How does it feel to repeat pre-sessional English program?
An investigation on the account of Turkish EFL learners' L2-selves

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ARTICLE INFO	ABSTRACT
	This qualitative study, conducted at a Turkish state university, explored the motivation of repeating students in a pre-sessional English program following their previous failure. The research explored their ideal, ought-to, and feared L2 selves and the factors influencing their motivation. Data were gathered through focus-group interviews, open-ended questions, and learner journals. With confirmation from a second researcher, data were examined using qualitative content analysis, which involved initial code labeling and identifying emerging themes based on these codes to find patterns such as fear of failure and motivation for success. The findings revealed that both success and failure played pivotal roles in motivating these students. They developed a deeper understanding of language learning, personal motivation, and their own limitations. Their ideal L2 selves included successful program completion, effective global communication, a prosperous career, and fluency in English for work. They also felt a sense of responsibility to their families and feared failure across various aspects, which contributed to anxiety and a desire to avoid being perceived as uneducated. This research, focusing on the emotional aspects of second language acquisition, provides valuable insights for language learning strategies and support.

One of the most amazing and intriguing parts of human growth is language acquisition. It is natural, unconscious and it does not require language background or metalinguistic awareness. Learning a language is a remarkable achievement that has long captured the interest of linguists and psychologists. However, a person learning a second language is not the same as a child learning their first language. Many second language acquisition (SLA) theories prioritize learners' innate capabilities whereas many others focus on the environment (Lightbown & Spada, 2010). Understanding factors affecting language development has always been at the heart of SLA research. Just as the studies of first language acquisition, SLA research has also been intertwined with psychology. Krashen's (1982) Affective Filter Hypothesis is an example for this pertinent remark. Affect in "affective filter" includes emotions, desires, and attitudes. A student's being nervous or bored, may act as a filter, which prevents them from learning. Ellis (1985) suggests that some factors influencing SLA include age, cognitive capacity, aptitude, personality, and attitude. In a similar vein, Dörnyei (2005) asserts that individual differences play a significant role in one's ability to successfully learn a foreign language and thus, since 1960s research on individual differences has been emphasized in second language (L2) literature. Concisely, individual differences have multiple variables such as personality, aptitude, learning styles and strategies, anxiety, willingness to communicate (WTC), self-confidence, and motivation.

Of these individual differences, motivation stands out as it is particularly important for language learning. For example, motivated learners may be more inclined to overcome anxiety-related difficulties and be more willing to communicate in L2. Examining the interplay between motivation and various individual differences can give us a more thorough knowledge of how various elements interact

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to affect language acquisition success (Dörnyei & Schmidt, 2001; Gardner & MacIntyre, 1991). Theoretically, motivation as a concept has been specified by many researchers. According to Gardner (1985), motivation is made up of four components: a goal, a willingness to reach the goal, optimistic views (attitudes) about learning the language, and active conduct in that direction. According to Williams and Burden (1997), motivation is a mental and psychological engagement that supports the persistent effort for reaching a goal. And Dörnyei (2005) asserts that why individuals think and act the way they do is a fundamental subject that motivation focuses on.

A widely accepted theory in understanding motivation in SLA is the L2 Motivational Self System (L2MSS), which incorporates the idea of possible selves from psychology. Markus and Nurius (1986) put forth the idea of possible selves, which refers to the objectives and aspirations that guide human behavior. It reflects what people think they could become, what they would like to become, and what they are afraid of becoming (Dörnyei, 2009; Markus & Nurius, 1986; Peker, 2016; Uslu-Ok, 2013). According to Markus and Nurius (1986), possible selves encompass depictions of the self in the future as well as past. They are distinct from the present or now selves, although they are closely related to them. There are three aspects of the possible selves theory. The "ideal self" concerns what we would like to become; "ought to" self refers to a representation of oneself that is demanded or expected by another person; and "feared self" refers to the self that one would not like to become. In a similar vein, Higgins (1987) proposed three selves in his self-discrepancy theory: actual self, ideal self, and ought self. According to his theory, there are various inconsistencies between representations of selves and diverse emotional sensitivities.

Conceptualizations from the psychology field made way for formulation and explanation of L2 paradigms in regard to motivation and selves. Dörnyei (2009) asserts that he used self-guides, particularly, the ideal and the ought selves as the core concepts in reconceptualizing L2 motivation but he suggested a third domain which refers to learning experience was also needed. Noels (2003), as cited in Dörnyei, (2005) suggested a three-dimensional motivation concept: 1) intrinsic reasons that are part of the process of learning a language, 2) extrinsic motivations for language learning, and 3) integrative reasons. In addition, Dörnyei (2005) condensed Ushioda's (2001) eight motivational elements into three categories as "actual learning process, external pressures/incentive, and integrative dimension". Blending these two archetypes, he then proposed his own construct of L2 Motivational Self System (L2MSS). This construct consists of three domains: the ideal L2 self, which refers to the ideal future self that one aspires to be in terms of L2, ought-to L2 self, one's perception of what others anticipate for their L2, and the L2 learning experience, which refers to motives connected to the present learning environment and experience (Dörnyei, 2005, 2009).

Empirical research on motivation in the context of English as a Foreign Language (EFL) has explored various dimensions, providing insights into how different motivational factors influence language learning outcomes. The multidimensional foci of research encompass teacher practices, the L2 Motivational Self System (L2MSS), motivational constructs and resilience, technology integration, and contextual factors specific to Turkish learners. For example, You et al. (2016) explored EFL achievement in relation to motivational practices and found a relationship between teachers' practices and learner success, which demonstrates the crucial role of instructional strategies in fostering student achievement. Several studies have explored the L2MSS framework to understand how self-perceptions and future self-images affect language learning. Moskovsky et al. (2016) investigated the relationship between L2MSS and L2 proficiency and found L2MSS as a good indicator of learners' expected learning efforts. However, the results of the study yielded no correlation with L2 achievement. In contrast, Ivaska (2017) reported that both the ideal L2 self and ought-to L2 self significantly influence learners' intended effort and L2 achievement. Öz and Bursalı (2018) further supported the importance of the ideal L2 self in promoting willingness to communicate (WTC) in Turkish EFL learners. Kim et al. (2017) investigated the relationship between L2 proficiency and L2 learners' resilience, motivation, and demotivation. They found that all constructs contribute to L2 proficiency, which highlights the significance of adopting a comprehensive strategy to tackle diverse motivational elements in order to improve language learning outcomes. The integration of technology in language learning has also been a focus of research. In their

2020 study, Wang et al. proposed a technology-supported vocabulary teaching model and explored its influence on vocabulary and L2 motivation. Results yielded no statistically significant effect. However, qualitative data findings indicated a positive attitude toward using the proposed approach, which highlights its potential motivational benefits.

In Turkish EFL context, research has provided valuable insights into cultural and contextual factors affecting motivation. Sakiroğlu and Dikilitaş (2012) investigated the factors affecting motivation and found that gender poses a difference in L2 motivation, and female learners are more motivated than male learners. Öztürk and Gürbüz (2013) investigated the motivational orientations of Turkish EFL students and found that learners were somewhat motivated to learn L2 and they showed a significant level of instrumental orientation while the results revealed that the learners had moderate integrative orientation. Additionally, learners' motivation was found to shift within the learning process.

Further studies revealed the strong influence of the ideal L2 self and integrative orientation on learners' motivation. For example, Yetkin and Ekin (2018) investigated the degree to which the ideal L2 self, ought-to L2 self, and language learning experiences of Turkish EFL learners, as well as their L2 motivational inclinations, determine their intended effort for language learning. The results revealed that all of the L2 motivation variables were highly rated by Turkish EFL students. Similarly, Eraldemir Tuyan and Serindağ (2019) sought to describe the motivational and attitudinal orientations of Turkish EFL learners and found a high level of learner integrative orientation toward English and foreign languages. Furthermore, in her master's thesis, examining Turkish EFL learners' L2 Motivational Self Systems in terms of their intended learning efforts, ideal L2 self, ought-to L2 self, family influence, attitudes toward learning English, and ethnocentrism, Bilhan (2019) emphasized the role of family influence and positive attitudes toward learning English in shaping learners' intended efforts. Additionally, the master's thesis by Şahin (2020) provided insights into learners' attribution of success and failure, revealing a tendency to attribute success to stable factors and failure to unstable ones.

The overview of these studies emphasizes the complex relationships that exist between a variety of motivating factors in EFL learning, underscoring the necessity of more study to ascertain the precise ways in which these elements interact to affect student performance and direct effective teaching strategies.

1. Statement of the Problem

Failure in language learning is a complex issue with far-reaching repercussions. Previous research has conclusively indicated that learners' academic and personal lives can be significantly impacted when they experience setbacks including influence on levels of motivation, self-esteem, perseverance, and general attitude toward learning (Cross & Markus, 1994; Oyserman et al., 1995; Oyserman et al., 2004; Unemori et al., 2004). Therefore, it is crucial to comprehend how students who have encountered such setbacks respond and adjust, not just for educational reasons but also for their whole personal growth.

It is undeniable that existing research has greatly advanced our knowledge of motivation and self-perception in language learning; however, there is still a sizable gap in the field. The specific motivational factors influencing language learners who have suffered substantial failures on their path to learning a second language are at the heart of this divide. These students face unique challenges and pressures that may affect their motivation differently from their peers who progress without repetition. There is an urgent need for further in-depth research that explores the motivational factors influencing these students, given the enormous burden that failure has on L2 learning.

This study seeks to bridge this critical gap by focusing on the motivational dynamics of students who have encountered challenges when learning a second language and are currently enrolled in a repeating year of an intensive English program. By examining participants' motivational factors and coping mechanisms, this research aims to uncover a language learning phenomenon that is understudied yet has important implications for learner support and instructional practice.

1.1 Research Questions

In order to gain a more in-depth comprehension of the motivation of Turkish EFL learners who have failed in the proficiency exam given by the intensive English program of a state university in Türkiye, this present study addresses the following questions:

RQ1: What are the factors that influence EFL learners' motivation in their repeating year of pre-sessional English program?

RQ2: How are Turkish EFL learners' ideal L2 selves, ought-to L2, and feared L2 selves manifested in their repeating year of pre-sessional English program?

2. Methodology

2.1 Theoretical Framework

Centering on Turkish EFL learners who failed, and their motivation with a focus on L2 possible selves, this study draws on Dörnyei's L2MSS (2005) since this construct acknowledges individual differences considering ideal and ought-to L2 selves and recognizes motivation as a dynamic subject matter. Dörnyei (2005, 2009) proposed L2MSS referring to view of the self that an individual would like to become in the future, individual belief of what one should become and the motives regarding current learning environment. Peker (2016, 2020) reconceptualized this L2MSS and added one more component to it: the feared L2 self. Since Dörnyei's framework does not include this concept, which is in the focus of the present study, the researcher employs the reconceptualized L2MSS as an aid to the major theoretical framework.

2.2 Research Design

Concentrating on the ideas of constructionism, phenomenology, and symbolic interactionism, qualitative researchers are concerned in how individuals interpret their experiences, how they build their worlds, and what sense they ascribe to their experiences (Merriam, 2009). Since the present study aims to explore the experiences of students as well as their interpretation of those experiences, it naturally fits into the design of qualitative research. According to Merriam (2009), a study would be classified as a qualitative case study if the unit of analysis is a defined system, such as a case. Creswell (2012) suggests that multiple case studies describe and compare multiple cases employing various forms of data collection tools. In addition, to reach thorough understanding of an issue, an in-depth concentration on several cases is employed. Therefore, it is appropriate to say that present study employs a multiple case study design to explore the EFL experiences of repeat students at an intensive English program.

2.3 Research Context

The study was conducted throughout 2022-2023 fall term at Anadolu University School of Foreign Languages (AUSFL), Basic Foreign Language Department. After enrolling, in September, students take a proficiency exam prepared by AUSFL testing unit and the ones who take 60 and above become eligible to start studying in their departments. The others take a placement test, prepared by the same testing unit, and based on their test scores, are placed into levels, from A, the highest, to D, the lowest. AUSFL offers 24 hours of class per week with integrated skills approach. In each semester throughout the academic year, students take a midterm test and several quizzes and undertake four written and two spoken tasks. If they complete the current level of study successfully, the continue with the following level. Students who are successful at the end of spring term take the proficiency exam. Their spring term average scores contribute to the overall preparatory success grade. 20% of the end of semester success grade and 80 % of the foreign language test score are calculated and the ones who get

60 and above are considered successful and move on to undergraduate studies. If they fail, they repeat and go through the aforementioned process again.

2.4 Participants

The participants of the present study are four B level[2] students who successfully completed the language levels they were studying but failed in the proficiency exam in 2021-2022 academic year. They are aged between 18 and 21 and all have expressed that they have been *intensively* learning English for the past two years. Being all in the same class, participants have three instructors teaching on different days of the week.

Funda started learning English at 4th grade in primary school. She studied at a vocational high school of law but decided to change departments and study cinema and television. Before enrolling at the university, she had only weekly two hours of English lessons. And since her department requires full competence in English, she took the placement test given by AUSFL, and started with D level in 2021-2022 fall semester. She finished 2021-2022 academic year successfully in C level. She believes that she is ambitious as an EFL learner, and she constantly tries her best to learn better.

Leyla also started learning English at 4th grade and had maximum weekly 4 hours of English lessons before starting university. Her department is Economy and thirty percent of the medium of instruction is English in that department. She started English preparatory class at B level and upon successfully completing B level at the end of the fall semester, she studied at A level. However, after failing the proficiency exam at the end of the year, she returned to the preparatory class at the B level once again by taking the placement exam in September 2022. Unlike the other participants, Leyla lives with her family and works part-time in a coffee shop. She describes herself as a curious and enthusiastic EFL learner.

Nazan is an international student. Her mother tongue is Azerbaijani, and she started learning English in Azerbaijan, as a school subject at 1st grade in primary school. She also had private English lessons from 2017 to 2020. She came to Türkiye for university education in 2021. Since her department, Journalism, requires English proficiency, she started the intensive English program after having been placed at B level. Although successfully completed A level at the end of spring semester, she could not pass the proficiency exam. As an EFL learner, she thinks she is interested and hardworking.

Tülin will study at Public Relations and Advertising if she graduates from the intensive English program. In the fall semester of 2021-2022 academic year, she started the program at C level, at the end of the spring semester, she successfully completed B level. As Funda and Leyla, she also started learning English at 4th grade in primary school. Except for 9th grade, during which she had six hours of English lessons, at high school she studied English as a school subject for four hours per week. She calls herself a patient learner and she is curious about learning new things.

2.5 Data Collection Tools and Procedure

Data collection tools employed in the study are in multiple forms, ensuring comprehensive data triangulation. One of the tools is focus group interviews (FGIs). The rationale for using FGIs is justified by their capacity to provide rich, comprehensive data through group interaction, which can provide a more profound understanding of the experiences and motivations of participants (Creswell, 2012; Dörnyei, 2007). A more nuanced understanding of the subject can be attained by FGIs, which enable the investigation of attitudes, perceptions, and experiences in a social setting where participants can consider their own and others' responses. The present study included two FGIs and the interviews were recorded and transcribed by the researcher. A fifty-minute first focus group interview was conducted before the midterm week and participants were asked relatively general questions to generate further prompts and questions for open-ended survey questions and journals. The second interview was conducted two weeks prior to the final exam and lasted thirty-five minutes.

[2] The level determined as B level by AUSFL corresponds to CEFR B1 level.

In addition to FGIs, open and close-ended questions from previous research (i.e., Guilloteaux & Dörnyei, 2008; Papi & Abdollahzadeh, 2012; Peker, 2016; Taguchi et al., 2009) were used to generate open-ended questions (OEQ). First set of open-ended survey questions was given to the students right before the midterms and the second set was given in the period between the midterm and final exams. The rationale behind the open-ended surveys is that participants may not feel comfortable enough to share their thoughts face-to-face on certain occasions but express themselves in a better way through writing.

By the same token, in order to gain a deeper understanding of participants' perspectives, the researcher asked participants to write journal entries throughout the data collection period. Journals provide continuous and reflective data, capturing changes and developments in participants' motivational experiences over time.

It is important to note that all data were collected in Turkish so that the participants could express themselves in a better and easier way. The researcher consulted three colleagues for expert opinion and two students studying in the same program in order to ensure that the questions were not vague and ambiguous. Upon confirming the appropriateness of the data collection tools and granting the consent of the participants, data collection started.

Figure 1 below presents the data collection process:

Figure 1
Data Collection Process
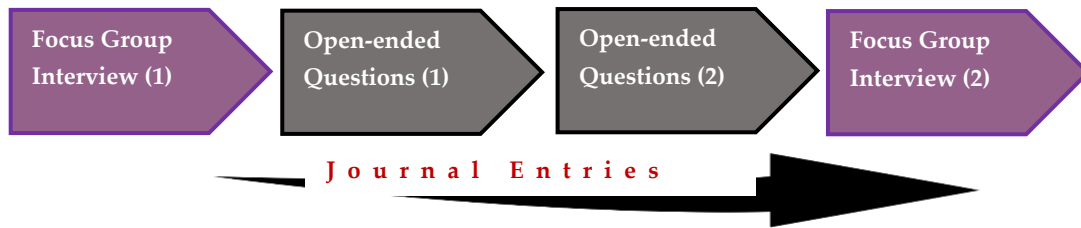
2.6 Data Analysis

This paper refers to Creswell (2012) to guide the analysis of data. Qualitative data analysis is naturally interpretive and involves constant interaction with the data as well as re-reading of the data set by comparing themes in order to find patterns in the data. Therefore, upon collecting all data, transcribed interviews and written data were scanned and read several times to determine primary codes. While coding, the researcher searched for various repeating phrases. For example, some of the first codes that emerged were "fear of a new language level", "fear of failure", "fear of disappointing others", "awareness this year", **"**feeling better this year", "better scores this year", "communication success" and "motivation of success". Later, the researcher grouped the codes and labels for further categories, checked and eliminated the redundant codes and finally examined the relationship between clusters once more to generate themes (Creswell, 2012). It is worth noting that the same procedure was followed by a colleague of the researcher to ensure no codes, or themes were overlooked.

2.7 Trustworthiness

Lincoln and Guba (1985) use the term "trustworthiness" to describe the measures taken to ensure reliability and validity in qualitative research. In this respect, several points were considered to ensure the trustworthiness of the present research. According to Creswell (2012), triangulation is a technique used by qualitative researchers to increase study accuracy by verifying evidence from different people, groups, kinds of data, or data collection techniques. This procedure ensures the accuracy and credibility of the study by comparing data from several sources to support themes. Therefore, participant journal entries and open-ended questions were employed in the research to accompany focus-group interviews. Additionally, all the data collection tools were checked and revised

based on the feedback taken from three colleagues. Besides, all the questions were asked to two different students from the same context as the research conducted in to assure that they were clear. Initially, there were five participants; however, one of them had to be discarded since she could not provide one piece of data within the allocated time. Researcher consulted this former participant throughout the data collection process for the aforementioned purpose. During data analysis, the researcher and a colleague worked on the data individually. Only after completing coding did they work together to compare and contrast categories. Finally, themes and extracts from participant comments were sent back to participants to further check if they represented their views.

3. Findings

In this section, findings of the study are presented based on the research questions. Firstly, answer for the research question 1 is given, afterwards findings for the second research question are presented; the three components, namely ideal L2 self, ought-to L2 self, and feared L2 self are given subsequently.

3.1 Factors influencing EFL learners' motivation in their repeating year of pre-sessional English program

Participants' comments in all data forms revealed various facets to the second-year motivational experience. They specified what motivates them to study more as well as what is demotivating throughout their experience, mentioning changes they have been through between two academic years. Motivation is not a static construct; it evolves in time depending on various factors such as personal experiences, environmental variables, and academic success or challenges. The changes participants have experienced including study habits, feelings, and so forth reveal reasons behind fluctuations in their motivation. Table 1 below indicates participants' ideas on what motivates them.

Table 1.
Ideas on motivating factors

Themes	Codes	Frequency
Success	being able to communicate	8
	seeing progress	6
Guidance	being corrected	5
	being helped on what to do	4
Goals	passing proficiency exam	3

Success is asserted as paramount in learners' motivation. For example, Funda states that when she sees she can express herself clearly and understand others, she feels successful and happy:

> I attended an invitation last summer. I met an Iranian there and we became friends.
> I was able to speak to him with a really good English. We were able to communicate.
> And I believe that is when I started to improve my speaking. Now we are messaging
> each other, talking about football, Türkiye's agenda. We speak in English and I never
> use a translator, I directly write myself. THAT motivates me. That was my goal,
> and I succeeded! (Funda, FGI 2)

Participants also argued that seeing progress becomes a trigger to study more. For example, Nazan reflected on her academic improvement: "My grades are better compared to last year and this motivates me in learning English… … Last year I always got low scores from the multiple-choice test. My average used to be 45-50, but now 68.6. This increased my motivation" (Nazan, Journal Entry).

On the other hand, there are different views on the motivating influence of success. While success can be a catalyst for studying, it can be a reason to feel satisfied and thus stop studying. Tülin

mentioned "It's the other way around for me. If someone tells me I'm good at something, I leave it, completely" (Tülin, FGI 2). Also, failure can be a demotivating factor as expressed by the participants. Funda shared, "When I feel really insufficient or deficient, activities become a burden to me" (Funda, OEQ 2).

Guidance from others is another significant motivator. When people guide learners, when they help them with the sentences they try to make, for example, or when they correct their mistakes in a mild way, it can be encouraging. Leyla highlighted, "The lecturers here are really careful about this, it particularly catches my attention, and to be honest, I'm really pleased with it. That's encouraging" (Leyla, FGI 1).

Participants have mixed views about communicating with people who have better English skills. Some find it motivating, while others find it demotivating. Tülin expressed, "While they express themselves better with more vocabulary, I just say, 'yes, I agree'. That's so demotivating. I mean, it's not jealousy, I think I can't express myself easily. When the other speaks at a higher level, I just stop" (Tülin, FGI 2).

Passing the proficiency exam remains a central motivational goal for the participants. They specify that to be able to pass the proficiency exam is in the center of everything they go through this year. Their primary goal is to be successful in that exam. Leyla emphasized, "If I pass the proficiency exam, I'll feel complete. This is what motivates me" (Leyla, FGI 2).

Additionally, learners elaborated on the changes they had been going through and the differences in themselves between the previous year and the present, highlighting how these changes relate to their motivation. Figure 2 below indicates what changed in the second year (with frequency of occurrences):

Figure 2
Changes in the second year
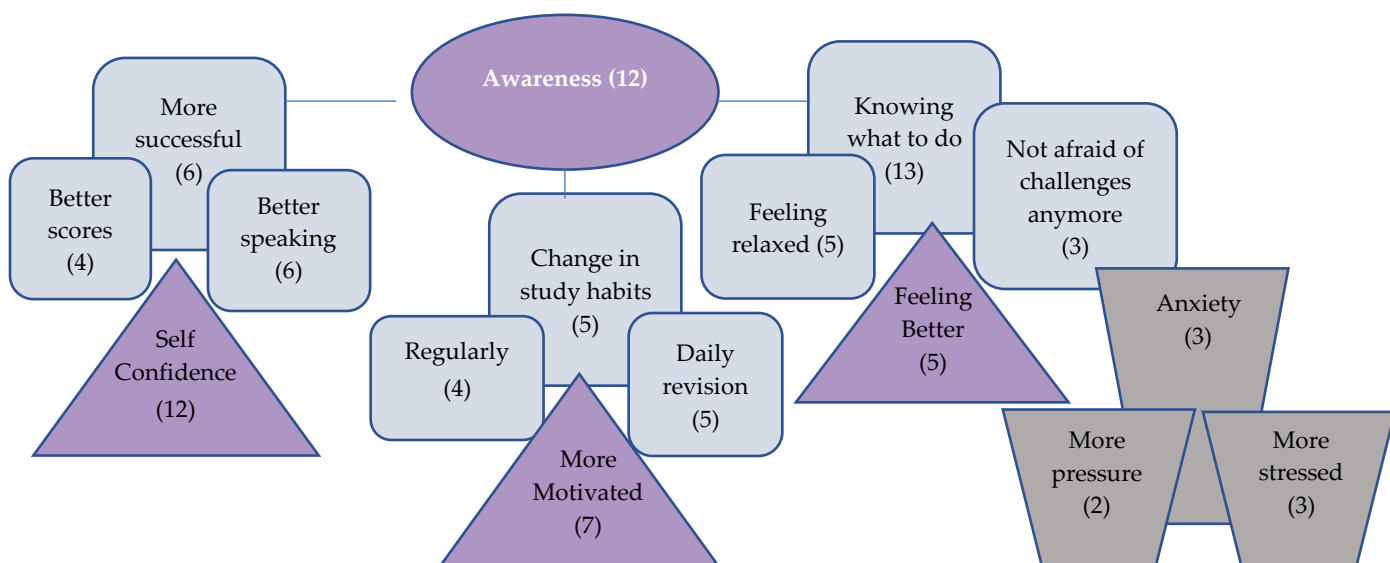
Students expressed that compared to the previous year, they are more aware of various subject matters and their mistakes, and they have learned how to avoid those mistakes, what is significant and what is not, what to focus on, and so forth. Leyla noted,

Second year forces you to learn. This year I catch everything that I missed
last year, no matter how tiny they are. Puzzle pieces are finding their places.
It's like… you watch something, you miss some of the things… and then
you watch it again… it's like that… (Leyla, FGI 2)

They also reported feeling more confident and less afraid of making mistakes. Tülin shared, "Last year I used to hesitate to speak or volunteer for activities because I was afraid of making mistakes. This year I'm not afraid. I know that mistakes can also teach me" (Tülin, FGI 1).

In addition, participants specified that in the first year of the program, they were in the dark, they did not know what to do or how to solve problems, but experiencing the program for the second time has made them feel more relaxed and better prepared to face challenges and eventually, this makes them feel much better than last year. Leyla explained,

> To be honest… I'm relaxed. I know what I will face… …I am doing the
> same thing for the second time. This time I know what to do. If I do this,
> I'll succeed, if I don't do this, I'll fail. It's crystal clear. (Leyla, FGI 2)

Another prominent view is that they possess a sense of success this year, which boosts their self-confidence and motivation. They can clearly observe this thanks to their grades, for example. And they specify that this gives them self-confidence. Nazan stated, "I'm happy with my scores this year, but I'm sure I'll be better if I study. My grades are better compared to last year and this motivates me in learning English" (Nazan, Journal Entry).

One of the changes between the two academic years is in participants' study habits. Based on their point of view, while they did not study regularly or do daily revision last year, this year they particularly show ultimate attention to it. They are feeling much more motivated this year than last year. Funda shared,

> I think last year, I built the groundwork; this year, I'm building on it. I go
> on by increasing my own motivation. Yes, last year I wasn't motivated
> and I didn't know anything, just laid the groundwork. This year being
> more ambitious and motivated, I'm trying to study on a daily basis, I'm
> determined… (Funda, FGI 1)

On the other hand, participants mentioned negative feelings, as well. They reported experiencing increased anxiety and stress due to the pressure of repeating the year, because it is their last chance.

> I am more stressed this year. About the proficiency exam, about passing.
> I don't feel it this way for the courses. But if I can't succeed once again,
> then I won't be able to go on with my department, I will transfer to the one
> in Turkish. (Tülin, FGI 2)

Others Data analysis yielded some findings that were not found directly within the scope of the research. For example, all the participants stated that they lost their motivation towards the end of the semester particularly when the book they were studying started to repeat the themes, functions and so forth, yet they were still trying to regain it. Funda wrote,

> I have a huge loss of motivation lately, actually I want to study but
> I always find an excuse. But thanks God, I'm aware of it... I will
> pull myself together and I'll rise from the ashes. In fact, I'll be the
> bomb next semester! (Funda, Journal Entry)

In short, findings revealed that all the participants value the second-year experience as a chance since they know what to do and what not to do throughout the semester. They specify that they feel more relaxed compared to the previous year because they know what to expect. Additionally, they assert that feeling relaxed keeps them motivated. Even though fluctuations in motivation are portrayed in their comments, they are all aware of the situation and willing to change it.

3.2 Turkish EFL learners' ideal L2 selves, ought-to L2, and feared L2 selves in their repeating year of pre-sessional English program

Ideal L2 self: All participants share similar goals for the future and they believe they can reach these goals. They emphasize that setting goals keeps them motivated to study regularly and learn English well.

Table 2 below indicates the themes and codes emerged after data analysis.

Table 2
Ideal L2 self

_____

Themes	Emerging Codes	Frequency
Successful Communicator in English	Speak English fluently	14
	Understand what is heard	4
	Understand what is read	3
Good career thanks to English	Find a job	3
	Work abroad	2
	Be good at work	4
Academic Certification	Pass the proficiency exam	5

_____

All participants specify that, in the short term, they want to pass the proficiency test and start studying in their departments. However, it is not the only thing they aim for; they want to reach the level that they can pass the test and go on using the language effectively. Leyla emphasizes that she is content with her English level for the time being, but there is still the proficiency exam ahead and everything will be complete after succeeding in that test.

> I started this year really studying well. I am aware of this, I mean, this, one way or
> another, has a good effect on me. Even if I fail the test, I won't be that much sad…
> because at the end of the day, I know I contribute to my own learning; that's why I
> won't feel heartbroken. But… still… yeah …after passing the proficiency exam, I'll
> say, Ok, that's it. Yes, it's over! I can say that this is what really motivates me…
> (Leyla, FGI 2)

Funda believes in herself in the proficiency test. During the midterm week she was feeling better and more hopeful than the previous year and the scores she got did not disappoint her. She says she *does* want to pass the proficiency test and that it is not something really difficult if you have a particular study system.

> I don't think that proficiency test is something we can't succeed. I think we can pass.
> Last year, for instance, I started from D level and finished at C level. I was able to
> get 56. Now I get a higher level of training. I can increase it to 60. Yes… But I need
> to learn everything by heart, it should be persistent. This is what I study for.
> (Funda, FGI 2)

In all data forms, repeatedly, participants state that they want to communicate in English well. They specify that they could visualize themselves speaking to foreign people effortlessly. For them, understanding others and being understood is a catalyst.

> I always thought that, for instance, if a foreigner talked to me, if I went to Europe
> for example, I wouldn't understand. But I have an application on my phone. There
> was an American there, I talked to him, really fluently. I was able to express what
> I wanted to. I didn't have difficulty with the accent... in understanding… Then,
> I mean in this case; it feels really good. It really motivates… (Nazan, FGI 1)

Not only in spoken communication, but also in written communication, success is what they seek for. Tülin, for example, stated that she wants to be able to understand and respond to social media posts and blogs without difficulty.

> There are some blogs I follow. Last year I couldn't understand what they were telling,
> like İlkim said. I used online translator to understand and to respond. This year I'm
> better, but I still want to be better. But… I don't know… I think I can easily
> communicate with people in the future. (Tülin, FGI 2)

Ought-to L2 self: All the participants specified that people, particularly their families have expectations of them. These expectations and the fact that they do not want to disappoint their families put pressure on them. Participants stated that in order not to disappoint their loved ones, they have to pass the proficiency test and speak English very well. Tülin shared,

> My dad always wants me to speak fluently. He always wants me to speak
> English at home. Come on, speak! He says *(she laughs)*. That's why I
> want to speak very well, but I guess I cannot… I have to practice more!
> (Tülin, FGI 1)

Funda also expressed similar sentiments, noting that even though her family does not explicitly show their expectations of her, she always feels them,

> My older brother speaks English very well. His French is good, too. I feel under
> pressure about that. Well, he knows… I have to know, as well. I don't know,
> I feel that they must have such an expectation. They always deny it, but, still…
> (Funda, FGI 1)

> Building on their sense of responsibility towards others, particularly their families, participants emphasize the pressure they feel not to disappoint their loved ones by achieving proficiency in English. Tülin reflects,

> Well, generally speaking, this is my second year…I don't want them to think that
> I failed because I didn't try hard enough. I always feel like I'm going to disappoint
> them. Afterall, they are also struggling for me. They put an effort. Thanks to them,
> I'm here. That's why I have to try harder.   (Tülin, FGI 1)

> However, Leyla states that the only person she feels responsible to is her mother. She does not take the others' opinions or expectations into consideration at this stage, she just wants to improve her English,

> … Anyways, I have friends from high school, we still see each other. They
> know I study at prep school and my department is 100% in English. We all
> thought my English would be really good. But when I failed, I guess
> I didn't meet their expectations. I don't care much, though right now, because
> I know it's better this way. I can understand and learn better. That's what I care
> about. I want to learn English. (Leyla, FGI 1)

> The connections between the expectations of society and the personal goals of the participants are emphasized by their comments on their professional responsibilities. Leyla, for example, emphasized her dedication to learning English in order to fulfill expected job requirements. She has to have a good command of English because in the future she does not want to fall into disfavor by not being able to do her part at work,

> I don't like the idea of not giving what is expected of me. For example, a problem
> I might face, a problem emerging because of my English… What if I cannot give
> back what seems on the paper, what if I cannot express myself as it should be. It's
> not about my self-confidence, someone can judge me. I have to meet their expectations. (Leyla,
> FGI 1)

Table 3 below presents the ideas gathered as themes and codes through data analysis.

Table 3
Ought-to L2 self

Themes	Emerging Codes	Frequency
Responsibility towards others	Speak English very well	7
	Not disappoint loved ones	4
	Pass the proficiency test.	3
	Meet expectations at work	1

Feared L2 self: Research revealed that all the participants share similar *possible self* images that they try avoid. For example, failing is their biggest fear. They also fear stress because stress causes failure, which causes more stress. The language learner they do not want to become is similar for all the participants. Table 4 below summarizes the ideas gathered from written and spoken data:

Table 4
Feared L2 self

Themes	Emerging Codes	Frequency
Fear of failure	The proficiency test	9
	In communication	4
	Losing study discipline	3
	In getting the job they want	2
Fear of humiliation	For bad speaking	4
	For level of English	4
	For bad pronunciation	4
	Seeming uneducated	3
Fear of disappointing others*		10
Fear of stress**		5
Fear of a new language level		3

* Fear of disappointing others is also related to ought-to self. See below for further details.
** Fear of stress is interconnected with fear of failure.

Participants captured the difficulties they confronted in their second year. For example, Tülin vividly expressed her feelings of tension and anxiousness as "I'm anxious... I'm stressed... I'm afraid that my efforts will not be enough... This is my second year..." (Tülin, Journal Entry).

According to the participants, the reason for their fear of the proficiency exam is that it is different from what they study in classes. They think there is a huge difference between the levels of the proficiency test and the preparatory program. Leyla wrote, "I am anxious about the proficiency exam, all the time, under any circumstance... I think it turns out to be much more than what I learn" (Leyla, OEQ 2).

Learners emphasized their fear of misunderstandings or inadequate responses during communication. They specified that they do not want to have communication problems. For example, Nazan is afraid of not being understood when trying to communicate or misunderstanding others and giving inappropriate responses as a result of this, she wrote, "I want to improve my speaking really, really well. I hope I can understand people very well when I listen to them because one of my biggest fears is misunderstanding and answering/responding incorrectly" (Nazan, OEQ 1).

Another finding of the study was that although these learners stated having self-confidence, they would not be comfortable if others despised them. They expressed sensitivity to corrections, preferring constructive feedback over criticism. If others corrected their mistakes just to help them, in a kind way, they would be happy and they would willingly accept it. However, if people humiliated or belittled them because of their English, bad pronunciation or not speaking well, they stated that, they would be demotivated. Tülin shared, "...For example, I make a mistake then, if a friend, or someone says 'You're wrong! It wouldn't be like that!', I feel down. But if they correct me nicely, I'm even happier. (Tülin, FGI 1).

Besides, participants expressed a concern about appearing uneducated due to their proficiency in English. This fear stems from past experiences and societal expectations. Funda explained:

In the past, I didn't realize how important English was. But now, I'm aware of it.
I think it increases the level and quality of education. And I have never wanted to

be perceived as a lowly educated person. I have experienced bullying regarding this and that's why English is very important to me. (Funda, OEQ 1).

A surprising finding is related to the new English level, A level, that the participants will study in the spring semester. They reflected their fear of this level although, except for Funda, three of them studied in that level in the previous year. Considering the contribution of the end of the semester success grade to the overall success grade, they need to complete that level with high grades. Nazan expressed her concern, writing "I don't feel as ambitious as I used to be… All the exams and A level scare me. I feel uneasy…" (Nazan, Journal Entry). Similarly, Leyla mentioned that "A level makes [her] worried… [she doesn't] know, A level is one of the things that scare [her]" (Leyla, FGI 1).

Finally, another significant fear of the participants is the impact of stress on their performance. Despite their efforts to manage it, they often find themselves unable to avoid feeling stressed. Leyla illustrated this sentiment, stating "When I need to be quick, I feel stressed and I make mistakes…Feeling stressed can be my biggest fear... //… being nervous doesn't take you anywhere, I know that. That's why, I'm trying to reset my fear" (Leyla, OEQ 1).

In summary, findings reveal that stress and failure are interrelated. As the participants state, stress begets failure and failure begets stress and it turns into a vicious cycle. In addition, learners' future possible selves are intertwined. For example, they want to be good speakers of English for themselves and since they do not want to make their families sad, they are also not comfortable with the idea of disappointing others; therefore, they study to have a good command of English. They believe in themselves in that they will learn and use English fluently, yet they still fear that they will not be able to communicate with others easily. Thus, each of their future possible L2 self is manifested as a link in the chain.

4. Discussion

Drawing on Dörnyei's (2005, 2009) L2MSS as theoretical framework, this study investigated the EFL motivation of learners who have failed to complete a pre-sessional English program successfully. Findings revealed that learners view the second-year experience as a chance to learn better although they have their fears regarding the consequences of failing again. This finding is in line with what Oyserman and Markus (1990) suggested. According to them, positive expected selves are more powerful motivating tools and are most effective when they are connected to scenarios that could occur if the desired condition is not achieved. The finding regarding learners' self-confidence is also in line with this argument.

Peker (2016) and Taguchi et al. (2009) investigated the contribution of L2MSS to L2 motivation and found that the ought-to L2 self contributed to L2 motivation most. According to Peker (2016), ought-to L2 self is the most socially built subsystem of L2MSS. However, in the current study participants did not particularly make comments that would imply the aforementioned contribution. In fact, one of the participants stated that she did not care about her friends' expectations so much; she just wanted to improve her English for herself. Thus, we can conclude that the present study contradicts with what Peker (2016) and Taguchi et al. (2009) found. Peker (2016) further found that while L2 learners' ought-to selves have a prevention emphasis on upcoming demands set forth by reputable people, L2 learners' ideal future selves have a promotion concentration on aspirations, progress, and intended outcomes. This finding is confirmed by the current study in that participants specified that they wanted to improve their English and they visualized themselves as good speakers of English in the future. They also stated that they wanted to pass the proficiency exam and complete the Pre-sessional English program particularly with the intention of not disappointing their families. Therefore, their ideal L2 selves are manifested through their hopes and desires and their ought-to selves are manifested by avoiding what is not wanted, which is also connected to their feared L2 selves. This finding can be attributed to what Dörnyei (2009) suggests although it does not include feared L2 self. He asserts that when our idealized self is connected to having a successful career, instrumental motivations with a promotion emphasis, such as learning English in order to achieve career progression, are connected to the ideal self. And the

ought-to self includes instrumental incentives with a preventative orientation, such as studying to avoid failing an exam or disappointing parents. By the same token, Hoyle and Sherill (2006) claimed that it would be preferable to have both approach and avoidance focus than to only have motivation from the ideal or feared L2 self. Therefore, it is more effective to be motivated within a balanced version of selves. In the current case, learners indicated a remarkably balanced manifestation of future L2 selves.

According to Dörnyei (2005), while the ought-to L2 self refers to an L2 learner's vision as a language user whose attributes are ascribed to others rather than the individual, the ideal L2 self refers to an L2 learner's ideal vision as a successful L2 user. As a result of the self image being created by the individual, the ideal L2 self is more internalized and connected to being integrative. However, the ought-to L2 self is less internally motivated and has more instrumental intentions because L2 learning occurs because of an image of self imposed by someone else. Since learners particularly specified that they wanted to be able to actively, successfully and fluently use English, it is clearly concluded that their ideal L2 self manifestation is connected to integrativeness. In addition, one of the reasons for their desire to pass the proficiency exam is in order not to disappoint their families, which is connected to instrumentality concept.

Learners in the present study believe that they will be successful even though they have fears, so it is possible to say that their ideal L2 selves are stronger than their feared L2 selves, which is parallel with Yowel's (2002) finding that people tend to focus more on the positive than the negative parts of the future, and they tend to have more optimistic objectives and desires. On the other hand, the present study differs in the findings with that of Mainwaring and Hallan (2011), which suggests that negative life encounters made people more likely to have unstable potential selves and more pessimistic views of their future possibilities.

Although the research method is different, the findings of the present study indicate a similarity to that of Bilhan (2019) which investigated the L2MSS components, intended efforts to learn English, family influence, attitudes toward learning English, and ethnocentrism of Turkish EFL learners studying at Pre-sessional English program at a state university. Results imply that learners possess strong ideal L2 selves, favorable attitudes about learning English, and high levels of motivation for their intended efforts to acquire the language. Bilhan (2019) asserts that participants in the study (particularly English Language and Literature, English Language Teaching and Engineering students) were aware of the significance of English in their future career before enrolling at university and they would willingly put any effort needed to learn it well, which is again in line with the findings of the current study.

In her mixed method master's thesis, Altınayar (2018) investigated Turkish EFL learners' motivational orientations with respect to L2MSS and added one more variable, anti-ought-to self to it. According to this notion, expectations from other people could cause a reaction and this reaction is also discovered to possess a motivational quality (Thompson & Vasques, 2015). The results implied a contribution of anti-ought-to self to L2 achievement. Also, further analysis on gender variable indicated that female L2 learners had stronger anti-ought-to selves and ideal L2 selves. Present study did not concentrate on gender distinctions or anti-ought-to self construct. However, since their experiences were in line with ought-to L2 self notion, it can well be concluded that the findings of both studies do not match.

Last but not least, the current study is partly in line with Öztürk and Gürbüz's (2013) qualitative findings of the research that explored the motivational orientations of Turkish EFL learners. They found that learners' motivation levels change throughout the process of learning and their motivating reasons for learning English were mostly instrumental. The change in the learner motivation throughout the learning process is confirmed in the present study; however, it is difficult to imply that participants of the present study had mostly instrumental motivation. Öztürk and Gürbüz (2013) further concluded that integrative orientation and instrumental orientation were two connected phenomena, which is a similar argument in the current research.

5. Conclusion

This qualitative study explores factors influencing EFL motivation of learning with a failure encounter and how learners' ideal, ought-to, and feared L2 selves are manifested in their repeating year at a pre-sessional English program. Findings reveal that learners are encouraged with success; whereas they also find failure demotivating at times. They all value second-year experience as they possess a greater awareness of the nature of language learning as well as their self-incentives, success, and incapability, all contributing to their motivation.

This research focuses on specific affective factors in SLA and the findings are valuable in that they profoundly reveal learners' emotions, experiences, and hopes in the language learning practice. Therefore, stakeholders, practitioners, and researchers can draw on the findings to concentrate on the socio-psychological aspect of language learning. It is undeniable that learners possess individual differences and each learner may have their own source of motivation. In order to help students develop more favorable selves, task orientation and activities should be created in a way that increases students' ideal L2 selves and decreases their feared L2 selves. Through the use of classroom approaches and activities, particularly by providing enjoyable learning experiences and implementing motivating solutions, teachers can assist students in developing an L2 vision and realizing their future selves.

The study adds to the literature by concentrating on repeat students in pre-sessional English programs, a demographic that has received little attention. A comprehensive explanation of the complex nature of motivation among these learners is provided by the in-depth analysis of the ideal L2 self, ought-to L2 self, and feared L2 self. Building on these findings, future studies can investigate longitudinal shifts, compare the motivating variables of first-year versus repeat learners, and create focused interventions. In terms of practical implications, the findings point to a number of doable strategies for helping repeat students. These include creating an atmosphere of positive reinforcement, involving families in the educational process, designing specialized support programs, and providing inspirational workshops. By putting these strategies into practice, educational institutions may give returning students access to a more encouraging and stimulating learning environment, which will improve their general well-being and academic performance.

However, the findings of this research should still be interpreted with caution since it was conducted only in one semester of an academic year with only five students. Further research can be undertaken over a longer period; for example, a longitudinal phenomenological approach can be adopted. Ushioda (2011) asserts that there is an attempt to connect L2 motivation with identity ideas, which indicates a growing critical interest in applied linguistics regarding identity concerns in language learning and usage. According to Van Lier (2007), L2 motivation is linked to identity objectives that are deeply meaningful to the individual and reflect how they relate to the outside world. Identities are means of linking the "self" to the world and are socially created through relationships and interactions that would possibly influence an individual's wish to learn an L2. Therefore, in addition to future possible selves, identity can be another focus of further research.

In summary, by investigating the motivational elements of repeat learners, this study not only closes a gap in the literature but also provides useful guidance for improving EFL learning opportunities. Through further investigation of these themes, both researchers and practitioners can enhance more efficient and encouraging approaches to foreign language learning.

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