contrast, students pursuing education within their native country did not exhibit comparable progress. In Yashima's (2009) research, the investigation of intercultural competence (IP) was broadened by establishing a connection with self-concept and examining the correlation between IP and the ideal second language (L2) self. Furthermore, the intercultural proficiency (IP) construct underwent further refinement, identifying four distinct IP factors. These variables include 20 question items, including intergroup approach-avoidance tendency, interest in engaging in international vocation/activities, curiosity about foreign topics, and a desire to express thoughts to a global audience.

A systematic review undertaken by Botes et al. (2020) argues that further study is necessary to comprehensively explore the utilization of IP in English as a Foreign Language (EFL) classrooms to advance the understanding of its evolutionary trajectory. Further empirical research is also required. By implementing, we can better understand the potential ramifications of intellectual property (IP).

1.6.4. The Ever-changing Relationship between Motivation and International Posture in L2

The intricate connection between motivation and international posture (IP) in second language (L2) learning carries significant implications for learners' strategies in acquiring a new language within a global framework. The significance of motivation in L2 acquisition lies in its ability to effectively engage learners and shape their determination and willingness to acquire the target language. The influence of motivational factors on IP has been explored by scholars in this field (Kormos & Csizér, 2008; Yashima, 2009; Csizér & Kormos, 2009a; Aubrey & Nowlan, 2013; Munezane, 2013; Kong et al., 2018; Papi et al., 2019; Alnajashi, 2020; Krsmanović, 2021; Véliz-Campos et al., 2022; Xing, 2023; Subekti et al., 2024).

Yashima (2009) conducted a study that explored the complex interplay between the Ideal L2 self and the notion of International Posture (IP). The research examined factors including IP, L2 Willingness to Communicate (WTC), communication frequency, the Ideal L2 self, and measures derived from self-determination theories.

The results revealed a significant association between IP and extrinsically motivated components, particularly identified and integrated regulation, which exhibited a stronger link than intrinsically motivated ones. Yashima argued that including integrative and instrumental parts in “IP” results in a more substantial alignment with extrinsic incentives based on self-determination rather than solely intrinsic motives. Moreover, Yashima’s research revealed a noteworthy correlation between IP and the Ideal L2 self. Individuals who exhibit a heightened inclination towards international engagement and engage in frequent communication are more inclined to support the image of their ideal self passionately.

In a longitudinal study by Jiang (2013), the primary focus was on the motivation of Chinese students, specifically their IP. The study aimed to examine gender disparities in male and female learners, utilizing the L2MSS as a theoretical framework. The research revealed that female students exhibited changing motives throughout their academic journey, which differed from their male peers. Despite a decrease in levels of IP reported in both males and females, particularly regarding approach-avoidance tendencies toward other social groups and enthusiasm in pursuing foreign careers, Jiang highlighted the continuous discourse surrounding the influence of cultural context on learners’ motivation and intercultural sensitivity. The research findings indicated that female participants demonstrated elevated levels of Ideal L2 self and instrumental drive, whereas their integrative orientation declined throughout the 12-month study. Significantly, the research featured a more substantial representation of female participants, underscoring the imperative nature of meticulous analysis when considering gender disparities.

Aubrey and Nowlan (2013) investigated the impact of intercultural communication and IP on the motivation levels of two distinct cohorts of students. The groups in question comprised individuals from foreign and non-international universities. The study investigated the relationship between the IP and Ideal L2. The study revealed that Japanese students were highly motivated toward intellectual pursuits, irrespective of their educational history. This finding implies that a favorable attitude towards international matters promotes motivation for language learning, regardless of exposure to intercultural events. Furthermore, the study’s findings indicate a significant correlation between IP and the L2 learning process across both groups of students.

However, no correlation was found between the Ought-to L2 self and the connection above.

In 2013, a study was undertaken by Islam et al. to validate the L2MSS in Pakistan, specifically concentrating on the concept of IP. The study's results indicated that individual differences in integrative motivation significantly predicted the manifestation of the Ideal L2 self. Nonetheless, a novel notion called "national interest" was established, encompassing perspectives on socio-economic progress, preserving national unity, and cultivating a positive worldwide perception. The variable above exerted a more pronounced influence on the Ideal L2 self and the L2 learning experience than IP. This result is consistent with previous research conducted by Al Haq and Smadi (1996) on Saudi learners. Their study indicated a potential correlation between the English language and national and religious frameworks. It is essential to acknowledge that prudence should be exercised in interpreting the findings presented by Islam et al. (2013), as their regression analysis did not account for scale identifiability.

In 2013, Munezane investigated the L2 Motivational Self System and its correlation with IP. The researchers achieved this objective by introducing a latent variable known as the "Valuing of Global English." This variable was designed to measure students' recognition and regard for English as a global language to tackle global issues such as technological progress, environmental changes, and terrorism. According to Munezane (2013), L2 learning models must incorporate considerations of individuals' attitudes towards L2 communities, which encompass various aspects such as their cultures, countries, and people. To achieve this objective, the researchers thoroughly examined the connections between the Ought-to L2 self, the Ideal L2 self, attitudes toward the L2 community, the value of global English, and IP. According to Munezane's (2013) findings, the Ideal L2 self can be predicted using structural equation modeling. On the other hand, the concept of the Ought-to L2 self plays a role in shaping individuals' views towards the community of L2 learners. This highlights the significant impact of external expectations on learners' attitudes towards their second language (L2). In particular, students frequently shared music and videos with their family and friends, exerting a discernible influence on their views towards the English language.

In 2015, Siridetkoon investigated the applicability of the IP framework to languages other than English. The research findings shed light on the fact that the international posture was crucial in motivating pupils to learn Chinese and Korean languages. Similarly, Kong et al. (2018) undertook research involving two distinct Korean language learners' cohorts. The initial cohort focused on widely instructed languages (WIL), such as English and Chinese, whereas the subsequent cohort explored less frequently taught languages (LFIL), such as Spanish and Arabic. Based on the hypothesis that IP impacts both the Ideal L2 self and the Ought-to L2 self, the findings revealed that, among the participants in the CTL group, IP had a more substantial effect on the Ideal L2 self than the LCTL group. The study findings indicate no significant correlation between IP and the Ought-to L2 self in the CTL or LCTL groups. The aforementioned aggregate findings highlight the importance of this idea in fostering the acquisition of foreign languages, including English. Kong et al. (2018) emphasized the substantial influence of IP on learners of commonly taught languages (CTL), such as Korean, as well as less often taught languages (LCTL). It has been noted that the impact discussed originates from the significant function played by IP in influencing the endeavors of learners, whether through the ideal second language self or attitude. The results, as mentioned earlier, are consistent with the conclusions derived from prior research conducted by Csizer and Kormos (2009), Kormos et al. (2011), Lee and Ahn (2013), Xie (2014), and Yashima (2009). Additionally, Kong et al. (2018) highlighted the significance of IP as a motivating element for learners of both LCTL and CTL. This finding aligns with the research conducted by Siridetkoon (2015), which also found that IP has a significant role in motivating individuals to learn foreign languages beyond the realm of English.

The dissertation conducted by Alnajashi (2020) explores the relationship between motivation, IP, and Saudi university students' engagement in online informal English learning. The study specifically focuses on the interaction of these factors in the context of online informal English learning (OILE). This study establishes a correlation between IP, the Ideal L2 self, and OILE, which aligns with previous research conducted by Mills (2018), indicating that IP and the Ideal L2 self facilitate heightened informal learning. According to Alnajashi (2020), the L2 Motivational Self System (L2MSS) places the most significant emphasis on the Ideal L2 self, followed by L2 learning

experiences, while the learners' Ought-to-self has the lowest average. Significantly, qualitative observations shed light on multiple Ideal L2 selves about different talents, specifically emphasizing science students' increased perception of future accountability. Moreover, the research reveals that the participants possess a relatively low level of IP, indicating a potential for educators to foster a more comprehensive global outlook. Providing educational resources that enhance the understanding and application of intellectual property (IP) may be advantageous to accomplish this objective. Moreover, the study reveals a correlation between interlanguage pragmatics (IP) and learners' motivation, specifically about their second language (L2) selves.

Another study by Krsmanović (2021) aims to ascertain which component holds greater significance. A noteworthy determinant of motivation in acquiring the English language in the context of Serbia is the concept of international posture or integrativeness, which is of academic interest. The study's results revealed that an essential amount of the variability in motivation to learn English as a second language may be accounted for by international posture and integrativeness. The research also discovered that integrativeness, with a moderate effect size, is a statistically significant predictor of learners' motivation. Additionally, the study indicated that international posture is an essential predictor of this dependent variable, with a substantial effect size. The study's results verified the learners' motivation in mastering the English language. The propensity to embrace global citizenship significantly contributes to cultivating one's feeling of belonging. The motivation behind the establishment of these communities stems more from their desire to maintain a close-knit "village" atmosphere rather than their intention to integrate with the larger community. English has long been regarded as a worldwide language distinct from other languages.

Yue et al. (2022) conducted research to present a comprehensive analysis of Chinese international university students studying in the UK, specifically examining their acquisition of English as a second language outside formal educational settings. According to the research, IP was the most influential factor in determining students' motivated learning behavior. This variable also predicted students' intended learning efforts. Notably, learners' mindsets toward the global community were also observed, but it did not significantly predict their motivated learning behavior. The study revealed that intrinsic and extrinsic motivations significantly contribute to learners' anticipated

learning behaviors. These results emphasize the importance of cultivating an international posture to foster learners' motivation for acquiring a second language.

Véliz-Campos et al. (2022) researched to investigate the correlations between socioeconomic background, IP, and the engagement of university students in global events in Chile. The study revealed a substantial positive correlation between international posture and learners' motivation to study English. The analysis indicates that the participants have a more favorable perception of foreign countries than their native countries, primarily driven by a higher demand for professional progress and enhanced academic potential. The research by Véliz-Campos et al. (2022) further substantiates the relevance of Dörnyei's motivation theory, particularly concerning the interplay between the Ideal L2 self and international posture. The findings underscore the importance of fostering a global perspective in language instruction to enhance learners' motivation and engagement.

A recent study by Xing (2023) examined the interplay between motivation and international posture among Chinese college students studying English. The study revealed a significant association between motivation and IP. This indicates the critical role of fostering international posture in enhancing learners' motivation for acquiring a second language. Furthermore, the study highlighted the importance of promoting intrinsic motivation through meaningful international engagement to effectively support students' language learning endeavors.

In their comprehensive investigation, Subekti et al. (2024) explored the intricate relationship between international posture (IP) and intercultural awareness among learners. The study revealed a significant impact of IP on learners' intercultural awareness, emphasizing the importance of fostering a global perspective in language education. The findings suggest that promoting IP can enhance learners' motivation to acquire a second language and improve their ability to navigate and appreciate diverse cultural contexts.

In conclusion, fostering a strong international posture and addressing cultural contexts are crucial for motivating learners in L2 acquisition. Educators can better support students in achieving their language learning goals within a global framework by incorporating these elements into language teaching strategies.

2. METHODOLOGY

2.1. Introduction

This chapter provides a detailed explanation of the study approach. It starts by describing the research methodology and participants, followed by an extensive discussion on data collection tools and data analysis procedures.

2.2. Research Design

The present study was carried out in the English Language Teaching (ELT), English Language and Literature (ELL), and Translation and Interpreting departments of ten state and private universities in Türkiye. A quantitative research design was employed, using two distinct questionnaires to collect the relevant data. The first questionnaire, the International Posture Scale (IPS) (Yashima, 2009), was used to find out English majors' "openness towards the world, their tendency to be part of the international community, and their interest in what is happening in the world, and their willingness to communicate with different other the emotional experiences" (Yashima, 2022, pp.145-147) and Motivational Factors Questionnaire (MFQ), (Ryan, 2005) was used to find out the motivational factors of learning and use of English majors.

2.3. Context and Participants

This study was carried out in the spring and fall semesters of 2022-2023 and fall semesters of the 2023-2024 academic years. This study's target population comprises English majors currently enrolled in the English Language Teaching (ELT), English Language and Literature (ELL), and Translation and Interpreting departments at different universities in Türkiye, including public and private institutions. The eligibility criteria for participants need their present enrollment as English majors within the specified academic departments. A purposive sampling technique was used to ensure an appropriate representation of the target population regarding demographic traits and academic backgrounds, resulting in 602 participants.

2.3.1. Description of Participants

Descriptive statistics of the participants were obtained to get further information about the profile of undergraduate English majors (see Table 1).

As shown in Table 1, there are 602 participants: 416 female (69.1%) and 186 male students (30.9 %). Female participants outnumbered male participants (69.1% vs. 30.9%). An examination of the age of the participants shows that 60.1% of the study participants fell into the range of 19-22, followed by the age range of 23-25 (26.2 %). Most of the participants are in the range of 19-22. Regarding their school, most participants graduated from public school (91 %) compared to private school (9 %). When we look at their current study levels, 246 participants are seniors (40.1%), followed by 122 Freshmen (20.3%). Furthermore, an examination of the languages they are learning besides English showed that 34.2 % of the sample are not learning any languages besides English, while 98 of them are learning French (16.5%), 87 of them are learning German (14.5 %) and 56 of them are learning Spanish (9.3%) (see Table 1). An examination of the participants' departments shows that 47.7 % are studying English Literature, 26.4% were studying at ELT, and 25.9% were studying in Translation and Interpreting departments. Another background information of the participants is their starting age of learning English. It is seen that 51.2% of them started to learn English at the age range of 9-11 years old, followed by the age range of 5-8 years old (16.4%). Moreover, the experiences of the participants abroad are also examined. In Table 1, 80% of the participants do not have any experience abroad, while 20% do. The participants from 10 universities in Türkiye also participated in this study. It is seen that 222 participants who are studying at Yozgat Bozok University (36.9%) constitute the vast majority, followed by Sivas Cumhuriyet University with the number of 163 participants (27.1%), Atatürk University with the number of 81 participants (13.5%), Çağ University with 38 participants (6.3%) and Ordu University with 27 participants (4.5%). Other universities are also shown in Table 1 with numbers and percentages. Lastly, their exposure to English levels is examined. It is shown that 299 participants state that they are occasionally exposed to English (49.7%), 139 of them state that they are not exposed to English at all (23.1%), 125 of them say they are often exposed to English (20.8%), and 39 of them very much exposed to English (6.5%) at school.

Table 1*Demographic Characteristics of Participants*

Characteristics	Frequency	Percentage
Gender		
Female	416	69.1
Male	186	30.9
Age		
18 years old	44	7.3
19-22 years old	362	60.1
23-25 years old	158	26.2
25 +	38	6.3
Current Study Level		
Prep-class	96	15.9
Freshman	122	20.3
Sophomore	49	8.1
Junior	89	14.8
Senior	246	40.9
Learning Language besides English		
None	206	34.2
German	87	14.5
French	98	16.3
Spanish	56	9.3
Japanese	6	1.0
Korean	5	0.8
Russian	14	2.3
Arabic	11	1.8
Chinese	2	0.3
Italian	3	0.5
Portuguese	1	0.2
Dutch	2	0.3
Turkish	3	0.5
More than one language mentioned above	108	17.9
Department		
ELL (Literature)	287	47.7
ELT	159	26.4
Interpreting & Translation	156	25.9
The Age of Starting to Learn English		
Under five years old	12	2.0
5-8 years old	99	16.4
9-11 years old	308	51.2
12-15 years old	98	16.3
16-18 years old	65	10.8
18+ years old	20	3.3
School Type (High School)		
Public	548	91.0
Private	54	9.0
Been to Abroad		
Yes	120	20.0
No	482	80.0
Countries have been to		

European Countries	103	17.1
USA	9	1.0
Asian Countries	8	1.8
None	482	80.1
Type of Opportunity to Been Abroad		
Parental Support	50	8.3
Student's Exchange Programs (Erasmus, Mevlana)	61	10.0
Work and Travel	9	1.6
None	482	8.1
Participating University		
Yozgat Bozok	222	36.9
Atatürk	81	13.5
Çağ	38	6.3
Başkent University	19	3.2
Biruni	4	0.7
Sivas Cumhuriyet	163	27.1
Erciyes	10	1.7
Recep Tayyip Erdoğan	9	1.5
Mersin University	15	2.5
Ordu	27	4.5
Exposure to English Levels at School		
Very much	39	6.5
Often	125	20.8
Occasionally	299	49.7
Not at all	139	23.1

2.4. Data Collection Instruments

Two different instruments were used to get the data.

2.4.1. International Posture Scale (IPS)

The International Posture Questionnaire (IP), developed by Yashima in 2002 and later revised in 2009, evaluates an individual's attitude towards intercultural contacts and engagement in global affairs. It consists of 20 items divided into four components: intergroup approach-avoidance tendency, interest in international vocation or activities, interest in international news, and having thinks to communicate to the world. Examples of items in each component are provided for clarity (see Appendix 4). Responses are on a Likert scale with four options: "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree." Some items are negatively worded, with "Strongly Agree" indicating a low level of international posture. Minor modifications were made to align the questionnaire with the research context. The original statement

has been revised: “I want to make friends with international students studying in Türkiye.”

Furthermore, Cronbach’s Alpha coefficient of .81 in the present study (see Table 2) signifies substantial internal consistency for the International Posture questionnaire. This finding provides empirical evidence supporting the reliability and appropriateness of the questionnaire for assessing the targeted components in the research investigation. The findings indicate that the questionnaire is reliable and valid for evaluating individuals’ attitudes and interests about intercultural interactions and global affairs.

Table 2

Internal reliability of the IP variables in the Current Study

IP	Number of Items	Cronbach Alpha
Intergroup Approach-Avoidance tendency	6	.727
Interest in International Vocation or Activities	6	.748
Interest in International News	4	.713
Having Things to Communicate to the World	4	.726
Total IP	20	.812

2.4.2. Motivational Factors Questionnaire (MFQ)

In the present study, the Motivational Factors Questionnaire (MFQ) developed by Ryan (2005) was used to collect data about the participants’ L2 Motivational factors (See Appendix 5). Items range across 17 variables. These variables are “Cultural Interest, “Attitudes towards L2 community”, Instrumentality,” “International Contact,” “Interest in Foreign Languages,” “International Empathy,” “Fear of Assimilation,” “Ethnocentrism,” “Travel Orientation,” “English Anxiety,” “Attitudes to Learning English,” “Milieu,” “Parental Encouragement,” “Ideal L2 Self”, “L2 Self-Confidence”, “Willingness to Communicate,” and “Intended Learning Effort.”

A Cronbach’s Alpha coefficient of .89 indicates a high level of internal consistency in Table 3, which suggests that the questionnaire used in the study is a trustworthy and robust instrument for measuring the construct of interest. The degree of internal

consistency exhibited in this study's findings helps strengthen their credibility and reinforce the validity of the measurement instrument.

Table 3

Internal reliability of the MFQ variables in the Current Study

MFQ	Number of Items	Cronbach Alpha
Cultural Interest	6	.787
Attitudes towards L2 Community	5	.751
Instrumentality	10	.959
International Contact	4	.924
Interest in Foreign Languages	5	.850
International Empathy	3	.821
Fear of Assimilation	4	.603
Ethnocentrism	5	.406
Travel Orientation	4	.800
English Anxiety	6	.879
Attitudes to Learning English	6	.916
Milieu	6	.716
Parental Encouragement	4	.915
Ideal L2 Self	6	.938
L2 Self-Confidence	5	.711
Willingness to Communicate	8	.865
Intended Learning Effort	8	.851
Total MFQ	95	.893

Since they are English majors, they adopt English as their primary academic language for all assignments, group projects, course papers, and other in-class activities. For this reason, we did not translate the items into Turkish. However, some modifications were implemented. Within the data collection instrument's "Attitudes towards L2 community" section, there was a visible emphasis on questions mainly focused on the target culture of the United States. The discrepancy between the study's

aims and the institution's language teaching policy led to the exclusion of three items.

These items are:

1. Do you like the people of the United States?
2. Do you think that the United States has an important role in the world?
3. Do you think that the United States is an advanced and developed nation?

Furthermore, in the "Fear of Assimilation" section, items have been adapted from the Japanese to the Turkish context. These items are:

1. As a result of internationalization, there is a danger that Japanese (Turkish) people may forget the importance of Japanese (Turkish) culture.
2. Using English in front of people makes me feel like I will be thought of as less Japanese (Turkish).
3. As internationalization advances, there is a danger of losing the Japanese (Turkish) language and culture.
4. As a part of international society, Japanese (Turkish) people must preserve the Japanese (Turkish) language and culture.

The modification was implemented to rectify the misalignment above and enhance our research's global reach, permitting a more extensive and globally relevant analysis of the collected data. The proposed alterations are not expected to affect the participants negatively, and precautions were taken to ensure the preservation of the data collection process's validity. Nevertheless, validity and reliability tests were conducted before the items were used in a new context.

2.5. Data Collection and Data Analysis

2.5.1. Data Collection Procedure

The data-gathering process is a systematic approach implemented to guarantee the reliability and validity of the study outcomes. Before the beginning of data collection, the researcher requested the permission of the Graduate School of Social Sciences, Çağ University. After the approval of the Ethics Committee, Ethical approvals were also

sought from the relevant institutional review boards, and the study adheres to ethical guidelines. Then, participants were presented with informed consent forms that comprehensively explained the research's objectives, processes, and the assurance of confidentiality regarding their responses. Participating in the study was voluntary, without coercion (Creswell, 2022), and anonymity was upheld throughout the research.

The questionnaires were distributed to participants electronically using Google Forms. The scales were not translated into Turkish since the participants were undergraduate English majors, and English was used for all these measures. Utilizing electronic tools to conduct surveys is a practical method for researchers to collect data since it allows participants to complete the forms efficiently. Moreover, user-friendly electronic forms facilitated data gathering from diverse places with many experiences. Additionally, participants are provided with explicit and comprehensive instructions regarding completing the questionnaires. The phase of data collecting occurs within a predetermined timeframe, during which participants are encouraged to complete the surveys diligently. Reminders are administered as deemed required to optimize the rate of response.

2.5.2. Data Analysis

The data was analyzed using the Statistical Package for Social Sciences (SPSS) and the AMOS database. The investigation was conducted in two distinct phases. As this study is based on quantitative research, the statistical analyses were conducted in the initial stage using the Statistical Package for Social Sciences (SPSS) software program. The data collected from the questionnaire was analyzed using this software. The first study issue was addressed using descriptive statistical techniques. For the second and third study questions, multiple regression analyses were conducted using the responses of 602 participants. Analyzed were the descriptive statistics about the variables and the relationships among the variables. Before conducting the studies, the assumptions of the multiple regression analysis were examined, and their outcomes were assessed. In order to fulfill the intended assumptions, several variables that do not follow a normal distribution were adjusted based on their skewness values. These are Cultural Interest: reflect & square root; Attitudes-L2 community: reflect and square root; WTC: perhaps reflect and square root; Instrumentality: Inverse; International contact: Inverse; Interest-

foreign-languages: Inverse; Travel orientation: Inverse; Attitudes to learn English: Reflect and Logarithm; Milieu: reflect and square root; Parental encouragement: Inverse; Ideal L2 self: Inverse; Intended learning effort: square root and Empathy: inverse, and then multiple regression analyses for each section were run.

A hypothesized model was tested in the second phase after finding the most significant motivational factors related to their international postures. Since the current study aimed to investigate factors contributing to international posture, confirmatory factor analysis (CFA) and structural equation modeling (SEM) was carried out using AMOS version 24 to reveal the causal relationships between international factors and motivational factors that were found to be significant.

2.5.2.1. The Model of the Study and Hypotheses

The multiple regression analysis created the research model based on the variables used in the research. The models and hypotheses developed for the study are shown in section 3.4.2.1.

2.6. Ethical Considerations

Ethical considerations were rigorously observed throughout the study.

During the research period, a set of ethical rules were implemented as follows:

1. Student Dignity and Well-being: Preserved consistently.
2. Data Integrity and Confidentiality: Maintained throughout the investigation.
3. Informed Consent: Participants were informed about the study's scope and purpose and could refuse to participate.
4. Authorization: Necessary permissions were obtained from relevant university authorities (see Appendices 8-20).

2.7. Chapter Summary

This chapter provides a comprehensive overview of the research design, methodology, participants, data collection instruments, data collection procedure, and data analysis employed in the study.

The research design adopted a quantitative approach, utilizing data collected through questionnaires administered to undergraduate English majors across various departments in 10 universities in Türkiye. Two primary instruments were used: the International Posture Scale (IPS) and the Motivational Factors Questionnaire (MFQ). The IPS assessed participants' attitudes toward intercultural engagement and global affairs, while the MFQ examined motivational factors related to English language learning.

A total of 602 participants participated in the study, representing a mix of genders, age groups, educational backgrounds, and exposure levels to English. The descriptive statistics provided a detailed profile of the participants, revealing insights into their demographic characteristics, language learning experiences, and exposure to English.

Data was collected electronically using Google Forms, with participants providing informed consent and assured confidentiality. The data analysis involved descriptive statistics, multiple regression analyses, and confirmatory factor analysis (CFA) using SPSS and AMOS software. Multiple regression analyses were employed to explore the relationships between motivational factors and international posture, while SEM was used to test a hypothesized model of these relationships.

Ethical considerations were prioritized throughout the research process, with measures taken to uphold participants' dignity, maintain data integrity and confidentiality, and obtain the necessary authorization for conducting the study.

This chapter outlines the rigorous methodology employed to investigate the factors influencing the international posture of undergraduate English majors in Türkiye, laying the foundation for the subsequent analysis and interpretation of research findings.

3. FINDINGS

3.1. Introduction

The primary objective of the present study is to gain a profound understanding of the international posture exhibited by undergraduate English majors throughout their language-learning journey. Additionally, the study seeks to investigate the impact of international posture on, or its relationship with, the antecedents and motivational factors influencing learning English. Lastly, the research aims to test a hypothesized International Posture model, exploring the interplay between antecedents and motivational factors among undergraduate English majors. The study's data is collected through IP (Yashima, 2009) and MFQ (Ryan, 2015). IP consists of four dimensions; 'intergroup approach-avoidance tendency,' 'interest in international vocation or activities,' 'interest in international news,' and 'having thoughts to communicate to the world.' To answer the first research question: 1. What is the international posture of undergraduate English majors? Descriptive statistics were utilized. As for the second and third questions: 2. What are the antecedents that affect the international posture of Turkish undergraduate English majors? 3. What are the motivational factors that affect the international posture of Turkish undergraduate English majors? Multiple regression analyses were performed based on the data collected from 602 participants. Lastly, for the fourth question: 4. What are the relationships among antecedents, motivational factors, and international posture of Turkish undergraduate English majors? Structural Equation Modelling (SEM) was conducted. Therefore, this chapter first introduces the descriptive statistical analysis regarding the learners' International Posture. Afterward, the assumptions concerning multiple regression analysis and their results are presented before the related multiple regression analysis results. Then, a new IP model is presented.

3.2. Findings Related to the First Research Question

The first research question of the present study aimed to investigate the international posture profiles of undergraduate English majors. International posture has four dimensions: intergroup approach-avoidance tendency, which represents how people are interested in others coming from different cultural backgrounds and interacting with

them; Interest in International Vocation or Activities that refers to interest in going abroad to work or participating in international activities; Interest in International News reflects interest in foreign affairs and international news, and Having Things to Communicate to the World that concerns having opinions on global matters (Yashima, 2009).

To comprehensively ascertain the International Posture profiles of the study participants, data was collected from 20 items using a five-point Likert-type scale developed by Yashima (2009). The utilization of descriptive statistics was crucial in providing a concise summary of the means and standard deviation of the variables associated with an intergroup approach-avoidance tendency (IAAT), Interest in International Vocation or Activities (IIVA), Interest in International News (IIN), and Having Things to Communicate to the World (HTCW), respectively. The twelve items on International Posture yielded a Cronbach's alpha coefficient of .81, indicating a generally valid questionnaire. The rigorous process of collecting data guarantees the dependability and accuracy of our conclusions, fostering trust in the strength of our study.

3.2.1. Intergroup Approach-Avoidance Tendency

The data concerning Intergroup Approach-Avoidance Tendency was collected by the first six items on a five-point Likert-type rating scale in the International Posture Scale (IPS) developed by Yashima (2009). Table 4 presents the descriptive statistics related to the participants' Intergroup Approach-Avoidance Tendency perceptions.

As seen in Table 4, the participants in the study are not interested in others coming from different cultural backgrounds and interacting with them. The findings revealed that the highest mean pertains to item 4, in which the participants stated that they would not mind sharing an apartment or room with an international student ($M=2, 78$). The second highest mean is found in item 6, which shows participants feel somewhat uncomfortable if a foreigner moves in next door ($M=2, 44$). The lowest mean is found in item 1, which shows that the participants do not want to befriend international students studying in Turkey.

Table 4*Descriptive Statistics for Intergroup Approach-Avoidance Tendency*

Items	M	SD
1 I want to make friends with international students studying in Türkiye	1,95	1,21
2 I try to avoid talking with foreigners if I can.	2,17	1,32
3 I would talk to an international student if there were one at school.	2,05	1,20
4 I would be OK sharing an apartment or room with an international student.	2,78	1,49
5 I want to participate in a volunteer activity to help foreigners living in the surrounding community.	2,21	1,20
6 I would feel uncomfortable if a foreigner moved in next door.	2,44	1,54

3.2.2. Interest in International Vocation or Activities

The following six items collected data concerning Interest in International Vocation or Activities between 7 and 12 (Yashima, 2009). Table 5 presents descriptive statistics about participants' perceptions of their interest in international vocation or activities.

The results in Table 5 shed light on participants' attitudes toward international vocation or activities. Notably, the highest mean is associated with item 11, revealing that participants perceive overseas events to have relatively little impact on their daily lives ($M=2.98$; $sd.= 1.21$). Following that, item 12 indicates a preference ($M=2.94$; $sd.=1.29$) to avoid occupations that entail frequent overseas travel among participants. Lastly, mean values associated with item 7 reveal that participants express a stronger inclination ($M=2.85$; $sd.=1.36$) to stay in their hometown. This suggests a preference for local residence among the respondents.

In summary, the participants prefer staying in their hometown while expressing less interest in international vocation or activities. The variability in responses highlights the diverse attitudes within the sample regarding these aspects of global engagement.

Table 5*Descriptive Statistics for Interest in International Vocation or Activities*

Items	M	SD
7 I would rather stay in my hometown.	2,85	1,36
8 I want to work in a foreign country.	2,08	1,27
9 I want to work in an international organization such as the United Nations.	2,04	1,25
10 I am interested in an international career.	2,03	1,28
11 I do not think what is happening overseas has much to do with my daily life	2,98	1,21
12 I would rather avoid the kind of work sent to me overseas frequently.	2,94	1,29

3.2.3. Interest in International News

The following six items collected the data concerning Interest in International News between 13 and 16 (Yashima, 2009). Table 6 presents the descriptive statistics related to the participants' Interest in International News perceptions.

The data in Table 6 reveal participants' attitudes toward international news. Notably, the highest means are associated with item 14 (M=2.32; sd=1.16), and item 15 (M=2.26; sd. =1.08) suggests an inclination toward disagreement in international affairs and news.

Table 6*Descriptive Statistics for Interest in International News*

Items	M	SD
13 I often read and watch news about foreign countries.	2,17	1,07
14 I often discuss situations and events with my family and friends in foreign countries.	2,32	1,16
15 I have a strong interest in international affairs.	2,26	1,08
16 I am not much interested in overseas news.	2,17	1,04

3.2.4. Having Things to Communicate to the World

The following four items collected data concerning Having things to communicate to the world between 17 and 20 (Yashima, 2009). Table 7 presents the descriptive statistics related to the participants' perceptions of having things to communicate to the world.

As seen in Table 7, participants desire to engage internationally, acknowledging the presence of global issues they wish to address, revealing item 18 (m=2.59; sd.=1.01).

While they possess ideas about international matters, when we look at item 20, there need to be more explicit opinions, highlighting the nuanced and diverse perspectives within the sample regarding their engagement with and understanding of global issues ($M=2.39$; $SD.=1.00$). Lastly, revealing item 17, it can be indicated that participants want to keep their thoughts about global issues private from different people worldwide.

Table 7

Descriptive Statistics for Having Things to Communicate to the World

Items	M	SD
17 I have thoughts that I want to share with people from other parts of the world.	2,03	,95
18 I have issues to address with people in the world.	2,59	1,01
19 I have ideas about international issues, such as environmental and north-south issues.	2,39	1,00
20 I have no explicit opinions about international issues.	2,38	1,05

Overall, the survey found that undergraduate English majors in this context need more enthusiasm and involvement in international connections and activities. They may hesitate to engage with people from other cultural backgrounds and prefer to remain in their hometowns instead of pursuing worldwide careers. Although there is some interest in foreign news, their involvement in global events is restricted. In addition, although they possess a certain tendency to tackle global challenges, their specific beliefs and readiness to articulate these thoughts need to be better developed. The participants generally have a primarily local focus with less passion for international involvement.

3.3. Findings Related to the Second Research Question

To find out the relations between participants' antecedents, which include age, gender, language they can speak, study levels, department, school type they graduated from before entering university, whether they have been abroad or not, countries they have been to, kind of opportunities they have to go overseas, universities they are participating from, their exposure levels to English and their international posture multiple regression analysis was implemented.

3.3.1. The relationship between international posture and antecedents of Turkish undergraduate English majors in their learning English journey

In this section, descriptive statistics and correlations between these emotions are given. Afterward, multiple regression analysis used to find out the relations between antecedents and international posture is presented respectively.

3.3.1.1. Descriptive Statistics and Correlations between Antecedents and International Posture

Results of descriptive statistics regarding the motivational factors participants experienced during their language learning journey and International Posture are shown in Table 8.

Descriptive statistics revealed that participants' antecedents of language knowledge ($M=4.61$ $SD=4.78$) as the most effective antecedents affected their International Posture. In addition, the most effective antecedents experienced by the participants were found to be participating in university ($M=3.65$, $S=2.76$), followed by study level ($M = 1.08$, $SD = 1.55$). On the other hand, the school types from which they graduated in high school ($M=2.47$, $SD=. 28$) were the least effective antecedents of all. As a result, it can be claimed that external antecedents are more practical for an international posture than internal ones.

To conduct a more in-depth data analysis, correlations between the antecedents and learners' International Posture were computed using the Pearson correlation coefficient, as shown in Table 9.

As seen in Table 8, the correlation study identified significant correlations among undergraduate English majors between multiple variables (antecedents) and International Posture (IP). The study found that exposure to English had the most significant positive effect on international engagement ($r = .222$, $p < .01$), suggesting that increasing contact with the language improves one's involvement in international activities. In contrast, the study found that language expertise had a negative impact on IP ($r = -.148$, $p < .01$), indicating that a greater level of competence may decrease the desire for international encounters. Furthermore, there was a favorable correlation between having been abroad and the number of countries visited with Intellectual Potential (IP) ($r = .137$, $p < .01$ and $r = .135$, $p < .01$, respectively). This emphasizes the

significance of travel experiences. Additional variables such as academic level, department, and gender exhibited weaker, statistically significant associations, indicating that higher educational levels and specific departments had a detrimental effect on intellectual performance. These dynamics were also impacted, although to a lesser degree, by age and the kind of possibilities to go overseas. These findings highlight the multifaceted relationships between demographic, educational, and experiential variables and their influence on International Posture. Notably, exposure to English and travel experiences positively impact International Posture, while higher language knowledge and advanced study levels might reduce it. These insights can guide strategies to enhance international engagement among students.

Table 8*Correlations of International Posture and Antecedents*

		Correlations											
		Ip	Age	Gender	Language Knowledge	Study Level	Department	School_Type	Been_To_Abroad	Countries_Been_To	Type_Of_Opportunity_To_Go_Abroad	Participating_University	Exposure_To_English
IP	r	1,	-,065	-,076*	-,148**	-,126**	-,108**	,026	,137**	,135**	,109	-,110**	,222**
	Sig	.	,057	,031	,000	,001	,004	,262	,000	,000	,004	,004	,000
	N	602	602	602	602	602	602	602	602	602	602	602	602
Age	r	-,065	1	,089*	,043	,560**	-,171**	,091*	-,068*	-,075*	-,060	,056	,115**
	Sig	,057	.	,015	,144	,000	,000	,013	,047	,033	,071	,086	,002
	N	602		602	602	602	602	602	602	602	602	602	602
Gender	r	-,076*		1	,079*	,112*	,032	,029	-,101*	-,073*	-,057	-,091*	-,079*
	Sig	,031		.	,027	,003	,214	,238	,006	,036	,081	,013	,026
	N	602			602	602	602	602	602	602	602	602	602
Language Knowledge	r	-,148**			1	,115*	,308**	,025	-,122**	-,096*	-,110*	,072*	-,072*
	Sig	,000			.	,002	,000	,268	,001	,009	,003	,038	,038
	N	602				602	602	602	602	602	602	602	602
Study Level	r	-,126**				1	-,119*	,097*	-,148**	-,122**	-,094*	,158**	,033

	Sig	,001	.	,002	,009	,000	,001	,010	,000	,212
	N	602		602	602	602	602	602	602	602
Department	r	-,108*	1	,068*	-,125**	-,120*	-,118*	,213**	-,051	
	Sig	,004		,047	,001	,002	,002	,000	,108	
School type	N	602		602	602	602	602	602	602	602
	r	,026		1	-,034	-,031	-,016	,045	,005	
	Sig	,262		.	,203	,226	,352	,135	,449	
Been to Abroad	N	602			602	602	602	602	602	602
	r	,137**			1	,951**	,934**	-,099*	,118*	
Countries Been to	Sig	,000				,000	,000	,008	,002	
	N	602				602	602	602	602	602
Types of opportunities to go abroad	r	,135**				1	,926**	-,115*	,119*	
	Sig	,000					,000	,002	,002	
	N	602					602	602	602	602
Participating University	r	,109*					1	-,106*	,123**	
	Sig	,004						,005	,001	
Exposure to	N	602						602	602	

English	r	-,110*	1	-,034
	Sig	,004		,202
	N	602		602
	r	,222**		1
	Sig	,000		
	N	602		602

*p<.05; **p<.01

3.3.1.2. The Antecedents of International Posture Effecting on This Study

The findings of the multiple regression analysis, which aimed to determine the impact of antecedents on International Posture, are reported after the outcomes of the analysis assumptions.

3.3.1.2.1. Assumptions of Multiple Regression Analysis

Before the analysis, the assumptions of homoscedasticity, multicollinearity, normality, linearity, and independent errors were checked out. The histogram and standard probability plot for the residuals shown in Figures 9 and 10 were examined to assess their normality. Field (2009, p.249) explains that the standard probability plot can reveal departures from normality. A straight line indicates a normal distribution in this plot, whereas the spots represent the observed residuals. The histogram and p-p plot for normality residuals demonstrate an appropriate pattern. Essentially, it shows the feasibility of conducting multiple regression analyses.

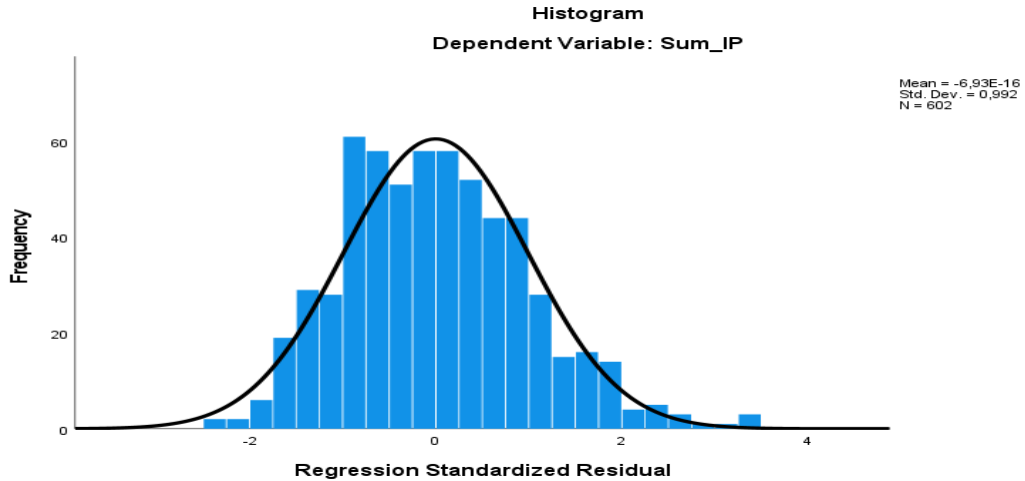


Figure 9. Histogram of customarily distributed residuals for International Posture concerning antecedents

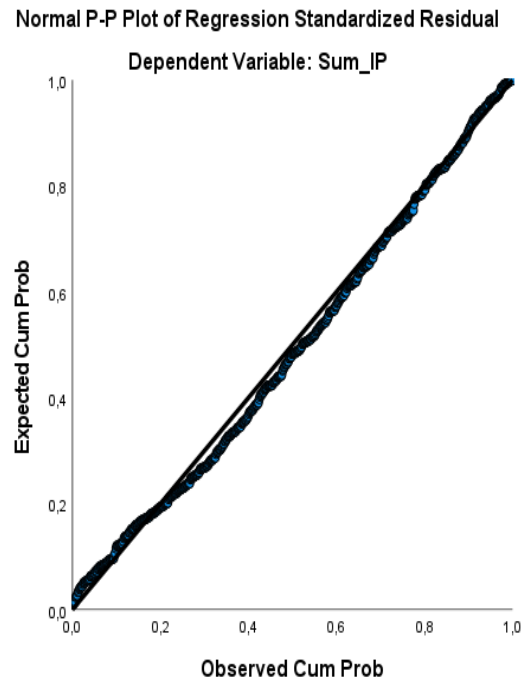


Figure 10. *P-plots of normally distributed residuals for International Posture concerning antecedents*

In addition, the Durbin-Watson test was conducted to assess the assumption of independent mistakes. The purpose was to determine if there is a serial correlation among errors in the regression model. Field (2009) states that the results might range from 0 to 4. A value greater than 2 indicates a negative correlation between nearby residuals, whereas a value less than 2 indicates a positive correlation. Values below one or above 3 are unequivocally worrisome to him. The test value for the current analysis was 1.93, confirming the independent errors' premise.

Linearity refers to the property of a system or function where the output is directly proportional to the input (Fadlih et al., 2024, p. 200). Scatterplots were examined to verify whether one of the crucial assumptions was satisfied. Field (2009) suggests that linearity is acceptable when the average value of the outcome variable increases in a straight line for each increase in the predictor(s) (p. 221). Figure 8 demonstrates that the scatterplot points were distributed randomly and uniformly over the plot, confirming the assumption of linearity.

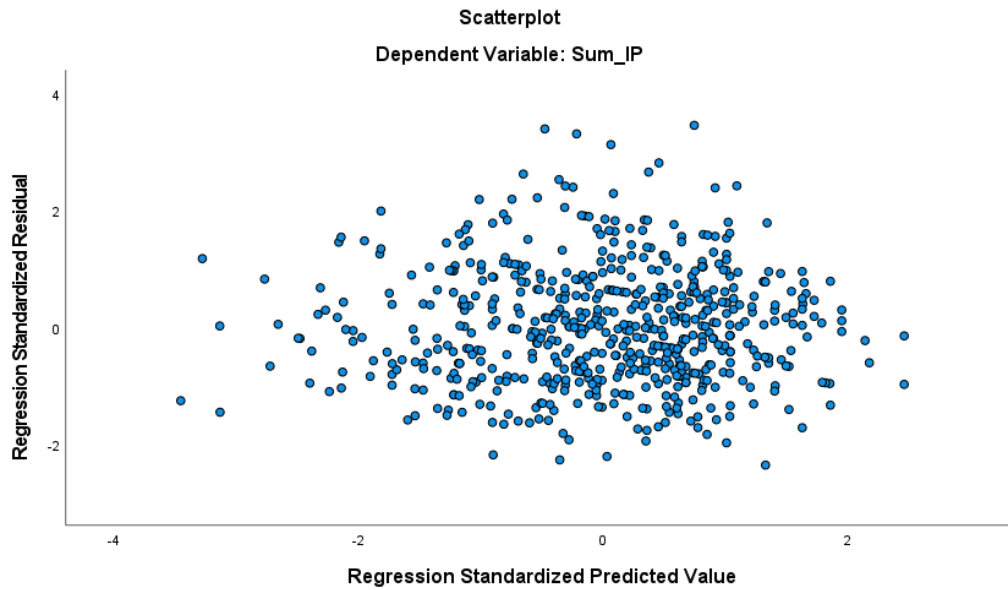


Figure 11. Scatter analysis for International Posture concerning antecedents

The scatterplots were analyzed to assess the presence of homoscedasticity. According to Field (2009), it is argued that the variance of the residuals should be consistent at every level of the predictor variables. The scatterplots exhibited evenly distributed residuals, indicating that the assumption was met.

Finally, multicollinearity was assessed by examining the correlation matrix of all variables listed in Table 8 to determine if there is a significant correlation between variables. Field states that the correlation between the variable should not exceed a value of .80. Upon examining the correlation matrix (Table 11), it is seen that there are some correlations beyond .80. Furthermore, Myers (1994) suggests that VIF values exceeding 10 indicate a potential issue with collinearity. Nevertheless, upon examination of the VIF results, it was determined that some of them did not meet the permissible criteria (13.48 and 12.03)

3.3.1.2.2. Findings of Multiple Regression Analysis for International Posture and its Antecedents in this Study

A preliminary multiple regression analysis was conducted to determine the impact of antecedents on participants' International Posture. Thus, the study included the International Posture as the dependent variable and the motivational factors as the independent variables. R^2 quantifies the amount of variability in the dependent variable

that can be accounted for by the independent variables. The present investigation yielded an R^2 value. The value of 10 indicates that the variables have a shared variance of 10%. Furthermore, the findings showed that the antecedent learners had significantly influenced their International Posture (correlation coefficient $R=.31$; coefficient of determination $R^2 =.083$; $F\text{-value}=6.415$; $p<.001$).

Table 9 displays the related standard errors, standardized coefficients, significance of the slope with t-values, and the unstandardized regression coefficients. The findings indicated that the antecedents of language knowledge had a substantial negative impact ($\beta =-.099$, $p <.05$). Moreover, exposure to English levels had a positive effect ($\beta =.212$, $p <.01$) on participants' motivation about International Posture.

Table 9

Results of Multiple Regressions for Antecedents and International Posture

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	β		
(Constant)	39,819	4,199		9,482,000**	
Language knowledge	-,235	,099	-,099	2,378	,018*
Exposure to English	2,902	,545	,212	5,323,000**	

a. Dependent variable: International Posture. * $p <.05$ ** $p <.01$

In summary, the research highlights the significance of English language exposure in cultivating a broader international perspective among undergraduate English majors in this context.

3.4. Findings Related to the Third Research Question

To find out the relationship between participants' motivational factors, which include "Cultural Interest, "Attitudes towards L2 community", Instrumentality," "International Contact," "Interest in Foreign Languages," "International Empathy," "Fear of Assimilation," "Ethnocentrism," "Travel Orientation," "English Anxiety," "Attitudes to Learning English," "Milieu," "Parental Encouragement," "Ideal L2 Self", "Ought to L2 Self", "L2 Self "and their International posture, multiple regression analysis was implemented.

3.4.1. The Relationship between International Posture and Motivational Factors of Turkish Undergraduate English Majors in This Study

As stated in Botes et al.'s study (2020), in Yashima's (2002) initial formulation, International Posture was incorporated into a structural model of variables related to the acquisition of motivational language. Subsequently, international posture has been incorporated into various research and models of learning English as a foreign language (EFL). Consequently, a well-established system of connections exists between International Posture and other motivational concepts, known as a nomological network. (p. 7). For this reason, we will try to delve into motivational factors using the Motivational Factors Questionnaire (MFQ) (Ryan,2015). In this section, descriptive statistics and correlations between these variables are given. Afterward, multiple regression analyses used to find out the relations between motivational factors and international posture are presented respectively.

3.4.1.1. Descriptive Statistics and Correlations between International Posture and Motivational Factors

Table 10 shows the results of descriptive statistics regarding the motivational factors participants experienced during their language learning journey and International Posture.

Findings of descriptive statistics showed that Willingness to Communicate (WTC) ($M=27.46$; $SD=11.34$) and Ought to Self ($M=27.16$; $SD=10.23$) as the most effective motivational factors affected their International Posture. In addition, the next most effective motivational factor experienced by the participants was found to be English Anxiety ($M=17.96$, $SD=6.52$), followed by Ethnocentrism ($M = 16.46$, $SD = 3.3$). On the other hand, instrumentality ($M=.079$, $SD=. 023$) was found to be the least effective motivational factor of all. As a result, it can be claimed that internal motivational factors are more effective in having an International Posture than external ones.

Table 10*Descriptive Statistics of International Posture and Motivational Factors*

Descriptive Statistics			
	M	SD	N
International Posture	46,93	11,34	602
Cultural Interest	2,48	,924	602
Attitude towards L2 Community	2,35	,767	602
WTC	27,46	6,58	602
Instrumentality	,079	,023	602
International Contact	,266	,087	602
Interest in FL	,143	,048	602
Fear_of_Assimilation	11,54	3,72	602
_Etnocentrism	16,46	3,30	602
Travel_Orientation	,201	,063	602
English Anxiety	17,96	6,52	602
Attitude to Learning_English	,379	,393	602
Millieu	2,69	,900	602
Parental_Encouragement	,1852	,073	602
Ideal_L2_Self	,1399	,040	602
Self_Confident	14,79	4,41	602
Intended_Learning Effort	3,85	,735	602
International Empathy_	,748	,265	602

The results in Table 11 indicated that the highest correlation is between IP and WTC ($r = -.350$, $p < .01$), showing that as individuals' willingness to communicate decreases, their international posture tends to increase. Followingly, there is a negative correlation between Instrumentality and Interpersonal Contact ($r = -.305$, $p < .01$). This indicates that as individuals perceive language learning as a means to an end (instrumental motivation), they may engage less in interpersonal contact with others. On the other hand, there is a positive correlation between Travel Orientation and English Anxiety ($r = .305$, $p < .01$). This suggests that individuals with a higher orientation towards travel may also experience higher levels of anxiety related to English language proficiency. Followed by WTC and Attitude towards L2 Communication ($r = .226$, $p < .01$) suggests that individuals with a more positive attitude towards second language communication are more willing to engage in communication. Lastly, there is a positive correlation between IP and Cultural Interest ($r = .176$, $p < .01$). This suggests that individuals with a higher cultural interest tend to have a more robust international posture. Ultimately, the correlation analysis uncovers complex connections between many elements that impact language acquisition and communication practices, emphasizing the interaction of motivational factors and International Posture.

Ethnoce
ntrism.

Travel
Orient
N 602

602 602 602 602 602 602 602

English
Anxiety
Attitude
Learn
English

Milieu
R ,064
Sig ,059
N 602
r ,177*
Sig ,000
N 602

1	-,276**	-,262**	-,097*	-,253**	,197**	-,161*
	,000 602	,000 602	,008 602	,000 602	,000 602	,000 602
	1	,481**	-,184**	,031	-,410**	,249*
		,000 602	,000 602	,227 602	,000 602	,000 602

3.4.1.2. Motivational Factors of International Posture Effeting on this Study

The findings of the multiple regression analysis, which aimed to determine the impact of motivational factors on International Posture, are reported after the outcomes of the analysis assumptions.

3.4.1.2.1. Assumptions of Multiple Regression Analysis

Before the analysis, the assumptions of homoscedasticity, multicollinearity, normality, linearity, and independent errors were checked out. The histogram and standard probability plot for the residuals shown in Figures 12 and 13 were examined to assess their normality. As aforementioned, the histogram and p-p plot for normality residuals demonstrate an appropriate pattern and are supported by Field's explanation (2009). The histogram and p-plot shapes satisfied the normality assumption. The typical p-p plot indicated that the line points followed an acceptable distribution. Essentially, it demonstrates the feasibility of conducting multiple regression analyses.

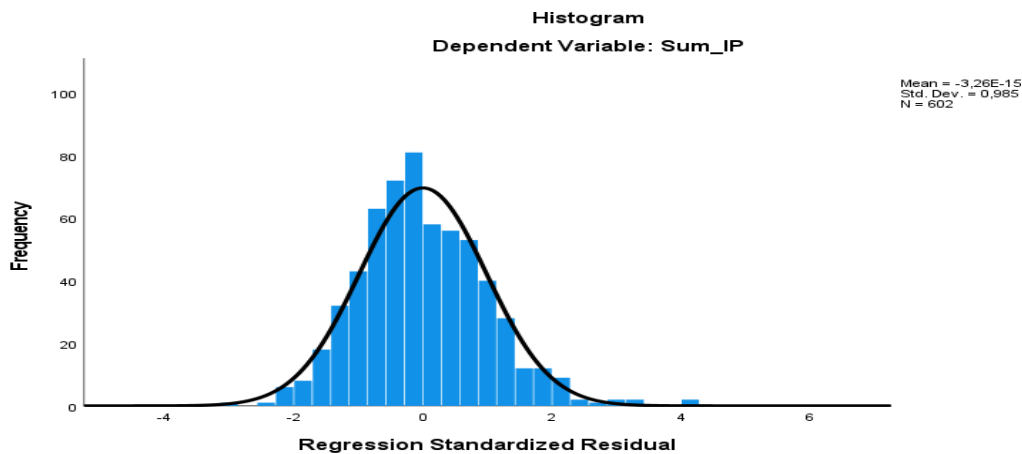


Figure 12. Histogram of customarily distributed residuals for International Posture concerning Motivational Factors

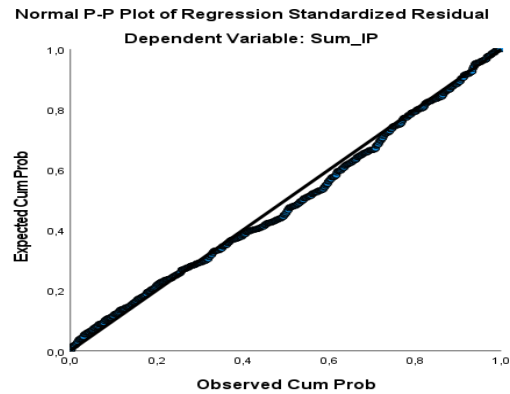


Figure 13. *P-plots of normally distributed residuals for International Posture concerning motivational Factors*

In addition, the Durbin-Watson test was conducted to assess the assumption of independent errors. The purpose was to determine if there is a serial correlation among errors in the regression model. The test value for the current analysis was 2.03; therefore, the assumption of independent errors was fulfilled.

Figure 11 demonstrates that the scatterplot points were distributed randomly and uniformly over the plot, confirming the assumption of linearity.

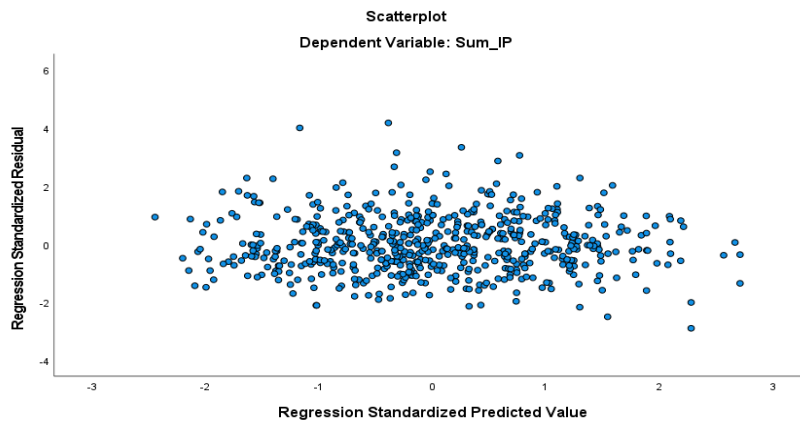


Figure 14. *Scatter analysis for International Posture concerning Motivational Factors*

Finally, multicollinearity was assessed by examining the correlation matrix of all variables reported in Table 11 to determine if there is a significant association between variables. Field (2009) states that the correlation between the variables should not exceed a value of .90. Upon examining the correlation matrix (Table 11), it became

apparent that no correlations were beyond .90. Furthermore, the VIF values were found acceptable.

Consequently, all the requisite conditions were met before the multiple regression analysis. The next section provides the findings of the multiple regression analysis conducted on the International Posture of the motivational factors encountered by the participants.

3.4.1.2.2. Findings of Multiple Regression Analysis for International Posture and Motivational Factors

Multiple regression analysis was conducted to determine the impact of motivational factors on participants' International Posture. Thus, the study included the International Posture as the dependent variable and the motivational factors as the independent variables. R^2 quantifies the amount of variability in the dependent variable that can be accounted for by the independent variables. The present investigation yielded an R^2 value. The findings indicated that the motivational factors learners encountered significantly influenced their International Posture (correlation coefficient $R=.48$; coefficient of determination $R^2 =.20$; F -value= 9.700 ; $p<.001$).

Table 12 displays the unstandardized regression coefficients, their corresponding standard errors, the standardized coefficients, and the significance of the slope with t values. The findings indicated that motivational factors like willingness to communicate (WTC) ($\beta =-.230$, $p <.001$); international contact ($\beta =-.128$, $p <.05$); travel orientation ($\beta =-.098$, $p <.05$) and milieu ($\beta = -.099$, $p <.05$) had a substantial negative impact while intended learning effort ($\beta = .102$, $p <.05$) had a positive effect on participants' International Posture.

Table 12

Results of Multiple Regressions for Motivational and International Posture

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	β		
(Constant)	73.350	6.841		10.722	.000**
WTC	-,396	,075	-,230	-5,272	.000**
International Contact	-16,602	7,279	-,128	-2,281	,023*

Travel Orientation	-17,338	8,067	-,098	-2,149	,032*
Millieu	-1,253	,516	-,099	-2,427	,016*
Intended Learning Effort	1,574	,748	,102	2,105	,036*

a. Dependent variable: International Posture. * $p < .05$ ** $p < .01$

In light of this evidence, as seen in Figure 15, Motivational factors such as willingness to communicate (WTC), International Contact (IC), Travel Orientation, Milieu and Intended Learning Effort (ILE), and antecedents such as participants' language knowledge and exposure to English levels were found to be significant variables that have a vital effect on their international posture related to our current context.



Figure 15. *Most Significant Motivational Factors Impact on International Posture*

3.4.2. The Model of the Study and Hypotheses

The research model was developed using the significant variables included in the study. The study presents the models and hypotheses that have been developed, which are displayed below:

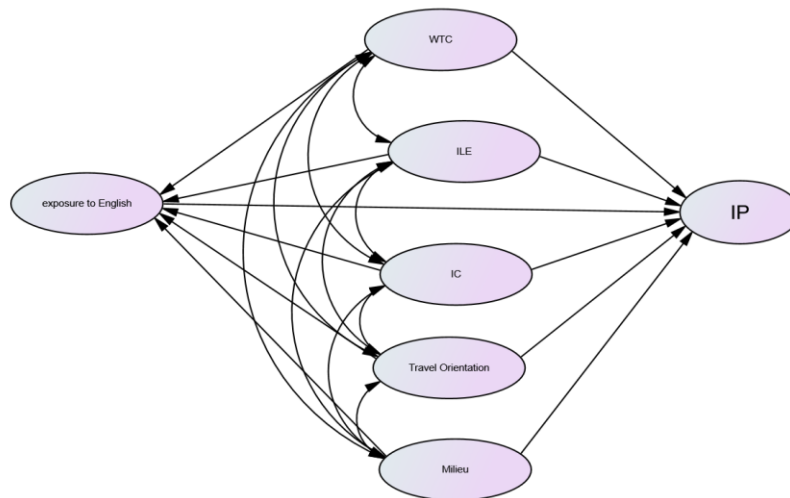


Figure 16. *The Research Model*

Hypothesis of the Study

1. **H1.** Exposure to English has a positive direct impact on WTC.
2. **H2.** Exposure to English has a positive direct impact on ILE.
3. **H3.** Exposure to English has a positive direct impact on IC.
4. **H4.** Exposure to English has a positive direct impact on Travel Orientation.
5. **H5.** Exposure to English has a positive direct impact on the Milieu.
6. **H6:** WTC of undergraduate English Majors positively affects their international posture (IP).
7. **H7:** Intended learning efforts of undergraduate English Majors positively affect their international posture (IP).
8. **H8:** International contacts of undergraduate English Majors positively affect their international posture (IP).
9. **H9:** Travel orientation of undergraduate English Majors positively affects their international posture (IP).
10. **H10:** The milieu of undergraduate English Majors positively affects their international posture (IP).
11. **H11:** Exposure to English has a positive direct effect on international posture (IP).

3.4.2.1. Variables of the study

Related to the current study's purpose to see how international posture impacts or relates to the motivational factors and antecedents while learning English, subscales such as WTC, Intended Learning Effort, Milieu, International contact, and Travel Orientation of Ryan's (2015) Motivational Factors Questionnaire (MFQ) were used. This subscale has 8 items: WTC=8, Intended Learning Effort=8, Milieu=6, International Contact=4, and Travel Orientation=4.

3.4.2.1.1. Testing the Scales Used in the Study

The SPSS AMOS program tested the validity of the scales. First-order multi-factor confirmatory factor analysis was used for each subscale(s), and one-factor confirmatory factor analysis for these subscale(s). Since the fit values produced by the measurement models created to test the validity of the scales were not within acceptable limits, the modifications suggested by the program were made. Changes in scale as a result of modifications were presented in Table 13; The fit values produced by the measurement models are also shown in Table 14.

Table 13

Modifications Made in the Scales

Scales	Items (N)	No Items Removed
WTC	8	--
Intended Learning Effort	8	--
Milieu	6	--
International Contact	4	--
Travel Orientation	4	--

Since the values in Table 14 are within acceptable limits, the single-factor structures of the motivational factors scale have been confirmed.

The findings of the Confirmatory Factor Analysis (CFA) for several dimensions associated with international posture in language acquisition, as seen in Table 15, provide significant insights into the adequacy of the model. The dimensions examined include Willingness to Communicate (WTC), Intended Learning Effort, Milieu, International Contact, and Travel Orientation. These constructs were evaluated using several goodness-of-fit indices.

The WTC has a Chi-Square/Degrees of Freedom (X^2/df) ratio of 4.63, within the recommended range of 4-5, suggesting a satisfactory match. The Goodness-of-match Index (GFI) and Comparative Fit Index (CFI) have a value of 0.96, indicating a solid match. Additionally, the RMSEA value of 0.07 falls within the acceptable range. The presence of the TAG index, which is most likely a typographical mistake, also indicates a strong correlation.

The Intended Learning Effort has an X^2/df ratio of 5.28, slightly over the permissible level and indicating a possible concern. The GFI and CFI have a value of 0.96, indicating a solid match. The RMSEA value is 0.08, which falls within the acceptable range.

The Milieu construct has an X^2/df ratio of 3.41, which suggests a satisfactory level of fit. The model's fit is good, as shown by a GFI (Goodness of Fit Index) 0.98 and a CFI (Comparative Fit Index) 0.97. Additionally, the RMSEA (Root Mean Square Error of Approximation) value of 0.06 is within an acceptable range. The TAG index, assumed to be reliable, also indicates a strong match.

The X^2/df ratio of International Contact is 5.87, more significant than the allowed range, suggesting a possible concern. However, the GFI and CFI have a value of 0.99, indicating a strong match. The RMSEA value of 0.09 significantly exceeds the allowed range, indicating a possible area for improvement.

The Travel Orientation is strongly aligned across all measures, with an X^2/df ratio of 1.22, a GFI and CFI of 1.00, and an RMSEA of 0.01. The presumed to be precise TAG index also reveals an almost flawless match.

Table 14

Goodness of Fit Values of the Scales

	X^2	df	X^2/df	GFI	CFI	TLI	RMSEA
WTC	78.86	17	4.63	.96	.96	.94	.07
Intended Learning Effort	89.88	17	5.28	.96	.96	.93	.08
Milieu	27.28	8	3.41	.98	.97	.94	.06
International Contact	11.74	2	5.87	.99	.99	.98	.09
Travel Orientation	1.22	1	1.22	1.00	1.00	.99	.01
Goodness of Fit Values*			≤ 3	≥ 0.90	≥ 0.97	≥ 0.95	≤ 0.05
Acceptable Fit Values*			$\leq 4-5$	$0.89-0.85$	≥ 0.95	$.90-.95$	$0.06-0.08$

The analysis of constructs related to international posture in language learning reveals varying internal consistency and reliability levels, as shown in Table 15. Willingness to Communicate (WTC) shows high reliability with a Cronbach Alpha of .86 and factor loads ranging from .56 to .77, indicating strong internal consistency. Similarly, Intended Learning Effort also demonstrates high reliability with a Cronbach Alpha of .85 and factor loads between .43 and .78. International Contact exhibits very high reliability with a Cronbach Alpha of .92 and factor loads from .78 to .94, indicating strong correlations with the underlying factor. Conversely, Milieu has a lower Cronbach Alpha of .71 with factor loads ranging from .36 to .69, suggesting moderate internal consistency. Travel Orientation shows good reliability with a Cronbach Alpha of .80 and factor loads from .39 to .90, indicating moderate to high correlations with the underlying factor. While most constructs demonstrate strong reliability, the Milieu construct indicates a need for potential refinement to improve its internal consistency.

Table 15*Factor Loads and Cronbach Alpha Coefficients*

Variables	Items	Code	Factor Loads	Cronbach Alpha
WTC		WTC1	.59	.86
		WTC2	.56	
		WTC3	.72	
		WTC4	.73	
		WTC5	.67	
		WTC6	.57	
		WTC7	.64	
		WTC8	.77	
Intended Learning Effort		INTEND1	.43	.85
		INTEND2	.62	
		INTEND3	.54	
		INTEND4	.72	
		INTEND5	.62	
		INTEND6	.78	
		INTEND7	.71	
		INTEND8	.65	
International Contact		IC1	.88	.92
		IC2	.94	
		IC3	.89	
		IC4	.78	
Milieu		M1	.67	.71
		M2	.69	
		M3	.36	
		M4	.55	
		M5	.57	
		M6	.45	
Travel Orientation		T1	.39	.80
		T2	.77	
		T3	.90	
		T4	.74	

The CFA is illustrated in the following Figure 17; testing of the model for this group yielded a marginally good fit, as indicated by the following criteria: ($\chi^2/df = 2.27$, RMSEA = .046, CFI = .94, TLI=.93, GFI = .91). The reliability for this scale, as calculated by Cronbach's alpha, was .84, which indicated that the items had reliable internal consistency.

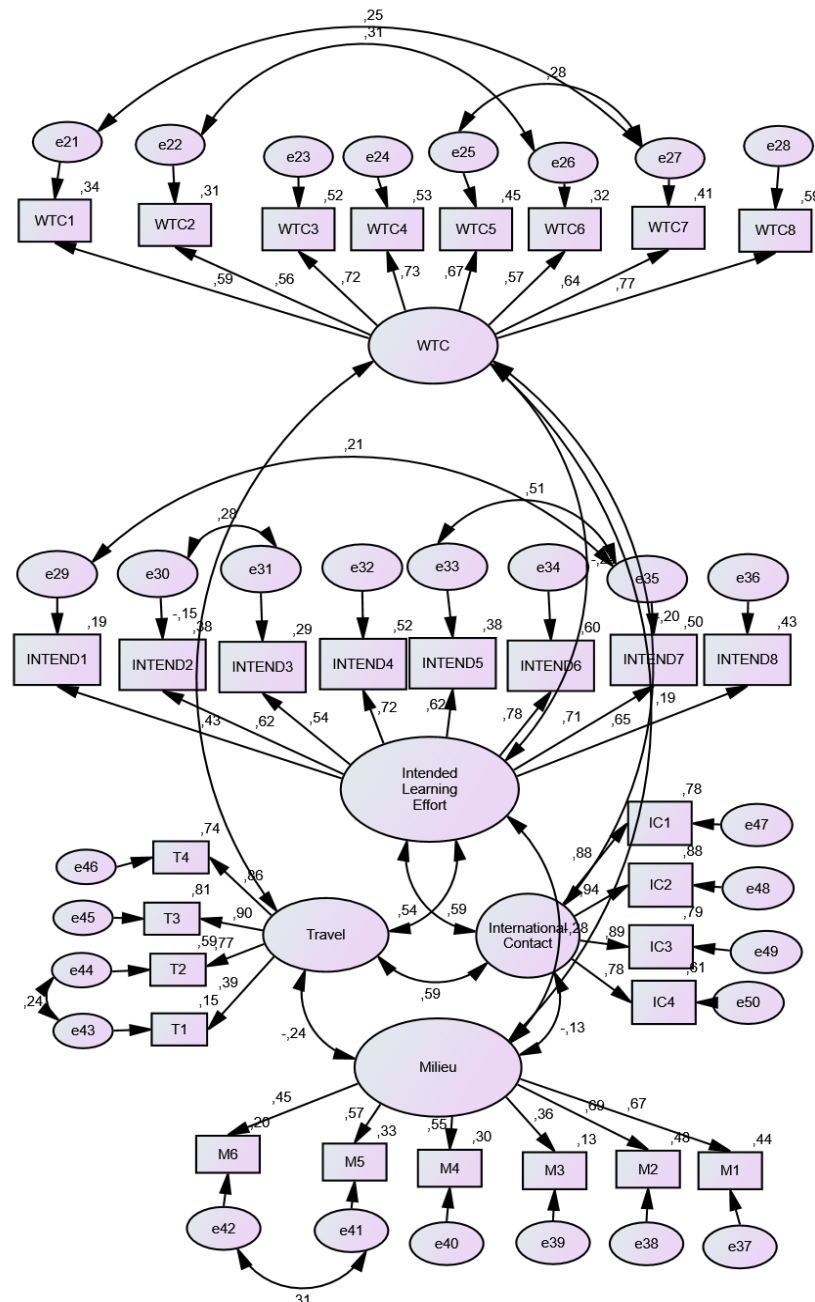


Figure 17. Confirmatory factor analysis (CFA) results for the five-factor motivational Factors subscale model

3.4.3. Hypothesized Structural Equation Modelling

Figure 15 presents the hypothesized model, as determined by the multiple regression analysis. Modifying the one-factor confirmatory factor analysis revealed that the model's fit values fell within acceptable ranges, proving the model's structural appropriateness. Table 16 displays the values of model fit.

Table 16

SEM Goodness of Fit Values

	X^2	df	X^2/df	GFI	CFI	TLI	RMSEA	SRMR
Fit Values	12.60	2	6.30	.99	98	.87	.09	.04
Goodness of Fit Values*			≤ 3	≥ 0.90	≥ 0.97	≥ 0.95	≤ 0.05	< 0.08
Acceptable Fit Values*			$\leq 4-5$	0.89-0.85	≥ 0.95	.90-.95	0.06-0.08	

X^2 =Chi-Square; df=Degree of Freedom; GFI=Goodness Of Fit Index; CFI=Comparative Fit Index; RMSEA=Root Mean Square Error of Approximation; SRMR= Standardized Root Mean Square Residual

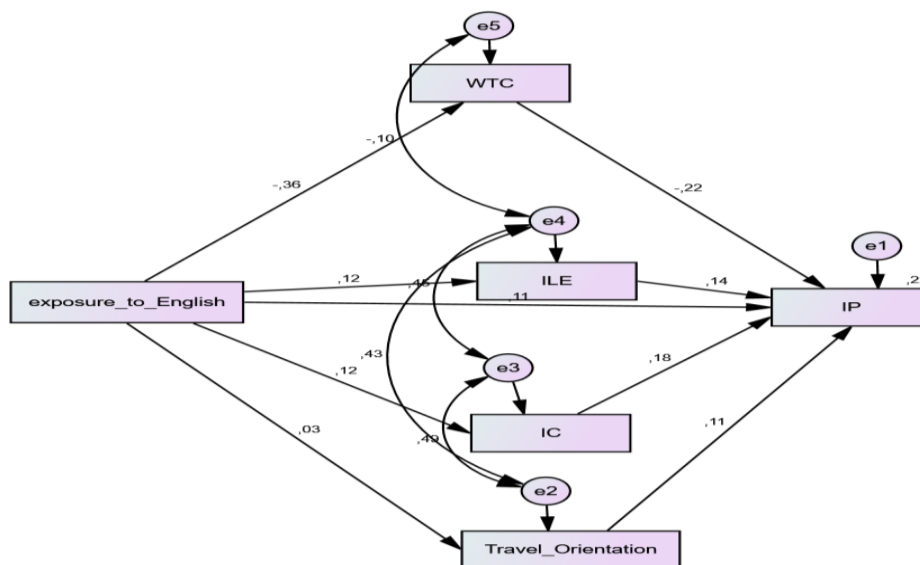


Figure 18. A hypothesized Structural Equation model explicating interrelationships among exposure to English, motivational factors, and international Posture

Note. WTC = Willingness to Communicate; ILE Intended Learning Effort, IC= International Contact; IP= International Posture

Table 17 shows standardized β coefficients, standard error, p, and R2 values between variables according to the model created.

Based on the structural equation modeling findings, it was found that exposure to English significantly impacts undergraduate English majors' willingness to communicate (WTC), with a negative standardized beta coefficient of (β -0.36 , $p < .05$) for indicating a negative effect. This finding contrasts with H1, which predicted a positive impact between willingness to communicate (WTC) and exposure to English. Additionally, exposure to English has a positive effect on intended learning efforts (ILE) ($\beta = .12$, $p < .05$) and intercultural communication (IC) ($\beta = .11$, $p < .05$), supporting H2 and H3, respectively. However, exposure to English does not significantly affect travel orientation ($\beta = .03$, $p > .05$) or milieu, refuting H4 and H5.

In terms of international posture (IP), willingness to communicate (WTC) was found to influence IP negatively ($\beta = -0.22$, $p < .001$), contrary to hypothesis H6. Conversely, intended learning efforts (ILE) ($\beta = .13$, $p = .001$), intercultural communication (IC) ($\beta = .18$, $p < .001$) and travel orientation ($\beta = .1$, $p < .05$) positively affected IP, supporting hypotheses H7, H8 and H9. Furthermore, exposure to English itself positively impacted IP ($\beta = .11$, $p = .003$), validating hypothesis H11. However, milieu did not significantly influence IP, refuting hypothesis H10. Upon examining the Squared Multiple Correlations (R²) values obtained for the model, it was determined that the R² value is .22. This indicates that 22% of the variance in the outcome variable IP is explained by the predictor variables (exposure levels, WTC, ILE, IC, and travel orientation). This finding suggests a moderate level of explanatory power in the model, underscoring the contributions of these motivational factors to international posture (IP) among the participants.

In summary, while exposure to English positively influenced certain motivational factors and international posture, it did not significantly affect others. Additionally, motivational factors such as intended learning efforts and international communication significantly shaped international posture among undergraduate English majors. These findings highlight the multifaceted relationship between exposure to English, motivational factors, and global posture within this context.

Table 17
SEM Coefficients

Variables	Standardize β	Standardize Error	p	R ²
WTC-Exposure to English	-.36	.30	***	
ILE-Exposure to English	.12	.29	.003	
IC-Exposure to English	.11	.16	.003	
Travel Orientation-Exposure to English	.03	.15	.392	
IP-WTC	-.22	.03	***	.22.
IP-FILE	.13	.04	.001	
IP-IC	.18	.08	***	
IP-Travel Orientation	.10	.09	.013	
IP-Exposure to English	.11	.31	.003	

3.5. Chapter Summary

This chapter answered the research questions using a quantitative approach. The study delved into the international posture of undergraduate English majors within a specific context, seeking to understand the factors influencing their engagement with global perspectives and activities. The first research question of the present study aimed to investigate the international posture profiles of undergraduate English majors. To answer the first research question, descriptive statistics were run separately for each dimension of the International Posture Questionnaire (intergroup approach-avoidance tendency, Interest in International Vocation or Activities, Interest in International News, and Having Things to Communicate to the World), which examines student's International Posture (IP) profiles. According to the results, participants initially needed to exhibit more enthusiasm and involvement in international connections and activities, preferring local engagements over global pursuits. Despite some interest in foreign news, their participation in global events could have been improved, indicating a primarily local focus.

Our further analysis explored the relationship between various antecedents and participants' international postures. The key finding was the significant impact of exposure to English on cultivating a broader global perspective among undergraduate English majors. However, a nuanced relationship was also revealed, suggesting that

higher language knowledge and advanced study levels might reduce international engagement.

Our study also investigated the influence of motivational factors on participants' international postures. The findings suggest that factors such as willingness to communicate, international contact, and intended learning effort can positively affect international posture. However, factors like travel orientation and milieu had a negative impact. These findings have important implications for Understanding and promoting international engagement among undergraduate English majors.

Structural equation modeling provided more profound insights into the interplay between exposure to English, motivational factors, and international posture. While exposure to English positively influenced some motivational factors and aspects of international posture, it did not significantly impact others. Notably, exposure to English positively affected intended learning effort and intercultural communication but did not significantly affect travel orientation or milieu.

In conclusion, the study's findings underscored the multifaceted relationship between exposure to English, motivational factors, and international posture among undergraduate English majors. Despite the initial low level of international posture observed, the analysis provides valuable insights for educators and policymakers seeking to enhance students' global perspectives and engagement.

4. DISCUSSION, CONCLUSION, AND IMPLICATIONS

4.1. Introduction

In this section, conclusions drawn from the study findings are presented and discussed in line with the related studies, and implications and recommendations are suggested.

4.2. Summary of the study

At the outset of this study, our primary objective was not just to gain a profound understanding of the international posture exhibited by Turkish undergraduate English majors throughout their language-learning journey but also to contribute significantly to the language-learning and international education field. Additionally, we sought to investigate the impact of international posture on or its relationship with, the antecedents and motivational factors influencing learning English. Lastly, we aimed to test a hypothesized International Posture model, exploring the interplay between antecedents and motivational factors among undergraduate English majors. To achieve these aims, we adopted the concept of International Posture (IP) as coined by Yashima (2002), considering it as a motivational variable within the framework of L2 international posture.

In this dissertation, 602 Turkish undergraduate English majors from different university levels answered online questionnaires. We explored the international posture of Turkish undergraduate English majors, aiming to uncover its intricate relationship with motivational factors and its antecedents particular to this study context. Firstly, the international posture scale developed by Yashima (2009) was implemented to explore how Turkish undergraduate English majors perceived international posture with components included ‘intergroup approach-avoidance tendency,’ ‘interest in international vocation or activities,’ ‘interest in international news,’ and ‘having thoughts to communicate to the world. Then, multiple regressions were run for the second and the third research questions to determine the significant antecedents and motivational factors that affect their international posture. Antecedents were decided after searching the literature, and the Motivational Factors Questionnaire (MFQ) (Ryan, 2005) was used to find the significant motivational factors that are particular to this

context. Drawing on insights from complexity theory, we employed a multifaceted research design to shed light on the dynamics of language learning and international posture development in this context. Complexity theory underscores the interconnectedness and interdependence of system components, emphasizing the complex nature of human behavior and socio-cultural phenomena (Mitleton-Kelly, 2003). Lastly, by embracing complexity theory principles, our study utilized Structural Equation Modeling (SEM) to analyze the multifaceted relationships (Byrne, 2016) between significant antecedents as exposure to English motivational factors, such as WTC, intended learning effort, international communication, travel orientation, and milieu in this particular context and international posture. We captured emergent properties and nonlinear dynamics through SEM, facilitating a nuanced understanding of the underlying mechanisms driving participant undergraduate English majors' international posture (Hayes, 2013).

4.3. Discussion of the Findings of Research Questions

4.3.1. Research Question 1

What are the international postures of undergraduate English majors?

According to the results of the descriptive statistics derived from the International Posture Scale (Yashima, 2002), the highest mean values belong to the 'International Vocation or Activities' dimension, indicating that participants perceive overseas events to have relatively little impact on their daily lives in item 11 ($M= 2.98$, $sd.= 1.21$). Following that, they avoid occupations requiring frequent overseas travel in item 12 ($M= 2.94$, $sd.=1.29$) and express a relatively strong desire to stay in their hometown in item 7 ($M= 2.85$, $sd.=1.36$). Based on the answers provided by the items, it is clear that participants strongly prefer staying in familiar local areas and show little interest in participating in international activities or vocations involving travel. Additionally, the dimension of Intergroup Approach-Avoidance Tendency has high mean values that need to be discussed. For instance, in Item 4, the participants state that they would mind sharing an apartment or room with an international student ($M=2, 78$), and in Item 6, which shows participants feel somewhat uncomfortable if a foreigner moves in next door ($M=2, 44$, $sd. = 1,54$). Unlike Yashima's (2002) IP description, the study

participants seem to have lower international posture profiles because they do not desire to meet and communicate with international communities.

In line with the findings of previous studies (Tabira & Goto, 2017; Razak et al., 2022;), a relatively high 'Interest in International Vocation or Activities' (IIVA) seems to be expected, but this study's findings contradict theirs, suggesting the participants have a lower IIVA stance. As seen in item 11, participants indicate that overseas events have little impact on their daily lives. The study's first results can be related to ambiguity tolerance and open-mindedness, which are not considered adequate or promising for undergraduate English majors in this study context, bearing in mind these future professionals are expected to possess intercultural competence to effectively cater to the needs of people from diverse cultural backgrounds and serve as inspirational role models for their learners and people in their hometown. This may stem from their educational context, the curricula they follow, the materials they use, and traditional pedagogical approaches that lack a wide range of opinions and global concerns. If educational activities do not include global themes, participants may not have the chance to explore other views and address critical global issues. Banks (2008) states that participants can cultivate empathy, improve their cultural competency, and build a more profound understanding of the world's complexities by engaging in collaborative problem-solving and conversations on international issues. Other studies in the literature have also supported this idea (Atamanova & Bogomaz, 2014; Petrović & Zlatković, 2009). Furthermore, there has been a growing concern about internationalization for many years in Turkish universities (Ericok & Arastaman, 2020, p. 1109). In this respect, institutional programs and support mechanisms that encourage and facilitate international exchanges and intercultural competence may be lacking. Additionally, there could be a lack of knowledge regarding overseas options, a concentration on alternative career trajectories, or endeavors at the institutional level. Research conducted by (Véliz-Campos et al. (2020) suggests that short-term study abroad programs may enhance students' language proficiency and international posture by improving their readiness to speak a second language and reduce anxiety. Such experiences may enhance students' international posture and cultivate a more favorable attitude toward global citizenship.

Moving on with items 12 and 7 under the IIVA dimension, it is seen that participants avoid occupations that entail frequent overseas travel and wish to work in their hometowns despite studying the world's common language. There may also be several reasons for this particular context. The comparatively low average levels of participation in international occupation indicate that individuals may have low expectations of achieving success in international settings or see limited benefits in engaging in such activities. Since English is often seen as a worldwide language that improves job prospects (Graddol, 2006), participants may choose to study English not due to inherent interest in the language or global involvement but rather for pragmatic reasons, such as enhancing their employment opportunities after graduation. Moreover, English majors in Türkiye, including those outside English teaching departments, often pursue teaching roles due to the limited opportunities in other sectors. Research by the OECD (2020) highlights that the teaching profession in Türkiye is associated with relatively low income and financial instability, which may reduce students' aspirations after graduation for pursuing more uncertain international careers. The utilitarian motive mentioned above corresponds to research results indicating that Turkish undergraduate English majors are primarily concerned with the practical advantages of learning English, such as obtaining steady local employment, rather than seeking worldwide opportunities. It can be claimed that there ought to selves may be a barrier to investigating international culture. According to Geoghegan (2019, p. 221), 'ought to self' refers to an individual's perception of their future self as a second language user based on external expectations like parents, peers, etc. This facet deals with attributes the learner believes they should possess to meet expectations and avoid adverse outcomes. This component reflects more extrinsic types of instrumental motivation. To illustrate, the study participants may have undetermined future selves and not want to lose out in the local job market. They may also feel that they cannot meet the expectations and may grow a fear of being judged. Moreover, they may think they will get a degree in English but fail to use the language appropriately. Last but not least, they may have negative past experiences with international interactions for the reasons above. Xing (2023, p.13) and Subekti et al. (2024, p. 61) also had findings similar to their studies.

Secondly, under the Intergroup Approach-Avoidance Tendency (IAAT) dimension, the results indicate that item 4 has the highest mean score, with participants expressing their willingness to share an apartment or room with an international student. Item 6 has the second highest mean, indicating that participants experience discomfort when a foreigner becomes their neighbor. It is reasonable to claim that the participants in the current study may require assistance in substantially practicing their English skills outside of the academic settings inside their English departments. As the participants study English, they are likely still improving their language skills; they may see engaging with individuals from other countries as a chance to enhance their English competence (Zhao et al., 2022; Subekti et al., 2024). A recent research conducted by Saragih and Subekti (2023) examines 188 Indonesian L2 learners of English and their integrative motivation. The study also indicates that learners strongly desired to engage in English conversation partners. However, the participants in this study context may need help actively using their English skills outside the academic settings inside their English departments, unlike Saragih and Subekti's (2023) study participants. They are not likely to have an international willingness to communicate (IWTC) (Kassing, 1997), which should lead to a positive attitude towards intercultural communication behavior and finally initiate actual successful intercultural communication. Ulu et al.'s (2015) study finding also emphasizes the significance of the international posture in globalization due to its positive correlation with the international willingness to communicate. (IWTC). It is a very complex variable that may have many influencing factors. In this study context, these participants' cultural values, second language proficiency, social isolation, and anxiety may affect their ability to effectively interact in English with international students with different cultural values in their immediate surroundings, such as shared rooms and the same boarding house. They may lack the necessary language, cultural, and psychological preparedness to effectively communicate with overseas students with distinct cultural values in English. Research conducted by Geoghegan (2018), Lee (2018), Krsmanović (2021), and Subekti et al. (2024) indicate that being in contact with individuals from other countries might reduce feelings of anxiety and isolation.

Last, there is an apparent inclination toward disagreement when analyzing other dimensions, too, such as Interest in International News (IIN) and Having Things to

Communicate to the World (HTCW). This suggests that students need more active involvement in reading or debating news related to other nations. They may also lack an extreme desire and urge to communicate specific ideas or opinions with the global community and a sense of belonging, Teng & Buiwith (2020), Véliz-Campos et al. (2020), Toyama and Yamazaki (2020), and Xing (2023) also make similar comments in their studies related to their findings. Within the scope of this study, various factors have the potential to impact this response. For instance, students may prioritize interpersonal communication within their immediate social circles over connecting with a broader global community. This emphasis may arise from a conviction that local matters are more directly relevant or influential to their daily life or that global concerns are unimportant to their personal or career prospects. Furthermore, students may not have enough venues or possibilities to express their thoughts on international issues. Without platforms, channels, or support from educational institutions to express their ideas on a global scale, students may lack the confidence or drive to participate in worldwide discussions. Last but not least, students may believe their opinions or words would not substantially influence a worldwide audience. This view might be shaped by a lack of confidence in their ideas, limited exposure to successful instances of global communication, or a conviction that worldwide forums are controlled by voices from more prominent or essential places.

Overall, the research uncovers a significant difference between the attitudes of Turkish undergraduate English majors towards foreign matters and the need for people who are internationally aware and culturally competent. Despite being enrolled in English programs and having the inherent possibility for global communication and cultural exchange, participants prefer staying in comfortable local environments and exhibit less interest in foreign careers or relationships. Their reluctance to participate in international affairs, as shown by their lack of interest in happenings abroad and discomfort with interacting with foreigners, indicates a lower degree of international posture than expected. This phenomenon may be influenced by factors such as conventional educational methods, a lack of focus on global topics in the curriculum, and practical reasons for learning English, mainly for local job opportunities. In addition, psychological obstacles, such as worry and the fear of not achieving external expectations, worsen this willingness. These results emphasize the need for educational

institutions in Türkiye to reassess their curriculum and support systems to cultivate a student population that is more inclusive, internationally conscious, and culturally proficient. It is essential to tackle these problems to train future professionals who can skillfully negotiate and contribute to an increasingly interconnected world.

4.3.2. Discussion for Research Question 2

What are the antecedents that affect the international posture of Turkish undergraduate English majors?

The second research question of this study aims to explore the antecedents that impact the International Posture (IP) of undergraduate English majors in this study context. To address this query, the study employs multiple regression analyses, considering the diverse experiences encountered by learners throughout their language learning journey.

The results of the multiple regression analyses suggest that exposure to English as an antecedent significantly contributed to the participants' International Posture profiles in our context. Exposure to English has always significantly influenced learners' L2 motivation. Since exposure levels have a significant place, some studies in the literature (Tabira & Goto, 2017; Sarkhosh & Lotfi, 2018; Lee, 2018; Geoghegan, 2018; Sevime-Sahin, 2020 Koch and Takashima, 2021; Razak et al., 2022 and Subekti, 2024) indicate that there is no doubt that direct or indirect exposures play a vivid role in participants' International Posture (IP) growth. As this study's participants are undergraduate English majors, one way or another, they have experienced direct and indirect exposure to English. According to the demographic information results, most participants in this study context had no direct exposure experience. They may have created an imaginary international community thanks to appropriate classroom tasks or the way they found outside the classroom, which could help students enhance their IP and future selves. According to Yashima (2013), establishing a simulated international community through engaging in classroom tasks rather than sending students overseas could effectively nurture students' International Posture (IP) and shape their future identities. This finding is also supported by Alnajashi (2020), who states that students' intended exposure and communicative behavior have a more robust International Posture (IP).

The present study's results may extend beyond existing literature by highlighting that the exposure levels of the participants, as evidence of their L2 motivation and language learning process (Tian & McCafferty, 2022, p. 8), significantly contribute to forming the International Posture (IP). It is pertinent to note that identifying the causal mechanisms of learners' exposure to English is vital. Such initiatives can profoundly influence learners' motivation, particularly in shaping their future selves in the second language (L2) context. This will eventually affect learners, as according to Dörnyei and Ryan (2015), motivation is the most critical factor determining success and exposure in language learning, and IP is related to L2 motivation (Alnajashi, 2020, p.301).

4.3.3. Discussion for Research Question 3

What are the motivational factors that affect the international posture of Turkish undergraduate English majors?

The third research question of this study aims to explore what motivational factors predict the International Posture (IP) of English majors in the current context. To address this query, the study employs multiple regression analyses, considering the diverse experiences encountered by learners throughout their language learning journey.

In keeping with previous research emphasizing the multifaceted nature of language learning motivation (Al-Hoorie, 2018; Masgoret & Gardner, 2003), the present study employed multiple regression analyses, which pinpointed five factors—Willingness to Communicate, Intended Learning Effort, Milieu, International Contact, and Travel Orientation—as significant contributors to learners' IP in the present context. The effectiveness and efficiency of English language instruction are significantly impacted by students' motivation levels, a critical component of successful language development (Bi & Liu, 2022). The exploration of motivational factors and their confluence with the International Posture of EFL learners is a central concern within the field of second language acquisition (Courtney, 2008; Yashima, 2002, 2009; Mystkowska-Wiertelak & Pietrzykowska, 2011; Balouchi & Samad, 2021; Razak et al., 2022; and Mahmoodi et al., 2022).

To begin with, willingness to communicate (WTC) represents a pivotal determinant of language learners' propensity to engage in verbal exchanges, particularly across cultural and linguistic boundaries (Macintyre, 2007). In the context of fostering students' international posture, in some studies (Courtney, 2008; Yashima, 2002, 2009; Mystkowska-Wiertelak & Pietrzykowska, 2011; Balouchi & Samad, 2021; Razak et al., 2022; and Mahmoodi et al., 2022) WTC emerges as a crucial catalyst for several developmental facets. Firstly, learners immerse themselves in diverse communicative scenarios by actively participating in intercultural dialogues, honing their intercultural communicative competencies. The current study's findings support this viewpoint, suggesting that fostering WTC in educational contexts is vital for enhancing students' international posture and a nuanced understanding of cultural diversity and promoting empathetic attitudes towards individuals from differing cultural backgrounds. Boosting their WTC to strengthen their IP in this context is essential.

Secondly, the prominence of Intended Learning Effort (ILE) in this inquiry quantifies the hypothesis that language learning success is partly predicated upon learners' dedication and diligence. Papi (2010) and Lamb (2012) found a strong connection between the ideal L2 self and the intended effort of learners. The findings of the present study supported the idea that the participants as English majors may have a perfect English self together with an imagined future L2 self (Dörnyei, 2005) along with its instrumentality and promotional focus, or studying English as a benefit for getting a job quickly (Taguchi et al., 2009). As Tseng (2021) suggested, the link between motivation and intended effort is complex, dynamic, and social, and the learning experience plays a critical and complex role in motivating students' learning. Additionally, Dörnyei and Ushioda (2021) stressed the significance of effortful engagement in language learning. Therefore, the resultant data echo the necessity to integrate persistent efforts into constructing a comprehensive international posture (IP).

Furthermore, the Milieu, or the learners' immediate learning environment (Clement & Kruidenier, 1983), is acknowledged as a pivotal shaping force of their international posture (IP). This aligns with Bronfenbrenner's (1979) ecological systems theory, which underscores the environment's instrumental role in developmental outcomes. Hence, the milieu may embrace tangibles like resources and intangibles like ethos, a determinant of IP development in the present study.

On the other hand, International Contact (IC) has long been recognized as a catalytic factor for linguistic progress and intercultural sensitivity. Csizer and Kormos (2008) found that highly motivated students learning a language are likelier to participate in intercultural contacts than less invested students. This also supports our participants, as English majors may have a high level of motivational intensity to interact internationally, which enhances their IP profiles.

The observed correlation between travel orientation and international posture suggests that individuals with a strong inclination toward travel tend to possess a more positive and open-minded attitude toward international experiences. Hofstede (1980) indicates that personal predispositions, such as a desire for travel, impact people's attitudes and behaviors in cross-cultural contacts. This inclination may manifest in various ways, such as a willingness to explore new cultures, engage in cross-cultural communication, and actively seek out opportunities for international engagement. In line with the Theory of Planned Behavior (Ajzen, 1991), individuals' attitudes toward travel may significantly influence their intentions and actions toward international engagement. For example, individuals with solid travel orientation in our context may be more likely to actively seek cross-cultural communication and immersion opportunities in diverse cultural contexts. In brief, individuals strongly inclined to travel tend to exhibit more open-mindedness and curiosity toward different cultures, fostering a positive international posture.

These findings underscore the diverse nature of motivation in language learning and international posture development. This study's findings are particularly illuminating, as they offer a nuanced understanding of the relationship between motivational factors and the international posture of EFL majors. They provide valuable insights into the dynamics of language learning and intercultural competence development within this context, a contribution that is sure to be appreciated by our academic and professional peers.

4.3.4. Research Question 4

What are the relationships among antecedents, motivational factors, and international posture of Turkish undergraduate English majors?

The second phase of the research analysis answered research question 4. Using structural equation modeling (SEM), the interrelationships among exposure to English, motivational factors (willingness to communicate, intended learning effort, international contact, and travel orientation), and the international posture of Turkish undergraduate English majors were investigated.

The SEM analysis of this study model revealed that exposure to English significantly impacts various motivational factors (Hashimoto, 2002; Ložnjak Fabjanović, 2017; Tompkins, 2022; Qu, 2023) influencing international posture. Specifically, exposure to English directly affects international posture by influencing motivational factors such as willingness to communicate, intended learning efforts, intercultural communication, and travel orientation (Yashima, 2022, 2009; Yashima & Zenuk-Nishide, 2008; Collins, 2013; Peng, 2015; Kong et al., 2018; Subekti, 2024). The direct effect of exposure to English on IP ($\beta = 0.11$, $p = 0.003$) underscores its significance in fostering a readiness and positive attitude towards international interactions. These significant paths supported the causal relationships proposed by Complex Dynamic System Theory (CDST) (Larsen-Freeman & Cameron, 2008; Papi & Hiver, 2020) in the language learning environment, which posits that language learning is a dynamic and nonlinear process influenced by various interacting factors over time. According to CDST, language development emerges from the complex interplay of multiple components within the learning environment, each influencing and being influenced by others (Larsen-Freeman (Larsen-Freeman & Cameron, 2008; Papi & Hiver, 2020)). In this research, we can see these complex interplays between context-specific variables.

This study's structural equation model (SEM) analysis provides significant insights into these unique complex interrelationships between exposure to English, various motivational factors, and international posture among undergraduate English majors. By integrating the SEM findings with Complex Dynamic Systems Theory (CDST) principles, we can deepen our understanding of these relationships and their implications for language learning and global engagement. Our research rigorously

tested ten hypotheses regarding the interrelationships between the variables. The results were encouraging, with most of these hypotheses being supported in our model. This independent support further bolsters the case for applying these variables to international posture development among undergraduate English majors and their interrelationships, instilling confidence in the validity of our research.

4.3.4.1. Interrelationships Among Exposure to English, Motivational Factors, and International Posture

The SEM analysis reveals a nuanced picture of how exposure to English impacts willingness to communicate (WTC), intended learning efforts (ILE), intercultural communication (IC), travel orientation, and international posture. Notably, the relationship between exposure to English and WTC is negative ($\beta = -0.36$, $p < 0.001$). This counterintuitive finding suggests that increased exposure to English may initially lead to higher anxiety or fear of making mistakes, reducing students' willingness to communicate. This aligns with complexity theory, which posits that relationships within a system are often nonlinear. Small changes in exposure can lead to disproportionate effects, reflecting the sensitivity and nonlinearity of complex systems (Larsen-Freeman, 2015). In general, as students are exposed to the English language and culture, they are more likely to be more willing to communicate, engage in active learning efforts, foster intercultural communication skills, and develop a propensity for international travel. These motivational factors, in turn, contribute positively to their international posture, reflecting a broader engagement with global perspectives and readiness for international involvement (Sarkhosh & Lotfi, 2018; Lee, 2018; Geoghegan, 2018; Sevime-Sahin, 2020 Koch and Takashima, 2021; Razak et al., 2022). Conversely, the data analysis showed that the path between Exposure to English and WTC in the current study has a moderate negative significant impact ($\beta = -.36$; $p < 0.001$), suggesting that the more they are exposed to English, the less they are willing to communicate in English in Turkish context. MacIntyre and Gardner (1994) highlighted that increased language exposure can sometimes heighten language anxiety, particularly if learners perceive their proficiency as inadequate. This heightened anxiety can create a psychological barrier, making learners less willing to engage in communication despite increased exposure to the language. In addition, Liu and

Jackson (2008) discovered that Chinese EFL learners with more exposure to English outside the classroom reported experiencing higher communication fear. This implies that while exposure to a language is essential for acquiring it, the level of exposure and how learners perceive their ability to communicate effectively are critical factors in determining their willingness to communicate.

From the perspective of CDST, the negative relationship between exposure to English and WTC can be understood as part of the dynamic and evolving nature of language learning systems. CDST emphasizes that language learning is not a straightforward, linear process but involves fluctuating patterns influenced by multiple interacting factors (Larsen-Freeman & Cameron, 2008). For instance, as learners are exposed to more English, they may become more aware of their limitations, which can initially reduce their confidence and willingness to communicate in this study context. This dynamic is also supported by Yashima (2002), who found that WTC in a foreign language context is influenced by multiple factors, including learners' self-confidence, perceived communicative competence, and anxiety levels. Increased exposure may heighten learners' awareness of their communicative challenges, temporarily reducing their WTC until they can develop excellent proficiency and confidence.

Additionally, the path between International Posture (IP) and WTC in the current study revealed a negative weak to moderate impact ($\beta = -0.22$, $p < 0.001$), indicating that participants with a higher willingness to communicate in English tend to have a less favorable international posture in the Turkish context. This finding suggests a complex interplay between WTC and international posture, where high WTC might not directly translate to a positive international posture. This could be due to cultural factors, language anxiety, or perceived inadequacies in communicative competence that persist despite a high willingness to communicate. This aspect also highlights the importance of context specificity in CDST (de Bot & Larsen-Freeman, 2011; Larsen-Freeman, 2016), where Turkish students' unique cultural and educational environment may influence the dynamics between WTC and international posture.

Nevertheless, the positive relationship between exposure to English and international posture ($\beta = 0.11$, $p = 0.003$) underscores the adaptability of learners within the complex system of language acquisition and internationalization. Students can adapt and develop a positive orientation towards international engagement despite potential

challenges caused by the negative paths of ‘exposure to English’ and ‘WTC’ and ‘IP’ and ‘WTC’ in Turkish. This adaptability is evident in several ways. For instance, students who initially feel overwhelmed by cultural differences might gradually adapt by learning about and embracing those differences, leading to a more positive international posture. They may also exhibit resilience by overcoming initial setbacks, such as anxiety or reduced willingness to communicate, and leveraging their exposure to enhance their international posture.

This adaptive behavior is not isolated; it is intricately interconnected with other motivational factors within the system. For example, the positive relationship between exposure to English and intended learning effort (ILE) ($\beta = 0.12$, $p = 0.003$) indicates that increased exposure fosters greater learning efforts, highlighting these factors’ complex and interconnected nature. Furthermore, the positive relationship between ILE and IP ($\beta = 0.13$, $p = 0.001$) suggests that sustained learning efforts contribute to a readiness for global engagement, reinforcing the idea that adaptability and interconnectedness work in tandem to shape international posture. This interconnectedness aligns with the principles of CDST, which emphasize the system’s ability to self-organize and adapt in response to changing conditions (Holland, 2014). The bidirectional relationship observed between Willingness to Communicate (WTC) and Intended Learning Effort (ILE) underscores the dynamic interplay of these two motivational factors. This finding aligns with previous research suggesting that these factors are interrelated and mutually reinforcing (Papi, 2010; Lamb, 2012; Tseng, 2021). Learners more willing to communicate are likely to invest greater effort in language learning, as they actively seek opportunities to practice and use the language. Conversely, increased learning effort can increase confidence and fluency, enhancing their willingness to communicate. This cyclical relationship highlights the importance of addressing WTC and ILE in language education to create a positive feedback loop promoting continuous language development and engagement.

Furthermore, the emergence of Intended Learning Effort (ILE) as a central hub within the model underscores its pivotal role in shaping international posture. ILE acts as a bridge between exposure to English and other motivational factors and directly influences international posture. This central position suggests that a solid intention to learn and engage with the language is crucial for improving language proficiency and

cultivating a global mindset and intercultural competence. In this study, the ability of students to adapt and develop a positive international posture despite adverse effects highlights the dynamic and interconnected nature of motivational factors that affect their international posture.

On the other hand, the positive relationship between exposure to English and international contact (IC) ($\beta = 0.11$, $p = 0.003$) further highlights the interconnected nature of these factors within the complex language learning system. Increased exposure to English facilitates communication and opens doors to international interactions, fostering intercultural competence (Yashima, 2009; Yashima & Zenuk-Nishide, 2008). This interconnectedness is evident in the positive impact of IC on international posture (IP) ($\beta = 0.18$, $p < 0.001$), supporting the idea that intercultural experiences enhance global perspectives and attitudes (Collins, 2013; Kong et al., 2018).

While the research findings suggest that the relationship between English exposure, international contact, and IP may not be an intense but significant predictor of IP in this study context, they offer educators in Türkiye more opportunities to consider the intricate dynamics between language exposure and international communication in and outside their classrooms. As proposed by Vygotsky's socio-cultural theory (1978), language immersion and exposure to language-rich situations significantly impact language development; this implies that increased exposure to English could lead to more participation in international interactions, given the role of English as a global means of communication.

Finally, while the relationship between exposure to English and travel orientation is positive, it is not statistically significant ($\beta = 0.03$, $p = 0.392$). This suggests that other factors may be more crucial in shaping students' orientation toward travel. The non-significant relationship underscores the context-sensitive nature of motivational factors. Travel orientation may depend more on individual experiences and opportunities than language exposure alone. This reflects that not all components interact similarly in complex systems under different conditions. Personal interest, socio-economic status, and prior travel experiences might directly impact travel orientation more than language exposure in the Turkish context. Despite the non-significant relationship between exposure to English and travel orientation, the positive relationship between travel

orientation and international posture ($\beta = 0.10$, $p = 0.013$) is significant. This suggests that a predisposition towards travel is associated with a more favorable international posture. A positive travel orientation reflects a broader engagement with global perspectives. Students who tend to travel are likely more open-minded and curious about other cultures, enhancing their international posture. Additionally, students with this orientation may be more prepared and willing to engage in international interactions and opportunities, thus fostering a positive international posture. To sum up, travel orientation is one of the significant predictors of international posture in the Turkish context.

Additionally, the findings of the study propose that 22% of the variance in the outcome variable of undergraduate English majors' international posture is explained by the predictor variables in this model. Based on the related literature apart from these predictors adding other latent variables like enjoyment and personal satisfaction, international competence, and organizational culture of participant universities might explain the proposed model more.

In summary, the results of this research, analyzed within the framework of Complex Dynamic System Theory (CDST), emphasize the intricate, ever-changing, and context-dependent aspects of language acquisition and the formation of an international posture. The interaction between exposure to English, motivational variables, and international posture influences the complex and changing dynamics within language learning contexts. They cannot be considered in isolation. By comprehending and tackling these intricacies, educators may assist students in cultivating a favorable international posture and preparedness for active global citizenship.

4.4. Implications for Practice

Our study's implications extend beyond academia, resonating with educators, policymakers, and practitioners of higher education institutions. The findings underscore the need for a holistic approach to language instruction beyond linguistic proficiency to cultivate intercultural posture and global citizenship. Educators can play a pivotal role in creating supportive learning environments, encouraging students to explore diverse cultures, engage in meaningful intercultural exchanges, and develop a nuanced understanding of the world (Byram, 2008). By integrating complexity theory

insights, educators can design interventions that foster positive attitudes, motivation, and resilience in language learners (Seligman & Csikszentmihalyi, 2000; Mitleton-Kelly, 2003). Fostering Directed Motivational Currents (DMCs) in language learning can significantly enhance students' international posture. Educators can implement several strategies in the classroom to leverage DMCs and improve students' international posture. Establishing clear, achievable goals that align with students' aspirations can ignite and sustain their motivation or develop a classroom atmosphere that encourages students to envision themselves as successful language users in international contexts. This can be achieved through visual aids, stories, and role models who exemplify the benefits of language proficiency and intercultural competence. Educators should help students articulate their long-term language learning goals and connect these with their interests, future career aspirations, and desire for intercultural engagement. Additionally, incorporating reflective practices where students can evaluate their learning journey and its impact on their personal and professional growth can sustain their motivational currents while constructing their international posture.

Furthermore, policymakers can leverage our findings to inform curriculum development and educational policies that promote internationalization and cross-cultural understanding (Deardorff, 2006). By integrating global perspectives into educational frameworks and providing resources for language learning and intercultural exchange, policymakers can empower students to navigate the complexities of an interconnected world with confidence and empathy (Yashima, 2009). Additionally, our research highlights the importance of addressing language anxiety and promoting self-confidence in communication to mitigate barriers to students' willingness to communicate and facilitate their engagement with global perspectives (MacIntyre et al., 1998; Horwitz et al., 1986).

Moreover, language learning practitioners can benefit from our study by incorporating evidence-based strategies into their instructional practices. Strategies may include creating opportunities for authentic language use, integrating technology for virtual intercultural exchanges, and providing structured support for language learners' socio-affective needs (Chun, 2011; Dörnyei & Ushioda, 2011). By adopting a learner-centered approach that recognizes language learners' diverse backgrounds and

motivations, practitioners can create inclusive and engaging learning environments that promote intercultural competence and global citizenship (Dörnyei, 2005).

Lastly, implication suggestions for Higher education institutions in Türkiye are crucial. Firstly, they may use the results to modify and improve language programs by integrating a holistic approach to language learning. This entails beyond mere language competence and includes elements that foster an international posture and global citizenship. Incorporating worldwide viewpoints into language curricula, giving courses on intercultural communication, and facilitating foreign experiences such as study abroad programs may enhance students' language learning process. Secondly, Institutions should prioritize internationalization by actively encouraging cross-cultural understanding and providing chances for intercultural contact within the campus community. A dynamic and inclusive learning environment may be created by arranging cultural events, forming alliances with international institutions for joint initiatives, and providing language exchange programs, promoting intercultural competency development among students, particularly undergraduate English majors. Finally, institutions should promote studies investigating the efficacy of different instructional approaches and interventions in fostering intercultural competence and international posture among language learners. Thorough research and assessment may enhance institutions' language programs and support services, enabling them to effectively address students' changing demands in a globally linked society.

In conclusion, this study will serve as a guideline for future research on the international posture of university students. It offers actionable insights for educators, policymakers, practitioners, and higher education institutions to enhance language education and foster intercultural understanding. By adopting a holistic approach that integrates linguistic, socio-affective, and intercultural dimensions, stakeholders can empower students to become effective communicators and responsible global citizens in an increasingly interconnected world.

4.5. Future Recommendations and Limitations

Several promising directions emerge from this study's findings when considering avenues for future research. Firstly, cross-cultural comparison is a valuable approach to deepening our understanding of the relationship between exposure to English,

motivational factors, and international posture. Researchers can elucidate how cultural differences shape attitudes, behaviors, and language learning outcomes by comparing students from diverse cultural backgrounds.

Moreover, longitudinal studies offer an opportunity to track students' language learning trajectories over time, providing insights into the development of international posture and motivational factors. Examining changes in attitudes and behaviors longitudinally can shed light on critical periods and factors influencing students' engagement with global perspectives.

Qualitative inquiry represents another avenue for future research, offering a complementary perspective to quantitative analyses. Through interviews, focus groups, or diary studies, researchers can explore the lived experiences, perceptions, and socio-cultural influences shaping students' international posture in greater depth.

Intervention studies present a promising avenue for evaluating the effectiveness of educational interventions to enhance students' international posture and motivational factors. By designing and implementing targeted interventions, researchers can assess the impact of specific strategies on students' attitudes, behaviors, and language learning outcomes.

Exploring the role of emerging technologies in promoting intercultural communication and language learning motivation represents an exciting frontier for future research. Researchers can create innovative learning environments that facilitate meaningful intercultural interactions and engagement with global perspectives by leveraging virtual reality, social media, and online platforms.

Investigating contextual factors such as institutional support, curriculum design, and language learning environments can provide insights into the broader socio-cultural and pedagogical influences shaping students' international posture. Understanding how these contextual factors interact with individual-level variables can inform efforts to enhance language education practices and policies.

To conclude, future research should build upon this study's findings by adopting interdisciplinary approaches, leveraging diverse methodologies, and exploring new frontiers in language education, intercultural communication, and positive psychology. By addressing these research directions, scholars can contribute to advancing our understanding of the complex dynamics underlying language learning motivation and

intercultural competence development in diverse educational contexts. Despite the valuable insights provided by this study, several limitations should be acknowledged. The sample's limited generalizability and the predominance of participants from specific departments and universities in Türkiye may constrain the applicability of the findings to broader contexts. Future research could explore international posture in more diverse contexts and examine additional factors influencing students' engagement with global perspectives.

4.6. Chapter Summary

This chapter thoroughly analyzes the internal posture of undergraduate English majors and its predictors in Türkiye. It incorporates findings from many research inquiries and utilizes structural equation modeling (SEM) as a methodological technique.

Research Question 1 examines undergraduate English majors' worldwide attitudes and behaviors using an international posture scale developed by Yashima (2009). The research concludes that undergraduate English majors' worldwide attitudes do not match expectations for globally engaged, interculturally capable people. Despite enrolling in English programs and the possibilities for global communication and cultural exchange, participants prefer local settings and have little interest in international careers or connections. They seem indifferent to world events and uncomfortable among foreigners, suggesting a weaker international posture. Traditional educational methods, limited curriculum focus on global subjects, and pragmatic motivations for learning English for local career prospects may contribute to this situation. Psychological barriers like anxiety and fear of failing to fulfill expectations compound this hesitation. These results suggest that Türkiye's educational institutions should rethink their curriculum and support systems to create a more inclusive, internationally aware, and culturally competent student population to start with undergraduate English majors. These concerns must be addressed to prepare future professionals to navigate and contribute to a globalized environment.

Research Question 2 investigates the correlation between the international posture of undergraduate English majors and the factors that influence their English language acquisition. The data reveals that students' international posture profiles are

significantly influenced by their exposure to English. Furthermore, the research emphasizes the need to include language learning opportunities to improve students' international posture.

Research Question 3 investigates the influence of motivating variables on the international orientation of undergraduate English majors. The results emphasize the crucial impact of motivating elements in forming students' international posture. Willingness to communicate (WTC) plays a vital role in developing the ability to effectively communicate across different cultures and encouraging understanding and acceptance of many cultural backgrounds. The ILE emphasizes the significance of commitment and perseverance in achieving success in language learning, which reflects learners' desired L2 self and future goals. The milieu, which refers to the immediate learning environment, significantly shapes learners' perspectives. Both physical and intangible factors impact this. Intercultural communication (IC) promotes language advancement and fosters intercultural awareness via the active involvement of highly motivated students in cross-cultural interactions. Travel orientation refers to a favorable and receptive mindset towards overseas experiences, influencing people's attitudes and actions in cross-cultural interactions. Overall, the results emphasize the intricate connection between motivating variables and the international stance of EFL majors, offering valuable insights into the mechanics of language acquisition and the development of intercultural competence and international posture in this particular environment.

Research question 4 reveals significant discoveries on the intricate relationship between these factors using SEM analysis. Being exposed to English is a catalyst for improving motivational elements such as the willingness to communicate, intended learning effort, and intercultural travel orientation. These motivating aspects, in turn, help to create a good attitude towards foreign matters among undergraduate English majors. However, the research also uncovers some obstacles, such as language anxiety or the fear of making errors in communication, which might impede the willingness to communicate and, as a result, one's international posture.

Thus, this chapter comprehensively explains the intricate relationship between English exposure, motivating variables, and international posture among undergraduate

English majors in Türkiye by combining insights from many research issues using SEM with implications and recommendations.

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APPENDICES

Appendix 1. Ethics Committee Approval

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	Ayşe Nesil DEMİR
ÖĞRENCİ NO	2020007005
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Anabilim Dalı
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez Aşaması 6. dönem
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2022 / 2023 BAHAR DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	An Investigation into the Relationship Between Undergraduate English majors' International Posture and L2 Motivational Factors in Turkey
TEZİN AMACI	The main purpose of the present study is to gain a deepest understanding about international posture of undergraduate English majors during their language learning journey. The secondary purpose is attempting to investigate how international posture impact upon or relate to the antecedents and motivational factors in learning English. Lastly, the present study is an attempt to test a hypothesized International Posture model, investigating the relationship between antecedents and motivational factors among undergraduate English majors.

<p>TEZİN TÜRKÇE ÖZETİ</p>	<p>Küreselleşme karşısında İngilizce, tüm kültürlerarası ortamlarda iletişim için kullanılan dünya dili haline geldi. Bu da İngilizce olmayanlarla iletişim kurmak için kullanılıyor. İngilizce artık Amerikalıların veya İngilizlerin dili değildir. Dünyadaki tüm insanların dilidir. Bu nedenle ülkelerin mevcut ortaklarıyla ilişkilerini sürdürebilmeleri ve yeni ortaklıklar kurabilmeleri için bazı uluslararasılaşma stratejileri geliştirmeleri gerekmekte ve hedef ülkelerin belirlenmesine büyük önem verilmektedir. Bu bağlamda, ileri seviyede İngilizce bilmek, bir ülkenin uluslararası arenadaki varlığını sürdürmesi için son derece önemli bir avantaj olarak görülmektedir. Bunun sonucunda İngilizcenin etkin kullanımı ile merak, iletişim, sorumluluk paylaşımı ve işbirliği önemini artırmıştır. Bu çalışmanın temel amacı, İngilizce eğitimi lisans programlarının dil öğrenme yolculukları sırasında enternasyonel tutumları hakkında derin bir anlayışa sahip olmaktır. İkincil amaç, enternasyonel tutumun İngilizce öğrenmedeki öncülleri ve motivasyon faktörlerini nasıl etkilediğini veya bunlarla nasıl ilişkili olduğunu araştırmaktır. Son olarak, bu çalışma, lisans İngilizcesi ana dalları arasında öncüller ve motivasyon faktörleri arasındaki ilişkiyi araştıran, varsayımsal bir enternasyonel tutum modelini test etmeyi amaçlamaktadır. Mevcut çalışmaya bir devlet üniversitesinin İngiliz Dili Eğitimi (ELT) ve İngiliz Dili ve Edebiyatı (ELL) bölümleri ev sahipliği yapacaktır. Veriler, nicel bir araştırma tasarımı kullanılarak toplanacaktır. İlgili verileri elde etmek için iki farklı anket kullanılacaktır. İlk anket enternasyonel tutum Ölçeği (IPS), (Yashima, 2009), İngilizce ana dallarının dünyaya karşı açıklıklarını, uluslararası topluluğun bir parçası olma eğilimlerini ve dünyada olup bitenlerle ilgilenme eğilimlerini ortaya çıkarmak için kullanılacaktır ve Motivational Factors Questionnaire (MFQ), (Ryan, 2005), İngilizce ana dallarını öğrenmenin ve kullanmanın motivasyon faktörlerini bulmak için kullanılacaktır. Verilerin analizinde çoklu regresyon analizi ve Yapısal Eşitlik Modellemesi (SEM) analizleri kullanılacaktır.</p>
<p>ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARI N ADLARI</p>	<p>Yozgat Bozok Üniversitesi, Adana Alparslan Türkeş Bilim ve Teknoloji Üniversitesi, Atatürk Üniversitesi, Başkent Üniversitesi, Bolu Abant İzzet Baysal Üniversitesi, Biruni Üniversitesi, Bursa Teknik Üniversitesi, Çaç Üniversitesi, Çanakkale Üniversitesi, Erciyes Üniversitesi, Hasan Kalyoncu Üniversitesi, Mersin Üniversitesi, Osmaniye Korkut Ata Üniversitesi, Ordu Üniversitesi, Recep Tayyip Erdoğan Üniversitesi, Sivas Cumhuriyet Üniversitesi</p>

**İZİN
ALINACAK
OLAN
KURUMA AİT
BİLGİLER
(KURUMUN
ADI- ŞUBESİ/
MÜDÜRLÜĞÜ -
İLİ - İLÇESİ)**

Yozgat Bozok Üniversitesi, Eğitim Fakültesi İngilizce Öğretmenliği Bölümü, Fen-Edebiyat Fakültesi İngiliz Dili ve Edebiyatı Bölümü ve Yabancı Diller Yüksekokulu Müdürlüğü Erdoğan Akdağ Kampüsü Merkez/YOZGAT, **Adana Alparslan Türkeş Bilim ve Teknoloji Üniversitesi**, İnsan ve Toplum Bilimleri Fakültesi, Mütercim-Tercümanlık (İngilizce);Yabancı Diller Yüksekokulu Müdürlüğü, Balcalı Mah. Güney Kampüs 10 Sokak No:1U Sarıçam/ADANA; **Atatürk Üniversitesi**,Eğitim Fakültesi İngilizce Öğretmenliği Bölümü, Fen-Edebiyat Fakültesi İngiliz Dili ve Edebiyatı Bölümü ve Yabancı Diller Yüksekokulu İngilizce Mütercim Tercümanlık ve ilgili bölümlerin hazırlık öğrencileri, Atatürk Üniversitesi 25240 Erzurum, **Başkent Üniversitesi**, Fen-Edebiyat Fakültesi İngilizce Mütercim Tercümanlık Bölümü, Eğitim Fakültesi İngilizce Öğretmenliği Bölümü ve Yabancı Diller Yüksekokulu Müdürlüğü,Bağlıca Kampüsü Fatih Sultan Mahallesi Eskişehir Yolu 18.km TR 06790 Etimesgut Ankara; **Bolu Abant İzzet Baysal Üniversitesi**, Eğitim Fakültesi İngilizce Öğretmenliği Bölümü, Yabancı Diller Yüksekokulu İngilizce Mütercim Tercümanlık Bölümü , Bolu Abant İzzet Baysal Üniversitesi Gölköy Yerleşkesi 14030 - Merkez / Bolu; **Biruni Üniversitesi**, Eğitim Fakültesi İngilizce Öğretmenliği Bölümü ve Yabancı Diller Yüksekokulu Müdürlüğü, Biruni Üniveristesi 10. Yıl Caddesi Protokol Yolu No: 45 34010 Topkapı / İstanbul **Bursa Teknik Üniversitesi**, İnsan ve Toplum Bilimleri Fakültesi, İngilizce Mütercim-Tercümanlık Bölümü, Mimar Sinan Mahallesi Mimar Sinan Bulvarı Eflak Caddesi No:177 16310 Yıldırım/BURSA.; **Çağ Üniversitesi** , Fen-Edebiyat Fakültesi İngilizce Mütercim-Tercümanlık Bölümü ve Yabancı Diller Yüksekokulu Müdürlüğü, Çağ Üniversitesi Yaşar Bayboğan Kampüsü Adana-Mersin Karayolu üzeri 33800 Yenice/MERSİN, **Erciyes Üniversitesi**, Eğitim Fakültesi İngilizce Öğretmenliği Bölümü, Fen-Edebiyat Fakültesi İngiliz Dili ve Edebiyatı Bölümü ve Yabancı Diller Yüksekokulu Müdürlüğü, Yenidoğan Mahallesi Turhan Baytop Sokak No:1 38280 TALAS / KAYSERİ; **Hasan Kalyoncu Üniversitesi**, Eğitim Fakültesi İngilizce Öğretmenliği Bölümü ve Yabancı Diller Yüksekokulu Müdürlüğü, Hasan Kalyoncu Üniversitesi Havaalanı Yolu Üzeri 8. km. Şahinbey / GAZİANTEP; **Mersin Üniversitesi**,Eğitim Fakültesi İngilizce Öğretmenliği Bölümü ve Yabancı Diller Yüksekokulu Müdürlüğü, Akkent, Çiftlikköy Kampüsü, Mersin Üniv., 33343 Yenişehir/Mersin; **Ordu Üniversitesi**, Cumhuriyet Yerleşkesi Cumhuriyet Mahallesi No:218 Altınordu / ORDU PK : 52200; **Osmaniye Korkut Ata Üniversitesi**, Fen-Edebiyat Fakültesi İngiliz Dili ve Edebiyatı Bölümü ; Fakiuşağı Mah. 80000 Merkez OSMANIYE / TÜRKİYE; **Recep Tayyip Erdoğan Üniversitesi**, Fen-Edebiyat Fakültesi İngiliz Dili ve Edebiyatı Bölümü ve Yabancı Diller Yüksekokulu Müdürlüğü, Recep Tayyip Erdoğan Üniversitesi Zihni Derin Yerleşkesi - Fener Mahallesi 53100 Merkez/RİZE; **Sivas Cumhuriyet Üniversitesi**, Eğitim Fakültesi İngilizce Öğretmenliği Bölümü, Fen-Edebiyat Fakültesi İngiliz Dili ve Edebiyatı Bölümü ve Mütercim- Tercümanlık Bölümü ve Yabancı Diller Yüksekokulu Müdürlüğü, Sivas Cumhuriyet Üniversitesi 58140 KAMPÜS/SİVAS

<p>YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAKI GİBİ AYRINTILI BİLGİLER</p>	<p>Yozgat Bozok Üniveristesi, Eğitim Fakültesi İngilizce Öğretmenliği Bölümü, Fen-Edebiyat Fakültesi İngiliz Dili ve Edebiyatı Bölümü ve Yabancı Diller Yüksekokulu Müdürlüğü Erdoğan Akdağ Kampüsü Merkez/YOZGAT, Adana Alparslan Türkeş Bilim ve Teknoloji Üniversitesi, İnsan ve Toplum Bilimleri Fakültesi, Mütercim-Tercümanlık (İngilizce);Yabancı Diller Yüksekokulu Müdürlüğü, Balcalı Mah. Güney Kampüs 10 Sokak No:1U Sarıçam/ADANA; Atatürk Üniversitesi,Eğitim Fakültesi İngilizce Öğretmenliği Bölümü, Fen-Edebiyat Fakültesi İngiliz Dili ve Edebiyatı Bölümü ve Yabancı Diller Yüksekokulu İngilizce Mütercim Tercümanlık ve ilgili bölümlerin hazırlık öğrencileri, Atatürk Üniversitesi 25240 Erzurum, Başkent Üniversitesi, Fen-Edebiyat Fakültesi İngilizce Mütercim Tercümanlık Bölümü, Eğitim Fakültesi İngilizce Öğretmenliği Bölümü ve Yabancı Diller Yüksekokulu Müdürlüğü,Bağlıca Kampüsü Fatih Sultan Mahallesi Eskişehir Yolu 18.km TR 06790 Etimesgut Ankara; Bolu Abant İzzet Baysal Üniversitesi, Eğitim Fakültesi İngilizce Öğretmenliği Bölümü, Yabancı Diller Yüksekokulu İngilizce Mütercim Tercümanlık Bölümü , Bolu Abant İzzet Baysal Üniversitesi Gölköy Yerleşkesi 14030 - Merkez / Bolu; Biruni Üniversitesi, Eğitim Fakültesi İngilizce Öğretmenliği Bölümü ve Yabancı Diller Yüksekokulu Müdürlüğü, Biruni Üniveristesi 10. Yıl Caddesi Protokol Yolu No: 45 34010 Topkapı / İstanbul Bursa Teknik Üniversitesi, İnsan ve Toplum Bilimleri Fakültesi, İngilizce Mütercim-Tercümanlık Bölümü, Mimar Sinan Mahallesi Mimar Sinan Bulvarı Eflak Caddesi No:177 16310 Yıldırım/BURSA.; Çağ Üniversitesi , Fen-Edebiyat Fakültesi İngilizce Mütercim-Tercümanlık Bölümü ve Yabancı Diller Yüksekokulu Müdürlüğü, Çağ Üniversitesi Yaşar Bayboğan Kampüsü Adana-Mersin Karayolu üzeri 33800 Yenice/MERSİN, Erciyes Üniversitesi, Eğitim Fakültesi İngilizce Öğretmenliği Bölümü, Fen-Edebiyat Fakültesi İngiliz Dili ve Edebiyatı Bölümü ve Yabancı Diller Yüksekokulu Müdürlüğü, Yenidoğan Mahallesi Turhan Baytop Sokak No:1 38280 TALAS / KAYSERİ; Hasan Kalyoncu Üniversitesi, Eğitim Fakültesi İngilizce Öğretmenliği Bölümü ve Yabancı Diller Yüksekokulu Müdürlüğü, Hasan Kalyoncu Üniversitesi Havaalanı Yolu Üzeri 8. km. Şahinbey / GAZİANTEP; Mersin Üniversitesi,Eğitim Fakültesi İngilizce Öğretmenliği Bölümü ve Yabancı Diller YÜksekokulu Müdürlüğü, Akkent, Çiftlikköy Kampüsü, Mersin Üniv., 33343 Yenişehir/Mersin; Ordu Üniversitesi, Cumhuriyet Yerleşkesi Cumhuriyet Mahallesi No:218 Altınordu / ORDU PK : 52200; Osmaniye Korkut Ata Üniversitesi, Fen-Edebiyat Fakültesi İngiliz Dili ve Edebiyatı Bölümü ; Fakiuşağı Mah. 80000 Merkez OSMANIYE / TÜRKİYE; Recep Tayyip Erdoğan Üniversitesi, Fen-Edebiyat Fakültesi İngiliz Dili ve Edebiyatı Bölümü ve Yabancı Diller Yüksekokulu Müdürlüğü, Recep Tayyip Erdoğan Üniversitesi Zihni Derin Yerleşkesi - Fener Mahallesi 53100 Merkez/RİZE; Sivas Cumhuriyet Üniversitesi, Eğitim Fakültesi İngilizce Öğretmenliği Bölümü, Fen-Edebiyat Fakültesi İngiliz Dili ve Edebiyatı Bölümü ve Mütercim- Tercümanlık Bölümü ve Yabancı Diller Yüksekokulu Müdürlüğü, Sivas Cumhuriyet Üniversitesi 58140 KAMPÜS/SİVAS</p>
<p>UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAKI</p>	<p>1-Demografic Information Form 2- Motivational Factors Questionnaire (MFQ) 3- International Posture Scale (IPS) https://forms.gle/qQU5EomgeEpV7aoK8</p>

EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) (1) Sayfa Demografic Information Form 2) (4) Sayfa "Motivational Factors Questionnaire (MFQ) 3) (1) Sayfa International Posture Scale (IPS)
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ÖĞRENCİNİN ADI - SOYADI: Ayşe Nesil DEMİR	ÖĞRENCİNİN İMZASI: (Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır.) TARİH: 23 /03/ 2023
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TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU

1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.

2. Anılan konu Eğitim- Öğretim faaliyet alanı içerisine girmektedir.

1.TEZ DANIŞMAN ININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI
Adı - Soyadı: Jülide İNÖZÜ	Adı - Soyadı:	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Murat KOÇ
Unvanı: Prof. Dr.	Unvanı:	Unvanı: Prof Dr.	Unvanı: Prof Dr.
İmzası: (Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır.)	İmzası: (Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır.)	İmzası (Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır.)	İmzası: (Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır.)
23.03.2023 / / 20.... / / 20..... / / 20...

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: Şahnaz ŞAHİNKAR AKAŞ	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Şirvan KALSIN	Adı - Soyadı: Mustafa BAŞAR AN	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: Hüseyin Mahir FİSUNO ĞLU	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.
İmzası (Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır.)	İmzası (Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır.)	İmzası : (Enstitü Müdürlü ğünde Kalan Asıl Sureti İmzalıdır)	İmzası : (Enstitü Müdürlü ğünde Kalan Asıl Sureti İmzalıdır)	İmzası : (Enstitü Müdürlü ğünde Kalan Asıl Sureti İmzalıdır.)	İmzası : (Enstitü Müdürlü ğünde Kalan Asıl Sureti İmzalıdır)	İmzası : (Enstitü Müdürlü ğünde Kalan Asıl Sureti İmzalıdır.)
..... / / 20..... / / 20.....	... / / 20..... / / 20.....	... / / 20..... / / 20..... / / 20.....
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 izin verilmesi taraflarımızca uygundur.				
OY ÇOKLUĞU İLE	<input type="radio"/>					
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTITÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.						

Appendix 2. Consent Form

**ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
ETİK KURULU**

BİLGİLENDİRİLMİŞ ONAM FORMU

Bu formun amacı katılmanız rica edilen araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bukapsamda “**An Investigation Into The Relationship Between Undergraduate English Majors’ International Posture And L2 Motivational Factors In Türkiye**” başlıklı araştırma “Ayşe Nesil DEMİR” tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz**. Bu formu onaylamanız, **araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı: Bu çalışmanın temel amacı, Türk bağlamında İngilizce lisans öğrencilerinin dil öğrenme yolculukları boyunca sergiledikleri uluslararası duruşu (IP) derinlemesine anlamaktır.

Araştırmanın Nedeni: Bu araştırma doktora tezi kapsamında yürütülmektedir.

Süresi: 2022-2023 Akademik yılı güz ve bahar dönemi

Araştırmanın Yürütüleceği Yer: Yozgat, Sivas, Erzurum, Mersin, Çanakkale, İstanbul, Ordu, Kayseri, Ankara, Rize de bulunan Üniversitelerin İngiliz Dili ve Edebiyatı, İngilizce öğretmenliği ve Mütercim Tercümanlık Bölümleri ile Yabancı Diller Yüksekokulları

Çalışmaya Katılım Onayı:

Katılmam beklenen çalışmanın amacını, nedenini, katılmam gereken süreyi ve yeri ile ilgili bilgileri okudum ve gönüllü olarak çalışma süresince üzerime düşen sorumlulukları anladım. Çalışma ile ilgili ayrıntılı açıklamalar yazılı ve sözlü olarak tarafıma sunuldu. Bu çalışma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Islak imzası ile^{***})

Adı-Soyadı:

İmzası^{***}:

Araştırmacının

Adı-Soyadı: Ayşe Nesil DEMİR

e-posta:

İmzası: Enstitü müdürlüğünde evrağın aslı ıslak imzalıdır.

*****Online yapılacak uygulamalarda, ıslak imza yerine, bilgilendirilmiş onam formunun anketin ilk sayfasındaki en üst bölümüne yerleştirilerek katılımcıların kabul ediyorum onay kutusunu işaretlemesinin istenilmesi gerekmektedir.**

Appendix 3. Online Consent Form

Online Consent Form

This form has been sent to you to collect data for my dissertation (Ph.D) research at Çağ University, entitled "An Investigation into the Relationship between Undergraduate English Majors' International Posture, and Motivational Factors ". We would like to kindly ask you to respond to the following surveys to gain a deeper understanding of the international posture of undergraduate English majors during their language learning journey. The secondary purpose is to investigate how international posture impacts or relates to the antecedents and motivational factors in learning English. Moreover, the lack of research on the relationship between undergraduate English majors' international posture (IP), and motivational factors provides an opportunity in terms of filling a void in the field in both academic and practical terms.

Please note that :

Participation in this survey is voluntary and anonymous

It will take approx. 15-20 mins.

Your answers will not be shared with anyone.

By clicking SUBMIT to the survey results you consent to your answers being used for research purposes.

Thank you in advance for your participation.

You can contact me at for the issues you want to consult about the details of the research.

Ayşe Nesil DEMİR (Lecturer, School of Foreign Languages, Yozgat Bozok University, Türkiye)

Name-Surname *

Kısa yanıt metni

E-mail Adress *

Kısa yanıt metni

Required *

a. Yes, I have read the above information and agree to participate in the study.

Appendix 4. Demographic Information Form

1 Gender?

Male () Female ()

2.How old are you?

.....

3. The name of the University you are participating from?

.....

4. What foreign languages are you learning besides English?

.....

5. Current Year: Prep Class () Year 1 () Year 2 () Year 3 () Year ()

6. What do you study?

ELT () ELL () Translation and Interpreting ()

7. How old were you when you started learning English?

.....

8. Type of High School you went to:

Public () Private ()

9. Have you ever been (at least a more than 2 weeks) to abroad (e.g., travelling, studying)? If yes pls mention which country you went, How long?

Yes ().....

No ()

10. Do you speak English with your friends or classmates (except in English classes)? If yes, please specify how often do you speak?

a. Very much b. Often c. occasionally d. Not at all

Appendix 5. International Posture Scale

International Posture Scale						
		Strongly Agree	Agree	No Idea	Disagree	Strongly Disagree
Intergroup Approach-Avoidance tendency						
1	I want to make friends with international students studying in Turkey					
2	*I try to avoid talking with foreigners if I can.					
3	I would talk to an international student if there was one at school.					
4	I wouldn't mind sharing an apartment or room with an international student.					
5	I want to participate in a volunteer activity to help foreigners living in the surrounding community.					
6	*I would feel somewhat uncomfortable if a foreigner moved in next door.					
Interest in International Vocation or Activities						
7	*I would rather stay in my hometown.					
8	I want to work in a foreign country.					
9	I want to work in an international organisation such as the United Nations.					
10	I'm interested in an international career.					
11	*I don't think what's happening overseas has much to do with my daily life.					
12	*I'd rather avoid the kind of work that sends me overseas frequently.					
Interest in International News						
13	I often read and watch news about foreign countries.					
14	I often talk about situations and events in foreign countries with my family and/or friends.					
15	I have a strong interest in international affairs.					
16	*I'm not much interested in overseas news.					
Having Things to Communicate to the World						
17	I have thoughts that I want to share with people from other parts of the world.					
18	I have issues to address with people in the world.					
19	I have ideas about international issues, such as environmental issues and north-south issues.					
20	*I have no clear opinions about international issues.					

Appendix 6. Motivational Factors Questionnaire

MOTIVATIONAL FACTORS QUESTIONNAIRE						
	In the following section we would like you to answer some questions by simply giving marks from 1 to 5. 5 very much, 4 quite a lot, 3 so-so, 2 not really, 1 not at all.	1	2	3	4	5
CULTURAL INTEREST						
1	Do you like the pop music of English-speaking countries?					
2	Do you think that it is important to learn English in order to learn more about the culture and art of its speakers?					
3	Do you like Hollywood films?					
4	Do you like English magazines? (Write 'X' if you don't know any.)					
5	Do you like English TV programmes?					
6	I often wish I could read newspapers and magazines in another language.					
ATTITUDES TOWARDS L2 COMMUNITY						
7	Do you think that English-speaking countries have an important role in the world?					
8	Do you think that English-speaking countries are advanced and developed nations?					
9	Do you like the people who live in English-speaking countries?					
10	Do you like meeting people from English-speaking countries?					
11	Would you like to become similar to the people of English-speaking countries?					
INSTRUMENTALITY						
	Now there are going to be statements some people agree with and some people don't. We would like to know to what extent they describe your own feelings or situation. After each statement you'll find five boxes. Please put an 'X' in the box which best expresses how true the statement is about your feelings or situation. There are no right or wrong answers. we are interested in your personal opinion.	Absolutely true	Mostly true	Partly true partly untrue	Not really true	Not true at all
12	Do you think English is important in the world these days?					
13	Do you think English would help you if you travelled abroad in the future?					
14	Do you think knowing English would help you to become a more knowledgeable person?					
15	Do you think English would help your future career?					
16	For me to become an educated person I should learn English.					
17	English ability would help me get a better paying job.					
18	Studying English will help me get into better schools.					
19	A knowledge of English would make me a better					

	educated person.					
20	Learning English is necessary because it is an international language.					
21	Studying English will help me get a good job.					
INTERNATIONAL CONTACT						
22	I think that English will help me meet more people.					
23	I would like to be able to use English to get involved with people from other countries.					
24	I would like to be able to use English to communicate with people from other countries.					
25	If I could speak English well, I could get to know more people from other countries.					
INTEREST IN FOREIGN LANGUAGES						
26	If I planned to stay in another country, I would study the local language.					
27	I think I would study a foreign language even if it weren't compulsory.					
28	I would like to learn a lot of foreign languages.					
29	If I were visiting a foreign country I would like to be able to speak its language.					
30	If I made the effort, I could learn a foreign language.					
INTERNATIONAL EMPATHY						
31	Studying English will help me to get to know English-speaking people.					
32	Studying English will help me to understand people from all over the world, not just English-speaking countries.					
33	Studying English is important to me because I would like to become close to other English speakers.					
FEAR OF ASSIMILATION						
34	As a result of internationalisation, there is a danger Turkish people may forget the importance of Turkish culture.					
35	Using English in front of people makes me feel like I will be thought of as less Turkish.					
36	As internationalisation advances there is a danger of losing the Turkish language and culture.					
37	As a part of international society Turkish people must preserve the Turkish language and culture.					
ETHNOCENTRISM						
38	I don't trust people with different customs and values to myself.					
39	I respect the values and customs of other cultures.					
40	I find it difficult to work together with people who have different customs and values.					
41	I find it difficult to comprehend the values and customs of other cultures.					
42	I am not very interested in the values and customs of other cultures.					
TRAVEL ORIENTATION						
43	Would you like to travel to English-speaking countries?					

44	Studying English will be useful when I travel overseas.					
45	Learning English is important to me because I would like to visit English-speaking countries.					
46	Learning English is important to me because I would like to travel internationally.					
ENGLISH ANXIETY						
47	I am worried that other speakers of English would find my English strange.					
48	If I met an English speaker, I would feel nervous.					
49	I get nervous and confused when I am speaking in my English class.					
50	I'm not very good at volunteering answers in our English class.					
51	I would feel uneasy speaking English with a native speaker.					
52	I would get tense if a foreigner asked me for directions in English.					
ATTITUDES TO LEARNING ENGLISH						
	In the following section we would like you to answer some questions by simply giving marks from 1 to 5. 5 very much, 4 quite a lot, 3 so-so, 2 not really, 1 not at all.	1	2	3	4	5
53	Do you like English?					
54	Learning English is really great.					
55	I really enjoy learning English.					
56	I'm always looking forward to my English classes.					
57	I find learning English really interesting.					
58	Learning English is one of the most important aspects in my life.					
	Now there are going to be statements some people agree with and some people don't. We would like to know to what extent they describe your own feelings or situation. After each statement you'll find five boxes. Please put an 'X' in the box which best expresses how true the statement is about your feelings or situation. There are no right or wrong answers. we are interested in your personal opinion.	Absolutely true	Mostly true	Partly true partly untrue	Not really true	Not true at all
MILIEU						
59	Most people around me tend to think that learning a foreign language is a waste of time.					
60	Hardly anybody really cares whether I learn English or not.					
61	Few people around me think that it is such a good thing to learn foreign languages.					
62	For people where I live learning English doesn't really matter that much.					
63	My parents do not consider foreign languages important school subjects.					
64	I don't think that foreign languages are important school subjects.					

PARENTAL ENCOURAGEMENT						
65	I am often told by my parents that English is important for my future.					
66	My parents encourage me to study English.					
67	My parents think that I should really try to learn English.					
68	My parents encourage me to practise my English as much as possible.					
IDEAL L2 SELF						
69	The things I want to do in the future require me to speak English.					
70	Whenever I think of my future career, I imagine myself being able to use English.					
71	I often imagine myself as someone who is able to speak English.					
72	If my dreams come true, I will use English effectively in the future.					
73	I can imagine speaking English with international friends.					
74	When I think about my future, it is important that I use English.					
L2 SELF-CONFIDENCE						
75	I am sure I will be able to learn a foreign language.					
76	I worry that the other students will laugh at me when I speak English.					
77	Learning a foreign language is a difficult task for me.					
78	I think I am the type who would feel anxious and ill at ease if I had speak to someone in a foreign language.					
79	I always feel that my classmates speak English better than I do.					
WILLINGNESS TO COMMUNICATE						
	In the following section we would like you to answer some questions by simply giving marks from 1 to 5. 5 very much, 4 quite a lot, 3 so-so, 2 not really, 1 not at all.	1	2	3	4	5
	How much would you choose to communicate in each of the following situations in English?					
80	When you have a chance to make a presentation in front of a large audience?					
81	When you find your acquaintance standing before you in a line?					
82	When you have a group discussion in an English class?					
83	When you have a chance to talk in a small group of strangers?					
84	When you are given a chance to talk freely in an English class?					
85	When you find your friend standing before you in a line?					
86	When you have a chance to talk in front of the class in an English class?					
87	When you have a discussion in a small group of					

	friends?					
	Now there are going to be statements some people agree with and some people don't. We would like to know to what extent they describe your own feelings or situation. After each statement you'll find five boxes. Please put an 'X' in the box which best expresses how true the statement is about your feelings or situation. There are no right or wrong answers. we are interested in your personal opinion.	Absolutely true	Mostly true	Partly true partly untrue	Not really true	Not true at all
INTENDED LEARNING EFFORT						
88	I am working hard at learning English.					
89	It is extremely important for me to learn English.					
90	If an English course was offered in the future, I would like to take it.					
91	When I hear an English song on the radio, I listen carefully and try to understand all the words.					
92	I can honestly say that I am really doing my best to learn English.					
93	If I could have access to English-speaking TV stations, I would try to watch them often.					
94	I am the kind of person who makes great efforts to learn English.					
95	If English were not taught in school, I would try to go to English classes somewhere else.					

Appendix 7. Scientific Research and Publication Ethics Board Decision



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2300004175

15.05.2023

Konu : Bilimsel Araştırma ve Yayın Etiği
Kurulu Kararı Alınması Hk.

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 yazı kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi tezli yüksek lisans programında tez aşamasında kayıtlı Veysi TUNÇ, Kamu Hukuku tezli yüksek lisans programında tez aşamasında kayıtlı Furkan KIRPIK ile İngiliz Dili Eğitimi Doktora programında kayıtlı Ayşe Nesil DEMİR isimli öğrencilere 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 : Öğrencilerin Etik Kurul Dosyası.

Appendix 8. Ethical Permission Letter



T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2300004428

24.05.2023

Konu : Bilimsel Araştırma ve Yayın Etiği
Kurul İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

- İlgi : a) 15.05.2023 tarih ve E-23867972- 050.01.04-2300004182 sayılı yazınız.
b) 15.05.2023 tarih ve E-23867972- 050.01.04-2300004175 sayılı yazınız.
c) 09.05.2023 tarih ve E-23867972- 050.01.04-2300004072 sayılı yazınız.
ç) 09.05.2023 tarih ve E-23867972- 050.01.04-2300004093 sayılı yazınız.
d) 05.05.2023 tarih ve E-23867972- 050.01.04-2300003978 sayılı yazınız.

İlgi yazılarda söz konusu edilen **Özgen ADIYEKE, Ümmügül MUTLU KÖROĞLU, Furkan AVCI, Veysi TUNÇ, Furkan KIRPIK, Ayşe Nesil DEMİR ve Büşra ÖNER** 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 9. Permission from the Rectorate of Çağ University and Departments for Data Collection Instruments



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2300004573
Konu : Ayşe Nesil DEMİR'in Tez Anket
İzni Hk.

30.05.2023

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Doktora Programında kayıtlı **Ayşe Nesil DEMİR** isimli öğrencimizin, **“An Investigation into the Relationship Between Undergraduate English majors’ International Posture and L2 Motivational Factors in Turkey”** konulu tez çalışması Üniversitemiz Öğretim Üyelerinden **Prof. Dr. Jülide İnözü**'nün tez danışmanlığında halen yürütülmektedir. Adı geçen öğrenci tez çalışmasında **Üniversitemizde halen eğitim görmekte olan tüm öğrencilerimizi** kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesini arz ederim.

Prof. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : 1 adet öğrenciye ait tez anket evrakları dosyası.

Dağıtım:
Gereği:
Rektörlük Makamına

Bilgi:
Fen Edebiyat Fakültesi Dekanlığına
Hukuk Fakültesi Dekanlığına
İktisadi ve İdari Bilimler Fakültesi Dekanlığına
Meslek Yüksek Okulu Müdürlüğüne
Yabancı Diller Yüksekokulu Müdürlüğüne



T.C.
ÇAĞ ÜNİVERSİTESİ
Meslek Yüksek Okulu

Sayı : E-98052352-044-2300004625

31.05.2023

Konu : Ayşe Nesil DEMİR'in Tez Anket
İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 30.05.2023 tarihli ve E-23867972-044-2300004573 sayılı belge.

İngiliz Dili Eğitimi Doktora Programında kayıtlı Ayşe Nesil DEMİR isimli öğrencinizin, “An Investigation into the Relationship Between Undergraduate English majors’ International Posture and L2 Motivational Factors in Turkey” konulu tez çalışması ile ilgili yapmak istediği anket çalışması Müdürlüğümüzce uygun görülmüştür.

Bilgilerinizi Arz/rica ederim.

Prof. Dr. Eda YAŞA ÖZELTÜRKAY
Meslek Yüksekokulu Müdürü



T.C.
ÇAĞ ÜNİVERSİTESİ
Fen Edebiyat Fakültesi

Sayı : E-33089555-044-2300004641
Konu : Ayşe Nesil DEMİR'in Tez Anket
İzni Hk.

31.05.2023

DAĞITIM YERLERİNE

İlgi : 30.05.2023 tarihli ve E-23867972-044-2300004573 sayılı yazımız.

İlgi yazı gereği İngiliz Dili Eğitimi Doktora Programı öğrencilerinden Ayşe Nesil DEMİR'in "An Investigation into the Relationship Between Undergraduate English majors' International Posture and L2 Motivational Factors in Turkey" konulu tez çalışmasına ilişkin anketi yapması uygun bulunmuştur.

Bilgilerinize arz/rica ederim.

Prof. Dr. Jülide İNÖZÜ
Fen Edebiyat Fakültesi Dekanı

Ek : Ayşe Nesil DEMİR'e ait tez evrakları

Dağıtım:
Gereği:
Sosyal Bilimler Enstitüsü Müdürlüğüne

Bilgi:
Rektörlük Makamına



T.C.
ÇAĞ ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu

Sayı : E-23932836-044-2300004681
Konu : Ayşe Nesil DEMİR'in Tez Anket
İzni Hk.

01.06.2023

DAĞITIM YERLERİNE

İlgi : 30.05.2023 tarihli ve E-23867972-044-2300004573 sayılı belge.

Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Doktora Programında kayıtlı Ayşe Nesil DEMİR'in uygulamak istediği anket uygulaması uygun görülmüş olup Yabancı Diller Yüksekokulu Müdür Yardımcısı Öğr. Gör. Tolga ÇAY'ın nezaretinde yürütülecektir.

Bilgilerinize rica ederim.

Dr. Öğr. Üyesi Semiha GÜRSOY
Yabancı Diller Yüksek Okulu Müdürü

Dağıtım:

Gereği:
Sosyal Bilimler Enstitüsü Müdürlüğüne

Bilgi:
Rektörlük Makamına

Appendix 10. The Distributed Permission Letter Sent by Çağ University to Other Universities



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2300004572

30.05.2023

Konu : Ayşe Nesil DEMİR'in Tez Anket
İzni Hk.

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Doktora Programında kayıtlı **Ayşe Nesil DEMİR** isimli öğrencimizin, **“An Investigation into the Relationship Between Undergraduate English majors’ International Posture and L2 Motivational Factors in Turkey”** konulu tez çalışması Üniversitemiz Öğretim Üyelerinden **Prof. Dr. Jülide İnözü**'nün tez danışmanlığında halen yürütülmektedir. Adı geçen öğrenci tez çalışmasında **Üniversitenizde halen eğitim görmekte olan tüm öğrencilerinizi** kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY
Rektör

Ek : 1 adet öğrenciye ait tez anket evrakları dosyası.

Dağıtım:

Gereği:

Adana Alparslan Türkeş Bilim ve Teknoloji Üniversitesi Rektörlüğüne
Atatürk Üniversitesi Rektörlüğüne
Başkent Üniversitesi Rektörlüğüne
Biruni Üniversitesi Rektörlüğüne
Bolu Abant İzzet Baysal Üniversitesi Rektörlüğüne
Bursa Teknik Üniversitesi Rektörlüğüne
Çanakkale Onsekiz Mart Üniversitesi Rektörlüğüne
Erciyes Üniversitesi Rektörlüğüne
Hasan Kalyoncu Üniversitesi Rektörlüğüne
Mersin Üniversitesi Rektörlüğüne
Ordu Üniversitesi Rektörlüğüne
Osmaniye Korkut Ata Üniversitesi Rektörlüğüne
Recep Tayyip Erdoğan Üniversitesi Rektörlüğüne
Sivas Cumhuriyet Üniversitesi Rektörlüğüne
Yozgat Bozok Üniversitesi Rektörlüğüne

Appendix 11. Permission from the Rectorate of Yozgat Bozok University for Data Collection Instruments



T.C.
YOZGAT BOZOK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Genel Sekreterlik

Sayı : E-99219772-044-136939

14.04.2023

Konu : Ayşe Nesil DEMİR'in Tez Anket İzni Hk.

DAĞITIM YERLERİNE

İlgi : Çağ Üniversitesi Rektörlüğünün 10.04.2023 tarihli ve E-23867972-044-2300003352 sayılı yazısı.

Çağ Üniversitesi İngiliz Dili Eğitimi Doktora programında Prof. Dr. Jülide İNÖZÜ'nün tez danışmanı olduğu Ayşe Nesil DEMİR isimli öğrenci, "An Investigation Into The Relationship Between Undergraduate English Majors' International Posture And L2 Motivational Factors In Turkey" konulu tez çalışmasında Üniversitemiz Yabancı Diller Yüksekokulu, Eğitim Fakültesi İngilizce Öğretmenliği bölümü ile Fen-Edebiyat Fakültesi İngiliz Dili ve Edebiyatı bölümünde öğrenim gören öğrencileri kapsamak üzere bir anket uygulaması yapılmasının planlandığı ilgi yazı ile bildirilmektedir. Konunun biriminizde duyurulması hususunda;
Bilgilerini ve gereğini arz ederim.

Prof. Dr. Uğur KÖLEMEN
Genel Sekreter V.

Ek:

- 1- İlgi Yazı Örneği (1 sayfa)
- 2- Öğrencinin Etik Kurul Dosyası.

Dağıtım:

Yabancı Diller Yüksekokulu Müdürlüğüne
Eğitim Fakültesi Dekanlığına
Fen Edebiyat Fakültesi Dekanlığına

Appendix 12. Permission from the Rectorate of Çanakkale On Sekiz Mart University for Data Collection Instruments



T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı



Sayı : E-93130991-302.08.01-2300128729
Konu : Ayşe Nesil DEMİR'in Anket İzni

19.06.2023

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Ana Bilim Dalı Doktora Programı öğrencisi Ayşe Nesil DEMİR'in, "An Investigation into the Relationship Between Undergraduate English majors' International Posture and L2 Motivational Factors in Turkey" konulu tez çalışması kapsamında Fakültemiz öğrencilerine anket uygulama istemi Eğitim Fakültemiz Bilimsel Araştırmaları Değerlendirme Kurulu tarafından incelenmiş ve veri toplama aracının "Attitudes towards L2 community" bölümünün hedef kültür (Amerika) odaklı olduğu, dolayısıyla hem çalışma amacına hem de kurumsal dil öğretim politikasına tezat oluşturduğu, "Fear of assimilation" bölümünün ise Japonya bağlamından Türkiye bağlamına adaptasyonun yapılmadığı görülmüştür.

Ayşe Nesil DEMİR'in Fakültemiz öğrencilerine anket uygulama istemi, veri toplama aracının ilgili bölümlerinde gerekli düzeltmeleri yapması ve uygulamanın "güz, bahar ve yaz yarıyıllarının ilk ve son haftaları ve sınav haftaları kesinlikle uygulama yapılamaz" hükmüne sadık kalması koşuluyla uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

Prof. Dr. Ramazan Cüneyt ERENOĞLU
Rektör

Appendix 13. Permission from the Rectorate of Sivas Cumhuriyet University for Data Collection Instruments



T.C.
SİVAS CUMHURİYET ÜNİVERSİTESİ REKTÖRLÜĞÜ

Sayı : E-30182376-044-345527
Konu : Ayşe Nesil DEMİR'in Tez Anket İzni

12.10.2023

DAĞITIM YERLERİNE

İlgi : 30.05.2023 tarihli ve E-23867972-044-2300004572 sayılı yazımız.

Çağ Üniversitesi İngiliz Dili Eğitimi Doktora Programında kayıtlı Ayşe Nesil DEMİR isimli öğrencinin, "An Investigation into the Relationship Between Undergraduate English majors' International Posture and L2 Motivational Factors in Turkey" konulu tez çalışması kapsamında yer alan anketleri öğrencilere gönüllülük esasına göre uygulama talebi Rektörlüğümüzce uygun görülmüştür. Bilgilerini ve gereğini rica ederim.

Prof. Dr. Ünal KILIÇ
Rektör Yardımcısı

Ek:Üst Yazı ve Ekleri (16 Sayfa)

Dağıtım:
Gereği:
Çağ Üniversitesi Rektörlüğüne (Sosyal
Bilimler Enstitüsü Müdürlüğü)

Bilgi:
Fakülte Dekanlıkları Edebiyat Fakültesi Dekanlığına
Fakülte Dekanlıkları Eğitim Fakültesi Dekanlığına
Yüksekokul Müdürlükleri Yabancı Diller
Yüksekokulu Müdürlüğüne

Appendix 14. Permission from the Rectorate of Atatürk University for Data Collection Instruments



T.C.
ATATÜRK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı

Sayı : E-88179374-302.08.01-2300180529
Konu : Anket İzni (Ayşe Nesil DEMİR)

12.06.2023

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Sosyal Bilimler Enstitüsü Müdürlüğü)

İlgi : 30.05.2023 tarihli ve E-23867972-044-2300004572 sayılı belge.

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Doktora Programı öğrencisi Ayşe Nesil DEMİR'in, "An Investigation into the Relationship Between Undergraduate English majors' International Posture and L2 Motivational Factors in Turkey" konulu tez çalışması uygulama izni ile ilgili Üniversitemiz Fakültelerinden alınan yazılar ekte gönderilmiştir.

Bilgilerinizi ve gereğini arz ederim.

Prof.Dr. Ömer ÇOMAKLI
Rektör

Ek :

- 1 - 9.06.2023 tarihli E-55885869-000-2300178080 sayılı belge
- 2 - 8.06.2023 tarihli E-70400699-302.08.01-2300177921 sayılı belge
- 3 - 8.06.2023 tarihli E-82806933-302.08.01-2300177936 sayılı belge
- 4 - 8.06.2023 tarihli E-79332546-302.08.01-2300177622 sayılı belge
- 5 - 8.06.2023 tarihli E-46826544-302.08.01-2300177863 sayılı belge
- 6 - 8.06.2023 tarihli E-48942413-300-2300178163 sayılı belge

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Appendix 15. Permission from the Rectorate of Biruni University for Data Collection Instruments



T.C.
BİRÜNİ ÜNİVERSİTESİ
REKTÖRLÜĞÜ

Sayı : E-58981384-044-49043
Konu : Ayşe Nesil DEMİR'in Tez Anket İzni

13.06.2023

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 03.05.2023 tarihli ve 2300004572 sayılı yazınız.

İlgide kayıtlı yazıya istinaden Üniversiteniz Öğr. Üyesi Prof. Dr. Jülide İNÖZÜ'nün danışmanlığında yürütülen İngiliz Dili Eğitimi Doktora Programı öğrencisi Ayşe Nesil DEMİR'in "An Investigation into the Relationship Between Undergraduate English majors' International Posture and L2 Motivational Factors in Turkey" isimli anket çalışmasını Üniversitemiz öğrencilerine uygulama talebi uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

Prof.Dr. Sevim SAVAŞER
Rektör a.
Rektör Yardımcısı

Appendix 16. Permission from the Rectorate of Ordu University for Data Collection Instruments



T.C.
ORDU ÜNİVERSİTESİ REKTÖRLÜĞÜ
Fen Edebiyat Fakültesi Dekanlığı

Sayı : E-55632665-044-0869987
Konu : Ayşe Nesil DEMİR'in Tez Anket İzni

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 30.05.2023 tarihli ve E-238679-044-2300004572 sayılı yazı.

Üniversiteniz İngiliz Dili Eğitimi Doktora Programı öğrencisi Ayşe Nesil DEMİR'in "An Investigation into the Relationship Between Undergraduate English majors' International Posture and L2 Motivational Factors in Turkey" konulu anket çalışması yapması talebi fakültemizce uygun görülmüştür. Bilgilerini ve gereğini arz ederim.

Prof. Dr. Tahsin TONKAZ
Rektör a.
Rektör Yardımcısı

Appendix 17. Permission from the Rectorate of Erciyes University for Data Collection Instruments



T.C.
ERCIYES ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı

Sayı : E-14065294-044-458032
Konu : Anketler

15.06.2023

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Sosyal Bilimler Enstitüsü Müdürlüğü)

İlgi : 30/05/2023 tarihli ve sayılı 2300004572 yazınız.

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Doktora öğrencisi Ayşe Nesil DEMİR'in "An Investigation into the Relationship Between Undergraduate English majors' International Posture and L2 Motivational Factors in Turkey" konulu tez çalışması kapsamında Üniversitemiz Eğitim Fakültesi ve Yabancı Diller Yüksekokulu öğrencilerine uygulama yapma talebi uygun görülmüştür. Bilgilerinizi ve gereğini arz ederim.

Prof.Dr. Oktay ÖZKAN
Rektör a.
Rektör Yardımcısı

Appendix 18. Permission from the Rectorate of Başkent University for Data Collection Instruments



1993

BAŞKENT ÜNİVERSİTESİ
Akademik Değerlendirme Koordinatörlüğü

Sayı : E-62310886-044-237929
Konu : Ayşe Nesil Demir'in Tez Anket İzni Hk.

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
Sosyal Bilimler Enstitüsü

İlgi : 30.05.2023 tarih ve 2300004572 sayılı yazı, Çağ Üniversitesi Rektörlüğüne

İlgi yazınızla talep edilen; Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Doktora Programı öğrencisi Ayşe Nesil DEMİR'in, Prof. Dr. Jülide İnözü'nün tez danışmanlığında yürüttüğü "An Investigation into the Relationship Between Undergraduate English majors' International Posture and L2 Motivational Factors in Turkey" tez çalışması kapsamında; Üniversitemizde final dönemi olması sebebi ile ancak, 2023-2024 Güz Döneminde öğrencilerimize anket uygulaması mümkün olabilecektir. Bilgilerinizi saygılarımla arz/rica ederim.

Prof. Dr. M. Abdülkadir VAROĞLU
Rektör Yardımcısı

Appendix 19. Permission from the Rectorate of Recep Tayyip Erdoğan University for Data Collection Instruments



T.C.
RECEP TAYYİP ERDOĞAN ÜNİVERSİTESİ REKTÖRLÜĞÜ



Sayı : E-55568171-044-1602
Konu : Anket İzni

02.06.2023

DAĞITIM YERLERİNE

İlgi : Çağ Üniversitesi Rektörlüğünün (Sosyal Bilimler Enstitüsü) 30.05.2023 tarihli ve E-23867972-044-2300004572 sayılı yazısı.

Çağ Üniversitesi Sosyal Bilimler Enstitüsü doktora programı öğrencisi Ayşe Nesil DEMİR'in "An Investigation into the Relationship Between Undergraduate English majors' International Posture and L2 Motivational Factors in Turkey" başlıklı tez çalışması kapsamında Üniversitemiz öğrencilerine anket uygulama talebi Rektörlüğümüzce uygun görülmüştür. Bilgilerini ve gereğini arz/rica ederim.

Prof. Dr. Nebi GÜMÜŞ
Rektör a.
Rektör Yardımcısı

Ek : İlgi Yazı ve Ekleri (18 Sayfa)

Dağıtım Listesi :

Gereği:
Çağ Üniversitesi Rektörlüğü

Bilgi:
Fakülteler
Yüksekokullar
Meslek Yüksekokulları
Lisansüstü Eğitim Enstitüsü Müdürlüğüne

Bu belge güvenli elektronik imza ile imzalanmıştır.

Appendix 20. Permission from the Rectorate of Mersin University for Data Collection Instruments



T.C.
MERSİN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Genel Sekreterlik
Yazı İşleri Şube Müdürlüğü

Sayı : E-15302574-044-2366818 02.06.2023
Konu : Araştırma İzni (Ayşe Nesil DEMİR)

DAĞITIM YERLERİNE

İlgi :Çağ Üniversitesi Rektörlüğünün 01.06.2023 tarihli ve E-23867972-044-2300004572 sayılı yazısı.

Çağ Üniversitesi İngiliz Dili Eğitimi Doktora Programı öğrencisi Ayşe Nesil DEMİR'in "An Investigation into the Relationship Between Undergraduate English majors International Posture and L2 Motivational Factors in Turkey" başlıklı çalışmasını Üniversitemiz öğrencilerine çevrim içi olarak uygulama yapma talebi Rektörlüğümüzce uygun görülmüştür.

Bilgilerinizi ve konunun ilgililere duyurulması hususunda gereğini arz /rica ederim.

Prof. Dr. Ahmet Hakan ÖZTÜRK
Rektör a.
Rektör Yardımcısı

Ek:
1- İlgi Yazı (1 sayfa)
2- Dilekçe (1 sayfa)
3- Etik Kurulu Belgeleri (6 sayfa)
4- Ölçekler (9 sayfa)

Bu belge güvenli elektronik imza ile imzalanmıştır.