INTERNATIONAL POSTURE AND L2 MOTIVATION IN TURKIYE: EXAMINING THE INTERRELATIONSHIPS AMONG UNDERGRADUATE ENGLISH MAJORS

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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.

To my mentors, Prof. Dr. İbrahim YEREBAKAN and Associate Prof. Muzaffer BARIN, whose guidance, expertise, and encouragement have been invaluable since my undergraduate studies.

FOREWORD

This book, adapted from a doctoral dissertation in the field of second language education, explores the multifaceted relationship between undergraduate English majors' international posture, its antecedents, and second language (L2) motivational factors within Türkiye's educational context. As Türkiye continues to engage with global dynamics, understanding how future language professionals perceive and position themselves internationally is of growing importance.

Guided by Yashima's (2002) conceptualization of International Posture, this study employs a quantitative research design to investigate the international attitudes, orientations, and behaviors of English major students across multiple universities. Utilizing the International Posture Scale (IPS) and the Motivational Factors Questionnaire (MFQ), data were collected from 602 undergraduate students to explore how factors such as exposure to English, willingness to communicate, intended learning effort, and international contact relate to students' development of international posture.

Findings from this study reveal that while English majors in Türkiye demonstrate academic engagement, their global orientation remains relatively limited. Many students show a tendency to stay within their local contexts rather than actively seeking intercultural communication or global mobility. Through multiple regression analysis and structural equation modeling (SEM), this research identifies exposure to English as a key antecedent that strengthens motivational elements and, in turn, enhances international posture.

By proposing a context-specific model tailored to the realities of English language education in Türkiye, this work offers valuable implications for curriculum design, teacher education, and institutional policy. It is hoped that the findings of this study will contribute not only to academic scholarship but also to the practical development of globally aware, interculturally competent, and motivationally resilient future language professionals.

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