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Bullying Victimization, Feared Second Language Self, and Second Language Identity: Reconceptualizing The Second Language Motivational Self System

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BULLYING VICTIMIZATION, FEARED SECOND LANGUAGE SELF, AND SECOND LANGUAGE IDENTITY: RECONCEPTUALIZING SECOND LANGUAGE MOTIVATIONAL SELF SYSTEM

by

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ABSTRACT

Factors affecting English learners' (ELs) motivation and identity have been explored in second language (L2) learning contexts; however, research examining L2 motivation and identity under the effect of bullying victimization is rare although ELs are one of the populations that are physically and psychologically affected from bullying. Using a unique perspective by merging L2 motivation, L2 identity, and bullying concepts under social ecological framework, this dissertation study is the first study investigating the relationship between bullying victimization, L2 Motivational Self System, and L2 identity.

The data were derived from 1022 ELs through a self-report survey that was adapted and tested for measurement model validity and reliability. Partial least square structural equation modeling (PLS-SEM) results indicated that there was a strong relationship between bullying victimization, including traditional bullying and cyberbullying, L2 Motivational Self System, and L2 identity. Traditional bullying victimization and cyberbullying victimization affect ELs' feared L2 selves. This suggests that the feared L2 self may be added as a component to Dörnyei's L2 Motivational Self System, especially when bullying victimization becomes a factor in language learning process. In addition, cyberbullying victimization positively correlated with ELs' oriented identity, which may indicate that ELs as agents were more motivated to learn English to overcome the negative effects of bullying victimization and to orient to the target culture. Based on the results, potential implications were provided for teachers and curriculum developers to help ELs cope with bullying in class and outside the classroom environment.

Dedicated to

all ethnic and language minority children who have been bullied due to their migration to a new country in order to escape war.

“Peace at Home, Peace in the World”

— Mustafa Kemal Atatürk

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TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

CHAPTER ONE: INTRODUCTION

Statement of the Problem

Bullying is defined as "aggressive behavior or intentional 'harm doing,' which is carried out repeatedly and over time in an interpersonal relationship characterized by an imbalance of power" (Olweus, 1993, p. 9). For instance, traditional bullying includes behaviors such as hitting, kicking another person, racial bullying such as teasing with a person referring to another's ethnicity, or cyberbullying such as sending somebody offensive text messages. The extent of bullying ranges from verbal threats to homicides (Batsche & Knoff, 1994). In the U.S., 75% of adolescents reported a variety of bullying incidents while 90% indicated that bullying caused serious problems such as isolation, loss of friendships, hopelessness, emotional adjustment, depression, anxiety, low self-esteem, and other difficulties in life such as having problematic relationships with the individuals surrounding the victims (Hazler, Hoover, & Oliver, 1992). Constant bullying can also be as serious as suicide incidents. In other words, both the percentage of bullying and the seriousness of it are important indicators of such a common problem in the society.

Given the seriousness and percentage of bullying in the U.S., there are some populations who are more likely to be affected from bullying. For instance, immigrants and refugees are one of the most exposed populations to bullying in the U.S. (Hong, Peguero, Choi, Lanesskog, Espelage, & Lee, 2014; Lim & Hoot, 2015; Mendez, Bauman, & Guillory, 2012; Qin, Way, & Rana, 2008). They experience a series of outcomes that may affect their personal and academic lives as a result of being bullied or being perceived as different from the others surrounding them

in the host country. This situation is even worse considering the victims are language learners who try to communicate with native speakers in order to achieve their goals in life.

Language learners are generally bullied by either other language learners or the native speakers because not knowing the target language (second language; L2) causes an imbalance of power. A language learner may bully another language learner if his/her L2 level is better than the victim as a sign of showing strength because this learner may not do the same against a native speaker (Boulton, 1995; Strohmeier, Kärnä, & Salmivalli, 2011). Moreover, a native speaker may bully a language learner (an L2 speaker) to show unearned privilege or higher status over the victim by referring to the victim's race, ethnicity, skin color, or language. These conditions are serious incidents in individuals' lives that may affect their academic achievements and future life goals negatively.

L2 learners set language learning goals when they go to a foreign country, as they have to communicate in the L2 to survive. When the individuals move, they also move into the culture of that country, which eventually changes the normative motivational strategies and emotional responses of individuals (Hoffman, 2015). For instance, interrupting somebody talking about a topic may be viewed as a sign of interest in the topic in a Latino culture while this is seen extremely rude in the U.S. culture. In this case, individuals moving from a Latin American country to the U.S. may change their emotional responses if they encounter with a criticism on their action and may start avoiding interrupting others. In parallel with this example, if ELs are bullied because of their accent, the way of speaking, their ethnicity and color or race, they may adopt a new cultural identity that does not let them be integrated into a community that does not accept them as they are. Therefore, bullying within the L2 community constitutes a more serious problem for ELs.

Bullying occurring toward ELs in the L2 community also determines ELs' L2 motivation because ELs calibrate their language learning goals and motivations based upon the anticipated judgments from others. Individuals' past experiences determine future motivation (Hoffman, 2015). For instance, Isabel, one of the bullied ELs in Mendez et al.'s (2012) study, reported that she was bullied less over time as she learned more English because she was determined to defend herself and her friend who was also an immigrant. When ELs perceive their language ability as the cause of their victimization, this perception may be instrumental in guiding their future L2 motivations, and they may be motivated to learn the L2 in order to avoid being bullied.

Since ELs' L2 motivation and their self-concept are mostly determined by the others' actions towards them within a sociocultural perspective (Brutt-Griffler, 2002; Cho, 2012; Ushioda, 2003; Vygotsky, 1978), ELs' L2 motivation should be examined considering the detrimental effects of bullying. Even though the body of research on bullying towards immigrants and refugees is growing, there is no research examining the effects of bullying on ELs' L2 learning motivation (Hong et al., 2014; Lim & Hoot, 2015; Mendez, et al., 2012; Qin, Way, & Rana, 2008). Therefore, this study seeks to examine this gap by gathering information about the effect of bullying on L2 learning motivation of ELs and by helping ELs to develop L2 motivational strategies that may help them particularly in the case of bullying.

Definitions of Major Terminology

Possible selves: Possible selves are the representations of individuals' future images of what they might become, what they would like to become, and what they are afraid of becoming (Dörnyei, 2009; Markus & Nurius, 1986; Yowell, 2000; Uslu-Ok, 2013).

Ideal self: The ideal self represents what individuals would like to become in the future (Dörnyei, 2009; Markus & Nurius, 1986; Yowell, 2000; Uslu-Ok, 2013).

Ought-to self: The ought-to self represents what individuals believe they should/ought to become in the future based on normative cultural expectations (Dörnyei, 2009; Markus & Nurius, 1986; Yowell, 2000; Uslu-Ok, 2013).

Feared self: The feared self represents what individuals would like to avoid becoming in the future (Dörnyei, 2009; Markus & Nurius, 1986; Yowell, 2000; Uslu-Ok, 2013).

Ideal L2 self: Ideal L2 self is "the L2-specific facet of one's 'ideal self': if the person we would like to become speaks an L2, the 'ideal L2 self' is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves" (Dörnyei, 2009, p. 29). This construct is the most internalized L2 self motive among all the others in L2 Motivational Self System.

Ought-to L2 self: Ought-to L2 self "concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes" (Dörnyei, 2009, p. 29). This construct corresponds to Higgins's (1987) ought self, which is different from Markus and Nurius' (1986) ought self. Markus and Nurius (1986) referred to ought self as the attributes that individuals believe that they are supposed to have, and feared self as the attributes that individuals believe that they would like to avoid becoming.

Feared L2 Self: Feared L2 self is the L2-specific facet of one's 'feared or dreaded self.' For instance, if the person we would like to avoid becoming is a person who is discriminated or bullied in different ways and has low proficiency in L2, the 'feared L2 self' is a motivator to learn the L2 because of the desire to increase the discrepancy between the individual's actual and feared selves and decrease the discrepancy between the actual and ideal future L2 self. Therefore, less internalized motives can be categorized into this category.

English learning experience: English learning experience "concerns situated, 'executive'

motives related to the immediate learning environment and experience (e.g. the impact of the teacher, the curriculum, the peer group, the experience of success)" (Dörnyei, 2009, p. 29).

Bullying: Bullying is defined as "aggressive behavior or intentional 'harm doing', which is carried out repeatedly and over time in an interpersonal relationship characterized by an imbalance of power" (Olweus, 1993, p. 9).

Traditional Bullying: Traditional bullying can be defined as a form of bullying that involve direct aggression such as physical violence (hitting, kicking) and verbal violence (taunting, teasing, threatening) (Hawker & Boulton, 2000) or indirect aggression such manipulative acts as extorting, ostracizing, or intimidating another person (Hinduja & Patchin, 2010; Nansel, Overpeck, Pilla, Ruan, Simons-Morton, & Scheidt, 2001; van der Wal, de Wit, & Hirasing, 2003). In addition, it may include overt aggression (name calling, pushing) and relational aggression (gossip, rumor-spreading, sabotage, and other subtle behaviors destructive to interpersonal relationships) (Crick & Grotpeter, 1995; Hinduja & Patchin, 2010; Prinstein, Boergers, & Vernberg, 2001; Wolke, Woods, Bloomfield, 2000).

Cyberbullying: Cyberbullying means willful and repeated harm doing carried out through the use of computers, cell phones, and other electronic devices (Hinduja & Patchin, 2009, 2010; Patchin & Hinduja, 2006).

L2 Identity: L2 identity refers to constructing "new ways of linking the self to new worlds and words (i.e. forge new identities and new ways of expressing our identities)" (Ushioda, 2011, p. 202). Identities are socially reproduced and negotiated through individuals' interactions with each other. Imbalanced power dynamics in these social negotiations trigger the contested, resisted or denied L2 identities that affect the degree of L2 learners' motivational investment in the L2 and participation in the L2 setting (Norton, 2000, 2001).

National Identity: Individuals' perception of their L2 identity that is tied to their national values rather than an L2 integrated one (Uslu-Ok, 2013).

Oriented Identity: Individuals' perception of their L2 identity that is more inclined toward L2 community and culture; a well adapted one (Uslu-Ok, 2013).

Promotion Aspect of Instrumentality*:* Individuals' motivation to learn English to gain tangible benefits such as career enhancement. This type of instrumentality is for promotion purposes and it has an approach focus (Dörnyei, 2009).

Prevention Aspect of Instrumentality: Individuals' motivation to learn English to prevent negative outcomes such as learning English so as not to fail English exam. This type of instrumentality is for prevention purposes and it has an avoidance focus (Dörnyei, 2009).

Fear of Assimilation: Individuals' perception of losing their own cultural and linguistic values as a result of using or learning an L2 or by living in the L2 country (Csizér & Dörnyei, 2005; Taguchi, Magid, & Papi, 2009).

Ethnocentrism: Individuals' evaluation of other cultures according to preconceptions originating in the standards and customs of their own culture (Taguchi, Magid, & Papi, 2009).

English Anxiety: An affective factor measuring learners' anxiety while using English language inside and outside the classroom (Islam, Lamb, & Chambers, 2013).

Cultural Interest: Individuals' interest in the cultural products of the L2 culture, such as TV, magazines, music and movies (Dörnyei, 2009).

Attitudes toward L2 Community: Individuals' attitudes toward the community of the target language (Dörnyei, 2009).

Investment: Investment is a construct that establishes a basis for a meaningful connection between a learner's willingness and commitment to learn a language through the practices and

resources in the target community (Norton, 2013; Norton Peirce, 1995).

Agency: L2 learners' mediated sociocultural capacity to act (Ahearn, 2001; Vitanova, Miller, Gao, & Deters, 2015). L2 learners, as agents, draw upon the actions and words of other individuals such as family members, teachers, and especially peers, and they appropriate these actions and words accordingly.

Major Theoretical Frameworks

This study employs three different frameworks and brings them together to explain bullied ELs' L2 motivation. These three frameworks pertinent to laying the groundwork for this study are the Possible Selves Theory, the L2 Motivational Self System, and the Social Ecological Framework.

Possible Selves Theory

Markus and Nurius (1986) proposed the term "possible selves" referring to "*individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming*" [emphasis in original] (p. 954). Markus and Nurius (1986) pointed out that possible selves "function as incentives for future behavior (i.e., they are selves to be approached or avoided)" and "provide an evaluative and interpretive context for the current view of self" (p. 954). Thus, they are not just any set of states of being but they are also distinctly personalized and social. In this sense, possible selves are conceptualized as the components of the self-concept that represent the individual's goals, motives, fears, and anxieties.

Possible selves give direction to these dynamics such as motives, fears and goals, and they are the eloquent images or conceptions of individuals' selves in setting goals for future circumstances and in motivating the individual to control their own behavior. Oyserman and

Markus (1990) described this personalized motivational aspect of possible selves as follows:

> Possible selves refer only to that subset of goals, outcomes, or expectancies that are personalized or individualized and given self-relevant form or meaning. The critical element of a goal or threat is an image or sense of "me" in the end-state. From this perspective, motivation is not viewed as an instinctual, impersonal, or unconscious process (see Allport, 1955; Nuttin, 1984). Rather, it depends on the nature and configuration of the self-relevant structures that give specific, personal meaning to more general needs or motives. (p. 113).

Therefore, possible selves are the links between the self-concept and motivation that either act as incentives for approaching the positive self-image or for avoiding the negative self-image created.

Since possible selves are the drives for approach and avoidance tendencies of individuals' motivations, they can be mainly categorized as expected (ideal) selves and dreaded (feared) selves. For instance, if an individual's self in an expected or desired end-state is *me who can speak as fluently as a native speaker*, this is the motive that energizes actions in the pursuit of the desired end-state or in approaching the expected state. On the other hand, if an individual's self in a dreaded or feared end-state is *me who is discriminated or teased because of my accent*, this is the motive that energizes actions in avoiding the feared end-state, which eventually motivates the person to approach the ideal end-state while avoiding the feared end-state. In this regard, the motivational action is balanced between the ideal self and the feared self.

When there is a balance between ideal and feared self, a maximum motivational effectiveness occurs. According to Oyserman and Markus (1990), "a positive expected self will be a stronger motivational resource, and maximally effective, when it is linked with a

representation of what could happen if the desired state is not realized." (p. 113). For instance, a possible self of *me having a lot of American friends that I can practice my English* is not specifically compelling; however, the matched feared possible self of *me not having friends because of the level of my English* or *me being lonely* can be recruited, and the desire to avoid this negative self should strengthen one's flagging motivation to achieve the desired state. This enhances the motivation to avoid a future feared state *(me not being able to use English* or *me being bullied or discriminated because of my accent*). Therefore, having a balanced ideal and feared self provides more motivational control over an individual's actions (i.e. an EL's L2 motivation).

The L2 Motivational Self System

Dörnyei (2005, 2009) proposed a new paradigm called L2 Motivational Self System. According to this theory, there are three main components of L2 learners' language learning motivations. Dörnyei (2009) described these three components as follows:

> (1) Ideal L2 Self, which is the L2-specific facet of one's 'ideal self': if the person we would like to become speaks an L2, the 'ideal L2 self' is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves. Traditional integrative and internalised instrumental motives would typically belong to this component.
>
> (2) Ought-to L2 Self, which concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes. This dimension corresponds to Higgins's ought self and thus to the more extrinsic (i.e. less internalised) types of instrumental motives.

> (3) L2 Learning Experience, which concerns situated, 'executive' motives related to the immediate learning environment and experience (e.g. the impact of the teacher, the curriculum, the peer group, the experience of success). This component is conceptualised at a different level from the two self-guides and future research will hopefully elaborate on the self aspects of this bottom-up process. (p. 29).

Dörnyei's new paradigm consists of L2 learners' projections of themselves as successful L2 users (i.e. the ideal L2 self), their self image under the pressure from their social environment (i.e. the ought-to L2 self), and their immediate learning experiences (the L2 learning experience). However, he has not referred to the feared self in L2 motivation.

Feared self may be an important contributor to L2 motivation because when language learners' ideal selves are balanced with feared self, learners may obtain the ultimate motivation to reach their language learning goals. For instance, ELs encounter a variety of obstacles such as adapting to a new culture and community when they start living in another country, and their experiences may not always be ideal or favorable. They may be bullied because of their accents, the way of speaking, or cultural clothing styles. In such situations, ought-to L2 self may not motivate ELs either because it refers to the attributes that ELs believe that they are supposed to have (Markus & Nurius, 1986). However, the feared self refers to the attributes that ELs believe that they would like to avoid becoming such as being bullied and harassed learners, and it may motivate ELs to strive more to be successful users of English to overcome the effects of bullying. In other words, they may be motivated to learn English to avoid becoming bullied and harassed English users. Thus, the feared L2 self may contribute to the L2 Motivational Self System.

Social Ecology of Bullying

Bronfenbrenner's (1979) social ecological model takes individuals' actions, utterances, and their interactions and relationships with other individuals into account when examining human development and any learning process. Within this social ecology (Figure 1), individuals are not only influenced by their ontogenetic features such as gender, race, and ethnicity but also by their immediate settings such as school environment, L2 community, and immigration conditions such as being from a minority class in a society (Norton, 2013; Norton & Toohey, 2011). In this model, language serves as a social and symbolic link among individuals to establish, maintain and expand relationships with others within each layer of the social ecological system (van Lier, 2010). Therefore, examining language learners' interactions with other individuals throughout the social ecological framework may contribute to explaining the nature of language learning process.

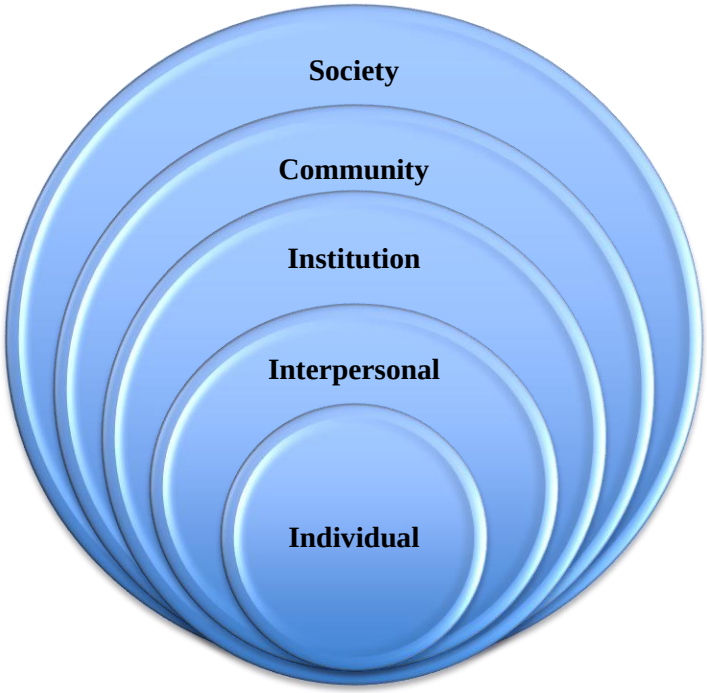


Figure 1: Bronfenbrenner's (1979) Social Ecological Framework of Human Development

Since language learners are in constant interaction with other individuals in their immediate environments in an L2 community, and these interactions do not only depend on the L2 learner but also on the environment, examining bullied ELs' L2 motivation within the social ecological framework is also important. For instance, since bullying is "aggressive behavior or intentional 'harm doing', which is carried out repeatedly and over time in an interpersonal relationship characterized by an imbalance of power," dynamic changes in bullied ELs' relationships with other individuals may impact their L2 motivation (Olweus, 1993, p. 9). Therefore, it is appropriate to examine the bullying concept and bullied ELs' L2 motivation within the social ecological framework.

There are some studies in which the social ecological framework was employed. For instance, Hong et al. (2014) found that Latino and Asian individuals' tendency for bullying involvement in the U.S. is either encouraged or inhibited as a result of the complex interplay between the four interrelated systems in the framework: interpersonal, institutional, community, and societal levels. In addition, Lim and Hoot (2015) found that refugee and immigrant individuals are affected by bullying victimization at different layers of the social ecological framework such as peer groups, L2 community, and society, while Ozdemir and Stattin (2014) found that exposure to ethnic harassment in daily social interactions impedes the individuals' academic adjustments and their psychological health. Furthermore, Mendez et al. (2012) indicated that bullying targeted towards the Mexican immigrants in the U.S. mostly because they could not fit in the society at different levels of the ecological framework because of the language barriers that made them more susceptible to bullying. However, since none of these studies employed social ecological framework to examine bullied ethnic minorities' L2 learning

motivation at different layers, including this framework in this proposed study may bring a new perspective to L2 motivation research and fill in the gap in the literature.

Any immigrant in a country or any individual from an ethnic minority class may have interaction or communication difficulties within the layers of the social ecological system because of language barriers, especially when they first start accommodating in the new environment. For instance, ELs in the U.S. may experience a distance from the L2 community because of low proficiency in English or because of bullying towards them as a result of lack of understanding the language of the other individuals. As Swearer, Espelage, Vaillancourt, and Hymel (2010) suggested, a social ecological perspective provides "a conceptual framework to investigate the combined impact of social contexts and influences on behavioral development" (p. 42). Therefore, utilizing the social ecological framework to relate bullying to ELs' L2 motivation may provide a better explanation of the socio-psychological effects of bullying on ELs.

Purpose of the Study

The purpose of this study is to investigate the effect of bullying (traditional bullying and cyberbullying including discrimination, racism, and maltreatment towards ELs) on ELs' L2 motivation and how their imagined selves impact their L2 identities under the effect of bullying. It is predicted that there may be a positive relationship between ELs' imagining their selves as future L2 users as a result of bullied feared L2 self. For instance, they may be motivated to learn English as an L2 because they want to avoid the consequences of bullying in the future. In addition, the goal of this research is to determine if the feared L2 self contributes to the L2 Motivational Self System.

Research Questions

1. What is the relationship between the L2 Motivational Self System components, including the feared L2 self?
2. What is the relationship between traditional bullying victimization, cyberbullying victimization, and the L2 Motivational Self System components, including the feared L2 self?
3. What is the relationship between bullying victimization and ELs' national and oriented identities?
4. What is the effect of cultural interest and attitudes toward L2 community on ELs' national identity and oriented identity?
5. What is the effect of fear of assimilation and ethnocentrism on ELs' national and oriented identities?
6. What is the effect of English anxiety on English learning experience and the feared L2 self?
7. What is the relationship between the prevention and promotion aspects of instrumentality and the L2 Motivational Self System components, including the feared L2 self?

Significance of the study

Significance for Theory

Dörnyei (2005, 2009) proposed a new model of L2 motivation called L2 Motivational Self System based on the findings of a major survey on L2 attitudes and motivation (Dörnyei & Csizer, 2002; Dörnyei, Csizer, & Nemeth, 2006; Dörnyei & Ushioda, 2010; Ushioda, 2011). In this new model, Dörnyei (2005, 2009) employed the basic principles underlying Higgings' (1987) self-discrepancy theory and asserted that the L2 Motivational Self System consisted of

the ideal L2 self, the ought-to L2 self, and the L2 learning experience. However, he did not include the feared self as one of the L2 selves.

Since the feared L2 self may be a motivating factor in the case of bullied ELs, this study examines its relationship with the L2 Motivational Self System. For instance, if ELs are bullied because of their accents, way of speaking, race, ethnicity in the process of their L2 acquisition, they may keep learning English in order to avoid being bullied in the future as a driving motive or to avoid their bullied or discriminated future selves. This study contributes to L2 motivation research by adding the feared L2 self to Dörnyei's L2 Motivational Self System.

Significance for Practice

This study will make several contributions to language teaching programs. First, ELs are one of the populations who will benefit the most from this study because the antibullying workshops that will be offered according to the results of this study will help bullied ELs to set goals within a balanced self-concept These workshops may grant them the skills to develop their own motivational strategies such as ignoring the bully, and not focusing on the language barrier if the bully is using their low English level as a weapon. Moreover, teachers or instructors who have ESOL students will benefit from this study because knowledge concerning the influence of bullying on ELs' language learning motivation will allow them to adapt or modify instruction according to ELs' needs and interests. If there is a bullied EL in class, teachers will be able to provide enough help by considering what might affect ELs' L2 motivation.

In addition, since this study seeks to provide empirical support for teachers and school administrators to develop L2 strategies that they can use to support their students' L2 motivation in an environment in which bullying is not a threatening incident for learners, school

administrators and teachers can intervene in bullying at schools and help students to survive the detrimental effects of bullying. Furthermore, school psychologists may use the results of this study to specifically support bullied ELs' psychology because bullied ELs have never been the focus of counseling programs. They may create individualized support programs for each EL considering their bully victimization experiences and their effects on their L2 motivation and learning process.

Lastly, the results of this study will allow school districts to have anti-bullying clubs at each school and also support ELs besides all other populations. In addition, if school districts consider integrating anti-bullying strategies for ELs into ESOL certificate programs, subject area teachers will benefit from this study by integrating EL modifications into their lesson plans for ELs.

CHAPTER TWO: LITERATURE REVIEW

The goal of Chapter 2 is to report the existing pertinent literature regarding traditional, theoretical, and empirical perspectives on L2 motivation; contemporary theories of self and identity; and bullying. The discussions in this chapter construct the theoretical basis for the research questions investigated in this study.

L2 Motivation in Second Language Acquisition Research

Motivation has been studied widely in both second and foreign language (L2) contexts since Gardner and Lambert's (1959, 1972) work. Second language acquisition (SLA) researchers have explored a wide variety of motivational factors affecting language learning such as socio-cultural and cognitive factors (Csizér & Dörnyei, 2005; Dörnyei, 2005, 2009; Gardner & Lambert, 1972; Polat, 2011; Polat & Schallert, 2013; Ushioda, 2009). Their work has enabled researchers to distinguish L2 motivation from the motivation concept in other fields.

L2 motivation is not inherent and is considered vital components of determining success in language learning (Csizér & Dörnyei, 2005; Gardner & Lambert, 1972). A motivated person is "goal oriented, expends effort, is persistent, is attentive, has desires (wants), exhibits positive affect, is aroused, has expectancies, demonstrates self-confidence (self-efficacy), and has reasons (motives)" (Gardner, 2007, p. 10). In this regard, Gardner and Lambert (1972) noted that there are two types of orientations regarding the identification of individuals in order to learn languages: *integrative motivation* and *instrumental motivation*. While individuals with instrumental motivation have an external reason to reach their goal, integrative motivation is a desire to learn more about the L2 community and language itself (Masgoret & Gardner, 2003).

Integrative L2 motivation involves the target culture, the individual, and the L2 learners' attitudes towards the target culture and community (Gardner, 2001; Peker, 2013). In addition, integrativeness includes different levels in L2 learners' assimilation into the L2 community (Gardner & Lambert, 1972). These levels range from openness to other cultures to an ultimate identification with the target community and withdrawal from one's own (Gardner, 2001, 2007; Kormos & Csizér, 2008). Thus, integrativeness refers to the level at which language users position themselves within the target community compared to their own L1 community.

Gardner, Masgoret, Tennant, and Mihic (2004) investigated L2 motivation variables affecting students' language achievements measured by the Attitude Motivation Test Battery (AMTB) and found that integrative motivation (integrative orientation m = .708, M = .558) was the highest correlating variable with student achievement among all the other variables, including attitudes, anxiety, and interest. Furthermore, Csizér and Dörnyei (2005) investigated the internal structure of L2 learning motivation in regard to other student variables such as attitudes toward L2 speakers, self-confidence, cultural interest, and integrativeness via Structural Equation Modeling (SEM) in both 1993 and 1999. The researchers identified that integrativeness was linked to motivated behavior, and there was interaction between language choice, effort and self-confidence and milieu including attitudes toward the L2 community and target culture.

However, integrativeness as a concept has also been criticized by several researchers such as Dörnyei (2009, 2010), Pavlenko (2002), Coetzee-Van Rooy (2006), and Ushioda (2011). They asserted that integrativeness refers to L2 learners' identification with L2 community; however, in some cases, learners may not access this community (i.e., ELs in Turkey learn English without access to the L2 community). In addition, when considering English as a global language, L2 learners may not need to identify themselves with the L2 community because

symbolically there is no specific L2 community in the case of learning English. Therefore, the popularity of integrativeness began to fade away while individuals' selves and sociocultural identities gained more importance in L2 motivation research.

Fading Popularity of Integrative Motivation

Integrative motivation as a concept has been criticized as a result of increasing globalization and multilingualism. For instance, Dörnyei (2009), Pavlenko (2002), Coetzee-Van Rooy (2006), and Ushioda (2011) asserted that this view does not reflect the realities of the globalized multilingual society in which "more than half of the inhabitants are not only bilingual or multilingual but members of multiple ethnic, social and cultural communities, and where pluralism (rather than integration) is the norm" (Ushioda, 2011, p. 200). The role of English as a global language and an international lingua franca makes it harder to explain individuals' integrative motivation and their identification with a specific target community (Jenkins, 2007). Dörnyei (2009) claimed that that integrativeness does not have any meaning, especially in learning situations where students learn English as an academic subject with no direct contact with English speakers as is common practice in Hungary, China, and Japan. Thus, he reinterpreted integrativeness.

Dörnyei's interpretation of integrative motivation came as a result of a series of longitudinal studies, which led to a new representation of integrative motivation. Dörnyei, Csizer, and Nemeth (2006) completed three waves of data collection in 1993, 1999, and 2004, and examined the attitudes towards five target languages, including English. As a result of this study, a schematic representation of the structural equation model for the re-interpreted integrativeness was created.

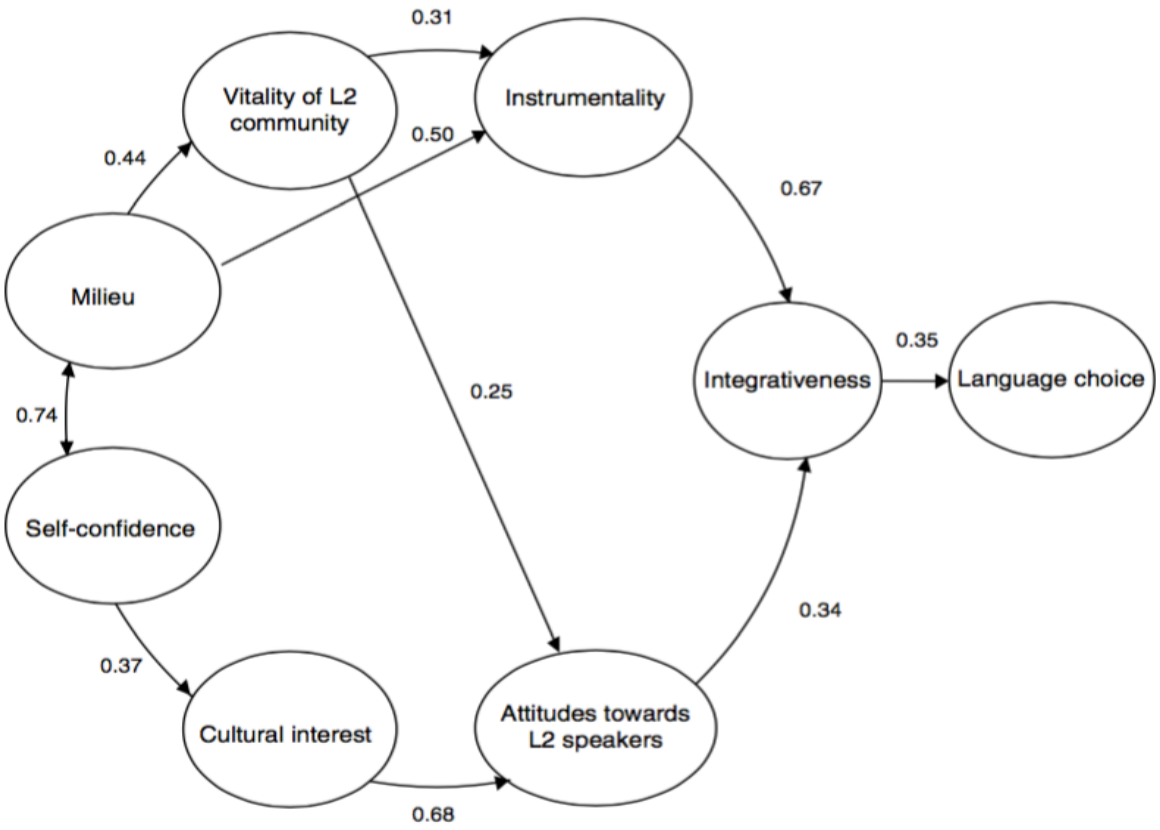


Figure 2: Schematic Representation of Language Learning Motivation.
From "Motivation, Language Attitudes and Globalisation: A Hungarian Perspective," by Z. Dörnyei, K. Csizér, & N. Németh, 2006. Copyright 2006 by Multilingual Matters. Reprinted with permission.

According to the new schematic representation (Dörnyei et al., 2006), integrativeness mediated the effects of all the other attitudinal/motivational variables. This mediation occurred in the two criterion measures: language choice and intended effort in studying an L2. The immediate antecedents of integrativeness were attitudes toward L2 speakers/community and instrumentality. Integrativeness was tied to these two distinct constructs, and Dörnyei (2009) explained this conundrum through self-discrepancy theory (Higgins, 1987) rather than possible selves theory (Markus & Nurius, 1986).

Possible Selves Theory

Possible selves are the components of "the self-concept that represents what individuals *could* become, *would like to* become, or are *afraid of* becoming" (Oyserman & Markus, 1990, p. 112). They contain the past selves as well as the representations of current selves and future selves that can be detachable from current selves, but yet are still connected to them. As Markus and Nurius (1986) indicated, they "function as incentives for future behavior (i.e., they are selves to be approached or avoided)" and "provide an evaluative and interpretive context for the current view of self" (p. 954). Considering this future aspect of possible selves, it is appropriate to state that they shape the direction of individuals' motives, goals, and fears in two ways: approach focus (ideal self image) and avoidance focus (feared self image).

Within these two different focuses, there are two main future possible selves. First, the ideal self refers to what an individual would like to be in the future. For instance, a student may want to become a professor in the future, and the focus or the path that this student creates to close the discrepancy between his/her actual self and future ideal self would be an approach focus. Second, the feared self is the future self that an individual would like to avoid becoming. For instance, if this student has an image of a failed professor who was unable to obtain tenure, he/she will follow a path to reach the ideal self and avoid the feared self via an avoidance focus. In these two types of possible selves, the goal of the individual is either to approach the imagined self or to avoid it by considering the discrepancy between the actual and imagined self.

However, Markus and Nurius (1986) also mention a third self without making it a focus in their seminal work. It is called ought-to self (i.e., the ought self), and it refers to the future self that an individual would like to become based upon others' expectations. Markus and Nurius (1986) refer to this as "an image of self held by another" (p. 958). In this case, the student in the

previous example would like to become a professor because other individuals, such as the family, spouse, or friends whom he/she valued expect him to do so. Therefore, ought-to self may have both an approach and avoidance focus, depending on what others expect an individual to become; the individual strives to close the discrepancy between the actual self and the ought-to self.

Self-Discrepancy Theory

Self-discrepancy theory was proposed by Higgins (1987) to explain how different types of discrepancies exist between the representations of selves and different kinds of emotional vulnerabilities. According to this theory, there are three domains of the selves such as actual, ideal, and ought, as well as two standpoints on the self that are individuals' own and significant other's standpoints, such as a valued person's (i.e., family, spouse, friend). These three domains and two standpoints lead to different levels of self discrepancies between the actual and self-state representations (i.e. imagined selves).

Higgins (1987) proposed that different types of negative psychological situations with different kinds of discomfort are represented by self-discrepancies. For instance, a discrepancy between an individual's actual self and their own and significant other's ideal selves represents the absence of positive outcomes such as disappointment and sadness, while a discrepancy between an individual's actual self and their own and ought selves, such as significant other's beliefs about the individual's duties and responsibilities, represents the absence of negative outcomes such as fear and threat. Therefore, self-discrepancy theory takes three different selves into consideration as opposed to possible selves theory.

These three important selves in self-discrepancy theory are actual self, ideal self, and

ought self. Higgins (1987) describes this as follows:

> There are three basic domains of the self: (a) the *actual* self, which is your representation of the attributes that someone (yourself or another) believes you actually possess; (b) the *ideal* self, which is your representation of the attributes that someone (yourself or another) would like you, ideally, to possess (i.e., a representation of someone's hopes, aspirations, or wishes for you); and (c) the *ought* self, which is your representation of the attributes that someone (yourself or another) believes you should or ought to possess (i.e., a representation of someone's sense of your duty, obligations, or responsibilities). (p. 320-321)

Since the ideal self and the ought self have future imagined aspects, these two selves are more of a representative of future goals and motives rather than actual self or current self. For this reason, Dörnyei (2005, 2009) took the Self-Discrepancy Theory as a basis to describe the L2 motivation terminology in his new paradigm, L2 Motivational Self System.

L2 Motivational Self System

Dörnyei (2005, 2009) asserted that integrativeness does not have any meaning, especially in learning situations where students learn English as an academic subject with no direct contact with English speakers. He reinterpreted integrativeness by referring to selves as the future guides of individuals' motivations. First, he distinguished the approach and avoidance tendencies of these future self-guides. He argued that ideal possible selves have a promotion focus, such as hopes or future success, while ought-to possible selves have a prevention focus, such as avoiding being an unsuccessful language learner in the future. Therefore, he used Higgins' (1987) Self-Discrepancy Theory as a base for his new paradigm while referring to Markus and Nurius'

(1986) approach and avoidance focuses.

From a self-discrepancy aspect, Dörnyei (2009) reevaluated the schematic representation of structural equation model (Figure 2) and renamed the approach and avoidance focuses as promotion and prevention focuses. According to this new perspective, "traditionally conceived 'instrumentality/instrumental motivation' mixes up these two aspects: when the idealized image is associated with being professionally successful, instrumental motives with a promotion focus are related to the ideal self while instrumental motives with a prevention focus such as learning English so as not to disappoint one's parents are part of the ought self" (Dörnyei, 2009, p. 28). Therefore, he only focused on two types of possible selves (i.e., the ideal L2 self and the ought-to L2 self) in his new paradigm.

He called these two L2 possible selves the ideal L2 self and the ought-to L2 self. While the ideal L2 self refers to an L2 learner's ideal future image as a proficient L2 user, the ought-to L2 self refers to an L2 learner's future image as a language user whose characteristics are attributed by others not the individual himself/herself. In addition, while the ideal L2 self is more internalized and closer to the integrativeness concept due to the self image being created by the individual, the latter is less internalized and has more instrumental motives because L2 learning occurs as a result of an image of self held by another individual.

In addition to these two possible L2 selves, he added a third aspect called the L2 learning experience. This aspect refers to the motives related to the immediate learning environment and the individuals' experience. For instance, an L2 learner may be motivated by an L2 learner's peer group relations, groupwork in English classes, the activity and task type, and/or the impact of his/her teacher. Therefore, Dörnyei's (2009) new paradigm included three important components, but it lacked the feared L2 self that may contribute to the balance of ideal L2 self in

L2 motivation.

As stated previously, integrativeness was examined within the L2 Motivational Self System. It was found that integrative motivation could be defined by possible selves that were measured by the subscales of the L2 Motivational Self System (Dörnyei, 2005, 2009; Taguchi et al., 2009). Some researchers such as Taguchi et al. (2009) examined the relationship between integrativeness and the ideal L2 self, and it was found that there was an average level of correlation (.54) between the two variables across the various subsamples. In addition, the ideal L2 self highly correlated with the criterion measure (intended effort), and explained 42% of the variance, which is an exceptionally high figure in motivation studies (Dörnyei, 2009). In the studies where it was measured, integrativeness also explained 32% of the variance in the criterion measure.

Taking Dörnyei's L2 Motivational Self System (2009) as a main construct, Papi (2010) investigated the relationship between the L2 Motivational Self System, L2 anxiety, and motivated behavior. He piloted the study first with 100 participants, and 1,011 Iranian learners participated in the main study. The results indicated that the ideal L2 self, ought-to L2 self, and L2 learning experience in the L2 Motivational Self System contributed to the intended effort. In addition, English anxiety negatively correlated with the ideal L2 self and L2 learning experience while the ought-to L2 self increased the intensity of English anxiety.

Besides integrativeness, Dörnyei (2009) mentioned the instrumentality aspect of the L2 Motivational Self System. He described this as follows:

> When instrumentality was divided into two types in accordance with Higgins's (1987, 1998) promotion/prevention distinction, all the studies found in line with the theory higher correlations of the *Ideal L2 Self* with *Instrumentality-promotion* than with

> *Instrumentality-prevention*, while Ought-to L2 Self displayed the reverse pattern. Furthermore, the promotion and the prevention aspects were largely independent from each other, with even the highest correlations between the two types of instrumental factors explaining less than 12% of shared variance. Thus, these figures prove that traditionally conceived 'instrumental motivation' can indeed be divided into two distinct types, one relating to the Ideal L2 Self, the other to the Ought-to L2 Self. (p. 31)

As a result of these constructs being applied in several studies mentioned above, Dörnyei's new paradigm changed the focus of the L2 motivation research, and it provided a more individualized and interpretive context for the current behavior of L2 learners.

However, although Dörnyei (2009) reconceptualized Gardner's (2001) integrative motivation, this new model lacked a major construct: the feared L2 self (Uslu-Ok, 2013). Feared self is a possible self that an individual avoids becoming (Dörnyei, 2009; Markus & Nurius, 1986; Uslu-Ok, 2013; Yowell, 2000). Oyserman and Markus (1990) noted that the desired ideal self would be more effective if it was balanced by the feared possible self that counteracts in the same domain. In addition, Hoyle and Sherrill (2006) asserted that the motivation within balanced possible selves is more effective, and that having both approach and avoidance focus would be better than the motivation within the ideal or feared L2 self alone.

Therefore, understanding the relationship between feared L2 self and other psychological constructs will shed light on the motivation research. Uslu-Ok (2013) stated, "investigating L2 motivation from the perspective of Dörnyei's L2 motivational self system and complementing his framework with feared L2 self construct will broaden the literature on L2 motivation" (p. 42-43). For instance, feared L2 self, especially under the effect of bullying, may be a much more powerful motivator if the individuals' future self image is the one that lacks specific L2 skills or

has a low proficiency due to constant bullying or discrimination. In other words, L2 learners may want to learn an L2 in order to avoid their feared L2 self who is less valued in terms of language skills.

The potential counterbalance between the ideal L2 self and the feared L2 self of L2 learners may bring a different perspective to the L2 motivation research. This can be applied through the use of avoidance focus (i.e., feared L2 self) as Markus and Nurius (1986) pointed out instead of Dörnyei's (2009) ought-to L2 self concept. Therefore, in this study, L2 possible selves are operationalized as individuals' ideas of what L2-specific facet they would like to become/achieve (ideal L2 self), what they think as necessary to realize and meet the expectations of worthy others (ought-to L2 self), and what attributes and characteristics they are afraid of acquiring in relation to language learning (feared L2 self).

L2 Identity in Second Language Acquisition Research

After Gardner and Lambert's (1972) work, interest in SLA research shifted toward L2 motivation and its moderating variables. One of these variables of L2 motivation is identity. Identity is both how individuals perceive their selves to be and how they describe themselves, based on others, within a small or large culture because "people tell others who they are, but even more important, they tell themselves and then try to act as though they are who they say they are" (Holland, Lachicotte, Skinner, & Cain, 1998, p. 3). In addition, identity can be conceptualized as a way of making sense of some aspect or part of self-concept (Oyserman, Elmore, & Smith, 2012; Serpe, 1987; Stryker & Burke, 2000; Tajfel & Turner, 1986). Therefore, examining the concept of identity in relation to self gives this study more insight because identity refers to the meanings attached to one's self by the individual and by others.

Identity is also a dynamic construct that may fluctuate depending on the environment of individuals. Block (2007b) indicated that an individual's sense of identity is destabilized, and this destabilization leads the individuals to a struggle when they move across any geographical and psychological borders, and attempt to immerse with new sociocultural environments. These individuals cross language and cultural borders for survival reasons (Belcher & Connor, 2001; Block, 2006; Danquah, 2000; Norton, 2000; Pavlenko, 2001a, 2001b; Schumann, 1997). As individuals struggle and their sense of identity is destabilized, their perception about their selves also fluctuate and change. Therefore, it is important to examine individuals' sense of selves through their social relationships with others within a social ecological framework.

Identity includes individual characteristics, social relations within individuals' groups, and individuals' conceptualization of their past, current, and future selves. For instance, Oyserman et al. (2012) stated, "identities can be focused on the past—what used to be true of one, the present—what is true of one now, or the future—the person one expects or wishes to become, the person one feels obligated to try to become, or the person one fears one may become" (p. 69). In addition, Candlin's (1998) description of identity refers to four constructs: (a) cross-cultural multiple selves in the present and in the past, (b) cultural ideologies and socialization of individuals, (c) constructed by other individuals, and (d) having a struggle between people as creators of their own identities and as animators of their created identities by others. Therefore, the relation between identity and the self is dynamic and multifaceted as a result of socialization among individuals.

The multifaceted characteristics of identity offer a comprehensive aspect that integrates the L2 learner and the social interactions between the L2 learner and other individuals. As Bakhtin (1984) indicated, individuals need to negotiate meaning with other individuals in order

to find meaning of their selves. In finding their selves, L2 learners, as agents, have two directions. They "have past learning trajectories, but they also have ideal selves: who they want to become and where they want to be" (Dufva & Aro, 2015, p. 41). These directions are the ones that Markus and Nurius (1986) mentioned as past, current, and future selves. This is the point where possible L2 selves and L2 identity research comes together.

Poststructuralist Theories of Language and Subjectivity, and Agency

Some SLA researchers adopted a structuralist approach to examine language and identity while others examined these from a poststructuralist approach. Structuralist theories of language originated from the work of Saussure (1966), who stressed the importance of competence (linguistic knowledge) in the use of linguistic structures, while poststructuralist theories of language have focused more on performance (use of language; Bakhtin, 1981, 1984, 1986; Hall, Vitanova, & Marchenkova, 2005). While structuralist theories view L2 learning as a process of learning rules of a language, poststructuralist theories view it as a process in which the learner uses the language and strives to communicate with L2 community members (Norton, 2013). In other words, for poststructuralists, the important aspect of learning an L2 is the real-life experience of individuals with different varieties of socio-affective situations.

Although Bakhtin is not a post-structuralist, his work became very influential on the post-structuralist movement. One of the first important works that brought Bakhtin's (1981, 1984, 1986) ideas as implications into the SLA filed was Hall et al.'s (2005) *Dialogue with Bakhtin on Second and Foreign Language Learning: New Perspectives.* For instance, Bakhtin (1984) viewed language as situated dialogues between the interlocutors to construct meaning through communication. That is, language is a tool to communicate and make meaning rather than an

idealistic situation that isolates itself from the speakers. In this sense, individuals use the language actively to orient their selves according to their interactions with others.

Bourdieu (1977) is a poststructuralist sociologist and his work concentrated on the power relations that structure dialogues L2 learners have with the target community. For Bourdieu (1977), the meaning and value of speech are determined by the L2 speaker. The meaning communicated through language and the value of the words change depending on the value, or the power, of the L2 speaker or group. Dominant usage of language is ascribed by the dominant group, which makes language practices and structures mostly accessible to the dominant speaker or group. Therefore, according to poststructuralist theories, language performance or use is inextricably tied to power relations between the interlocutors, which may be crucial for ELs who perceive discrimination because of ethnicity or low level of English proficiency.

Weedon (1997) also emphasized the importance of poststructuralist theories from the aspect of individuals who have access to language practices through their positioned identities. Weedon (1997) asserted that individuals shape their subjectivity through the language they speak. To wit, L2 learners build their sense of self, as well as emotions, through their relationship with the world or the environment surrounding them. Individuals can be "simultaneously the subject OF a set of relationships (e.g. in a position of power) or subject TO a set of relationships (e.g. in a position of reduced power)" (Norton & Toohey, 2011, p. 417). Therefore, social relationships help L2 learners construct their L2 selves.

In examining L2 selves, L2 agency also has an important role in learners' identity construction. Agency is learners' mediated sociocultural capacity to act (Ahearn, 2001), and it is adopted as one of the L2 terminologies by Vitanova et al. (2015). L2 learners, as agents, draw upon the actions and words of other individuals such as family members, teachers, and especially

peers, and they appropriate these actions and words accordingly, as in the case of possible selves theory. In doing this, L2 agency employs language as a central focus.

L2 agency is considered a fundamental construct that mediates the relationship between the L2 learner and the L2 community as they appropriate discourses within the L2 community (van Lier, 2008; Vitanova, 2010). This relationship can be one of active participation in the L2 community or a resistance to it. For instance, bullied ELs may employ agency by not interacting with the bully if the focus of the bullying is related to the victim's level of English or accent. The bullied EL may prefer to resist and not use English as an L2 or they may prefer to overuse English to overcome the difficulties in their speech and reach their ideal self. Therefore, it is important to consider L2 agency as one of the variables in examining L2 selves and motivation because it is the L2 learner who negotiates social position and power in daily interactions with the L2 community.

Variables Mediating L2 Identity

Individuals learn through the use of language as a symbolic tool by appropriating themselves to the social contexts that are available in the culture that they live (Vygotsky, 1978). Lantolf (2000) noted that individuals increasingly take control of their mediational means such as culture, as well as language for interpersonal (social interaction) and intrapersonal (thinking) purposes. Based on this, learning takes place when individuals engage in cultural and historical activities, thereby interacting with others through the cultural tools.

From this perspective, SLA theories have shifted from viewing L2 learners as individuals internalizing the rules of a language to viewing them as culturally positioned individuals along with their subjectivity and ascribed powers. In this regard, the contribution of poststructuralist

theories cannot be denied because, according to poststructuralist theories, individuals hold the opportunity to access the target community and to appropriate language practices by culturally positioning themselves. Therefore, analyzing L2 learners within the L2 community will help SLA researchers to understand the dynamic changes and shifts happening in individuals' selves as language learners.

Some of the variables mediating the relationship between L2 identity, selves, and L2 motivation can be power relations, ethnicity, and gender. The current research does not consider these categories as variables; however, instead, these are considered as sets of relationships that are socially and historically constructed within the social ecological framework (Bronfenbrenner, 1979; Norton, 2013).

Power and L2 Identity

Being one of the crucial elements of identity research, power has had an impact on SLA. Norton (2013) refers to power as a construct in which social relations and communities are ascribed, constructed, and validated. However, some SLA researchers proposed that the heterogeneous structure of the society is understood through the inequitably structured environments where learners have different genders, races, classes, and ethnicities (Freire, 1985; Giroux, 1992; Simon, 1992). On the other hand, from the aspect of social ecological framework, power does not come to existence only as a political issue at the macro level, but it can be encountered at the micro level in individuals' dialogues and interactions with others through language practices.

West (1992), Bourdieu (1977), Weedon (1997), and Cummins (1996) have contributed to the conceptualization of the relationship between power, identity and language learning, and

suggested that L2 learning is political. However, Norton (2013) views this relationship as a dynamic structure that is steadily being negotiated as the "symbolic and material resources in a society change their value" (p. 47). She noted that individuals who have access to resources in the L2 community will have access to power and privilege. This, in turn, influences their perspective on their relationship to the world and their possibilities for the future. Therefore, trying to find answers for the question 'Who am I?' and 'What am I allowed to do?' should be handled together because these two cannot be separated from each other. In addition, the second question 'What am I allowed to do?' cannot be understood apart from material conditions that structure opportunities for the realization of desires. For West (1992), it is a person's access to material resources that will define the terms on which desires will be articulated. In this view, a person's identity will shift in accordance with changing social relations.

Ethnicity and Class in Examining L2 Identity

Ethnicity refers to the concept of social group that has common and distinctive cultures, religions, languages, and values. Heller (1987) defines ethnicity as a sub-construct of power that can only be found in heterogeneous societies because these include opposite features or different elements. To exemplify, Norton (2013) details these elements through her fictional character, Saliha. She is described as an L2 learner of English who experiences otherness in her relation to the lady for whom she serves as a manual laborer. She is excluded from the powerful ethnic social network because her ethnicity is different from her employer, and she cannot speak the language ascribed as a norm by that culture. Therefore, she does not have access to the language practices and materials through which she needs to practice her L2.

From this perspective, ethnicity should be examined especially in immigrant contexts. Heller (1987) emphasized that most research focuses on observable features such as the values of the community and does not consider much about individuals' daily experiences. However, Ng (1987) pointed out that ethnicity constitutes a problem for immigrants especially in having access to language practices and interactions with the L2 community members.

Furthermore, another factor that rules the societies and determines the extent to which individuals can interact with the L2 community is social class. Identity, or one's positioning himself/herself, constantly changes depending on the class differences between the interlocutors. Connell, Ashendon, Kessler, and Dowsett (1982) perceived the concept of class as a system of relationships between individuals, and referred to what individuals do with their resources in different classes. Therefore, the relationship between individuals and class cannot be reduced to a system of categories; however, it can be viewed as a system of relationships between people that determines the extent of L2 community accessibility for learners.

Investment and Motivation

Norton-Pierce (1995) has a great impact in SLA studies focusing on identity construction and language acquisition. She studied immigrant women in Canada and asserted that an individual's social identity is multifaceted and dynamic. Norton-Pierce asserted that L2 motivation should be renamed as *investment* because as a construct, L2 motivation does not take the relations between power, identity, and language learning into account even though individuals invest time and effort in order to learn languages to boost their cultural capital symbolic resources. Therefore, when individuals invest in learning languages, they also invest in the construction of their own social identity.

When individuals change countries or communities, and acculturate themselves within another culture, their perception of their own identity begins to change. When they cross borders, they lose considerable economic, cultural, and social capital as they search for a better life and try to adapt their new environment (Block, 2007b; Norton, 2000). These individuals seek adaptation to the new community and try to close the difference between their current identity and the identity-to-be through interactions with others in the new community. Therefore, the concept of identity is variable.

L2 identity changes through interactions with others. For instance, Norton (2000) investigated the identities of the women who immigrated to Canada and found that there were some inconsistencies between her observations and participants' L2 motivation, which generally contradicted with the findings of L2 motivation researchers. According to L2 motivation researchers such as Dörnyei (2005) and Gardner (2001), language learners have different motivations to learn an L2 and the higher the motivation is the better L2 learning is. However, what Norton observed was slightly different.

She found that the levels of L2 motivation change as Dörnyei and Gardner stated; however, high levels of L2 motivation did not always yield positive results. She contended that unequal power relations between the interlocutors and the limited-access L2 learners were because the ethnicity, gender, and class created a situation in which the learners could not practice or use language as a mediating tool. Even if they were willing to learn their L2, they did not want to and/or could not invest in their own L2 attainment.

Norton (2000) proposed a construct called *investment* as a complement to the motivation construct. Investment includes Bourdieu and Passeron's (1977) cultural capital, which means that language learning has different values depending on different classes, groups, and social

contexts. “Language learners invest in the target language at particular times and in particular settings, because they believe they will acquire a wider range of symbolic and material resources, which will, in turn, increase the value of their cultural capital” (Norton & Toohey, 2011, p. 420). In this regard, investment and identity refer to the socially and historically constructed relationship of learners to the target language and their desire to learn and practice it.

Norton (2013) distinguishes investment from motivation in that learners try to make meaningful connections between their desire and commitment to learn a language and their changing identity while motivation is conceived as unitary, fixed, internalized, and ahistorical. As this difference suggests, learners may be highly motivated to learn languages; however, they might have little investment in the language practices. For instance, if a learner feels otherness like Norton’s fictional character, Saliha, or is excluded from the L2 community as a result of his/her ethnicity or class despite the high level of motivation, the same learner may prefer to invest very little in the language practices or not invest at all, which may explain why a learner with a feared L2 self may want to decrease the discrepancy between the ideal L2 self and the actual L2 self, or may not want to decrease this. Therefore, integrating investment and motivation constructs into second language theories will provide a broader perspective for SLA researchers.

Empirical Findings on L2 Identity and Motivation

L2 identity has gained popularity in SLA with Norton-Pierce’s (1995) work. Effect of identity construction on language learning, individual’s identity construction and study abroad programs, and identity construction regarding gender were investigated. For instance, in an ethnographic study with 14 adult Malaysian females, Kim (2003) investigated the relationship

between English acquisition and social identity construction in a multicultural society in Malaysia. The results of this study indicated that the identities of the participants changed constantly and strategically in order to preserve cultural acceptance and a sense of belonging to the community. For instance, one participant chose not to speak English because she reported that she was afraid of sounding Westernized and as a result would be ridiculed. She was concerned that others from her community would exclude her when she sounded Westernized. Another participant reported refraining from speaking English due to religious considerations as she associated English with non-Muslim community. These findings showed that language as an interaction symbol depends on social context, and it is a determinant in selves that individuals prefer to display.

Another important study by Gao (2011) reported the effects of Chinese learners' identities on their English learning. In addition, the researcher also looked for how these learners' identities as Chinese nationals were altered by studying in Britain. The results indicated that these learners appreciated the uniqueness of Chinese culture and the effect of Chinese values on their classroom communication with other non-Chinese students. Interacting with people from different cultures made reevaluating their national identities possible. Additionally, participants' identities shifted depending on the interactions with other students from different cultures in class. As a result of their study abroad experience and learning English in Britain, the participants reflected on their values and constructed new identities.

Sung (2014) investigated L2 learners' perspectives on their identity construction through a qualitative study. The perspectives of nine participants from a Hong Kong university were examined by conducting two rounds of in-depth interviews. It was reported that these L2 learners indicated different degrees of identification with the L2 community and their own culture. While

two participants had more oriented identities thanks to the power of English as a global language, five individuals preferred to display dual identities simultaneously in representing blended identities to reflect the commonalities between cultures. However, two other participants indicated that they identified more with their own culture.

Additionally, Polat and Mahalingappa (2010) focused on how language learning is influenced by gender and identity factors. The researchers examined the gender differences in identity, acculturation patterns, and L2 accent attainment. In this quantitative study of 121 Kurdish middle school students, Polat and Mahalingappa (2010) found that females had more native-like accent ratings than males. In addition, both females and males showed different patterns in their identification with the dominant Turkish society, family structure, and acculturation patterns. Males reported speaking more Kurdish than Turkish as an L2 outside and with the family. Therefore, males identified themselves with more Kurdish patterns and less Turkish patterns while females reported the opposite.

In addition, Polat (2011) investigated the relationship between motivation, gender, and age in attaining a native-like Turkish accent, and examined how Kurdish learners of Turkish identify with the Turkish community based on their gender, motivation, and age (13-18 year olds). This study included 121 ethnically Kurdish and Kurd-Armenian students (56 females and 65 males) from 18 middle and high schools. The individuals with a low socio-economic status started learning Turkish in Erzurum where the Kurdish population was 16%. They had very little exposure to Turkish before they started the school at six-seven years of ages.

In this study (Polat, 2011), students were first given a background questionnaire for eligibility purposes, and then completed a read-aloud of a paragraph about the local weather which contained basic vocabulary and sentence structures. Also, in this read-aloud paragraph

some “representative distinguishing phonological features of the regional Turkish accent were highlighted to help the judges make their judgments more precise in distinguishing between native-like levels” (p. 27). Lastly, the participants completed the motivation questionnaire examining different forms of motivation such as external and introjected forms, as well as identified and integrated orientations. For reliability, 15 students were chosen randomly to participate in the semi-structured interviews. The results revealed that native-like accent achievement in females was higher than males’, and gender differences were affected by how the participants identified themselves with the L2 community. However, in this community, contrary to most of the research findings, males had higher identification orientation, external regulation and integrated orientation than females in learning Turkish as an L2. Since these are contrary to the general findings in the literature, the researcher asserted that these differences were related to how the participants identified their self with the target community.

In addition, males had anxiety, negative self-evaluation, and loss of autonomy when they perceived themselves as unsuccessful in language achievement because in this culture, the roles loaded toward males and the investment for males (even when they were little) created more social pressure on them than females. Based on this, male participants’ identification of how they saw themselves in the future as language learners was heavily affected by the roles assigned by the society in which they lived. In addition, older learners showed more socialization and acculturation due to the years they were exposed to Turkish, which was more than the years the younger learners had. However, because of the increasing social and parental pressure for older learners in Kurdish society that created anxiety and avoidance of using L2, a less native-like accent occurred in older students.

In addition to these studies, Lam (2004) studied two Chinese female English learners in order to examine how they constructed their identities in an online L2 community. The participants did not want to associate themselves with American or American-Chinese individuals. However, participating in online interaction led the participants to adopt new identities. Participants' past identities as Hong Kong-Chinese individuals were reshaped through their interactions. Lam (2004) asserted that individuals' perception of who they are is recreated when they move from one sociocultural context to the other.

Furthermore, Gu and Cheung (2016) investigated L2 Motivational Self System in relation to acculturation and identity construction. Data were collected from 390 secondary students with Hong Kong background, learning Chinese as an L2. The results indicated that ideal L2 self positively affected students' intended effort and the construction of bicultural identities. Establishing ideal L2 self predicted the level of acculturation and promoted having balanced bicultural identity in which individuals valued their own heritage culture while adopting orientedness toward the L2 community.

In parallel with Gu and Cheung's (2016) study, Roger (2010) studied the role of the ideal L2 self with seven highly-proficient Korean learners of English as a global language and investigated how these learners perceived their identities as a global citizen. The results showed that most of the participants reported English as a part of their identity. On the contrary, inclination to adopt a bicultural identity as both a national one and global one was not a universal desire for them. Three participants out of seven rejected and resisted being a world citizen while four of the participants associated knowing English as an L2 would help them to travel and connect with other people around the world. Based on the results, imagining one's ideal L2 self was not enough of a motivation to learn a language.

The concept of L2 identity emerged in the field of SLA with Norton-Pierce's (1995) work. L2 learners reconstruct their identities and project their possible selves based on their interactions with the L2 community when they encounter a new language or a community. They reevaluate their positions and make changes on their identities. Therefore, as individuals change contexts, their identities shift, which results in a possible change in L2 motivation.

National Identity and Oriented Identity

Given that much of the early work on L2 identity was concerned about different factors affecting individuals' identity, including power, ethnicity, and class, this study brings an alternative perspective to SLA field through national and oriented identity. Since Bronfenbrenner's (1979) social ecological model focuses on human development and learning process by taking individuals' actions and relationships with others within the layers of the model into account, individuals' relations to L2 community and the level of nationalistic connections to their own culture may also affect ELs. Within the layers of social ecological model, individuals living in an L2 community may perceive their identity either more nationalistic or more oriented toward L2 community depending on the circumstances that may be affected, for example, by power relations or class differences. That is, L2 learners' identity is shaped by their perceptions of the level of nationality and orientedness depending on the factors discussed earlier.

Regarding these two concepts, there has not been much research. Currently, there is only one study that distinguishes these two constructs (Uslu-Ok, 2013). National identity refers to individuals' perception of their L2 identity that is tied to their national values rather than an L2 integrated one, while oriented identity refers to individuals' perception of their L2 identity that is

more inclined toward L2 community and culture; a well adapted one (Uslu-Ok, 2013). In other words, oriented identity is related to individuals' level of identification with the L2 community, and national identity is related to the extent to which individuals feel threatened because of the sociocultural influence of L2 community values on them.

It is important to distinguish oriented identity from integrative motivation because both concepts include certain degrees of integrativeness to target culture. As mentioned earlier, integrative motivation requires individuals to have an access to L2 community. However, in oriented identity, this is not required and individuals can still adopt oriented identities without an access to the L2 community. For instance, some immigrants may start learning English in their home countries before moving to the U.S. and show a great deal of orientedness thanks to positive influence of the culture that they encounter while learning English as a foreign language.

In her study, Uslu-Ok (2013) reported that individuals' national identity or their identification with their home culture was low when they had concerns about learning English. However, when individuals had positive attitudes toward L2 community, the orientedness level was high. She also found that feared L2 self was an outcome of her participants' national identities while ideal L2 self is associated with oriented identity. Thus, examining L2 Motivational Self System in this study by taking national and oriented identity into account may further the existing research.

Bullying Concept

There have been many attempts to define *bullying* as a term within research circles, and one of the most widely accepted definitions has been "aggressive behavior or intentional 'harm doing', which is carried out repeatedly and over time in an interpersonal relationship

characterized by an imbalance of power" (Olweus, 1993, p. 9). In this sense, there is a necessity to emphasize Olweus' (1993) description of the components of this definition before analyzing each component in detail as follows:

> It is a negative action when someone intentionally inflicts injury or discomfort upon another, basically what is implied in the definition of aggressive behavior. Negative actions can be carried out by physical contact, by words, or in other ways, such as making faces or mean gestures, and intentional exclusion from a group. In order to use the term bullying, there should also be an imbalance in strength (an asymmetric power relationship): the student who is exposed to the negative actions has difficulty defending him-/herself and is somewhat helpless against the student or students who harass. In my definition, the phenomenon of bullying is thus characterized by the following criteria: it is aggressive behavior or intentional 'harm doing,' which is carried out repeatedly and over time in an interpersonal relationship characterized by an imbalance of power. (Olweus, 1993, pp. 8–9)

This definition provided a basis for the Olweus Bullying Victimization Questionnaire that was used widely to measure bullying and to construct new bullying measures across the world (Book, Volk, & Hosker, 2012; Craig & Pepler, 1997; Hinduja & Patchin, 2010; Salmivalli, Lagerspetz, Björkqvist, Österman, & Kaukiainen, 1996). In his definition, Olweus (1993) emphasized three main components: goal-directedness, imbalance of power, and harm doing. Regarding the L2 motivation research, examining the imbalance of power as a component is crucial because English learners have language barriers and socio-cultural differences from the L2 community in a social ecological system and this situation creates an imbalance of power for these learners (Mendez et al., 2012; Ozdemir & Stattin, 2014; Ryoo et al., 2015; von Grunigen et

al., 2010; von Grunigen et al., 2012). However, despite the fact that these studies focused on the issues related to immigrants' and L2 users' bullying victimization, none of them examined the effect of bullying on their language learning motivation. Therefore, I will first focus on the types of bullying that are mentioned in these studies, and then discuss the most important results from an L2 motivation and identity perspective.

Types of Bullying

There are several types of bullying, such as direct, indirect, racial, sexual, gestural, and cyber bullying. Even though most of the recent studies focused on traditional and cyberbullying, it is also necessary to mention the other categories to better gain a sense of consistency across the studies. For instance, direct bullying refers to verbal, physical, and mostly face-to-face aggressive behaviors that are directed to the victim one-on-one (Govender, 2013). As acts such as hitting or kicking the victim are clearly seen and the bully can be easily identified, this version of bullying is considered as the least "sophisticated type of bullying" (Smokowski & Kopasz, 2005, p. 102). On the other hand, it is harder to identify the bully when indirect bullying occurs as in this case, the bully usually threatens or insults the victim. There might also be some name-calling, spreading rumors, writing hurtful graffiti in a public place, and encouraging others not to communicate with the victim. According to Rigby (2008) and De Wet (2007), indirect bullying is manipulative, sneaky, and subtle as well as intentional. The victim is purposefully left out and others are instructed not to communicate or socialize with the bullied individual.

Gestural bullying is a subtype of indirect bullying, and it includes threatening someone or making an obscene gesture. For instance, "rolling of eyes, sighs, sneers, aggressive stares, snickering, frowning, shaking fists at someone, giving hostile looks or glances and showing

hostile body language" are categorized under this type of bullying (Govender, 2013, p. 23), and this type of bullying "leaves the victim worrying about what might happen to them at a later time" (Rossouw & Stewart, 2008, p. 252). Additionally, while the bully makes non-sexual offensive gestures such as racial slurs, writing graffiti, or mocking the victim's culture in racial bullying, these may also include sexually inappropriate jokes, pictures, or rumors intended for teasing with the victim in sexual bullying (De Wet, 2007). In addition, sexual bullying may include such intrusive behaviors as grabbing the private parts of the victim or forcing someone to engage in non-consentual sexual activity (De Wet, 2005). Sexual bullying may also occur in online environments. Therefore, it is important to mention another type of bullying called cyberbullying.

Cyberbullying is a more recent version of bullying and is becoming more sophisticated with the advancement in the technology. Cyberbullying includes sending inappropriate messages or communicating with the victim in a disturbing way through the Internet and/or other digital devices (Li, 2006). Cyberbullying can happen at any time as opposed to the traditional type of bullying, and more individuals can be bullied concurrently while the bully may not be traced. Recent research indicates that although there is less personal contact between the bully and the victim, cyberbullying can still be as psychologically and emotionally hurtful as traditional bullying (Govender, 2013).

Considering all these different varieties of bullying and the results of the following empirical studies, it is appropriate to classify bullying into two categories: traditional bullying and cyberbullying. Traditional bullying can be defined as a form of bullying that involves direct and indirect aggression. Direct aggression includes physical violence, such as hitting, and kicking, as well as verbal violence, such as taunting, teasing, and threatening (Hawker &

Boulton, 2000), while indirect aggression includes such manipulative acts as extorting, ostracizing, or intimidating another person (Hinduja & Patchin, 2010; Nansel et al., 2001; van der Wal et al., 2003). In addition, traditional bullying may involve overt aggression (i.e., name calling, pushing), and relational aggression (i.e., gossip, rumor-spreading, sabotage), and other subtle behaviors destructive to interpersonal relationships (Crick & Grotpeter, 1995; Hinduja & Patchin, 2010; Prinstein et al., 2001; Wolke et al., 2000). On the other hand, cyberbullying consists of willful and repeated malicious actions carried out through the use of computers, cell phones, and other electronic devices, and it is extremely common in our globalized world (Hinduja & Patchin, 2009, 2010; Patchin & Hinduja, 2006).

In this regard, the multifaceted structures of identity and motivation of individuals are highly affected by these types of bullying especially in multicultural societies such as the U. S. One of the populations that are physically, psychologically, and mentally affected by bullying is ELs. However, there is no research that has specifically focused on the language learning area of this concept, even though the results of most studies constantly indicate that immigrants and the L2 learners are the most widely affected population.

Theoretical and Empirical Findings of Bullying Research

Despite the fact that adolescents may be bullied at any time, bullying research only focuses on the middle school children up through their adolescent years. Therefore, in this review, I examine the important results of the studies focusing on bullying in terms of diverse populations such as immigrants, refugees, and individuals living in a country other than their own.

The U.S. is considered a country where many immigrants reside, and these individuals can be classified into three different categories (Lim & Hoot, 2015). The immigrants who voluntarily left their home countries to come to the U.S. by their choice are called voluntary immigrants, while the second type of immigrant who enters the country not by their own choice is called a refugee and asylum seeker. The third type is called undocumented immigrants who enter the U. S. illegally (Adams & Kirova, 2006; Lim & Hoot, 2015). Suarez-Orozco (2001) predicted that one in every five students will be an immigrant or a child of immigrants at schools by 2020. Considering these statistics, it is important that we direct our attention to ethnic bullying.

Ethnic bullying victimization is a form of bullying victimization toward an individual's ethnic background and cultural identity. McKenney, Pepler, Craig, and Connolly (2006) emphasized that this type of bullying includes "direct forms of aggression such as racial taunts and slurs, derogatory references to culturally-specific customs, foods, and customs, as well as indirect forms of aggression, such as exclusion from a mainstream group or peers because of ethnic differences" (p. 242). Furthermore, Scherr and Larson (2010) added to McKenney et al.'s (2006) description of ethnic bullying by calling it immigrant bullying. This includes bullying in the form of social manipulation, exclusion, taunts, and derogatory references to an individual's immigration status.

Lim and Hoot (2015), in their mixed-mode study, investigated the prevalence of bullying between refugee, immigrant, and native-born children (N = 116) as measured by the Swearer Bully Survey (Swearer, 2001, 2003) and qualitative interviews. Of 116 respondents, a breakdown of the immigration status was as follows: refugees formed the majority 49% (N = 457), followed by native-born 28% (N = 432), and immigrants 23% (N = 427). The results

indicated that immigrant individuals were categorized as passive victims, which means that they could not respond or react to the bully aggressively. This might be related to a language barrier; however, the researchers did not state any information on this.

In another study, Ozdemir and Stattin (2014) investigated whether self-esteem and/or depressive symptoms would mediate the associations between ethnic harassment and poor school adjustment among immigrant youth (N = 330). They also investigated whether immigrant youths' perception of school context would play a buffering role in the pathways between ethnic harassment and school adjustment difficulties as measured by an Ethnic Harassment Measurement (α = .76) that they created and the Rosenberg Self-Esteem Scale (RSES; Rosenberg, 1979; α = .85). The results indicated that ethnic harassment is a more important risk factor in adolescents' self-esteem than for their depressive symptoms, and ethnic harassment negatively affected immigrant youths' school adjustment by damaging their self-esteem. The researchers asserted that ethnic harassment was directly related to individuals' self and identity. Therefore, the results of this study are crucial in terms of applying the context to L2 identity.

Immigrants reshape their identities when they encounter an L2 community, and since their identities are affected by ethnic harassment, examining bullying along with L2 identity may shed light on second language learners' L2 acquisition motivation. As Baumeister and Leary (1995) emphasized, individuals need to have a sense of belongingness in their social community in order to be involved in the interactions properly. If they did not encounter ethnic harassment or discrimination or if they were treated fairly, they would have had more self-esteem and efficacy for their future goals. Therefore, it is important to examine these issues in terms of an individual's L2 motivation and identity construction.

Furthermore, Mendez et al. (2012) conducted a qualitative study to investigate intracultural bullying among Mexican Americans (N = 6) and Mexican immigrants (N = 6). The qualitative data obtained from the in-depth interviews indicated that intercultural bullying existed between the two groups and the most important factor was the Mexican immigrants' limited English. Mexican American students ridiculed the Mexican immigrant students for not speaking English well, and "speaking only Spanish seemed to be avoided by the Mexican American students who could speak English well" (Mendez et al., 2012, p. 287). Five out of six Mexican immigrants interviewed were frequently bullied by Mexican Americans because of their limited English and their attendance to English as a Second Language (ESL) classes. One of the participants expressed feelings of helplessness and unworthiness from being degraded by her classmates because of accent and limited English.

In the same study (Mendez et al., 2012), another student's comments clearly explain how learning another language may damage a person's possible selves and discourage them from being integrated into the L2 community. She described her experience with being bullied during the interview and exemplified one of the bullying statements as "Go back to Mexico if you don't know the language" (p. 288). These types of statements directed by other individuals around the immigrants can be quite destructive in terms of establishing a well-balanced L2 identity or creating ideal L2 selves, or these can be motivating in a way that L2 learners want to avoid being bullied repeatedly and learn their L2.

Parallel to the study above in Qin, Way, and Rana's (2008) study, Chinese immigrant students living in the U.S. reported that the American Chinese students who were born in the U. S. taunted them because the Chinese immigrants could not speak English well, and they repeatedly told them to "go back to China" (p. 36). In another study examining intracultural

bullying, Niemann, Romero, Arredondo and Rodriguez (1999) reported that Mexican immigrants were discriminated by Mexican Americans through name-calling such as "wetbacks," and Mexican Americans pretended that they did not know Spanish to humiliate them (p. 55).

In their longitudinal study, von Grunigen et al. (2012) investigated the relationship between L2 and peer victimization as measured by Perren and Alasaker's (2006) Victimization and Bullying Scale ($\alpha_{victimization} = 83$), and they found that immigrant students were at a greater risk for frequent victimization and lower peer acceptance in their social environment. Furthermore, von Grunigen et al. (2010) examined immigrant children's ($N = 1090$) bullying victimization as measured by Perren and Alasaker's (2006) Victimization and Bullying Scale ($\alpha_{victimization} = 82$, $\alpha_{bullying} = 84$), and the results indicated that the poor L2 proficiency of immigrant students impaired their integration into the social group more than their ethnic background did.

Von Grunigen et al. (2012) reported that students with limited L2 were perceived as less competent in social contacts by their peers because they could not react to peers' initiatives or follow instructions given in class. Therefore, the bullies socially rejected these L2 learners who eventually showed shy behavior and had low self-esteem. These types of social exclusions lead L2 learners to a state in which they adopt a feared L2 self, so they were motivated to learn the L2 to stop the current discrimination. For instance, Jerusalem (1992) indicated that male Turkish immigrant adolescents with lower German proficiency significantly had more social fears, general fears, feelings of loneliness, and low self-esteem than the ones with higher German proficiency; however, they were still motivated to learn German as an L2. Therefore, it can be stated that there is a direct connection between L2 learning, self-esteem, and motivation to improve L2 when bullying is considered as a risk factor.

Ryoo et al.'s (2015) study about the latent statuses in bullying behavior also focused on the language aspect of bullying. They used the Pacific-Rim Bullying measure (PRBm; Konishi et al., 2009; Swearer, Wang, Magg, Siebecker, & Frerichs, 2012) to investigate the students' experiences and concerns about bullying victimization "without using the word 'bullying' in order to avoid misunderstanding or different understandings of the bullying construct across countries and languages" (Ryoo et al., 2015, p. 109). The results indicated interesting and different perspectives compared to the other studies. The researchers reported that ELs were more likely to be infrequent victims than their native speaker peers; however, they could not test if this difference is significant at each latent status. Therefore, they suggested ELs as the minority ethnic group were involved in bullying slightly more often than the other peers because they were frustrated about the language and cultural differences. This may be a possibility; however, other studies (Koo, Peguero, & Shekarkhar, 2012; von Grunigen et al., 2010) reported that ELs experience higher levels of bullying victimization compared with native speakers because of limited L2 and cultural differences. Therefore, there is a need to examine bullied ELs in terms of their L2 learning processes under the effect of bullying.

Within this respect, including bullying as a feared L2 self factor in Dörnyei's (2009) L2 Motivational Self System may bring a different perspective and may mediate the relation between English anxiety, ideal L2 self and feared L2 self. In addition, including this construct in this system may help the researcher to understand the effect of bullying in ELs' L2 learning experience. As there is a relationship between bullying and feared self (see Chapter 4 and 5), offering anti-bullying workshops may strengthen the development of interpersonal and problem-solving skills that the learners need in order to communicate and collaborate with each other by finding common grounds with others who are different from themselves.

CHAPTER THREE: METHODOLOGY

The current study was designed to analyze bullying concept as one of the contributors of the feared L2 Self within a L2 Motivational Self System and L2 identity concepts. The correlational study design of this investigation to analyze the relationships between variables, including bullying, feared self, L2 Motivational Self System and L2 identity provided the basis from which to answer the following research questions.

1. What is the relationship between the L2 Motivational Self System components, including the feared L2 self?
2. What is the relationship between traditional bullying victimization, cyberbullying victimization, and the L2 Motivational Self System components, including the feared L2 self?
3. What is the relationship between bullying victimization and ELs' national and oriented identities?
4. What is the effect of cultural interest and attitudes toward L2 community on ELs' national identity and oriented identity?
5. What is the effect of fear of assimilation and ethnocentrism on ELs' national and oriented identities?
6. What is the effect of English anxiety on English learning experience and the feared L2 self?
7. What is the relationship between the prevention and promotion aspects of instrumentality and the L2 Motivational Self System components, including the feared L2 self?

Research Design

This study was a quantitative non-experimental research study with correlational design (Gall, Gall, & Borg, 2007). As stated by Gall et al. (2007), "correlational research refers to studies in which the purpose is to discover relationships between variables through the use of correlational statistics" (p. 332). A correlational research design is the measurement of two or more factors to determine the extent of relation or change in an identifiable pattern. Advantages of using a correlational design enable researchers to analyze the relationships among a large number of variables in a single study and provide information about the degree of relationship between a wide variety of variables (Gall et al., 2007). Therefore, a correlational design was an appropriate design for this study in order to explore relationships between various variables and answer the research questions mentioned above.

In addition, the self-report survey consisted of several adapted surveys, open-ended questions, and a demographic questionnaire. Answers to open-ended questions may have provided the deeper meaning behind L2 identities and the fears of L2 learners' imagined selves; however, the qualitative data have not been used for the current study although most of the literature regarding L2 identity was based on the qualitative research data or open-ended questions (Gao, 2011; Kim, 2003; Kanno & Stuart, 2011; Norton-Pierce, 1995; Polat, 2011; Roger, 2010). Instead, in this study, L2 identity was uniquely measured through a five-point Likert Scale.

The design had several limitations. First, because of time limitation, the adapted survey questions were not piloted. However, all of the survey items were validated by previous research. Construct and internal validities might have been affected because this research was based on a self-report survey that had been developed through adapting three validated self-report surveys

(see Appendix A). These adapted instruments were a) Traditional Bullying and Cyberbullying Victimization Scale (Hinduja & Patchin, 2010), b) Motivational Factors Questionnaire (Dörnyei, 2010), and b) Feared L2 Self and L2 Identity Scales (Uslu-Ok, 2013). However, these constraints were mitigated in the measurement model analysis stage of the Partial Least Squares Structural Equation Modeling (PLS-SEM) and problematic indicators were handled meticulously.

Sampling and the Sample Size

In a quantitative study, there are two types of populations that are relevant to the sampling process, and these are target population and accessible population (Gall et al., 2007). In this study, the accessible population was the ELs in a state university, a college, a community center including immigrants, and EL participants from Amazon's Mechanical Turk (AMT) website. Originally, the researcher intended to recruit middle school participants because the bullying rate, especially the racial or ethnical bullying rate, is very high among middle school students, and Orange County Public Schools (OCPS) is one of the counties with the highest number of ELs in the state of Florida State (Florida Department of Education).

However, due to the time limitation related to dissertation research and access to OCPS, this study focused on adults rather than school-aged children, of which most of the bullying research has been focused on. There was no research conducted on the effects of bullying on adult learners' L2 motivation, future self images, or what contributes to their L2 identities. Therefore, adult learners above 18 years of age were chosen as sample, which brought a new perspective into the SLA field. In this criterion sampling (Gall et al., 2007), the criteria were (a) being 18 years of age or older, and b) being either an international student, faculty, or staff, an English learner, or immigrant to the U.S.

Structural Equation Modeling ([SEM]; Tabachnick & Fidell, 2013) was utilized to investigate the relationship(s) between different variables, including attitudes toward L2 community, cultural interest, fear of assimilation, ethnocentrism, L2 Motivational Self System (Dörnyei, 2009), feared L2 self, national identity, and oriented identity (Uslu-Ok, 2013), as well as traditional bullying and cyberbullying victimization (Hinduja & Patchin, 2010). SEM as a type of multivariate technique combines the features of factor analysis and regression. Thus, it enables researchers to look at the relationships among the measured variables and the latent variables as well as the relationships between the latent variables (Hair, Hult, Ringle, & Sarstedt, 2014, 2016).

However, there are two types of SEM. Covariance-Based SEM (CB-SEM) is generally used to confirm (or reject) theories or to test how well a proposed theoretical model can estimate the covariance matrix for a sample data set. On the other hand, Partial Least Square SEM (PLS-SEM or PLS path modeling) is used to develop theories in exploratory research (Hair et al., 2016). Since this study was exploratory in nature and the main purpose was to explain the variance in the dependent variables in the model, PLS-SEM was the most appropriate method.

There are several methods to calculate sample size. First, Barclay, Higgins, and Thompson (1995) recommended the 10-times rule. Hair et al. (2016) stated that the sample size should be equal to the larger of "10 times the largest number of formative indicators" of a single construct, or "10 times the largest number of structural paths" coming to a latent variable in the model (p. 24). However, this method was criticized because of its unrefined guidelines which do not include other concerns such as model background and data characteristics (Hair, Ringle, & Sarstedt, 2011; Marcoulides, Chin, & Saunders, 2012). Therefore, other sample size calculation methods such as power analysis were also considered for this study.

A power analysis was conducted in order to avoid making a Type II error (i.e., failing to reject a false null hypothesis) (Lomax & Hahs-Vaughn, 2012). Schumacker and Lomax (2010) noted that most SEM published research articles use between 250 and 500 subjects and recommended recruiting as large of a sample size as possible. Schumacker and Lomax (2010) recommended using danielsoper.com (a sample size calculator for SEM models) to calculate a priori sample size for SEM. Based on this website, a minimum sample size of 92 was required for model structure, and a minimum size of 410 was required to identify a small effect size (0.1) at a high power (.95) with 15 latent variables and 72 indicators or manifest variables at the probability of $p < .05$. Therefore, based on SEM sample size best practices and previous literature (e.g., Schumacker & Lomax, 2010), a minimum sample size of 500 participants was intended to be recruited from one southern university, one college, and one community center as well as from AMT website.

Data Collection Procedures

University of Central Florida's (UCF) Institutional Review Board (IRB) approved the study request on December 2, 2015, and Valencia College's IRB approved the IRB application on December 13, 2015 (see Appendix B for IRB approval forms). Since HOPE CommUnity Center did not have an IRB, the required research permissions were provided through email communications (see Appendix C for HOPE CommUnity Center Research Permission). Moreover, Qualtrics website (www.ucf.qualtrics.com) was used to create the online survey, and AMT requester account was created to link this survey to AMT as one of the research sites.

AMT is an online data collection website that allows individuals from across the world to be compensated for completing surveys online. Reviews and studies regarding AMT's reliability

indicated that AMT is an efficient and useful data collection service (Buhrmester, Kwang, & Gosling, 2011; Mason & Suri, 2012), and it is more reliable and valid compared to traditional data collection sites (Buhrmester et al., 2011; Johnson & Borden, 2012; Sprouse, 2011). In addition, there is always an option to set criteria for the participants and control based upon the research purpose.

Recruiting participants from these sites and making connections for data collection began on February 1, 2016, and the data collection began on March 4, 2016, concluding on April 18, 2016. During the data collection period, the survey was distributed with the help of student clubs, international offices on the university and college campuses, and in Intensive English Programs and English for Academic Purposes Programs. In addition, the community center was visited six times during this period.

Data were collected from participants who voluntarily chose to participate in the study after they read the informed consent information (see Appendix A). Completed paper-based surveys were received by the researcher from the participating individuals, and confidentiality and anonymity was ensured by storing them in a locked office. The online surveys were protected with a password within the Qualtrics website. Names or identifying information were not included in the study report. There was no potential risk in taking part in the surveys.

Instrumentation

Three types of instruments were used to construct the items of the survey in this study (see Appendix A). These instruments were a) Traditional Bullying and Cyberbullying Victimization Scale (Hinduja & Patchin, 2010), b) Motivational Factors Questionnaire (Dörnyei, 2010), and b) Feared L2 Self and L2 Identity Scales (Uslu-Ok, 2013). The subcategories of these

scales are shown as constructs in Table 1. For instance, the Motivational Factors Questionnaire includes attitudes toward L2 community, cultural interest, English anxiety, English learning experience, ethnocentrism, fear of assimilation, instrumentality-promotion, instrumentality-prevention, ideal L2 self, and ought-to L2 self. The third column in Table 1 shows the indicators or the items corresponding to these constructs. For instance, the 4th, 21st, 29th, 30th, and 56th items refer to ideal L2 self construct. In addition to these items, there were five open-ended questions and a demographic survey at the end (see Appendix A). All the items of the current study's survey were reviewed by several ESOL professionals working in higher education before they were included in the current study.

Table 1: Survey Constructs and Item Numbers in the Current Study

Previous Studies	**Name of Construct**	**Item Numbers / Indicators**
Hinduja & Patchin (2010)	Traditional Bullying	1, 16, 17, 23, 24, 46, 47, 48, 49, 50
	Cyberbullying	2, 18, 25, 26, 51, 52, 53, 54
Dörnyei (2010b)	Attitudes toward L2 Community	9, 37, 63
	Cultural Interest	10, 38
	English Anxiety	11, 39, 64, 65, 66
	English Learning Experience	6, 33, 34, 58, 59, 60
	Ethnocentrism	12, 40, 67
	Fear of Assimilation	13, 41, 68
	Instrumentality - Promotion	7, 35, 61
	Instrumentality - Prevention	8, 36, 62
	Ideal L2 Self	4, 21, 29, 30, 56
	Ought-to L2 Self	5, 22, 31, 32, 57
Uslu-Ok (2013)	Feared L2 Self	3, 19, 20, 27, 28, 55
	National Identity	14, 43, 44, 45, 70
	Oriented Identity	15, 42, 69, 71, 72

The bullying instrument is the Traditional Bullying and Cyberbullying Victimization Scale (Hinduja & Patchin, 2010), which was originally a 21-item scale in total. The Traditional Bullying Victimization Scale originally represented the respondent's experience in the previous

30 days as a victim of 10 different forms of bullying such as minor and common forms of bullying (e.g., "*people told lies about me"* and "*I was called mean names*") to more serious and less common forms of bullying (e.g., ''I was threatened or forced to do things I didn't want to do''). The response set for these questions was "*never, once or twice, a few times, many times, and every day*" and the Cronbach's alpha level was .88 (Hinduja & Patchin, 2010, p. 211). Moreover, the Cyberbullying Victimization Scale originally represented the respondent's experience in the previous 30 days as a victim of online aggression, and included such items as "*I received an upsetting email from someone I didn't know*" and "*something was posted online about me that I didn't want others to see*" with the same five-choice response set (Cronbach's alpha = .74) (Hinduja & Patchin, 2010, p. 211). I adopted these survey items and adapted them into a five-point Likert Scale for interval scale data analysis purposes: Strongly Agree, Agree, Neither Agree/Disagree, Disagree, and Strongly Disagree.

The Motivational Factors Questionnaire (Dörnyei, 2009, 2010b) was based on a six-point Likert-scale. According to You and Dörnyei (2014) and Papi (2010), the Cronbach alpha internal consistency reliability coefficients for the items in the scale, including the few subgroups where the coefficients did not reach the recommended .70 threshold, were at satisfactory levels in most clusters (.83, attitudes toward L2 community; .79, cultural interest; .88, English learning experience; .85, ideal L2 self; .87, instrumentality; .67, fear of assimilation; .81, English anxiety; .63, ethnocentrism; See Chapter 5 in Dörnyei, 2009). In addition, in Islam et al.'s (2013) study, Cronbach alpha values for ideal L2 self and for ought-to self were .72 and .73. Lastly, having been tested only once by Uslu-Ok (2013), feared L2 self (e.g., "*I have to improve my English because I don't want to be criticized by others*") showed a very good internal consistency value (α =.84).

In addition, L2 identity items were adapted from Uslu-Ok (2013). She separated the L2 identity into two after the factor loadings: oriented and national identities. The Cronbach's alpha level of the items on the national identity scale was .80, and the Cronbach's alpha level of the items on the oriented identity scale was .84. Some of the national identity items were "*I am worried that I might lose a part of my national identity if I speak English like a native speaker*" and "*I feel less belongingness to my country and people if I speak English fluently*." On the other hand, some of the oriented identity items were "*I think learning English has broadened my worldview and empowered me"* and "*After coming to the U.S., I am no longer only a citizen of my country. I am a different person now*." These items measured ELs' perceptions of their identities in both social and academic contexts within the L2 community.

Lastly, demographic survey included several multiple choice questions and five open-ended questions. The multiple choice questions were about participants' age, ethnicity, institution, education level, and marital status. The open ended questions included "*What are some of your fears in using English?, How did/would you feel as an English learner when you were teased, discriminated, or humiliated because of your way of speaking (accent) and the grammatical mistakes?*" (see Appendix A). Most of the demographic survey was used for the purpose of descriptive data analysis.

Data Analysis Procedures

The survey items were analyzed through the use of PLS-SEM. Even though the research results do not differ much between CB-SEM and PLS-SEM, there are many reasons to use PLS-SEM. It is a good alternative to CB-SEM especially "when there is little a priori knowledge on structural model relationships or the measurement of the constructs or when the emphasis is

more on exploration than confirmation" (Hair et al., 2014, p. 18). Moreover, if CB-SEM assumptions are violated in terms of non-normal distribution, small sample size, and complexity of a big model, or if there are some methodological anomalies in the process of model estimation, PLS-SEM becomes advantageous for the structural model analysis (Hair et al., 2016).

Table 2: PLS-SEM Characteristics

Aspect	**Advantages**	**Disadvantages**
Data	• Works well with small sample sizes • High statistical power with small sample sizes • Works well with non-parametric data • Missing values can be handled easily • Works with metric and ordinal data, and binary coded variables	• There are some limitations with categorical data.
Model	• Works well with single and multi-item constructs • Incorporates formative and reflective measurement models • Implements complex models with many structural model relations • PLS-SEM bias can be reduced through large number of indicators.	• It cannot be applied if there are causal loops in the structural model.
Algorithm	• Minimizes unexplained variance amount • Maximizes R2 values • Converges even after a few iterations • Estimates constructs as linear combinations of corresponding indicators • Predicts relationships between constructs • Works as input for subsequent analyses • Data inadequacies don't affect algorithm • Consistent • High statistical power	• Structural model relationships are usually underestimated. • Measurement model relationships are generally overestimated.
Model Evaluation	• Reliability and validity assessments in reflective measurement models • Validity assessment, significance and relevance of indicator weights, indicator collinearity in formative measurement models • Collinearity, significance of path coefficients, coefficient of determination (R^2), effect size (f^2), predictive relevance (Q^2 and q^2 effect size) calculations • Impact and performance matrix analysis • Hierarchical/Second order component models • Multi-group analysis • Unobserved heterogeneity treatment • Measurement invariance of composite models • Moderating and mediating effects	• Its use for confirming theory is limited because it does not have an established global goodness-of-fit criterion.

The characteristics of PLS-SEM (i.e., Table 2) make it the most appropriate statistical analysis method for this study. Since this study was exploratory and the main purpose was to expand the existing theory through additional variables, utilizing PLS-SEM as an alternative to CB-SEM was very advantageous. Furthermore, PLS-SEM relies on the ordinary least squares (OLS) regression-based method, not the maximum likelihood for the estimation procedure. It uses the available data to complete the path analysis by minimizing the error terms or the residuals of the target constructs, and it estimates the coefficients by maximizing the endogenous R^2 values. Therefore, PLS-SEM was chosen as the method to analyze the data instead of CB-SEM.

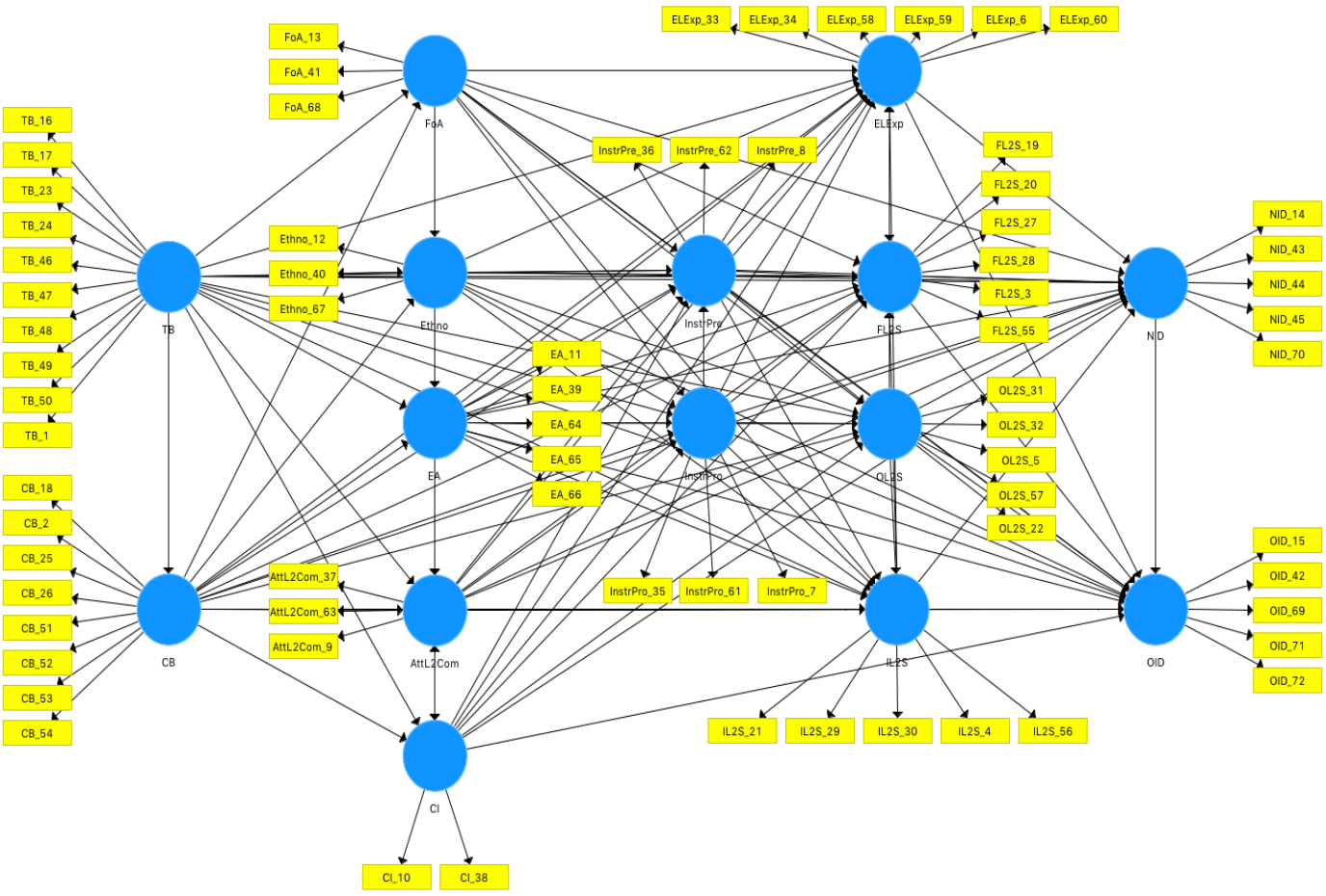


Figure 3: PLS-SEM Algorithm Calculation of the Preliminary Data Analysis

In Figure 3, the constructs or latent variables (i.e., traditional bullying, cyberbullying, feared L2 self, ideal L2 self, L2 identity, etc.), are represented by circles. The constructs are not directly measured while the indicators are measured directly. The indicators are the survey items or the manifest variables that are represented by rectangles, and they have arrows pointing to them from the related constructs. In addition, Table 1 shows which indicators refer to which constructs on the last column. The predictive relationship can be interpreted as a causal relationship if there is strong theoretical support (Hair et al., 2014). Thus, the model is considered a reflective measurement model.

The current study has a reflective measurement model based on its measured constructs. In a reflective measurement model, if the latent variables serve as independent variables, they are labeled exogenous latent variables; however, if the latent variables serve as both independent and dependent variables, they are labeled endogenous latent variables (Hair et al., 2016). In addition, while the exogenous latent variables do not have error terms because they serve as independent variables, the endogenous latent variables have error terms because they serve as dependent variables. The error terms are not indicated in Figure 3; however, they can be obtained from the report created by SmartPLS software.

CHAPTER FOUR: RESULTS

Descriptive Analysis

Descriptive analysis of the data includes the descriptive statistics of the participants' demographic information and the constructs consisting of five-point Likert scale items. In this section, the initial understanding of the usable data is explored and summarized for model formulation in PLS-SEM.

Response Rate and Non-Response Bias

Making connections to recruit participants for data collection began on February 1, 2016. The data collection from the University of Central Florida, Valencia College, HOPE CommUnity Center, and AMT began on March 4, 2016. During the data collection period, the survey was distributed with the help of student clubs, international office administrators on the university and college campuses, and in Intensive English Programs and English for Academic Purposes Programs. In addition, the community center was visited six times during this period. The last site that was used for data collection was the AMT website, which was an excellent source for data collection. The criteria (i.e., being over 18 years of age, being either an international student or an immigrant to the U.S., etc.) were set and each participant's eligibility was validated by a unique code that was assigned by the AMT website.

English for Academic Purposes (EAP) and Intensive English Program (IEP) administrators wanted to distribute the surveys in person during the class time, which increased the response rate as seen on Table 3. The administrators and instructors were provided with a survey distribution protocol for ensuring reliability (Appendix D). In addition, the surveys distributed in paper format were entered into the system by the researcher, and the entered

surveys were cross-checked by two individuals who were trained specifically for this research.

It is important to describe the population in this study because the data were obtained from multiple settings that are different from each other (see Table 3). Participants attending the Intensive English Programs at UCF take English courses; including grammar, reading, writing, and communication skills for four semesters. The IEP program is designed to improve the English skills of prospective undergraduate or graduate students at UCF, and it also includes non-academically bound individuals who are interested in improving their English skills for personal or professional development. On the other hand, UCF EAP programs are designed for international students who are planning to start college degrees in Science, Technology, Engineering and Mathematics (STEM), Business and Finance, or in General Studies to prepare them for academic programs. Moreover, Valencia College EAP program offers English classes to prepare L2 learners to be successful in college courses. Valencia College EAP program is designed for students who have some background in English while Valencia College IEP programs are designed for students with no background or very limited knowledge in English.

Furthermore, international graduate teaching assistants (GTAs) are students working toward graduate degrees while working as teaching assistants at UCF after passing a certain English proficiency test (i.e., TOEFL). On the other hand, international students at UCF are both undergraduate and graduate degree students who are qualified to work toward their majors after either completing IEP and/or EAP programs or passing a proficiency exam. However, this group shown in Table 3 did not include GTAs. Moreover, while HOPE CommUnity Center participants are immigrants living in Central Florida and learning basic English for communication purposes, AMT consists of a wide variety of international and immigrant individuals of all ages (above 18) living in the U.S.

The data collection process was conducted from March 4, 2016 to April 18, 2016 in these sites. Initially, 1,991 surveys were administered, and 1,464 surveys were collected. However, 527 surveys were not collected due to several reasons. First, it was reported that the language level of survey was above the level of some students at EAP and IEP programs. This gap resulted in a low response rate for these populations. In addition, individuals answering the survey online terminated their participation in the survey due to survey's length. Overall, 1,464 surveys were collected for analysis purposes prior to evaluating the surveys regarding the missing values or deletion of some cases.

Furthermore, according to Hair et al. (2016), if the amount of missing data is more than 15%, the observation is generally removed from the dataset for PLS-SEM purposes. Therefore, 442 surveys were discarded because of large missing data in the five-point Likert scale section of the surveys (i.e., the first 72 items). Mean value replacement could have been used for these surveys; however, since mean value replacement decreases both the variability in the data and the possibility of finding relationships between variables, the case-wise deletion technique was used. Finally, 1022 questionnaires were used both in descriptive statistics and PLS-SEM (see Table 3).

The response rate was 73.53%. This is considered as extremely high response rate for the studies utilizing data collected from individuals (Baruch & Holtom, 2008). A higher response rate leads to a more representative population and higher statistical power with smaller confidence intervals around sample statistics. In addition, if the response rate is low, the credibility of the data may be undermined (Rogelberg & Stanton, 2007). Therefore, a higher response rate also leads to reliable and credible conclusions that can be drawn from the data. In this study, the response rate was high enough to draw credible conclusions.

Table 3: Survey Statistics Based on Groups of Participants

Research Sites	Distributed Surveys	Received Surveys	Completed surveys (1st 72 items)	Percent
UCF EAP*	165	123	122	11.9
Valencia C. EAP*	390	69	66	6.5
Valencia C. IEP*	210	143	135	13.2
UCF IEP*	158	102	102	10.0
UCF GTAs*	82	82	82	8.0
UCF International Students	390	349	156	15.3
HOPE CommUnity Center*	6	6	6	.6
Amazon Mechanical Turk (AMT)	590	590	353	34.5
Total	1,991	1,464	1022	100.0

Note. * indicates the research sites where the survey was distributed in paper format

Sample Demographics

This section includes the demographic profile of the participants who responded the survey. Characteristics of the respondents included information about their age, ethnicity, education, and country. These characteristics are reported in Table 4 and 5. According to this information, the data was highly cross-sectional.

Table 4: Respondent Characteristics (Age and Education)

Demographic Category	Demographic Characteristics	Valid	Valid %
Age	18-24 years old	423	43.6
	25-34 years old	359	37.0
	35-44 years old	131	13.5
	45-54 years old	45	4.6
	55-64 years old	10	1.0
	65-74 years old	1	.1
	75 years or older	1	.1
	Total (missing 52)	***970***	***100***
Education	No schooling completed	4	.4
	Some high school, no diploma	33	3.4
	High school graduate, diploma or the equivalent (for example: GED)	258	26.6
	Some college credit, no degree	136	14.0
	Trade/technical/vocational training	7	.7
	Associate degree	72	7.4
	Bachelor's degree	255	26.3
	Master's degree	159	16.4
	Professional degree	10	1.0
	Doctorate degree	35	3.6
	Other	1	.1
	Total (missing 52)	***970***	***100***

Table 5: Respondent Characteristics (Ethnicity and Country)

Demographic Category	**Demographic Characteristics**	**Valid**	**Valid %**
Ethnicity	White	280	28.9
	Hispanic or Latino	273	28.1
	Black or African American	57	5.9
	Native American or American Indian	10	1.0
	Asian / Pacific Islander	241	24.8
	Arab	65	6.7
	Egyptian	1	.1
	Indian	5	.5
	Middle Eastern	28	2.9
	Other	10	1.0
	Total (missing 52)	***970***	***100***
Country	Brazil	101	10.4
	China	103	10.6
	Colombia	30	3.1
	Cuba	14	1.4
	Dominican Republic	12	1.2
	Germany	20	2.1
	Haiti	11	1.1
	India	41	4.2
	Iraq	10	1.0
	Japan	11	1.1
	Kazakhstan	12	1.2
	Kuwait	30	3.1
	Mexico	50	5.2
	Morocco	13	1.3
	Philippines	10	1.0
	Russian Federation	11	1.1
	Saudi Arabia	49	5.1
	South Korea	12	1.2
	Turkey	90	9.3
	United States of America	61	6.3
	Venezuela	37	3.8
	Vietnam	29	3.0
	Other	213	22.2
	Total (missing 52)	***970***	***100***

The demographic data indicated that 43.6% of the respondents were aged between 18 and 24 years, followed by 37% of the respondents aged between 25 and 34 years. Regarding the education level or the highest degree obtained by the respondents, a large number of participants were high school graduates (26.6%) and bachelor's degree students (26.3%), followed by master's degree students (16.4%). As to the ethnicity categorization, a majority of the

respondents were white, Hispanic, and Asian, and the percentages were 28.9%, 28.1%, and 24.8, respectively. Lastly, most of the participants were from China (10.6%), Brazil (10.4%), Mexico (5.2%), and Saudi Arabia (5.1%).

Data Screening

Descriptive analysis was conducted with a focus on each construct and item before PLS-SEM analysis. Table 6 presents each construct and the related item (the construct name and the item's number in the survey), their description, mean, standard deviation (SD), skewness, and kurtosis values. The items were labeled as the abbreviated form of the construct and its order number in the survey. For example, TB_16 is the 16^{th} item in the survey and it belongs to traditional bullying construct. In addition, as stated in Chapter 3, all items were measured on a five-point Likert scale in which *1* represented *strongly disagree* and *5* represented *strongly agree*.

The table shows that traditional bullying, cyberbullying, English anxiety, ethnocentrism, fear of assimilation, feared L2 self, and national identity constructs exhibit similar means, and these lower means indicate that the respondents have negative perceptions of these constructs. Standard deviations of these items are over 1, and there are notable variations among the items measuring these constructs in general. However, Ethno_40 and FL2S_20 indicate higher means (4.18 and 3.12) than the other items in their own constructs.

Attitudes toward L2 community, cultural interest, English learning experience (attitudes toward English), prevention and promotion aspects of instrumentality, ought-to L2 self, ideal L2 self, and oriented identity constructs have higher mean values (above 3.5 or 4), and standard deviations of either closer to 1 or above 1. This shows that respondents generally perceive the

target culture, community, and English as a target language highly positive. However, OL2S_31 and OID_69 had lower means compared to the other items.

Furthermore, outliers are extreme responses to particular questions, or extreme responses to all questions. Outliers must be evaluated within the study context, and this evaluation should be based on the information they represent (Hair et al., 2016; Tabachnick & Fidell, 2013). In this study, the outliers were retained because there was not sufficient evidence indicating that these outliers are not part of the population. For instance, some participants' answers might be genuinely different from the majority of the sample population; however, they are certainly a part of the target population. In addition, according to Kline (2011), a few outliers within a large sample size as the one in this study should not be a major concern. Lastly, Hair et al. (2011) recommended keeping the outliers because deleting them limits the study's generalizability.

As for data normality, normal distribution is not required in PLS-SEM because PLS-SEM is a non-parametric statistical method while CB-SEM requires the data to be normally distributed. However, the data should not be "too far from normal as extremely nonnormal data prove problematic in the assessment of the parameters' significances" (Hair et al., 2016, p. 61). In PLS-SEM bootstrapping analysis, extremely nonnormal data inflate standard errors; therefore, skewness and kurtosis values were examined.

Skewness is the extent to which score distribution deviates from perfect symmetry and kurtosis is the level of the peakedness of a distribution (Lomax & Hahs-Vaughn, 2012). According to the rule of thumb, skewness and kurtosis values within +/-2.0 are considered relatively normal (Lomax & Hahs-Vaughn, 2012). Table 6 displays the skewness and kurtosis values of each item.

An inspection of the skewness and kurtosis values in Table 6 indicated that skewness values of the items were between -1.561 (InstrPro_7) and 1.420 (TB_46). Overall, all the skewness values were within +/-2.0, indicating that the variables were normally distributed. Furthermore, kurtosis values of the items ranged from -1.090 (FL2S_27) and 2.100 (InstrPro_7). Overall, all the kurtosis values were within +/-2.0, except the kurtosis values of InstrPro_7. Therefore, the data are considered as slightly normal distribution data; however, since PLS-SEM is a non-parametric statistical method, the data do not need to be normally distributed. Therefore, in this study, slightly normally distributed data do not cause any problems during the PLS-SEM algorithm calculation.

Table 6: Survey Constructs and Descriptive Statistics

Constructs	Items	Description	M.	SD	Skw.	Kurt.
Traditional Bullying	TB_1	Other people told lies or spread false rumors about me regarding my ethnicity, race, or English proficiency (level) and tried to make others dislike me.	2.31	1.223	.632	-.691
	TB_16	I was called mean names, was made fun of, or teased regarding my English accent or proficiency (Example: "Go back to your country if you don't know English").	2.34	1.246	.619	-.707
	TB_17	Other people left me out of things on purpose, excluding me from their group of friends, or completely ignored me because of my ethnicity, race, English accent or proficiency to show that I am from another country (Example: damned immigrant, ink face, ching-chong, nigger, etc.).	2.29	1.217	.674	-.553
	TB_23	I was called mean names or someone made degrading comments about my English accent or level.	2.40	1.205	.533	-.760
	TB_24	I was called mean names or someone made degrading comments about my race, ethnicity or color.	2.32	1.226	.624	-.715
	TB_46	I was hit, kicked, pushed, shoved around, or locked indoors because someone wanted to make fun of me about my English level, accent or proficiency.	1.77	1.049	1.420	1.369
	TB_47	I had money or other things taken from me or damaged because someone wanted to make fun of me about my English level, accent or proficiency, and he/she knew I wouldn't be able to complain with my limited English.	1.83	1.074	1.234	.666
	TB_48	I was threatened or forced to do things I didn’t want to do because someone wanted to tease with me about my English level, accent or proficiency.	1.81	1.054	1.291	.947
	TB_49	I was discriminated against or teased at school, at my workplace, or at some meetings about my English level, accent or proficiency.	2.07	1.197	.842	-.411
	TB_50	I was called mean names or someone made degrading comments about me with a sexual meaning because they assumed my English wouldn't be enough to understand it.	1.99	1.160	.961	-.166
Cyberbullying	CB_2	I received an upsetting email about my ethnicity, race, English accent or proficiency from someone I know (Example: damned immigrant, ink face, ching-chong, nigger, etc.).	1.86	1.071	1.202	.639
	CB_18	I received an instant message about my English level, and this made me upset.	2.10	1.086	.806	-.111

Constructs	Items	Description	M.	SD	Skw.	Kurt.
	CB_25	I had something about my English posted on my Facebook and/or other social media profiles, and it made me upset.	2.03	1.089	.999	.333
	CB_26	I was made fun of in a Facebook and/or other social media chats about my English proficiency or writing level.	2.09	1.121	.895	-.010
	CB_51	I received an upsetting email about my English accent or proficiency from someone I didn't know (not spam).	1.76	.977	1.252	1.004
	CB_52	I had something posted about my English accent or proficiency on a web page, and this made me upset.	1.84	1.062	1.232	.771
	CB_53	Something has been posted online about my English accent or proficiency that I didn't want others to see.	1.84	1.049	1.158	.548
	CB_54	I was picked on or discriminated against online regarding my English accent or proficiency.	1.93	1.110	1.059	.186
Attitudes toward L2 Community	AttL2Com_9	It is important to be in the U.S. or get education in the U.S. because it is an important country in the world.	3.68	1.084	-.555	-.361
	AttL2Com_37	I like meeting new American friends.	4.05	.943	-.972	.770
	AttL2Com_63	I would like to travel around the U.S.	4.29	.997	-1.543	1.928
Cultural Interest	CI_10	I like American magazines, newspapers, TV shows or movies in the U.S.	3.85	1.014	-.766	.145
	CI_38	I want to know the culture and the art of the U.S.	4.01	.935	-.889	.570
English Anxiety	EA_11	I get nervous and confused when I speak English in class or at a meeting.	2.80	1.218	.094	-1.015
	EA_39	I am afraid that other people will laugh at me when I speak English.	2.63	1.253	.295	-.996
	EA_64	I feel uneasy or nervous speaking English with a native speaker.	2.83	1.259	.082	-1.060
	EA_65	I am afraid of sounding stupid in English because of the grammatical or fluency related mistakes I make.	2.87	1.237	.031	-1.035
	EA_66	I am worried that other speakers of English would find my English strange.	2.85	1.229	.042	-1.018
English Learning Experience	ELExp_6	I like the atmosphere of my English classes or the English speaking community here.	3.93	.982	-.815	.292
	ELExp_33	I find learning English really interesting.	3.93	1.034	-.820	.089
	ELExp_34	I think time passes faster while practicing (speaking, writing or using) English.	3.64	1.067	-.419	-.479
	ELExp_58	I always look forward to English classes or any time that I can practice English.	3.69	1.076	-.602	-.212

Constructs	Items	Description	M.	SD	Skw.	Kurt.
	ELExp_59	I would like to have more English lessons or to be exposed to English more.	3.74	1.106	-.746	-.034
	ELExp_60	I really enjoy learning and practicing (writing, speaking, or using) English.	3.83	1.049	-.811	.177
Ethnocentrism	Ethno_12	I find it difficult to work together with people who have different customs, values, or cultures.	2.37	1.124	.551	-.517
	Ethno_40	I am proud of being from my own culture.	4.18	1.003	-1.154	.729
	Ethno_67	I would be happier if other cultures were more similar to my culture.	2.92	1.201	.001	-.859
Fear of Assimilation	FoA_13	I am afraid that the people from my culture/country may forget the values of our culture as a result of internationalization.	2.75	1.206	.165	-.967
	FoA_41	Because of the influence of the English language, I think my native language is corrupt now.	2.42	1.183	.443	-.731
	FoA_68	Because of the influence of the U.S., I think the morals of the people from my country/culture are becoming worse.	2.45	1.138	.359	-.701
Instrumentality Promotion	InstrPro_7	Learning English is important because it will be useful in getting a good job, making money, or for promotion in the future.	4.41	.875	-1.561	2.100
	InstrPro_35	Learning English is important to me to work globally.	4.26	.939	-1.412	1.829
	InstrPro_61	Learning English is important to me in order to attain a higher social respect.	3.56	1.151	-.540	-.452
Instrumentality Prevention	InstrPre_8	I have to improve my English because I don't want to be considered as a poorly educated person.	3.67	1.211	-.632	-.543
	InstrPre_36	I have to improve my English; otherwise, I cannot be successful in my future career.	3.60	1.177	-.555	-.527
	InstrPre_62	I have to improve my English; otherwise, I will feel ashamed if I'm criticized because of my accent or my English proficiency.	2.98	1.237	-.019	-.982
Ideal L2 Self	IL2S_4	Whenever I think of my future career, I imagine myself using English.	4.11	1.047	-1.240	.958
	IL2S_21	I can imagine myself speaking English with international friends or colleagues.	4.11	1.029	-1.212	1.015
	IL2S_29	I can imagine myself using English effectively for communicating with the native speakers.	4.02	1.023	-1.067	.676
	IL2S_30	I can imagine myself speaking English as if I were a native speaker of English.	3.80	1.094	-.657	-.406
	IL2S_56	I can imagine myself writing emails/letters fluently in English.	3.97	1.153	-1.115	.458
Ought-to L2 Self	OL2S_5	Learning English is necessary because people surrounding me expect me to do so.	3.90	1.108	-.853	-.038
	OL2S_22	Learning English is important because the people I respect think that I should do it.	3.45	1.151	-.389	-.608

Constructs	Items	Description	M.	SD	Skw.	Kurt.
	OL2S_31	If I fail to learn English, I'll be letting other people down.	2.64	1.234	.261	-.917
	OL2S_32	Studying English is important to me because an educated person is supposed to be able to speak English.	3.62	1.160	-.575	-.474
	OL2S_57	Studying English is important to me because other people will respect me more if I know English.	3.46	1.167	-.444	-.564
Feared L2 Self	FL2S_3	I am afraid of being humiliated/teased due to my limited use of English in the U.S.	2.54	1.245	.296	-1.037
	FL2S_19	I am afraid of not using English accurately because somebody teased me about my English before.	2.52	1.224	.403	-.908
	FL2S_20	I have to improve my English because I do not want to be criticized or harassed by others about my English level.	3.12	1.263	-.200	-.987
	FL2S_27	I worry that people might pick on me if I can't speak English properly.	2.72	1.259	.176	-1.090
	FL2S_28	I am worried that people will make fun of me on Facebook and/or other social media profiles if I make some grammatical mistakes on my posts.	2.60	1.274	.330	-1.026
	FL2S_55	I am afraid of writing or speaking in English because I fear that I will be corrected in a teasing/humiliating way.	2.27	1.193	.598	-.678
National Identity	NID_14	Learning English is a danger to how I feel about my country and my people. It made me feel less of who I was.	2.02	1.036	.951	.349
	NID_43	Being proficient in English distances me from my own culture and people.	2.43	1.195	.474	-.729
	NID_44	Learning English is a threat to my national identity.	2.10	1.112	.806	-.160
	NID_45	I am worried that I might lose a part of my national identity if I speak English like a native speaker.	2.05	1.137	.937	.040
	NID_70	I feel less belongingness to my country and people if I speak English fluently.	2.34	1.170	.564	-.567
Oriented Identity	OID_15	After learning English, I feel I have a hybrid identity (combination of both national and international identities).	3.29	1.176	-.360	-.680
	OID_42	Learning English has changed me. I feel I am not only a citizen of my country but also a more global or international person.	3.63	1.127	-.662	-.238
	OID_69	After coming to the U.S., I am no longer only a citizen of my country. I am a different person now.	2.85	1.260	.084	-1.016
	OID_71	Having access to cultures of English speaking countries after learning English make me a different or diverse person.	3.42	1.151	-.460	-.524
	OID_72	I think learning English has broadened my worldview and empowered me.	3.89	1.047	-.885	.330

Partial Least Square Structural Equation Model (PLS-SEM) Estimation

This section describes PLS-SEM estimation of hypothesized relationships in the model. Model estimation provides empirical aspect of the relationships between the indicators and the constructs in the measurement models, as well as between the constructs in the structural model. Model estimation provides information on theoretically established measurement and structural models through the sample data, and shows how well the theory fits the data (Hair et al., 2016).

PLS-SEM maximizes the explained variance of the endogenous latent variables, and the metrics in the path model indicate the predictive capabilities of the model. This is done through the evaluation of the quality criteria of the measurement and structural models. The measurement model includes the evaluation of the reliability, convergent validity, and discriminant validity while the structural model includes evaluation metrics, including R^2 (explained variance), f^2 (effect size), Q^2 (predictive relevance), and the size and statistical significance of the structural path coefficients (Hair et al., 2016). Therefore, assessment of the measurement model is presented followed by an assessment of the structural model in the following section.

Assessment of the Measurement Model

PLS-SEM analysis was conducted in SmartPLS (v. 3.2.4) using the path weighting. The initial algorithm converged in 45 iterations. Figure 4 is the structural model overlaid with estimation parameters results from the PLS-SEM algorithm's output.

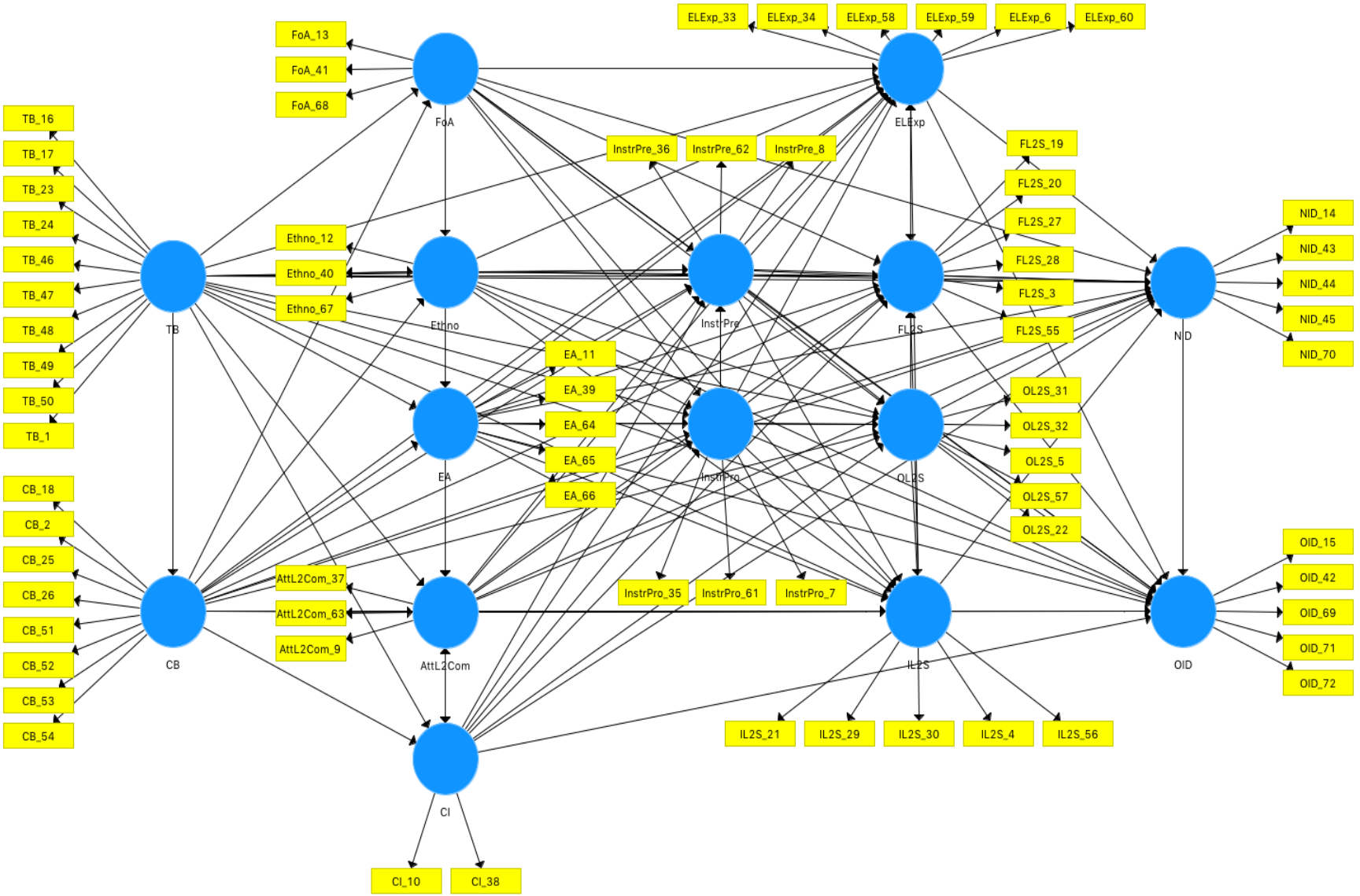


Figure 4: Structural Model Overlaid with Estimation Results from the PLS-SEM Algorithm

Assessment of the measurement model starts with analyzing a variety of validity and reliability values of indicators and constructs in the hypothesized model. In doing this, indicators should be examined carefully and weaker indicators should be removed based on a criterion called outer loading. Hair et al. (2016) suggested (a) removing indicators with outer loading below .40 from the scale of the associated construct, (b) analyzing the impact of indicator deletion on Average Variance Extracted (AVE) and composite reliability if the outer loading is between .40 and .70, and (c) retaining indicators with outer loading above .70. According to these criteria, in this study, initially, there was one indicator lower than .40, and there were 14 indicators whose outer loadings were between .40 and .70 (highlighted indicators; see Appendix F, Table F1).

According to the criteria suggested by Hair et al. (2014), if the outer loading of an indicator is between .40 and .70 and this indicator's deletion increases measures above the threshold value (.70), the reflective indicator cannot be retained; however, if deletion does not increase the measures above threshold, the reflective indicator should be retained. For instance, after removing the indicators that were under .40, the PLS algorithm was conducted again and each indicator was assessed for outer loadings. Removing indicators one by one continued until all indicators were above .70 on the outer loadings criteria. Under these considerations, an assessment of the measurement model required a couple of parameter verifications, including convergent validity, composite reliability, discriminant validity, and outer loading relevance test.

Latent Variable Correlations

First, a latent variable (construct) correlations table (see Appendix F, Table F2.) was examined for an overview of the correlations that may and may not fit in the theory. In doing so,

the signs of the correlation of each construct were cross-checked with the other constructs to identify the variables that may have possible problematic items or indicators according to the reviewed literature. These problematic indicators and related constructs are highlighted in this table. For instance, in the literature, the English learning experience construct is negatively correlated with the English anxiety construct; however, in this table, the sign showed a positive relationship. To detail these two constructs, for instance, one of the English anxiety indicators is "I get nervous and confused when I speak English in class or at a meeting" while English learning experience construct refers to such indicators as "I like the atmosphere of my English classes or the English speaking community here." According to the latent variable or construct correlations table, promotion aspect of instrumentality, oriented identity, and English learning experience constructs showed unexpected signs of correlations with several other constructs. This indicated that there might be validity and reliability problems, including convergent validity, composite reliability, and discriminant validity.

Convergent Validity (AVE)

One of the quality criteria for evaluating the measurement model is Average Variance Extracted (AVE). Being a common measure to establish convergent validity on the construct level, the AVE criterion was analyzed. Hair et al. (2014) defined this criterion as the "grand mean value of the squared loadings of the indicators associated with the construct (i.e., the sum of the squared loadings divided by the number of indicators)" (p. 103). AVE value of a construct equals to the communality of that construct.

In this sense, "an AVE value of 0.50 or higher indicates that, on average, the construct explains more than half of the variance of its indicators" while an AVE value of less than 0.50

indicates that, on average, more error remains in the items than the variance explained by the construct (Hair et al., 2014, p. 103). According to this criterion, the initial AVE values of ethnocentrism (.416), oriented identity (.464), and ought-to L2 self (.477) constructs were lower than the bottom threshold of .50 (Table 7; Appendix F, Table F3). Indicators of these constructs might have more errors than the variance explained by these constructs.

Table 7: Initial Summary of the Quality Criteria

	Composite Reliability	**Average Variance Extracted (AVE)**
Attitudes Toward L2 Community	0.778	0.543
Cyberbullying	0.932	0.633
Cultural Interest	0.797	0.664
English Anxiety	0.902	0.65
English Learning Experience	0.88	0.554
Ethnocentrism	**0.295**	**0.416**
Feared L2 Self	0.885	0.562
Fear of Assimilation	0.765	0.521
Ideal L2 Self	0.843	0.519
Instrumentality - Prevention	0.789	0.555
Instrumentality - Promotion	0.791	0.559
National Identity	0.878	0.591
Oriented Identity	0.811	**0.464**
Ought-to L2 Self	0.817	**0.477**
Traditional Bullying	0.934	0.589

Composite Reliability

The next step in evaluating the measurement model is the criterion of internal consistency reliability. Cronbach's alpha provides an estimate of the reliability based on the inter-correlations of the observed indicator variables in many studies; however, Cronbach's alpha assumes that all indicators have equal outer loadings on the constructs (Hair et al., 2014). Therefore, in PLS-SEM, indicators are examined according to their individual reliability, which is a safer way of

checking internal consistency reliability. In addition, Cronbach's alpha may underestimate the internal consistency reliability as it is sensitive to the number of items in scales (Hair et al., 2014). Because of these limitations, composite reliability was examined for internal consistency reliability.

Composite reliability serves as criterion for internal consistency reliability and varies between 0 and 1, with higher values indicating higher levels of reliability. It is interpreted in a similar way to Cronbach's alpha. Hair et al. (2014) suggests composite reliability values of 0.60 to 0.70 for exploratory research. According to composite reliability threshold values, only ethnocentrism construct shows a lack of internal consistency reliability with a composite reliability value of 0.295 (Table 7.; Appendix F, Table F3).

Discriminant Validity

The next stage in assessing the measurement model is the evaluation of discriminant validity. Discriminant validity indicates the distinctiveness of a construct compared to other constructs in the model. There are two methods for examining discriminant validity, and these are cross loadings of indicators, and Fornell-Larcker criterion (Hair et al., 2014). Among these, the Fornell-Larcker criterion is the most conservative or sensitive approach; therefore, knowledge of constructs constituents was employed when decisions were made in the measurement model.

When the cross loadings were examined, it was found that one of the indicators in ethnocentrism construct did not have the highest value for the loading with its corresponding construct ethnocentrism (see Appendix F, Table F4). All the other 71 indicators had the highest loadings with their corresponding constructs (e.g., Ethno_12 on Ethnocentrism construct: 0.815,

TB_16 on Traditional bullying construct: 0.714). Overall, cross loadings provide evidence for the constructs' discriminant validity except the ethnocentrism construct (e.g., Ethno_40 on Ethnocentrism construct: -0.52).

In Fornell-Larcker criterion, the square root of the AVE values is compared with the latent variable correlations, and "the square root of each construct's AVE should be greater than its highest correlation with any other construct" or "the AVE should exceed the squared correlation with any other construct" (Hair et al., 2014, p. 105). In other words, the Fornell-Larcker criterion indicates the constructs that share more variance with its associated indicators than with any other construct (Hair et al., 2014, p. 105). According to the initial Fornell-Larcker criterion analysis, discriminant validity was not established for traditional bullying and cyberbullying constructs because the square root of cyberbullying construct's AVE (.796) did not exceed the squared correlation with traditional bullying construct (.847; see Appendix F, Table F5). However, Fornell-Larcker criterion did not indicate any problem with ethnocentrism construct.

As stated earlier, if the outer loadings of indicators are between 0.40 and 0.70, these indicators should be "considered for removal from the scale only when deleting the indicator leads to an increase in the composite reliability" (Hair et al., 2014, p. 103). However, indicators with outer loadings lower than 0.40 should always be eliminated from the scale (Hair et al., 2011). Therefore, according to Hair et al.'s (2016) recommendations, the first indicator that was removed from the scale was Ethno_40 because it had an outer loading of -0.52, and other indicators were removed according to the outer loading criterion.

After the initial PLS algorithm calculation, measurement model and outer loadings were analyzed 14 more times to see if there were any improvements in the indicators and to make

decisions on whether to keep some indicators or remove them. According to the initial analysis, some indicators (i.e., Ethno_40, Ethno_67, IL2S_4, IL2S_30, AttL2Com_9, CB_2, ELExp_6, FL2S_20, FoA_13, FoA_41, InstrPro_61, InstrPre_36, OID_15, OID_69, OL2S_31, OL2S_5, TB_1) were found to have low loadings (see Appendix F, Table F.6). One of the ethnocentrism indicators (i.e., Ethno_67) improved after removing Ethno_40. In addition, one of the ideal L2 self indicators, IL2S_30 improved after removing IL2S_4. Likewise, FoA_41 also improved after removing FoA_13. However, after removing IL2S_4, InstrPre_36 emerged with lower loading and it was also removed later on. Overall, three indicators (i.e., Ethno_67, IL2S_30, FoA_41) were kept in the scale after the removal of low loaded indicators, and 14 indicators in total were removed from the scale because of their low outer loading values.

Summary of Measurement Model Evaluation

Figure 5 represents the model after 14 indicators were removed from the measurement model because of their low outer loadings. Table 8 shows the resulting model quality criteria after running PLS-SEM estimation on the updated model (Figure 5). The results indicate overall improvements in the quality parameters in Table 8. For instance, removing the indicator Ethno_40 improved AVE for Ethnocentrism construct from .416 to .621, and composite reliability increased from .295 to .766. In addition, removing OID_15 and OID_69 improved AVE of oriented identity construct from .464 to .601, and removing OL2S_5 and OL2S_31 improved AVE of ought-to L2 self construct from .477 to .627. These improvements ensured composite reliability (>.60) and convergent validity (>.50) of all constructs (Table 8; Appendix F, Table F.7).

Discriminant validity was assessed by two different criteria mentioned earlier. While the cross loadings criterion indicated that all constructs were valid measures of unique concepts, and discriminant validity allowed for progression to the next phase of the analysis, the Fornell-Larcker criterion indicated that the traditional bullying construct and cyberbullying construct did not discriminate well. From a conceptual framework, these two constructs are different constructs (Hinduja & Patchin, 2010); therefore, there was no need to link these two constructs to a second order construct.

Overall, Table 8 displays that all constructs meet the quality criteria including convergent validity, composite reliability, outer loadings, and discriminant validity. This allows for progression to the next phase of the PLS-SEM analysis (Hair et al., 2016). The next phase is called structural model and this phase represents the underlying structural concepts of the path model. In the structural model analysis stage, the model's capability to predict one or more constructs is assessed.

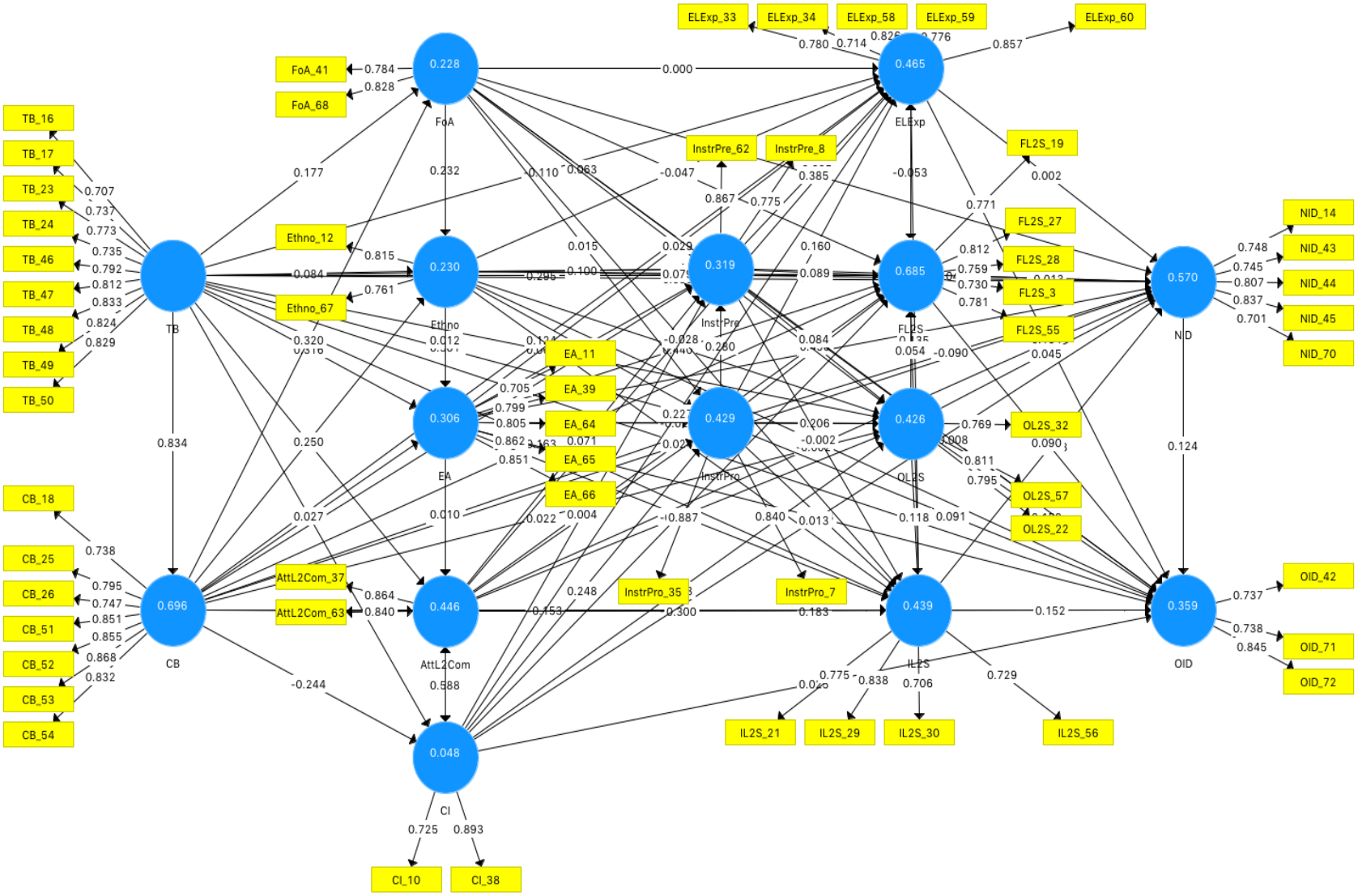


Figure 5: PLS-SEM Path Model After Removing Low Outer Loaded Indicators

Table 8: Summary of the Reflective Measurement Model Results

Latent Variables	Indicators	Outer Loadings >.70	Composite Reliability .60 - .90	AVE >.50	Discriminant Validity	
					Cross loadings	Fornell Larcker
Attitudes toward L2 Community	AttL2Com_37	0.864	0.842	0.727	Yes	Yes
	AttL2Com_63	0.84				
Cyberbullying	CB_18	0.738	0.932	0.662	Yes	No
	CB_25	0.795				
	CB_26	0.747				
	CB_51	0.851				
	CB_52	0.855				
	CB_53	0.868				
	CB_54	0.832				
Cultural Interest	CI_10	0.725	0.795	0.662	Yes	Yes
	CI_38	0.893				
English Anxiety	EA_11	0.705	0.902	0.65	Yes	Yes
	EA_39	0.799				
	EA_64	0.805				
	EA_65	0.862				
	EA_66	0.851				
English Learning Experience	ELExp_33	0.78	0.894	0.628	Yes	Yes
	ELExp_34	0.714				
	ELExp_58	0.826				
	ELExp_59	0.776				
	ELExp_60	0.857				
Ethnocentrism	Ethno_12	0.815	0.766	0.621	Yes	Yes
	Ethno_67	0.761				
Feared L2 Self	FL2S_19	0.771	0.88	0.595	Yes	Yes
	FL2S_27	0.812				
	FL2S_28	0.759				
	FL2S_3	0.73				
	FL2S_55	0.781				
Fear of Assimilation	FoA_41	0.784	0.788	0.65	Yes	Yes
	FoA_68	0.828				
Ideal L2 Self	IL2S_21	0.775	0.848	0.583	Yes	Yes
	IL2S_29	0.838				
	IL2S_30	0.706				
	IL2S_56	0.729				
Instrumentality Prevention	InstrPre_62	0.867	0.806	0.676	Yes	Yes
	InstrPre_8	0.775				
Instrumentality Promotion	InstrPro_35	0.887	0.854	0.746	Yes	Yes
	InstrPro_7	0.84				
National Identity	NID_14	0.748	0.878	0.591	Yes	Yes
	NID_43	0.745				
	NID_44	0.807				
	NID_45	0.837				
	NID_70	0.701				
Oriented Identity	OID_42	0.737	0.818	0.601	Yes	Yes
	OID_71	0.738				
	OID_72	0.845				
Ought to L2 Self	OL2S_22	0.795	0.835	0.627	Yes	Yes
	OL2S_32	0.769				
	OL2S_57	0.811				
Traditional Bullying	TB_16	0.707	0.935	0.614	Yes	No
	TB_17	0.737				
	TB_23	0.773				
	TB_24	0.735				
	TB_46	0.792				
	TB_47	0.812				
	TB_48	0.833				
	TB_49	0.824				
	TB_50	0.829				

Assessment of Structural Model

In the previous section, the measurement model met all the quality requirements for establishing the integrity of the scales in the constructs. Therefore, in this section, the analysis continues with the assessment of the structural model. The assessment consists of the following stages (Hair et al., 2016):

1. Assessing collinearity (VIF) through the evaluation of predictor variables in the model.
2. Determining the significance of the standardized path coefficients obtained from the PLS-SEM bootstrapping procedure, indicating the relationships between constructs in the model.
3. Evaluating the coefficients of determination (R^2)
4. Evaluating the effect size (f^2)

Collinearity Assessment

As the first step in structural model assessment, collinearity (VIF) values were assessed. The VIF values of all combinations of endogenous and exogenous constructs are shown in Appendix F.11 and F.12. Standard value for collinearity assessment should be between 0.20 and 5 (Hair et al., 2016). All the combinations were between these values, and this indicated that the path coefficients estimated by regressing endogenous constructs on exogenous constructs were not biased. Therefore, multicollinearity among any set of exogenous constructs that were directly connected to the same endogenous did not constitute a problem and allowed assessing the path coefficients in the next step.

Structural Model Path Coefficients

In assessing the path coefficients, the bootstrapping technique was used to calculate the *t* statistics. According to the initial bootstrapping analysis, there were 41 non-significant and 63 significant path coefficients. However, because this study was an exploratory research, non-significant paths were removed one by one, and path coefficients were assessed after each non-significant path removal to find the significant ones using 500 samples.

In the final model, 2500 samples were used for bootstrapping, and there were 64 significant path coefficients, and one non-significant path coefficient. The non-significant path coefficient between English learning experience and feared L2 self constructs was kept in the final model because it was necessary to explain the reconceptualization of the L2 Motivational Self System. Table 9 is a summary of the structural model analysis determined through the bootstrapping process with 2500 samples.

Coefficient of Determination (R^2 Value)

Coefficient of determination is the most commonly used measure to evaluate the structural model's predictive power. Hair et al. (2016) stated, "the coefficient represents the amount of variance in the endogenous constructs explained by all of the exogenous constructs linked to it" (p. 198). This means that the coefficient represents the effects of the exogenous or prior constructs on the endogenous constructs.

As a rule of thumb, the coefficient of determination (R^2 Value) is generally interpreted as follows: 0.75 and above as substantial, 0.50 as moderate, and 0.25 as weak (Hair et al., 2016). According to these criteria, R^2 values of cyberbullying, feared L2 self, and national identity were moderate while the R^2 values of attitudes toward L2 community, English anxiety, English learning experience, ideal L2 self, prevention aspect of instrumentality, promotion aspect of

instrumentality, ought-to L2 self, and oriented identity were weak in the final structural model (see Table 9). Lastly, the R^2 values of cultural interest, ethnocentrism, and fear of assimilation were less than 0.25.

Effect Size (f^2 Value)

Effect size or removal effect (f^2) refers to the impact of an exogenous or prior variable on an endogenous variable's R^2 value. Effect size is "the change in the R^2 value when a specified exogenous construct is omitted from the model can be used to evaluate whether the omitted construct has a substantive impact on the endogenous constructs" (Hair et al., 2016, p. 201). The rule of thumb regarding f^2 is that values of 0.02, 0.15, and 0.35 represent small, medium, and large effects respectively (Cohen, 1988; Hair et al., 2016) while the effect size values of less than 0.02 no effect. Therefore, the effect size allows examining the relevance of exogenous variables in explaining selected endogenous variables.

According to these criteria, the cultural interest construct has a large removal effect on attitudes toward L2 community construct (f^2 = .59), and English anxiety variable has a large removal effect on feared L2 self construct (f^2= .38). Lastly, traditional bullying has a large removal effect on cyberbullying (f^2 = 2.23). Furthermore, cyberbullying (f^2 = .15) and fear of assimilation (f^2 = .26) have medium effect on national identity. The prevention aspect of instrumentality construct has a medium removal effect on ought-to L2 self construct (f^2 = .25), and the traditional bullying construct has a medium removal effect on the English anxiety construct (f^2 = .15). The rest of the effect sizes were either small or there was no effect (see Table 9).

Summary of Results

The PLS-SEM analysis was conducted in two main stages: measurement model analysis and structural model analysis. During the measurement model analysis, the data for Ethno_40, IL2S_4, AttL2Com_9, CB_2, ELExp_6, FL2S_20, FoA_13, InstrPro_61, InstrPre_36, OID_15, OID_69, OL2S_31, OL2S_5, and TB_1 were excluded, and removing these qualified the measurement model for the subsequent structural model analysis stage.

Figure 6 represents the effective model of the relationships between constructs considered in the analysis. Table 9 shows a summary of the results of the PLS-SEM analysis. The results of the study are subsequently discussed on the basis of Figure 6 and Table 9.

Table 9: Summary of the Structural Model Results

Constructs	Paths	Path Coefficients	Indirect Effects	Totals Effects	f^2	R^2
AttL2Com	AttL2Com -> ELExp	0.218***	0.144***	0.362***	.041**	.443
	AttL2Com -> FL2S		0.032***	0.032***		
	AttL2Com -> IL2S	0.300***	0.128***	0.428***	.102***	
	AttL2Com -> InstrPre	0.073*	0.087***	0.160***	.005	
	AttL2Com -> InstrPro	0.330***		0.330***	.106***	
	AttL2Com -> NID		-0.039***	-0.039***		
	AttL2Com -> OID	0.192***	0.185***	0.377***	.030*	
	AttL2Com -> OL2S	0.078*	0.139***	0.217***	.005	
CB	CB -> AttL2Com	-0.235***	-0.115***	-0.350***	.077***	.690
	CB -> CI	-0.215***		-0.215***	.049***	
	CB -> EA		0.124***	0.124***		
	CB -> ELExp	0.128**	-0.288***	-0.160***	.008	
	CB -> Ethno	0.314***	0.076***	0.391***	.100***	
	CB -> FL2S	0.143***	0.046**	0.189***	.018	
	CB -> FoA	0.322***		0.322***	.042**	
	CB -> IL2S	-0.142***	-0.260***	-0.402 ***	.027**	
	CB -> InstrPre		-0.059*	-0.059 *		
	CB -> InstrPro	-0.295***	-0.149***	-0.443***	.110***	
	CB -> NID	0.335***	0.225***	0.560***	.146***	
	CB -> OID	-0.199***	-0.128***	-0.327***	.015*	
	CB -> OL2S		-0.140***	-0.140***		
CI	CI -> AttL2Com	0.588***		0.588***	.592***	.046
	CI -> ELExp	0.226***	0.296***	0.522***	.053**	
	CI -> FL2S		0.029**	0.029**		
	CI -> IL2S		0.351***	0.351***		
	CI -> InstrPre		0.159***	0.159***		
	CI -> InstrPro	0.245***	0.194***	0.439***	.062**	
	CI -> NID		-0.043***	-0.043***		
	CI -> OID		0.338***	0.338***		
	CI -> OL2S	0.125***	0.206***	0.331***	.015	
EA	EA -> AttL2Com	0.095***		0.095***	.013	.307
	EA -> ELExp	0.110***	0.097***	0.207***	.015	
	EA -> FL2S	0.439***	0.042***	0.482***	.376***	
	EA -> IL2S		0.110***	0.110***		
	EA -> InstrPre	0.292***	0.057***	0.350***	.085***	
	EA -> InstrPro	0.159***	0.031***	0.190***	.035**	
	EA -> NID		0.003	0.003		
	EA -> OID		0.162***	0.162***		
	EA -> OL2S		0.202***	0.202***		
ELExp	ELExp -> FL2S	-0.038		-0.038	.003	.464
	ELExp -> OID	0.161***	-0.004	0.157***	.023	
Ethno	Ethno -> AttL2Com		0.030***	0.030***		.225
	Ethno -> EA	0.318***		0.318***	.123***	
	Ethno -> ELExp	-0.078**	0.088***	0.010	.008	
	Ethno -> FL2S	0.081**	0.175***	0.256***	.014	
	Ethno -> IL2S		0.049***	0.049***		

Constructs	Paths	Path Coefficients	Indirect Effects	Totals Effects	f^2	R^2
	Ethno -> InstrPre	0.120***	0.111***	0.231***	.016	
	Ethno -> InstrPro		0.060***	0.060***		
	Ethno -> NID	0.119***	0.008	0.128***	.024*	
	Ethno -> OID	-0.065*	0.089***	0.024	.005	
	Ethno -> OL2S	0.078**	0.118***	0.196***	.009	
FL2S	FL2S -> OID	0.094*		0.094*	.006	.684
FoA	FoA -> AttL2Com		0.007**	0.007**		
	FoA -> EA		0.075***	0.075***		
	FoA -> ELExp		0.002	0.002		
	FoA -> Ethno	0.238***		0.238***	.057**	
	FoA -> FL2S	-0.047*	0.061***	0.014	.005	
	FoA -> IL2S		0.012***	0.012***		.228
	FoA -> InstrPre		0.055***	0.055***		
	FoA -> InstrPro		0.014***	0.014***		
	FoA -> NID	0.390***	0.030***	0.420***	.258***	
	FoA -> OID	0.084*	0.050**	0.134***	.006	
	FoA -> OL2S		0.047***	0.047***		
IL2S	IL2S -> ELExp	0.136***		0.136***	.019	
	IL2S -> FL2S	0.042*	-0.005	0.037	.004	.435
	IL2S -> NID	-0.059*		-0.059*	.005	
	IL2S -> OID	0.152***	0.018	0.170***	.020	
InstrPre	InstrPre -> ELExp		0.075***	0.075***		
	InstrPre -> FL2S	0.096***	0.025*	0.121***	.016	
	InstrPre -> IL2S		0.048***	0.048***		.318
	InstrPre -> NID	0.069**	-0.003	0.066**	.008	
	InstrPre -> OID		0.104***	0.104***		
	InstrPre -> OL2S	0.445***		0.445***	.254***	
InstrPro	InstrPro -> ELExp	0.159***	0.097***	0.256***	.023*	
	InstrPro -> FL2S		0.049***	0.049***		
	InstrPro -> IL2S	0.316***	0.035***	0.351***	.098***	
	InstrPro -> InstrPre	0.264***		0.264***	.065***	.427
	InstrPro -> NID	-0.075**	-0.003	-0.077***	.007	
	InstrPro -> OID	0.094*	0.137***	0.231***	.007	
	InstrPro -> OL2S	0.204***	0.118***	0.322***	.041**	
NID	NID -> OID	0.124***		0.124***	.010	.568
OL2S	OL2S -> ELExp	0.155***	0.015**	0.169***	0.031*	
	OL2S -> FL2S	0.059*	-0.002	0.057*	0.006	
	OL2S -> IL2S	0.108***		0.108***	0.016	.424
	OL2S -> NID	0.147***	-0.006	-0.006		
	OL2S -> OID		0.048***	0.195***	.023*	
TB	TB -> AttL2Com		-0.256***	-0.256***		
	TB -> CB	0.831***		0.831***	2.228***	
	TB -> CI		-0.179***	-0.179***		
	TB -> EA	0.346***	0.116***	0.463***	.146***	
	TB -> ELExp	-0.116*	-0.030	-0.145***	.007	
	TB -> Ethno		0.366***	0.366***		
	TB -> FL2S	0.299***	0.364***	0.664***	.081***	
	TB -> FoA	0.175**	0.267***	0.443***	.012	
	TB -> IL2S		-0.274***	-0.274***		

Constructs	Paths	Path Coefficients	Indirect Effects	Totals Effects	f^2	R^2
	TB -> InstrPre	0.235***	0.081***	0.317***	.052***	
	TB -> InstrPro		-0.300***	-0.300***		
	TB -> NID		0.555***	0.555***		
	TB -> OID	0.129**	-0.142**	-0.013	.007	
	TB -> OL2S	0.080**	0.066*	0.146***	.007	
OID						.359

Note. * indicates $p < .05$, ** indicates $p < .01$, *** indicates $p < .001$
Highlighted areas indicate non-significance.

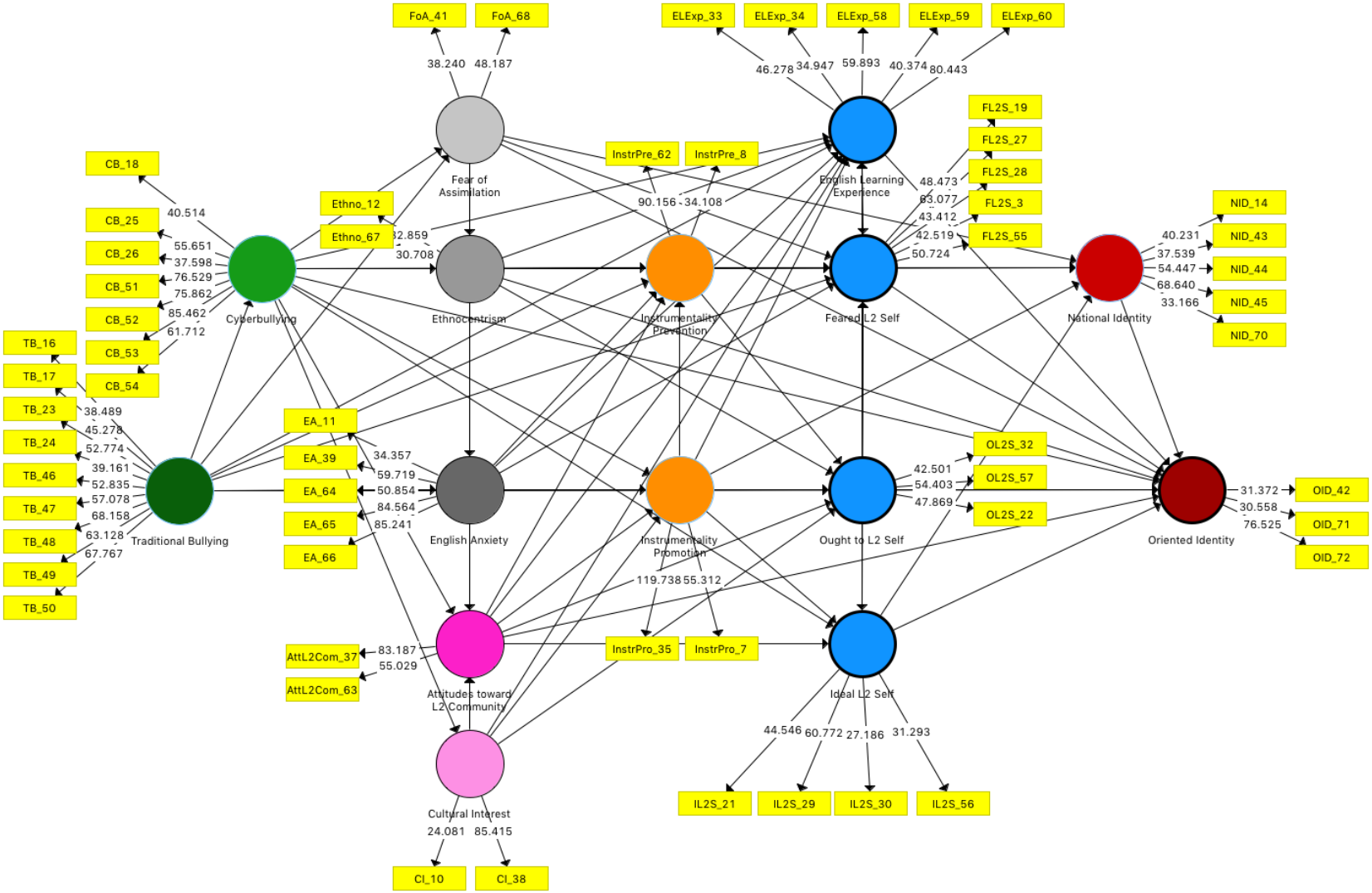


Figure 6: Final Structural Path Model

In the following section, the results are presented in the context of research questions respectively. Structural model parameter estimates (i.e. Path Coefficients, Coefficients of Determination, and Effect Size) represent the relationships among the constructs in the final model. However, the figures corresponding to each research question below are the isolated areas of the overall model shown in Figure 5 and 6.

1. What is the relationship between the L2 Motivational Self System components, including the feared L2 self?

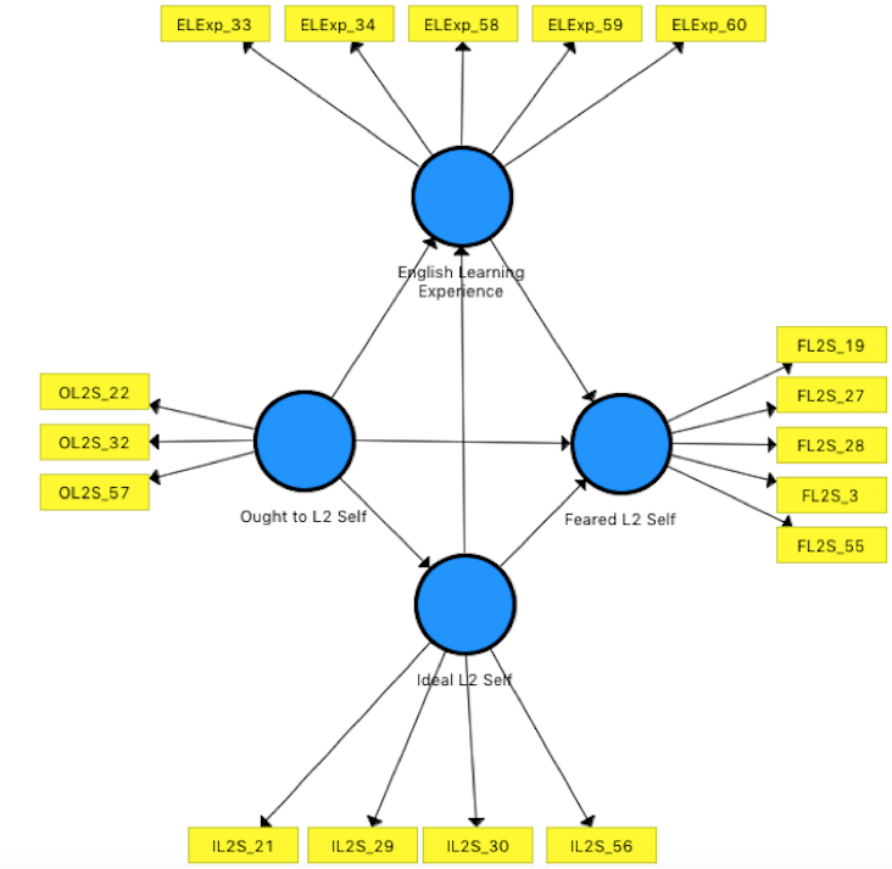


Figure 7: Isolated Model of L2 Motivational Self System

The relationship between ideal L2 self and English learning experience was statistically significant with the path coefficient of .136 ($p < .001$), and the removal effect (f^2) of ideal L2 self

on the English learning experience was .019 (p > .05). This indicates that ideal L2 self had no significant effect on the R^2 of English learning experience. In addition, the relationship between ought-to L2 self and English learning experience was statistically significant with the path coefficient of .155 ($p < .001$). The removal effect (f^2) of ought-to L2 self on the English learning experience was .031 ($p < .05$), indicating ought-to L2 self had a medium effect on the R^2 of English learning experience. Furthermore, the relationship between ought-to L2 self and ideal L2 self was statistically significant with the path coefficient of .108 ($p < .001$), and the removal effect (f^2) of ought-to L2 self on the ideal L2 self was .016 (p > .05). Thus, ought-to L2 self had a small effect on the R^2 of ideal L2 self.

The relationship between English learning experience and feared L2 self was not statistically significant with the path coefficient of -.038 ($p > .05$), and the removal effect (f^2) of English learning experience on the feared L2 self was .003 (p > .05), indicating no significant effect on the R^2 of feared L2 self. However, the relationship between ideal L2 self and feared L2 self was statistically significant with the path coefficient of .042 ($p < .05$), and the removal effect (f^2) of ideal L2 self on the feared L2 self was .004 (p > .05). This indicated that even though the influence was significant, ideal L2 self had no significant effect on the R^2 of feared L2 self. On the other hand, the relationship between ought-to L2 self and feared L2 self was statistically significant with the path coefficient of .059 ($p < .05$), and the removal effect (f^2) of ought-to L2 self on the feared L2 self was .006 (p > .05). Thus, ought-to L2 self had no significant effect on the R^2 of feared L2 self.

2. What is the relationship between traditional bullying victimization, cyberbullying victimization, and the L2 Motivational Self System components, including the feared L2 self?

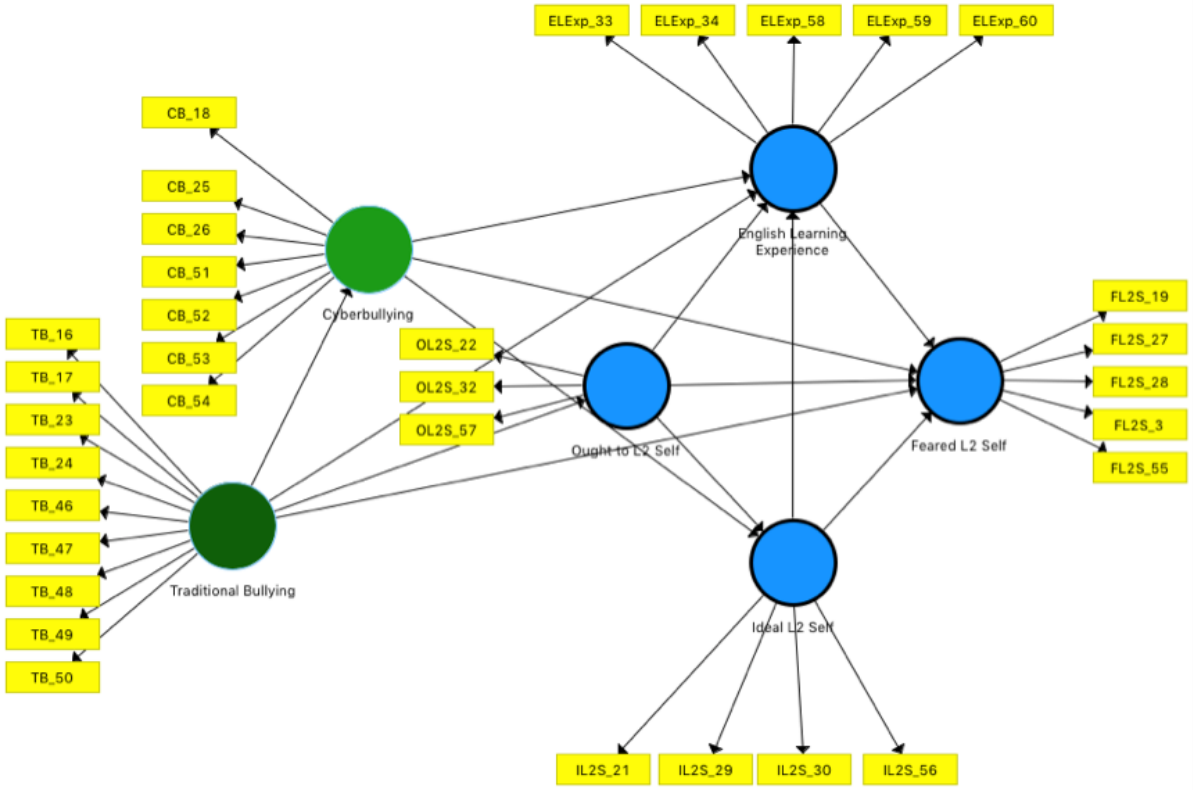


Figure 8: Isolated Model of Bullying Victimization and L2 Motivational Self System

The relationship between traditional bullying victimization and English learning experience was statistically significant with the path coefficient of -.116 ($p < .05$). The removal effect (f^2) of traditional bullying victimization on English learning experience was .007 (p > .05), indicating no significant effect of traditional bullying victimization on the R^2 of English learning experience. Furthermore, the relationship between traditional bullying victimization and feared L2 self was statistically significant with the path coefficient of .299 ($p < .001$). The removal effect (f^2) of traditional bullying victimization on the feared L2 self was .081 ($p < .001$).

Although the influence was significant, traditional bullying victimization had a small effect on the R^2 of feared L2 self.

The relationship between traditional bullying victimization and ought-to L2 self was statistically significant with the path coefficient of .080 ($p < .01$) The removal effect (f^2) of traditional bullying victimization on ought-to L2 self was .007 (p > .05), not indicating any effect of traditional bullying victimization on the R^2 of ought-to L2 self. On the other hand, the relationship between traditional bullying victimization and ideal L2 self was not statistically significant ($p > .05$); however, the indirect relationship between traditional bullying victimization and ideal L2 self was -.274 ($p < .001$).

Moreover, the relationship between traditional bullying victimization and cyberbullying victimization was statistically significant with the path coefficient of .831($p < .001$). The removal effect (f^2) of traditional bullying victimization on cyberbullying victimization was 2.228 ($p < .001$), which indicates that traditional bullying victimization had a large effect on the R^2 of cyberbullying victimization. Next, the relationship between cyberbullying victimization and English learning experience was statistically significant with the path coefficient of .128 ($p < .01$). The removal effect (f^2) of cyberbullying victimization on English learning experience was .008 (p > .05), indicating no effect on the R^2 of English learning experience. In addition, the relationship between cyberbullying victimization and feared L2 self was statistically significant with the path coefficient of .143 ($p < .001$), and the removal effect (f^2) of cyberbullying victimization on the feared L2 self was .018 ($p > .05$). Thus, cyberbullying victimization had no significant effect on the R^2 of feared L2 self.

The relationship between cyberbullying victimization and ideal L2 self was statistically significant with the path coefficient of -.142 ($p < .001$). The removal effect (f^2) of cyberbullying

victimization on ideal L2 self was .027 ($p < .01$). Therefore, cyberbullying victimization had a small effect on the R^2 of ideal L2 self. Lastly, the relationship between cyberbullying victimization and ought-to L2 self was not statistically significant ($p > .05$); however, the indirect relationship between cyberbullying victimization and ought-to L2 self was -.140 ($p < .001$).

3. What is the relationship between bullying victimization and ELs' national and oriented identities?

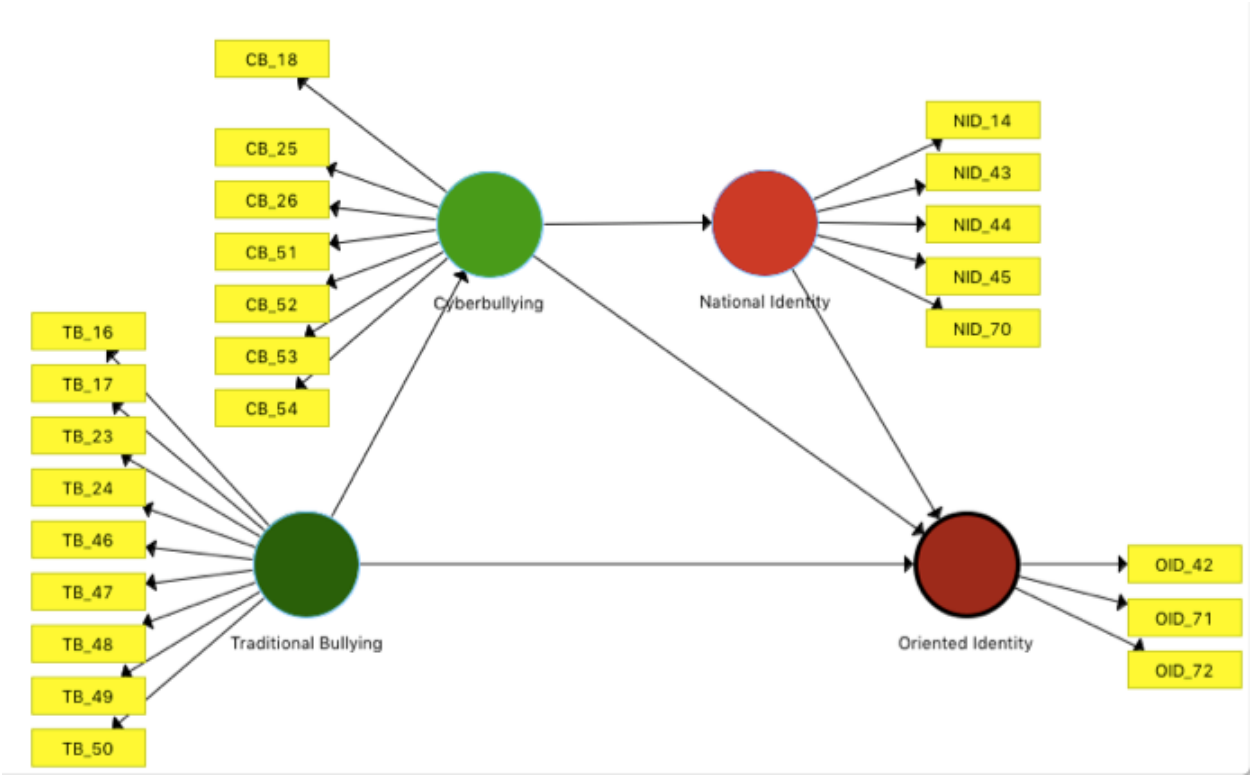


Figure 9: Isolated Model of Bullying Victimization and EL Identity

The relationship between traditional bullying victimization and national identity was not statistically significant ($p > .05$); however, the indirect relationship between traditional bullying victimization and national identity was .555 ($p<.001$). In addition, the relationship between cyberbullying victimization and national identity was statistically significant with the path

coefficient of .335 ($p < .001$). The removal effect (f^2) of cyberbullying victimization on national identity was .146 ($p < .001$), indicating a medium effect of cyberbullying victimization on the R^2 of national identity.

Furthermore, the relationship between traditional bullying victimization and oriented identity was statistically significant with the path coefficient of .129 ($p < .01$). The removal effect (f^2) of traditional bullying victimization on oriented identity was .007 ($p > .05$), not indicating any effect of traditional bullying victimization on the R^2 of oriented identity. In parallel with this, the relationship between cyberbullying victimization and oriented identity was also statistically significant with the path coefficient of -.199 ($p < .001$). The removal effect (f^2) of cyberbullying victimization on oriented identity was .015 ($p < .05$), indicating that cyberbullying victimization had a small effect on the R^2 of oriented identity.

4. What is the effect of cultural interest and attitudes toward L2 community on ELs' national identity and oriented identity?

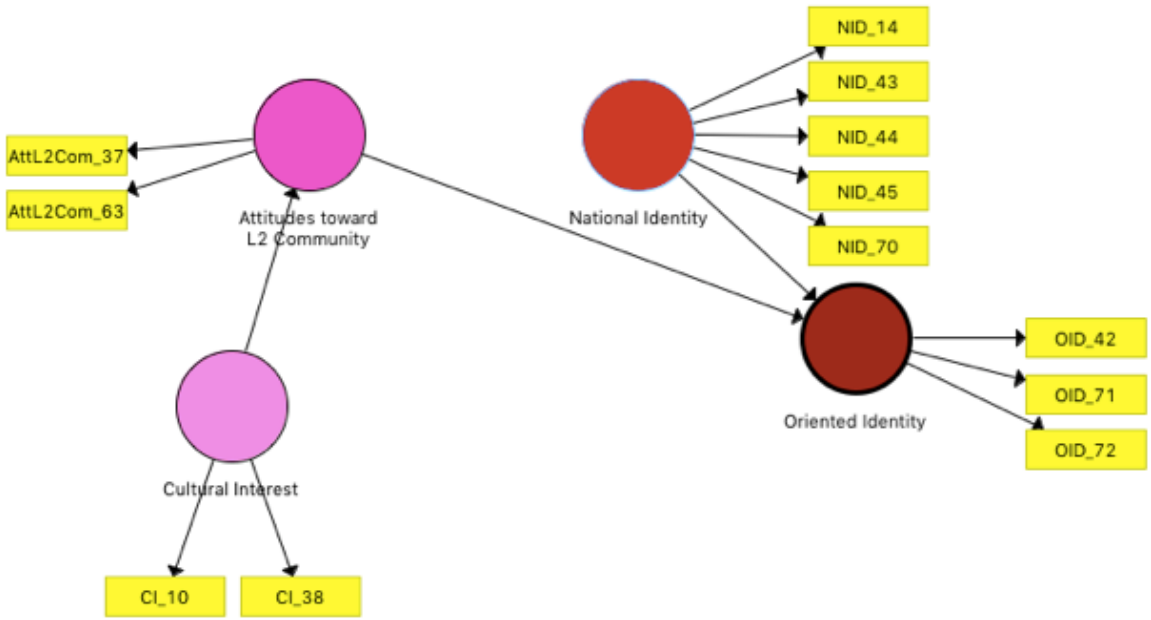


Figure 10: Isolated Model of Cultural Interest, Attitudes toward L2 Community, and Identity

The effect of cultural interest and attitudes toward L2 community on national identity was not statistically significant ($p > .05$); however, the indirect relationships were -.043 and -.039 respectively ($p<.001$). However, while the effect of cultural interest on oriented identity was not significant ($p > .05$) and the indirect relationship was calculated as .338 ($p < .001$), the effect of attitudes toward L2 community on oriented identity was statistically significant with the path coefficient of .192 ($p < .001$). The removal effect (f^2) was .030 ($p < .05$), indicating a small effect on the R^2 of oriented identity.

5. What is the effect of fear of assimilation and ethnocentrism on ELs' national and oriented identities?

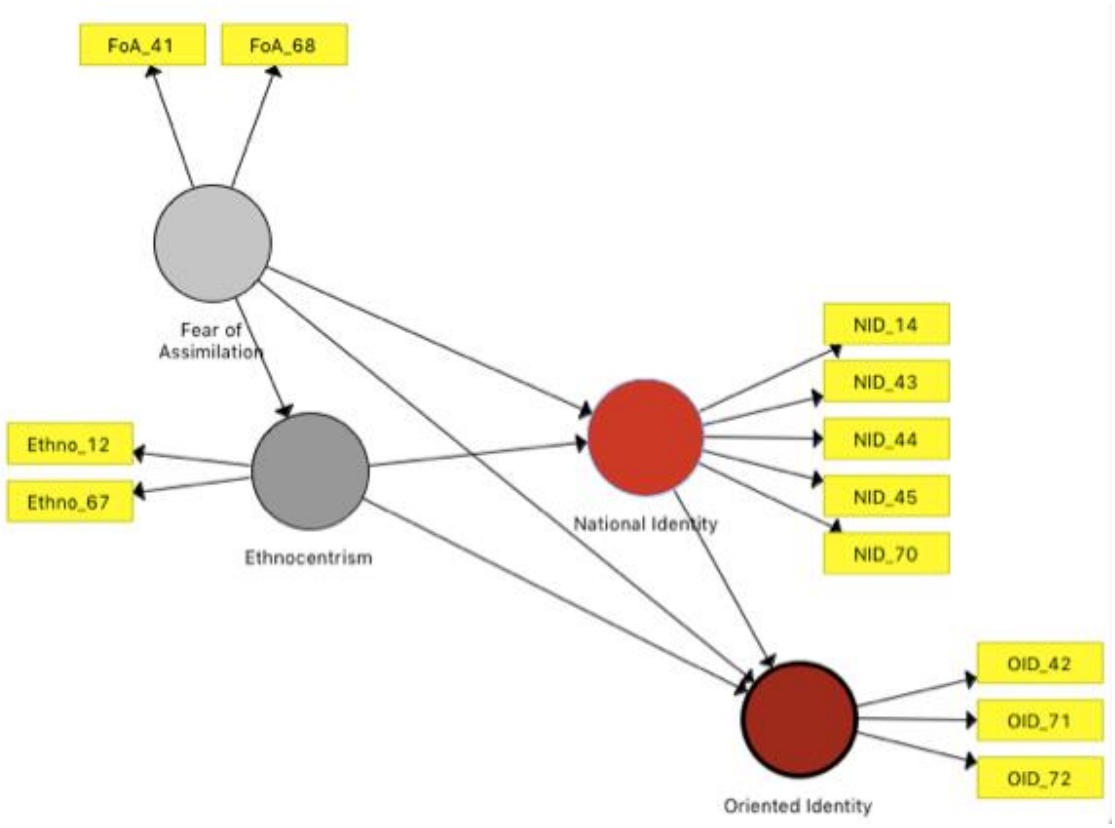


Figure 11: Isolated Model of Fear of Assimilation, Ethnocentrism, and EL Identity

The effect of fear of assimilation on national identity was statistically significant with the path coefficient of .390 ($p < .001$). The removal effect (f^2) of fear of assimilation on national identity was .258 ($p < .001$), indicating a medium effect on the R^2 of national identity. Furthermore, the effect of fear of assimilation on oriented identity was statistically significant with the path coefficient of .084 ($p < .05$). The removal effect (f^2) of fear of assimilation on oriented identity was .006 ($p > .05$), indicating no effect on the R^2 of oriented identity.

In addition, the effect of ethnocentrism on national identity was statistically significant with the path coefficient of .119 ($p < .001$). The removal effect (f^2) of ethnocentrism on national identity was .024 ($p < .05$), indicating a small effect on the R^2 of national identity. The effect of ethnocentrism on oriented identity was also statistically significant with the path coefficient of -.065 ($p < .05$). The removal effect (f^2) of ethnocentrism on oriented identity was .005 ($p > .05$). These results indicated that ethnocentrism had no effect on the R^2 of oriented identity.

6. What is the effect of English anxiety on English learning experience and the feared L2 self?

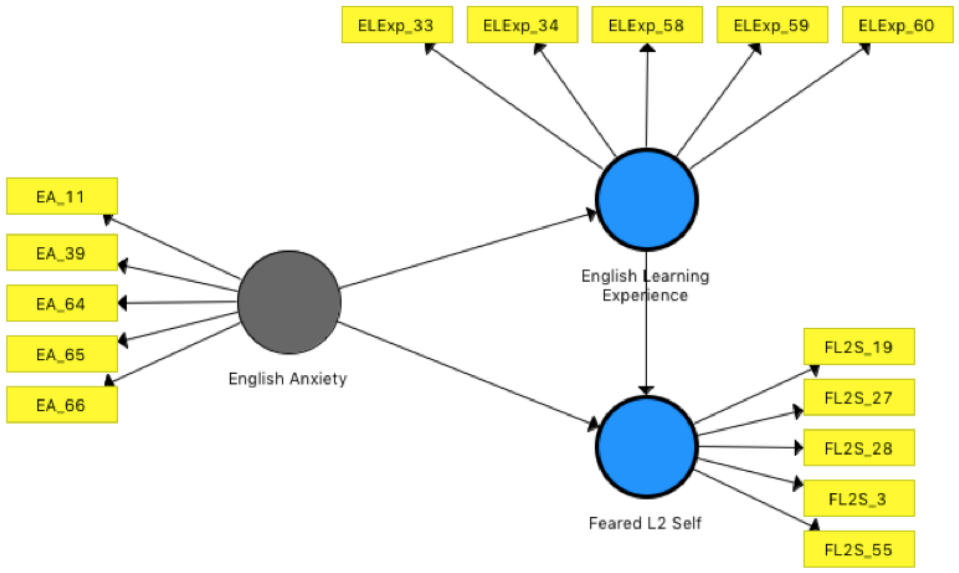


Figure 12: Isolated Model of EL Anxiety, English Learning Experience, and Feared L2 Self

The effect of English anxiety on English learning experience was statistically significant with the path coefficient of .110 ($p < .001$). The removal effect ($f2$) of English anxiety on English learning experience was .015 ($p > .05$), indicating that English anxiety had no effect on the R^2 of English learning experience. However, the effect of English anxiety on the feared L2 self was statistically significant with the path coefficient of .439 ($p < .001$). The removal effect (f^2) of English anxiety on feared L2 self was .376 ($p < .001$). These results indicated that English anxiety had large effect on the R^2 of feared L2 self.

7. What is the relationship between the prevention and promotion aspects of instrumentality and the L2 Motivational Self System components, including the feared L2 self?

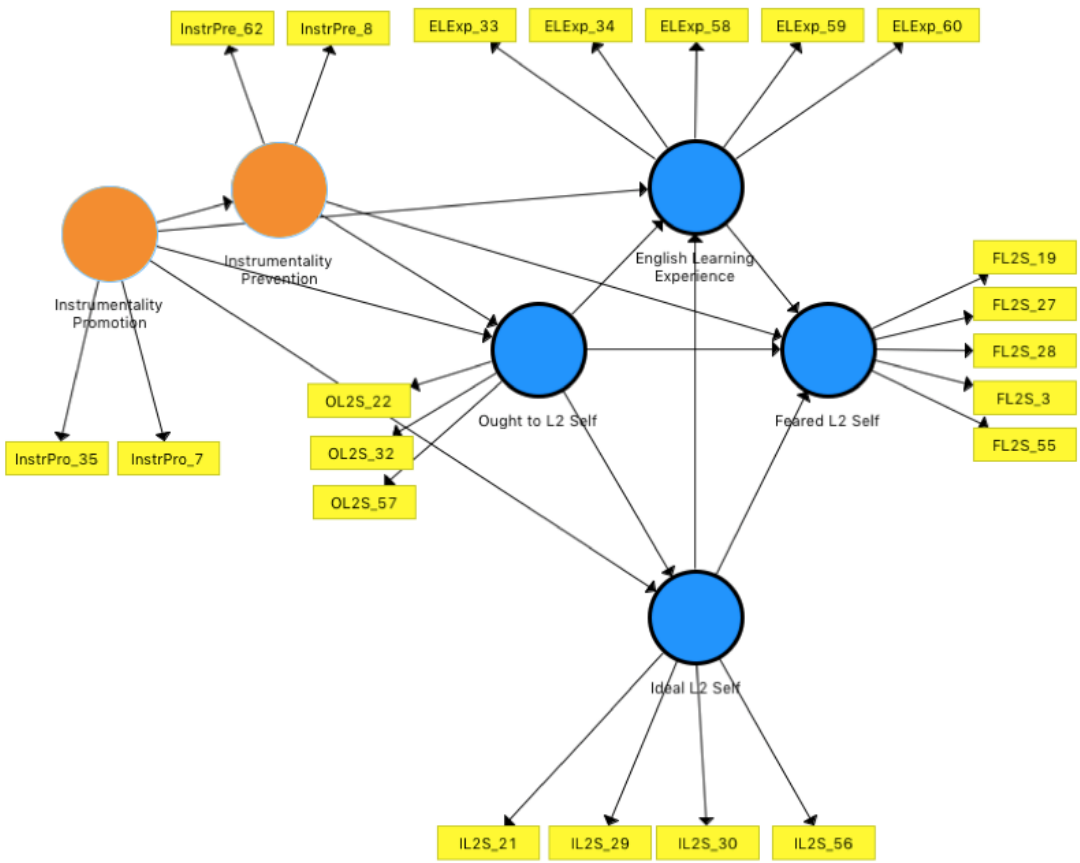


Figure 13: Isolated Model of Instrumentality and L2 Motivational Self System

The relationship between the prevention aspect of instrumentality and English learning experience was not statistically significant ($p > .05$); however, the indirect effect was .075 ($p < .001$). In addition, the relationship between the prevention aspect of instrumentality and ideal L2 self was not significant ($p > .05$) while the indirect effect was .048 ($p < .001$).

Furthermore, the relationship between the prevention aspect of instrumentality and feared L2 self was statistically significant with the path coefficient of .096 ($p < .001$). The removal effect (f^2) of the prevention aspect of instrumentality on the feared L2 self was .016 ($p > .05$), indicating that the prevention aspect of instrumentality had no effect on the R^2 of feared L2 self. In addition, the relationship between the prevention aspect of instrumentality and ought-to L2 self was statistically significant with the path coefficient of .445 ($p < .001$), and the removal effect (f^2) of the prevention aspect of instrumentality on ought-to L2 self was .254 ($p < .001$). Thus, the prevention aspect of instrumentality had a medium effect on the R^2 of ought-to L2 self.

Moreover, the relationship between the promotion aspect of instrumentality and English learning experience was statistically significant with the path coefficient of .159 ($p < .001$). The removal effect (f^2) of the promotion aspect of instrumentality on English learning experience was .023 ($p < .05$), indicating a small effect on the R^2 of English learning experience. On the other hand, the relationship between the promotion aspect of instrumentality and feared L2 self was not statistically significant ($p > .05$); however, the indirect effect was .049 ($p < .001$).

The relationship between the promotion aspect of instrumentality and ideal L2 self was statistically significant with the path coefficient of .316 ($p < .001$). The removal effect (f^2) of the promotion aspect of instrumentality on ideal L2 self was .098 ($p < .001$). This indicated that the promotion aspect of instrumentality had a small effect on the R^2 of ideal L2 self. In addition, the relationship between the promotion aspect of instrumentality and ought-to L2 self was

statistically significant with the path coefficient of .204 ($p < .001$), and the removal effect (f^2) of the promotion aspect of instrumentality on ought-to L2 self was .041 ($p < .01$). These results indicate that the influence was significant, and the promotion aspect of instrumentality had a small effect on the R^2 of ought-to L2 self.

As mentioned earlier, the coefficient of determination (R^2) indicates the final model's predictive accuracy. R^2 value of the oriented identity construct as an endogenous construct was .359 when all the constructs are kept in the model. In other words, 36% of the oriented identity construct can be explained through national identity, English learning experience, feared L2 self, fear of assimilation, ethnocentrism, cyberbullying, ought-to L2 self, attitudes toward L2 community, and ideal L2 self constructs. Even though 36% may be considered a weak prediction according to the R^2 criteria, the large size of the model may have an impact on this.

Lastly, R^2 value of national identity construct was .568, and this is considered as a moderate predictive accuracy. Fear of assimilation, ethnocentrism, cyberbullying, promotion and prevention aspects of instrumentality, and ideal L2 self explain about the 57% of national identity construct. In addition, the coefficient of determination of feared L2 self was .684 and this is considered a moderate impact. This means that English learning experience, fear of assimilation, cyberbullying, ethnocentrism, prevention aspect of instrumentality, traditional bullying, English anxiety, ought-to L2 self, and ideal L2 self predicted 68% of the feared L2 self construct.

Conclusion

This chapter was comprised of empirical data analysis and the presentation of the results. The PLS-SEM analysis was conducted as an analysis method, and several software tools were

used to analyze and report the data. These software tools include SmartPLS (v. 3.2.4), IBM SPSS, and Microsoft Excel. Descriptive statistics were performed to analyze the demographic representation of study participants while Microsoft Excel was used to report the results in the form of tables.

The results obtained in this chapter are discussed further in Chapter 5. Theoretical and practical implications of the findings are discussed and interpreted with a focus on the significance of the study. Chapter 5 also considers the theoretical framework in relation to the study's overall outcome.

CHAPTER FIVE: DISCUSSION AND CONCLUSION

This study was designed to investigate the relationships between several variables, including traditional bullying and cyberbullying, the L2 Motivational Self System, fear of assimilation, ethnocentrism, English anxiety, attitudes toward the L2 community, cultural interest, and national and oriented identity constructs. Even though these constructs were examined separately in previous literature, the current study is the first study that specifically integrated the concept of bullying into L2 learner factors affecting motivation and identity. In addition, L2 identity has been examined through qualitative studies; however, the current study is one of the first studies to examine national and oriented identity as L2 identity components. Lastly, the current study is the second study examining feared L2 self by integrating feared L2 self into the L2 Motivational Self System. Therefore, it is crucial to evaluate the findings and interpret them for providing practical applications in EL contexts. In doing this, Figure 14 will be used as a reference.

Summary and Interpretation of Major Findings

Traditional Bullying Victimization and Cyberbullying Victimization

Bullying can manifest itself in many ways, including direct, indirect, racial, sexual, gestural, and cyberbullying. However, among these, two of the most common types of bullying are traditional bullying and cyberbullying. Even though, researchers generally agree that physical and verbal bullying are distinct types of bullying, the difference between cyberbullying and traditional bullying was reported less clearly. Therefore, before focusing on the effect of bullying on the L2 Motivational Self System, the relationship between traditional bullying and

cyberbullying needs to be clarified, especially in today's age when the Internet and technology are an indispensable part of people's lives.

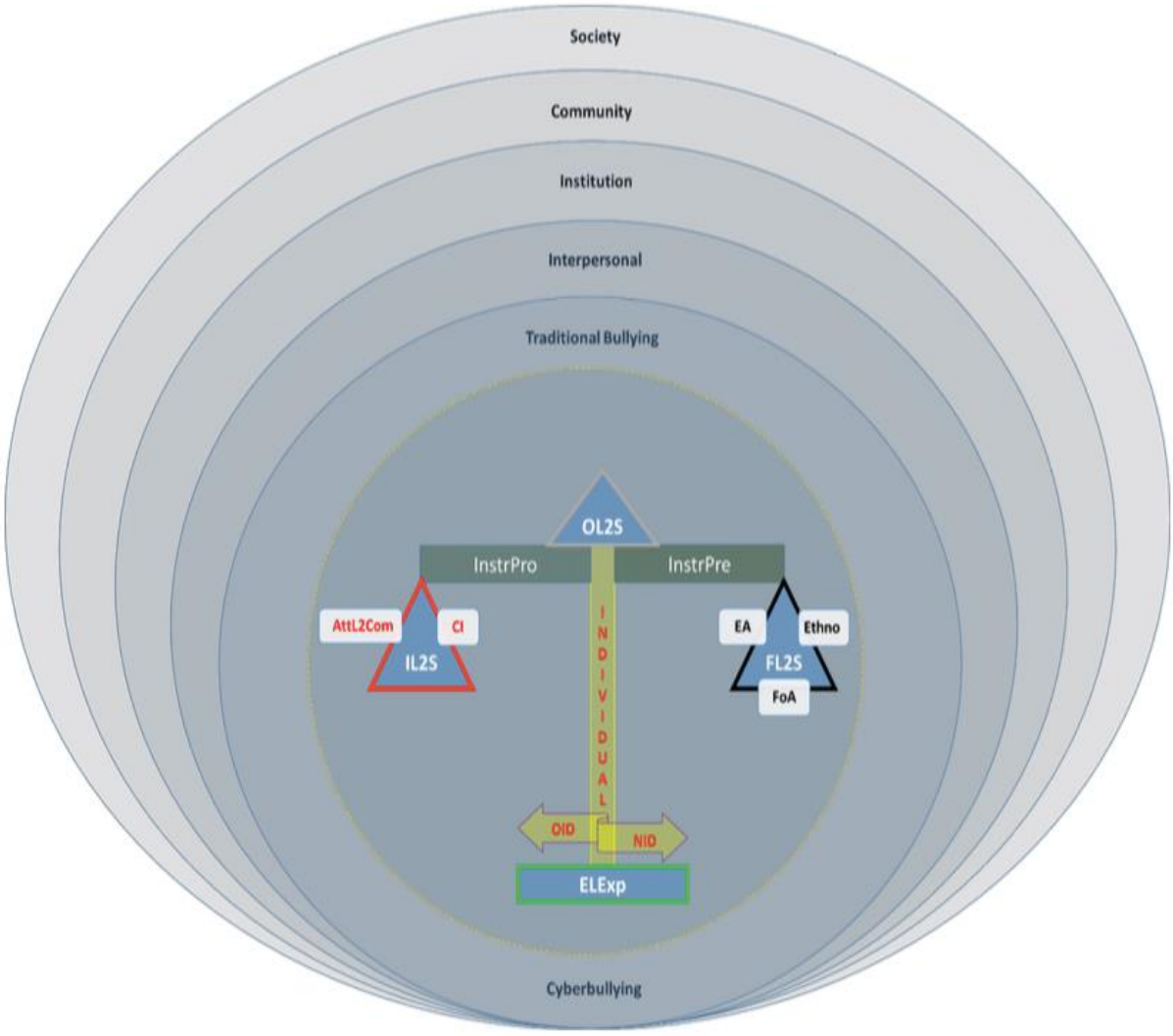


Figure 14: Reconceptualized L2 Motivational Self System

Scholars have debated whether cyberbullying victimization is a distinct phenomenon (Li, 2007; Olenik-Shemesh, Heiman, & Eden, 2012) or if it is strongly related to traditional bullying victimization. Previous findings indicated strong correlations between cyberbullying victimization and traditional bullying victimization (Hinduja & Patchin, 2010; Li, 2007). For

instance, individuals who were victimized though cyberbullying were also at risk to be the traditional bullying victims (Hinduja & Patchin, 2008; Juvonen & Gross, 2008; Raskauskas & Stoltz, 2007; Smith, Mahdavi, Carvalho, Fisher, Russell, & Tippett, 2008; Vazsonyi, Machackova, Sevcikova, Smahel, & Cerna, 2012). The results of the current study were also consistent with the literature in that traditional bullying victimization was strongly related to cyberbullying victimization. This indicates that the impact of cyberbullying victimization on ELs' selves was as big as the impact of traditional bullying victimization.

Traditional bullying victimization and cyberbullying victimization strongly affected ELs' possible future selves and English learning experiences. Regarding the English learning experience, the first component of the L2 Motivational Self System, the findings indicated that traditional bullying negatively influenced ELs' classroom experiences as well as their experiences within the L2 community. When ELs are bullied in class or within the layers of the social ecological system, their experiences become more negative, and therefore, their attitudes toward English change drastically.

The current study is consistent with previous findings regarding the effects on English learning experiences. McKenney, Pepler, Craig, and Connolly (2006) reported that traditional bullying victimization caused the immigrant students to be excluded from the peer groups in class, and they became passive victims as a result of the lack of language skills. In addition, Lim and Hoot (2015) reported that immigrant bullying victims could not react to the bully because of language barriers. In such environments, ELs' English learning experiences are highly affected by bullying or the attitudes from their peers, especially if the derogatory comments are about their current level of English.

Furthermore, the relationship between traditional bullying victimization and feared L2 self was positively correlated. This finding suggests that experiencing traditional bullying may motivate ELs to learn English to avoid being bullied in the future. ELs' feared L2 self may act as a motivating power in this context. In addition, traditional bullying victimization had a significant, positive correlation with the ought-to L2 self while the ideal L2 self had a negative and insignificant correlation. One possible interpretation of this finding is that while traditional bullying victimization does not help ELs to have an ideal L2 self image to be motivated for learning English, it has a positive effect on ELs' ought-to L2 self regarding what they are supposed to be as L2 users. Overall, even though current experiences of traditional bullying victimization in class or in an L2 community negatively affect individuals' lives, the feared L2 self in ELs' imagined identities may help them be motivated to keep learning English.

Traditional bullying victimization also affects English anxiety because they positively correlated with each other. Second language anxiety is "a distinct complex of self-perceptions, beliefs, feelings and behaviors" (Horwitz, Horwitz, & Cope, 1986). It is important to have less English anxiety in an L2 learning environment for creating a balanced motivational L2 self system with less feared L2 self and more ideal L2 self because ideal L2 self is a more powerful motivator than feared L2 self (Dörnyei, 2009). However, since ELs may not always encounter favorable situations when they move to a new country, they may have English anxiety or be bullied. Thus, educators may provide a supportive environment in which ELs may have more ideal L2 self while having less feared L2 self and less English anxiety.

Moreover, cyberbullying had similar effects on ELs regarding their English learning experiences and feared L2 selves. This finding is consistent with a previous study which showed that cyberbullying leads to anxiety and low self-esteem (Armario, 2007). However, there was a

positive and significant correlation with the ideal L2 self while the relationship between cyberbullying and the ought-to L2 self was not significant. Overall, as a result of similar findings, cyberbullying did not seem to be a separate concept than traditional bullying (see Figure 14). In Figure 14, these two types of bullying victimization are shown in the same circle because of their effects on similar constructs.

Traditional bullying victimization and cyberbullying victimization also contributed to ELs' national and oriented identity. While traditional bullying victimization did not have an effect on national identity, cyberbullying victimization positively correlated with national identity and had a medium effect on it. This may indicate that ELs became more nationalistic. Some of the national identity items in the survey were *Being proficient in English distances me from my own culture and people, Learning English is a threat to my national identity,* and *I am worried that I might lose a part of my national identity if I speak English like a native speaker.* These findings may suggest that when ELs are cyberbullied, their cultural values may become more dominant and they may not want to lose their ties with their national values in an online environment.

However, there was a positive correlation between traditional bullying victimization and oriented identity, indicating that when ELs were bullied physically or verbally in a physical, non-online environment, they reacted to this by avoiding their feared selves as explained earlier and became more oriented into the L2 community. This finding is consistent with the existing L2 identity literature (Vitanova et al., 2015). According to the literature, ELs possibly acted as agents and took actions in their L2 learning. In doing this, ELs drew upon the actions and words of other individuals such as family members, teachers, and especially peers, and they appropriated these actions and words accordingly. They employed language as a central focus to

orient their identities. At this point, L2 agency mediated the relationship between ELs and the L2 community as they appropriated discourses within the L2 community (van Lier, 2008; Vitanova, 2010). This relationship can be one of active participation in the L2 community or of resistance as in the case of national identity.

On the other hand, the correlation between cyberbullying victimization and oriented identity was negative, which is in parallel with the previous findings mentioned above. When ELs were bullied in an online environment, they did not want to be more involved in the L2 community, and the nationalistic part of their L2 identity was more dominant. For instance, bullied ELs employed agency by not interacting with the bully when the focus of the bullying was related to the victim's level of English or accent. The bullied EL preferred to resist and not use English as an L2. Therefore, it is important to consider L2 agency as a part of both oriented and national identity.

Therefore, overall, while traditional bullying victims perceived their L2 identity as more oriented after being bullied, cyberbullying victims perceived their L2 identity as more nationalistic and less oriented. This finding is consistent with previous research. Ovejero, Yubero, Larrañaga, and de la V. Moral (2016) stated, "the size of the potential audience in cyberbullying is much larger" and "cyberbully has access to his or her victims 24 h, 7 days a week, while a traditional bully only has access at school" or outside school (p. 6). Thus, cyberbullying victims are more prone to being bullied or they "cannot avoid the bully, not even by changing school or moving to another city or town; the victims' fear of the bully can trigger genuine panic" (Ovejero, Yubero, Larrañaga, & de la V. Moral, 2016, p. 6). This may also explain ELs' English anxiety when cyberbullying made ELs feel more offended and humiliated because the online environment has more members than daily conversations taking place among

individuals. For instance, the number of friends on Facebook was a predictor of cyber victimization in some studies (Dredge, Gleeson, & de la Piedad Garcia, 2014; Staksrud, Olafsson, & Livingstone, 2013). These findings suggest that ELs are affected by both traditional bullying victimization and cyberbullying victimization; however, cyberbullying was more prevalent in making them less oriented in the L2 community.

L2 Motivational Self System, Instrumentality, and Feared L2 Self Component

Second language motivation theories have been reconceptualized in the last decade. Gardner's (2001) integrative motivation within the socio-psychological model of L2 motivation was criticized (Dörnyei, 2005, 2009; Ryan, 2009), and then, Dörnyei (2009) proposed the L2 Motivational Self System. This new system has been tested in a variety of contexts with different variables (Csizér & Kormos, 2009; Lamb, 2012; Ryan, 2009; Taguchi et al., 2009). However, the current study brings most of the variables tested in these studies together and offers a broader perspective.

The current study lends significant support to the validity of Dörnyei's L2 Motivational Self System, including the English learning experience (i.e., attitudes to English learning), the ideal L2 self, and the ought-to L2 self. The correlation between the components of the current L2 Motivational Self System indicates that these components are independent from each other; however, they all measure distinct L2 motivational aspects (Csizér & Kormos, 2009). While some studies indicated that the English learning experience and the ideal L2 self are the strongest contributors to L2 motivation (Csizér & Kormos, 2009; Kormos & Csizér, 2008; Kormos et al., 2011, Lamb, 2012; Papi, 2010; Taguchi et al., 2009), the strongest contribution in the current study was the ought-to L2 self. This finding is consistent with Taguchi et al.'s (2009) findings.

The ought-to L2 self is a more socially constructed component of the L2 Motivational Self System than the others. Taguchi et al. (2009) stated that participants' views on what they would need to have in order to meet others' expectations are formed by other people's attitudes in their immediate environment. For instance, in Japan, China, and Iran, family values influenced L2 learners' motivated behavior. In addition, according to Csizér and Kormos' (2009) study in Hungary, there was a positive relationship between parental encouragement and the ought-to L2 self. This is in parallel with the context in the current study. English learners in the U.S. were mostly motivated by the obligations or expectations by respected others. Since most of the participants were either graduate teaching assistants or immigrants working for a U.S. company, ELs' relationships or obligations within the institutional layer of the social ecological system might be motivating them to learn English.

Furthermore, this study also confirms Dörnyei's (2009) proposition regarding the distinction between the promotion aspect of instrumentality and prevention aspect of instrumentality, and their strong relationship with the ideal L2 self and the ought-to L2 self. According to this finding, ELs' ideal future selves have a promotion focus on hopes, advancement, and desired outcomes while ELs' ought-to selves have a prevention focus on future obligations directed by respected individuals. Dörnyei (2009) clarified:

> When our idealised image is associated with being professionally successful, instrumental motives with a promotion focus - for example, to learn English for the sake of professional/career advancement - are related to the ideal self; in contrast, instrumental motives with a prevention focus - for example, to study in order not to fail an exam or not to disappoint one's parents - are part of the ought self. (p.28)

When the findings are examined from Dörnyei's (2009) perspective (the current L2 Motivational Self System), Dörnyei's words refer to the ought-to L2 self and these two types of instrumentality. Islam et al.'s (2013) findings are also consistent with Dörnyei's proposition. In the current study, the promotion aspect of instrumentality has strong relationships with the English learning experience, the ideal L2 self, and the ought-to L2 self. On the other hand, the prevention aspect of instrumentality highly correlates with the ought-to L2 self and the feared L2 self while it has more of an effect on the ought-to L2 self when compared to the feared L2 self. Therefore, it can be said that the balance that Dörnyei (2009) and Islam et al. (2013) mentioned is still true considering the idealized images (e.g., speaking like a native speaker) and obligations coming from the respected ones (e.g., learning English to please respected ones or to get more respect from them).

However, the unique side of the current study brings another perspective, the feared L2 self, as an addition to Dörnyei's (2009) L2 Motivational Self System. In the current context, there are also feared images as well as idealized and respected ones. Within each layer of the social ecological system, ELs' future selves are shaped by the bullies who physically, verbally, and virtually bully ELs because of their way of speaking, low levels of English, or their ethnicity. In this context, it may be challenging for ELs to visualize an idealized or respected image when they are subjected to bullying. Therefore, considering this specific population and what these ELs may endure, the feared L2 self emerges as an avoidance motivation rather than a promotion or prevention aspect. The feared L2 self significantly correlates with the prevention aspect of instrumentality, the ought-to L2 self, and the ideal L2 self while its negative correlation with the English learning experience is not significant. These findings also confirm what Markus and Nurius (1986) suggested. In other words, while the ought-to L2 self refers to what ELs are

supposed to be or how they are supposed to use English, the feared L2 self refers to what they want to avoid.

Moreover, Higgins' (1987) self-discrepancy theory lacks some perspectives in that individuals have actual or present selves, ideal selves and ought-to selves. However, adopting the possible selves theory proposed by Oyserman and Markus (1990) perfectly explains how the feared L2 self becomes a component of the L2 Motivational Self System considering bullied ELs' L2 learning experiences. Within the possible selves theory, the ideal L2 self, the feared L2 self, and the ought-to L2 self are, respectively, the individuals' ideas of what they would like to achieve (the ideal L2 self), what they think as necessary to realize and meet the expectations of respected ones (the ought-to L2 self), and what attributes they are afraid of acquiring in relation to language learning (the feared L2 self).

There is only one study that the feared L2 self was examined (Uslu-Ok, 2013), and the findings are consistent with the current study. In Uslu-Ok's study, the feared L2 self significantly and positively correlated with the ought-to L2 self. Both of these results and the findings from the current study indicate that ELs believe that they should learn English because they will be more respected (the ought-to L2 self) and motivated to avoid the unrespected or bullied self (the feared L2 self). Therefore, this link between the ought-to L2 self and the feared L2 self provides self motivation for ELs to strive for a better proficiency in English to fight against bullying or to avoid their future bullied self while approaching their ideal self. Therefore, these three selves balance one another, which could be transferred to any English learning experience or environment where individuals can learn English (see Figure 14). While the ideal L2 self has an approach/promotion aspect, the feared L2 self has an avoidance/prevention aspect, which

complements what was reported regarding the instrumentality aspects of the ought-to L2 self acts as a mediator between the ideal L2 self and the ought-to L2 self.

Lastly, one of the factors contributing to the reconceptualized L2 Motivational Self System is English anxiety. While English anxiety and the English learning experience significantly and positively correlated, the effect was trivial. In addition, there was not a significant, direct relationship between English anxiety and the ought-to L2 self. These findings are contrary to the previous findings in the literature (Noels, 2003; Papi, 2010; Ushioda, 2001). Papi (2010) indicated that the ought-to L2 self increased English anxiety in an Iranian context. He stated, "the more the students' behavior is motivated through their ought-to L2 self in learning English, the more anxious they are; on the other hand, the more developed the students' ideal L2 self, the less anxious they become in using and learning English" (p. 475). Therefore, it is important to examine the relationship between English anxiety and the feared L2 self because the feared L2 self acts as a component in the new L2 Motivational Self System.

English anxiety and the feared L2 self was significantly and positively correlated, and English anxiety had a large effect on the feared L2 self. The strong correlation between these two variables confirms the findings of the previous research on English anxiety (Horwitz, 2000; Papi, 2010). Papi (2010) and Horwitz (2000) emphasized the role of English anxiety as a discrepancy between how we see ourselves and how we think others see us. This indicates the relationship between selves and identity as well as the balance between individuals' actual selves and imagined selves.

National Identity and Oriented Identity

Most of the L2 identity research has been based on qualitative research studies rather than quantitative ones (Block, 2006, 2007a, 2007b; Norton, 2013; Norton & Toohey, 2011). However, the current study quantitatively investigated ELs' national and oriented identities, as measured by Uslu-Ok (2013), because the other quantitative variables were considered among the variables that might have affected ELs' L2 identities. Therefore, the current study brought another perspective by bringing L2 motivation and L2 identity together.

The impact of several variables on national and oriented identities indicated similar results to the findings in the literature (Uslu-Ok, 2013). The effect of cultural interest and attitudes toward the L2 community on national identity was not significant while the effect of attitudes toward the L2 community on oriented identity was significant. These findings may indicate that attitudes toward L2 culture or community were ineffective to determine ELs' national identities that were already shaped by their own cultural values. In addition, since study participants were adults, it might have been challenging for them to acculturate into the L2 community. On the other hand, when ELs had positive attitudes toward their L2 community, this factor contributed to their oriented identities, and they were either more motivated to learn the L2 or invested in their L2 (Norton, 2013). They were more open to the L2 culture and community. Uslu-Ok's (2013) findings are also consistent with this finding. She indicated that when Turkish participants learning English had positive attitudes toward the target language community, they adopted more oriented and less national identity.

As indicated previously, the correlation between cyberbullying victimization and oriented identity was negative. The total effects and indirect relationships between the types of bullying and attitudes toward the L2 community also indicate that bullying and attitudes toward the L2

community correlate negatively. Therefore, it may be stated that when ELs were bullied, they might have adopted negative attitudes toward the L2 community, which made their identities shift from more oriented to more nationalistic identities, especially in the case of cyberbullying because of its widespread effect as explained earlier. Individuals' relationships within the social ecological system might affect the L2 identity fluctuations. Thus, it is important to point out that the ELs in this context had more negative attitudes and national identities than oriented identities.

Furthermore, there were two constructs (i.e., ethnocentrism and fear of assimilation) that contributed to ELs' national identity rather than oriented identity. Ethnocentrism and national identity was significantly and positively correlated while ethnocentrism significantly and negatively correlated with oriented identity. Ethnocentristic ELs were more inclined to stick with their national identities and were less oriented to the L2 community (see Figure 14). This finding is consistent with Lyons' (2004) findings regarding the attitudes towards French Legionnaires. Moreover, fear of assimilation significantly and positively correlated with national identity and had a medium effect on national identity while there was no effect on oriented identity. This may indicate that when ethnocentric ELs were afraid of being assimilated into the L2 community, which eventually made these ELs less oriented into the L2 community. Considering the significant and positive correlation between traditional bullying, cyberbullying, ethnocentrism, and fear of assimilation, it may be appropriate to conclude that bullied ELs adopt a fear of assimilation if they are forced to forget their culture or their native language as a result of severe bullying. Then, they become less oriented into the L2 culture and get more English anxiety, which may indicate a resistance to learning the L2.

Significance of Findings

Dörnyei's (2009) L2 Motivational Self System has been applied along with the social ecological framework of human development in this study. The purpose of this study was to investigate the effect of traditional bullying victimization and cyberbullying victimization on ELs' L2 motivation and how their imagined selves impact their identities under the effect of bullying. There were statistically significant relationships between ELs' imagined possible selves including the feared L2 self as a result of bullying victimization, which might have affected ELs' national and oriented identities.

Significance for Theory

The results of this study brought several different perspectives to the existing L2 motivation theories and reconceptualized L2 Motivational Self System. First, Markus and Nurius' (1986) possible selves theory and Higgins' (1987) self-discrepancy theory that Dörnyei (2009) originally adopted complemented one another to explain the motivational aspects of selves in the L2 Motivational Self System. Therefore, interpreting all types of selves, including the ideal L2 self, the ought-to L2 self, the feared L2 self as well as the aspects of instrumentality contributed to the reconceptualization of the L2 Motivational Self System.

Next, examining L2 motivation under the effect of bullying offered a large model indicating that when ELs are under the effect of traditional bullying, they may become more oriented to the L2 culture and community in order to reach their ideal L2 self or to avoid their feared L2 self and balance their L2 motivation. The relationship between traditional bullying victimization and oriented identity may indicate that ELs are the agents taking action in their learning process in order to avoid being bullied in the future (Vitanova, 2010; Vitanova et al.,

2015). Therefore, this study expanded the existing L2 motivation and L2 identity research by adding a new component.

Lastly, this study provided a psychometrically sound instrument consisting of 15 different constructs. It brought a more holistic approach to learners' possible selves and their future L2 identity orientations through the integration of bullying victimization concept. Using this instrument and testing it in different contexts may help researchers to understand what may affect ELs' L2 learning process or in what conditions ELs' self-esteem may not be threatened for an ideal learning environment (Husman & Shell, 2008; Lens, Simons, & Dewitte, 2002; Uslu-Ok, 2013; Yowell, 2000). Since the instrument was broader and psychometrically sound (i.e., measurement model of PLS-SEM), the survey constructed in this study is unique and may provide more information than what is already available from previous surveys, especially in situations where bullying is prevalent.

Significance for Practice

This study is important in practice. First, ELs may benefit from the motivational environment to fight against being bullied or to get closer to their ideal L2 self by avoiding their feared L2 self. Since ELs can learn an L2 better when they are presented with ideal L2 selves (Dörnyei, 2009), providing a learning environment without any threats to ELs' future selves or any type of bullying threat may motivate them to learn English. In doing this, L2 learning motivational strategies (Dörnyei, 2001; Hoffman, 2015) and anti-bullying strategies derived from intervention studies (Davis, 2002; Olweus & Limber, 2000; Somkowski & Kopasz, 2005) can be used. These strategies are listed in Appendix G, and they are discussed in the implications section below. Even though this study did not measure the applicability of these strategies, it

showed that bullying is a serious problem that could potentially affect EL identities. English learners need motivational strategies to decrease the detrimental effects of bullying.

Moreover, ESOL teachers may benefit from the findings and the strategies complied and offered at the end of this study in that they may modify instruction according to the ELs' needs and interests. For instance, they may provide help by considering what might affect ELs' L2 motivation or by gaining an awareness of the socio-psychological factors affecting ELs' motivation because L2 learning involves more than learning the linguistic structures. Language learning involves individuals' attitudes toward L2 community, other individuals' attitudes toward ELs within the social ecological system. Therefore, providing instructional activities that enhance students' ideal selves while lowering their feared L2 selves (e.g., lowering the affective filter in a learning environment), they can ultimately help ELs create positive self-conceptions.

In addition, this study provides empirical support for the need to develop L2 strategies to support ELs' L2 motivation in a non-threatening environment without bullies. School administrators, teachers, and policy makers can intervene in bullying at schools and help students to survive the detrimental effects of bullying by integrating anti-bullying activities into curriculum. This study also provides information on bullied ELs' socio-psychology for school psychologists considering that bullied ELs have never been the focus of counseling programs. Lastly, the results of this study are also significant for school districts. Since the results of this study indicates that bullying victimization is a serious problem, especially for ELs, school districts may consider integrating anti-bullying EL strategies into ESOL certificate programs.

Implications of Findings

Since the Every Student Succeeds Act (ESSA) was signed by President Obama on December 10th, 2015, there has been much more focus on the equity, advancements in positivity

through investments in what works, and reducing the testing burden. Through the ESSA, the U.S. Department of Education provides equity and protections for the disadvantaged and high-needs students, assists ELs to meet challenging academic state standards, promotes parental and community participation in language instruction, and ensures "that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English" (ESSA, 2015, Section 3102).

Regarding the ESSA (2015) goals, the current study sheds light on some of the vital EL related issues, especially equity and advancement in positivity. Since bullying is such a prevalent phenomenon in today's age, especially through the advancements in technology, equity or being treated equally is an important aspect for ELs to be able to scaffold their learning without interruption. However, ELs may have language barriers either when they first come to the U.S. or during their education. Therefore, ELs need L2 motivation in dealing with bullies for ensuring equity and positive advancements in a safe and diverse environment.

There are a lot of factors affecting ELs' L2 motivation and identity, including attitudes toward L2 community, cultural interest, fear of assimilation, ethnocentrism, traditional bullying and cyberbullying, English anxiety, and ELs' motivational selves. As a result of these factors, ELs' L2 identities fluctuate between national and oriented aspects. Therefore, it is important to consider all these factors and help ELs establish positive self-conceptions within the social ecological system that all individuals live in.

First, instructional practices in language classrooms can be designed in a way that enhances ideal L2 selves and balances it with feared L2 self under bullying victimization conditions. In addition, these activities should raise awareness of ELs' identities, possible selves, and enable ELs' integration into the culture and community in a way that helps them to ease the

learning process. Applying classroom strategies should also increase diversity in classrooms so that other individuals may sympathize with ELs. Adapting a new life, culture, and community, along with a new language, may be overwhelming for ELs; however, if educators and policy makers strive to motivate ELs to learn English through some strategies by focusing on diversity and anti-bullying, they may ease this overwhelming process.

In addition, even though this study did not measure any motivational and anti-bullying strategies, it measured a wide variety of factors affecting L2 motivation and L2 identity from a unique perspective. Thus, it is important to use motivational and anti-bullying strategies for creating individualized support programs for each EL considering their bullying victimization experiences and its effects on L2 motivation and learning process. Also, subject area teachers may integrate EL modifications into their lesson plans for ELs to make the content more clear and not to give the bullies a chance to tease with ELs' cognitive abilities.

Some motivational and anti-bullying strategies have been compiled based on empirical studies considering the specific population in the current study, and these can be used in classrooms and during anti-bullying workshops as well as in designing curriculum. Motivational classroom strategies were adapted from Dörnyei (2001) and Hoffman (2015), and EL anti-bullying strategies were compiled from several different studies (i.e., Davis, 2002; Olweus & Limber, 2000; Somkowski & Kopasz, 2005). These strategies were adapted to the context in this study, as there have not been many studies focusing on this specific population so far. Therefore, both the motivational and the anti-bullying strategies offered in this study may be investigated through intervention studies to test their validity in the future (see Appendix G for a detailed list of strategies).

Motivational Classroom Strategies for ESOL Teachers and Curriculum Designers

Teachers should take ELs' learning seriously and show them that they care about their learning. They should tell them that they are there for them both physically and mentally. This way, they can establish a personal relationship with ELs so that ELs may contact them if they are bullied. In doing this, they can use some icebreaker activities on the first day of the school to establish a community in class in a social ecological system.

Some other classroom strategies include creating diversity, encouraging group learning, and integrating helpful content clues for ELs. Teachers can create a diverse environment in class by adding some intercultural artifacts in classroom environment, encouraging risk taking, and accepting mistakes as a natural part of learning. They may integrate audio-visuals and graphic organizers as a way of making the content more meaningful to ELs both for helping them understand the content in English and for not allowing the possible bullies to bully ELs because of a lack of understanding or the level of English (Nutta, Strebel, Mokhtari, Mihai, & Crevecoeur-Bryant, 2014). In addition, teachers should establish a norm of tolerance and group rules and observe the students during group work to intervene in case of any bullying act while promoting EL role models and inviting successful ELs as guest speakers to the class. These strategies may support ELs' ideal L2 selves, and this type of classroom environment may yield positive oriented identities among ELs.

Furthermore, teachers should praise the good job done or the goals that are met but they should not use it as a tool to promote compliance. They may reward the effort, but they should be careful about rewarding it in a balanced way because the lack of rewarding may lead to the perception of lack of ability. Therefore, Hoffman (2015) suggested establishing baselines of performance and rewarding when the baseline is surpassed. Providing opportunities for success

to ELs within their zone of proximal development and charting incremental progress towards goals focusing on the progress, not the results may also help them see that they can contribute. This way, their self-esteem will be boosted, and they may be more motivated to learn English.

Strategies for ESOL Teachers to Help Bullied English Learners

Some intervention studies suggest a variety of projects that may be applied in classroom for preventing bullying and helping bullied students. For instance, teachers may integrate the Bullying Project (Davis, 2002) into the curriculum. This project includes interventions for both the bully and the victim. Counseling the bully and developing empathy are encouraged in this project. In addition, teachers may integrate Bullybusters (Beale, 2001) into extracurricular activities. In this program, students act out short skits about common bullying situations, and then, principal explains why this act is not tolerable. At the end, principal asks students to use their problem solving skills to solve this problem and alleviate bullying in school. Furthermore, integrating expressive art therapies into the curriculum or extracurricular activities may help ELs write, act out, draw, or talk about their bullying victimization experiences (Smokovski & Kopasz, 2005). These projects and activities may help teachers to set firm limits on unacceptable behavior to prevent bullies inhibiting on ELs (Olweus & Limber, 2000).

Moreover, teachers should also be close to ELs in class to understand their mood changes and supervise them. Paying attention to grade changes and the interpersonal relations between ELs and their peers helps teachers to assess a possible bullying situation. Teachers may also work collaboratively with school psychologists to identify bullied ELs because they may not always report a bullying problem (Smokovski & Kopasz, 2005). Utilizing these strategies and communicating with other staff members, parents, and community members about the problems

of ELs will help both teachers and ELs in the identification of bullying victimization process and in creating individualized plans for bullied ELs.

Lastly, teachers should encourage self and group-monitoring, evaluation and reflection on success, ways of improving and opportunities for transferring skills and strategies to other contexts. These may help ELs to set goals for reaching their ideal L2 selves. Most importantly, introducing role models that represent diversity for good behavior may also help ELs and bullies to live in a psychologically positive environment within respected boundaries (Olweus, 1993). For instance, providing bibliographies that focus on successful ELs' who were once in the same situation may help ELs to have stronger links to their ideal L2 selves. Also, the Gifted Program Office at the Educational Leadership Center (2009) suggested preparing activities that focus on the acceptance, exploration, and celebration of divergent views and cultures. This may help teachers to prevent the conflicts that may arise from language and cultural differences

Limitations

Several limitations in this study constrain its generalizability. First, the survey was constructed by compiling a wide variety of questionnaires. Even though the reliability and validity values were calculated by means of SmartPLS, the validity of the complete survey should be tested in different contexts. In addition, the characteristics of the ELs in this study do not allow much room for generalizability because the participants who completed the survey were adult ELs. Therefore, reporting bullying victimization may have been underreported because of individuals' tendency to provide socially desirable answers (Brownfield & Sorenson, 1993). This is a downside of self-report surveys.

Furthermore, another important limitation was adding a wide variety of different constructs into the existing model. For instance, since the feared L2 self was tested only once

before this current study, its validity may be questionable, and it needs to be tested in different contexts. National identity and oriented identity are parts of L2 identity, and L2 identity has been mostly studied qualitatively. However, in this study, these two constructs were measured quantitatively for the second time in literature. Therefore, there is still more room for extra future research.

Another methodological limitation is related to the nature of this research (i.e., cross-sectional data). Since the data were not longitudinal, it is not possible to draw absolute conclusions from the results. While using a correlational design may provide information on the relationships between different variables, integrating interviews with bullied ELs as qualitative data would definitely broaden the meaning of this study. In addition, high significance level with the results may be related to the huge sample size while the low effect sizes of constructs may be because of the variability of the population and the complexity of the model with fifteen different variables. Thus, these affect the study's generalizability to specific populations.

Distributing the surveys both online and in paper format may have caused some attitudinal changes. Relatedly, it is important to mention the recall bias as one of the limitations of this research. In other words, retrospective data may inherently be unreliable as participants answering surveys about their past experiences may misinterpret the facts that belong to a previous time period (Hinduja & Patchin, 2010; Himmelweit, Biberian, & Stockdale, 1978; Horvath, 1982; Morgenstern & Barrett, 1974).

Recommendations for Future Research

Despite the aforementioned limitations, there are a few recommendations that could be considered for future studies. This study could be replicated within different contexts. For

example, if the data is collected longitudinally and from all over the country, the results may be more reliable. Since generalizability is very important, it can also be applied in other countries by focusing on different L2s.

Regarding bullying victimization, future research may focus on developing anti-bullying strategies specifically for ELs and test these for practicality and validity. In addition, researching the L2 Motivational Self System, including the feared L2 self, in different contexts may provide different results. Also, applying this study as qualitative study conducted through interviews may provide a deeper meaning on the ELs' bullying victimization and their experiences.

Conclusion

This study provided an understanding of the relationships between bullying victimization, ELs' L2 Motivational Self System, and forms of L2 identity. In previous studies, studies investigated these as separate constructs; however, L2 learning is a complex phenomenon and this study brought a unique perspective into the field. This study focuses the effects of traditional bullying victimization and cyber bullying victimization on ELs' L2 motivation and L2 identity. In addition, pedagogical implications from this study may help teachers, ELs, policy makers, and school administrators to reach out more ELs and help them be a part of the L2 community.

APPENDIX A: CONSENT FORM AND INSTRUMENT

Reconceptualizing Second Language Motivational Self System

EXPLANATION OF RESEARCH

Title of Project: Bullying Victimization, Feared Second Language Self and Identity: Reconceptualizing Second Language Motivational Self System

Principal Investigator: Hilal Peker, M.A.
Other Investigators: Michele Regalla, Ph.D.
Faculty Supervisor: Bobby Hoffman, Ph.D.

You are being invited to take part in a research study. Although your participation is voluntary, your responses, if you do take part, are extremely important to the outcomes of the study.

- The purpose of this study is to investigate the effect of bullying (discrimination, racism, etc.) on English learners' motivation to learn English as a second language and how their future projections of themselves impact their English language learner identities under the effect of bullying.
- You will be asked to take an anonymous survey that includes 72 items and 5 open-ended questions. There are also a few demographic questions that we would like you to answer about your gender, age, and ethnicity as well as your educational background. Student/school records are not going to be used. No names will be used. You will rate your level of agreement with each statement. The questions you will be asked in this survey are simply about your opinions, and do not measure anything else.
- Participation in this study will require approximately 20 minutes of your time.

You must be **18 years of age or older** to take part in this research study. You must also be either an **international student, faculty, or staff,** OR an **English learner at some stage of your life**, OR **immigrant to the U.S.**
Please also note that the data you provide may be collected and used by Amazon as per its privacy agreement, which is posted at https://www.mturk.com/mturk/privacynotice. Your MTurk worker ID will not be communicated to anyone outside the research team, and it will not be attached to records of your data.

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints: Hilal Peker, Graduate Student, TESOL Track of College of Education and Human Performance, (512) 619-3236 or by email at Hilal.Peker@ucf.edu.

IRB contact about your rights in the study or to report a complaint: Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF IRB). This research has been reviewed and approved by the IRB. For information about the rights of people who take part in research, please contact: Institutional Review Board, University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901.

VALENCIA COLLEGE

Reconceptualizing Second Language Motivational Self System

Informed Consent

Principal Investigator(s): Hilal Peker, M.A.
Sub-Investigator(s): Michele Regalla, PhD
Faculty Supervisor: Bobby Hoffman, PhD
Investigational Site(s): Valencia College

Introduction: Researchers at the University of Central Florida (UCF) study many topics. To do this we need the help of people who agree to take part in a research study. You are being invited to take part in a research study which will include about 720 people. You have been asked to take part in this research study because you are/were an English learner. You must be 18 years of age or older to be included in the research study.

Hilal Peker is the person conducting this research is a PhD candidate of Teaching English to Speakers of Other Languages (TESOL) Track of College of Education and Human Performance at UCF. Because the researcher is a graduate student she is being guided by Bobby Hoffman, Ph.D. and Michele Regalla, Ph.D., UCF faculty supervisors in the College of Education and Human Performance at UCF College of Education and Human Performance at UCF.

What you should know about a research study:

- A research study is something you volunteer for.
- Whether or not you take part is up to you.
- You should take part in this study only because you want to.
- You can choose not to take part in the research study.
- You can agree to take part now and later change your mind.
- Whatever you decide it will not be held against you.
- Feel free to ask all the questions you want before you decide.

Purpose of the research study: The purpose of this study is to investigate the effect of bullying (traditional bullying, cyberbullying, discrimination, racism, etc.) on English learners' motivation to learn English as a second language and how their future projections of themselves as language users (the ideal, ought-to and feared L2 selves) impact their English language learner identities under the effect of bullying.

What you will be asked to do in the study: Participation in this study will require approximately 15-20 minutes of your time. You will be asked to take an anonymous survey that includes 72 items and 5 open-ended questions. There are also a few demographic questions that we would like you to answer about your gender, age, and ethnicity as well as your educational background. Student/school records are not going to be used. No names will be used. You will rate your level of agreement with each statement. The questions you will be asked in this survey are simply about your opinions, and do not measure anything else.

Please also note that the data you provide may be collected and used by Amazon as per its privacy agreement, which is posted at https://www.mturk.com/mturk/privacynotice. Your MTurk worker ID will not be communicated to anyone outside the research team, and it will not be attached to records of your data.

Location: You will answer the questionnaires either online or at Valencia College.
Time required: Answering questionnaire will take approximately 15-20 minutes.
Risks: There are no reasonably foreseeable risks or discomforts involved in taking part in this study.
Benefits: The benefits to participating in this study include a long term benefit such as benefiting from anti-bullying workshops that will be offered after data analysis, and developing mutual understanding of different cultures and attitudes.
Compensation or payment: There is no compensation, payment or extra credit for taking part in this study.
Anonymous research: This study is anonymous. That means that no one, not even members of the research team, will know that the information you gave came from you.
Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints, or think the research has hurt you, talk to: Hilal Peker, PhD Candidate, TESOL Track of College of Education and Human Performance, (512) 619-3236 /Hilal.Peker@ucf.edu.

IRB contact about your rights in the study or to report a complaint: Research at Valencia College involving human participants is carried out under the oversight of the Institutional Review Board (Valencia College IRB). This research has been reviewed and approved by the IRB. For information about the rights of people who take part in research, please contact: Institutional Review Board, Valencia College (irb@valenciacollege.edu).

Withdrawing from the study: Participants may withdraw from the study at any time with no penalty.

Your signature below indicates your permission to take part in this research.

DO NOT SIGN THIS FORM AFTER THE IRB EXPIRATION DATE HERE (December 13, 2016)

Name of participant	
Signature of participant	Date
Signature of person obtaining consent	Date
Printed name of person obtaining consent	

Please read the statement below and choose only one option for each statement based on your current and past experiences as English learners/users.

	Strongly Agree	Agree	Neither Agree/ Disagree	Disagree	Strongly Disagree
1. Other people told lies or spread false rumors about me regarding my ethnicity, race, or English proficiency (level) and tried to make others dislike me.	❍	❍	❍	❍	❍
2. I received an upsetting email about my ethnicity, race, English accent or proficiency from someone I know (Example: damned immigrant, ink face, ching-chong, nigger, etc.).	❍	❍	❍	❍	❍
3. I am afraid of being humiliated/teased due to my limited use of English in the U.S.	❍	❍	❍	❍	❍
4. Whenever I think of my future career, I imagine myself using English.	❍	❍	❍	❍	❍
5. Learning English is necessary because people surrounding me expect me to do so.	❍	❍	❍	❍	❍
6. I like the atmosphere of my English classes or the English speaking community here.	❍	❍	❍	❍	❍
7. Learning English is important because it will be useful in getting a good job, making money, or for promotion in the future.	❍	❍	❍	❍	❍
8. I have to improve my English because I don't want to be considered as a poorly educated person.	❍	❍	❍	❍	❍
9. It is important to be in the U.S. or get education in the U.S. because it is an important country in the world.	❍	❍	❍	❍	❍
10. I like American magazines, newspapers, TV shows or movies in the U.S.	❍	❍	❍	❍	❍
11. I get nervous and confused when I speak English in class or at a meeting.	❍	❍	❍	❍	❍
12. I find it difficult to work together with people who have different customs, values, or cultures.	❍	❍	❍	❍	❍
13. I am afraid that the people from my culture/country may forget the values of our culture as a result of internationalization.	❍	❍	❍	❍	❍
14. Learning English is a danger to how I feel about my country and my people. It made me feel less of who I was.	❍	❍	❍	❍	❍
15. After learning English, I feel I have a hybrid identity (combination of both national and international identities).	❍	❍	❍	❍	❍
16. I was called mean names, was made fun of, or teased regarding my English accent or proficiency (Example: "Go back to your country if you don't know English").	❍	❍	❍	❍	❍
17. Other people left me out of things on purpose, excluding me from their group of friends, or completely ignored me because of my ethnicity, race, English accent or proficiency to show that I am from another country (Example: damned immigrant, ink face, ching-chong, nigger, etc.).	❍	❍	❍	❍	❍
18. I received an instant message about my English level, and this made me upset.	❍	❍	❍	❍	❍
19. I am afraid of not using English accurately because somebody teased me about my English before.	❍	❍	❍	❍	❍
20. I have to improve my English because I do not want to be criticized or harassed by others about my English level.	❍	❍	❍	❍	❍
21. I can imagine myself speaking English with international friends or colleagues.	❍	❍	❍	❍	❍
22. Learning English is important because the people I respect think that I should do it.	❍	❍	❍	❍	❍

Please read the statement below and choose only one option for each statement based on your current and past experiences as English learners/users.

	Strongly Agree	Agree	Neither Agree/ Disagree	Disagree	Strongly Disagree
23. I was called mean names or someone made degrading comments about my English accent or level.	❍	❍	❍	❍	❍
24. I was called mean names or someone made degrading comments about my race, ethnicity or color.	❍	❍	❍	❍	❍
25. I had something about my English posted on my Facebook and/or other social media profiles, and it made me upset.	❍	❍	❍	❍	❍
26. I was made fun of in a Facebook and/or other social media chats about my English proficiency or writing level.	❍	❍	❍	❍	❍
27. I worry that people might pick on me if I can't speak English properly.	❍	❍	❍	❍	❍
28. I am worried that people will make fun of me on Facebook and/or other social media profiles if I make some grammatical mistakes on my posts.	❍	❍	❍	❍	❍
29. I can imagine myself using English effectively for communicating with the native speakers.	❍	❍	❍	❍	❍
30. I can imagine myself speaking English as if I were a native speaker of English.	❍	❍	❍	❍	❍
31. If I fail to learn English, I'll be letting other people down.	❍	❍	❍	❍	❍
32. Studying English is important to me because an educated person is supposed to be able to speak English.	❍	❍	❍	❍	❍
33. I find learning English really interesting.	❍	❍	❍	❍	❍
34. I think time passes faster while practicing (speaking, writing or using) English.	❍	❍	❍	❍	❍
35. Learning English is important to me to work globally.	❍	❍	❍	❍	❍
36. I have to improve my English; otherwise, I cannot be successful in my future career.	❍	❍	❍	❍	❍
37. I like meeting new American friends.	❍	❍	❍	❍	❍
38. I want to know the culture and the art of the U.S.	❍	❍	❍	❍	❍
39. I am afraid that other people will laugh at me when I speak English.	❍	❍	❍	❍	❍
40. I am proud of being from my own culture.	❍	❍	❍	❍	❍
41. Because of the influence of the English language, I think my native language is corrupt now.	❍	❍	❍	❍	❍
42. Learning English has changed me. I feel I am not only a citizen of my country but also a more global or international person.	❍	❍	❍	❍	❍
43. Being proficient in English distances me from my own culture and people.	❍	❍	❍	❍	❍
44. Learning English is a threat to my national identity.	❍	❍	❍	❍	❍
45. I am worried that I might lose a part of my national identity if I speak English like a native speaker.	❍	❍	❍	❍	❍

Please read the statement below and choose only one option for each statement based on your current and past experiences as English learners/users.

	Strongly Agree	Agree	Neither Agree/ Disagree	Disagree	Strongly Disagree
46. I was hit, kicked, pushed, shoved around, or locked indoors because someone wanted to make fun of me about my English level, accent or proficiency.	❍	❍	❍	❍	❍
47. I had money or other things taken from me or damaged because someone wanted to make fun of me about my English level, accent or proficiency, and he/she knew I wouldn't be able to complain with my limited English.	❍	❍	❍	❍	❍
48. I was threatened or forced to do things I didn't want to do because someone wanted to tease with me about my English level, accent or proficiency.	❍	❍	❍	❍	❍
49. I was discriminated against or teased at school, at my workplace, or at some meetings about my English level, accent or proficiency.	❍	❍	❍	❍	❍
50. I was called mean names or someone made degrading comments about me with a sexual meaning because they assumed my English wouldn't be enough to understand it.	❍	❍	❍	❍	❍
51. I received an upsetting email about my English accent or proficiency from someone I didn't know (not spam).	❍	❍	❍	❍	❍
52. I had something posted about my English accent or proficiency on a web page, and this made me upset.	❍	❍	❍	❍	❍
53. Something has been posted online about my English accent or proficiency that I didn't want others to see.	❍	❍	❍	❍	❍
54. I was picked on or discriminated against online regarding my English accent or proficiency.	❍	❍	❍	❍	❍
55. I am afraid of writing or speaking in English because I fear that I will be corrected in a teasing/humiliating way.	❍	❍	❍	❍	❍
56. I can imagine myself writing emails/letters fluently in English.	❍	❍	❍	❍	❍
57. Studying English is important to me because other people will respect me more if I know English.	❍	❍	❍	❍	❍
58. I always look forward to English classes or any time that I can practice English.	❍	❍	❍	❍	❍
59. I would like to have more English lessons or to be exposed to English more.	❍	❍	❍	❍	❍
60. I really enjoy learning and practicing (writing, speaking, or using) English.	❍	❍	❍	❍	❍
61. Learning English is important to me in order to attain a higher social respect.	❍	❍	❍	❍	❍
62. I have to improve my English; otherwise, I will feel ashamed if I'm criticized because of my accent or my English proficiency.	❍	❍	❍	❍	❍
63. I would like to travel around the U.S.	❍	❍	❍	❍	❍
64. I feel uneasy or nervous speaking English with a native speaker.	❍	❍	❍	❍	❍
65. I am afraid of sounding stupid in English because of the grammatical or fluency related mistakes I make.	❍	❍	❍	❍	❍
66. I am worried that other speakers of English would find my English strange.	❍	❍	❍	❍	❍
67. I would be happier if other cultures were more similar to my culture.	❍	❍	❍	❍	❍
68. Because of the influence of the U.S., I think the morals of the people from my country/culture are becoming worse.	❍	❍	❍	❍	❍
69. After coming to the U.S., I am no longer only a citizen of my country. I am a different person now.	❍	❍	❍	❍	❍
70. I feel less belongingness to my country and people if I speak English fluently.	❍	❍	❍	❍	❍
71. Having access to cultures of English speaking countries after learning English make me a different or diverse person.	❍	❍	❍	❍	❍
72. I think learning English has broadened my worldview and empowered me.	❍	❍	❍	❍	❍

73. What are some of your fears in using English?

74. How did/would you feel as an English learner when you were teased, discriminated, or humiliated because of your way of speaking (accent) and the grammatical mistakes?

75. Describe a situation in which people criticized you in any way when you make mistakes in English? What did they do or say? What effect did their criticism have on your learning of English?

76. How would you act or respond to a person who has better English proficiency than you do if this person teases you about your English? Would you take action and improve your English or prefer to resist and not use English?

77. What strategies do you recommend to an English learner who has been discriminated, teased, or bullied because of his/her English proficiency and accent so that this learner can overcome the negative effects of discrimination or bullying?

78. Which institution are you affiliated with?

- ❍ University of Central Florida
- ❍ Valencia College
- ❍ HOPE CommUnity Center
- ❍ University of Florida
- ❍ Other (please write) _____

79. Where did you come from or immigrate from to the U.S. (what is your home country)?

_____

80. I am a/an _____

- ❍ first-generation immigrant (born in another country and permanently relocated to the U.S.).
- ❍ second-generation individual (born in the United States to foreign-born parents).
- ❍ third-generation individual (born in the United states and have U.S.-born parents and foreign-born grandparents).
- ❍ international student, professor, researcher, or visiting scholar, etc.
- ❍ other (please write) _____

81. What is your age?

- ❍ 18-24 years old
- ❍ 25-34 years old
- ❍ 35-44 years old
- ❍ 45-54 years old
- ❍ 55-64 years old
- ❍ 65-74 years old
- ❍ 75 years or older

82. Please specify your ethnicity.

- ❍ White
- ❍ Hispanic or Latino
- ❍ Black or African American
- ❍ Native American or American Indian
- ❍ Asian / Pacific Islander
- ❍ Non-Hispanic White
- ❍ Other (please write) _____

83. What is the highest degree or level of school you have completed? If currently enrolled, highest degree received.

- ❍ No schooling completed
- ❍ Nursery school to 8th grade
- ❍ Some high school, no diploma
- ❍ High school graduate, diploma or the equivalent (for example: GED)
- ❍ Some college credit, no degree
- ❍ Trade/technical/vocational training
- ❍ Associate degree
- ❍ Bachelor's degree
- ❍ Master's degree
- ❍ Professional degree

❍ Doctorate degree
❍ Other (please write) _____

84. What is your marital status?
❍ Single, never married
❍ Engaged or in a relationship
❍ Married or domestic partnership
❍ Widowed
❍ Divorced
❍ Separated

85. I am currently _____.
❍ employed for wages
❍ self-employed
❍ out of work and looking for work
❍ out of work but not looking for work
❍ a homemaker
❍ a student
❍ a military personnel
❍ retired
❍ unable to work
❍ other (please write) _____

86. Please answer the following questions.

	Yes	No	N/A
1. Do you have U.S. citizenship?	❍	❍	❍
2. If no, would you like to have U.S. citizenship?	❍	❍	❍
3. Do you own a green card?	❍	❍	❍
4. If no, would you like to own a green card?	❍	❍	❍

Please write your email below if you are willing to tell me more about your experiences. This will help the English learners tremendously.

_____@_____

Thank you for your participation!

APPENDIX B: INSTITUTIONAL REVIEW BOARD APPROVAL FORMS

University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1**
FWA00000351, IRB00001138

To: **Hilal Peker** and Co-PIs: **Bobby H. Hoffman, Michele Regalla**

Date: **December 02, 2015**

Dear Researcher:

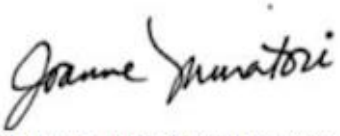
On 12/02/2015, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review:	Exempt Determination
Project Title:	The Effect of Bullying on English Learners' Language Learning Motivation and Possible Selves in the Process of Constructing Language Learner Identities
Investigator:	Hilal Peker
IRB Number:	SBE-15-11781
Funding Agency:	
Grant Title:	
Research ID:	N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:



Signature applied by Joanne Muratori on 12/02/2015 02:18:05 PM EST

IRB Manager

VALENCIA COLLEGE
Human Research Protection (HRP) Institutional Review Board (IRB)

IRB Determination Form

Title of Research Protocol: The Effect of Bullying on English Learners' Language Learning Motivation and on Their Possible Selves in the Process of Constructing Language Learner Identities

Principal Investigator (PI): Hilal Peker

Date Received by IRB Chair: 11/30/2015

IRB Number: 16-0016E

Based on the IRB Protocol Initial Submission Form (or, as appropriate, the IRB Continuing Review/Termination Form or the IRB Addendum/Modification Form) submitted by the Principal Investigator and for the project identified above, the following determination has been made by the Valencia IRB:

☒ The research is exempt from IRB review. Exemption category: 2

☐ The research is eligible for expedited review and has been approved

☐ The research is eligible for expedited review but requires modifications and re-submission before approval can be given.

☐ The research is subject to full review and will be discussed at the next IRB meeting, currently scheduled for _____.
(date)

☐ The research has been subjected to full review and has been approved.

☐ The research has been subjected to full review and has been disapproved.

Period of Approval: 12/13/15 to 12/13/16
(cannot be retroactive)

Exemption from Valencia IRB review does not exempt the PI or Co-PI from compliance with all applicable institutional, Federal, State, and local rules, regulations, policies, and procedures.

Although the IRB has determined that this application is exempt from IRB review, the Principal Investigator is encouraged to read, understand, and apply the attached Investigator Responsibilities document, which is required of Principal Investigators whose research protocols are approved under the Valencia IRB full or expedited review process.

If you have any remaining questions about Valencia's IRB process, contact the IRB Chair at irb@valenciacollege.edu.

Signature of IRB Chair or Designated Representative

12/13/15
Date

C: IRB File, IRB Members, PI Supervisor/Administrator

APPENDIX C: HOPE COMMUNITY CENTER RESEARCH PERMISSION

Reply Reply All Forward Chat

Language Learning Survey

[redacted]@hcc-offm.org]

To: Hilal Peker

Friday, December 11, 2015 1:05 PM

- Retention Policy: UCF Delete from Archive After 7 Years (7 Years) Expires: 12/9/2022
- You replied on 12/11/2015 1:54 PM.

Good afternoon Hilal,

My name is [redacted] and I'm the Director of Academic Support here at HCC. Currently we are working with a few different groups of English language learners. Your proposed study sounds interesting and may shed some light on attitudes toward learning English in our community that would be useful to both you and our programs.

1) MOMS (Making Ongoing Meaningful Steps) English and Literacy: This is class offered exclusively to mothers, held once a week for two hours. At this time, all of the students are Spanish-speaking women, and the majority are from Mexico. Most of them have not received extensive formal education in their home countries. Our goal with this class is two-fold: 1) to provide basic English instruction and practice and 2) to discuss issues that are important to them and find ways to encourage them in building their own confidence and self-esteem within their families and in everyday interactions outside the home. We are especially interested in working with this class to better understand how home culture affects the transition life in the U.S.

Because of their educational backgrounds and their status as immigrant women, we find that affective factors can be very important to understand in order to work on English with this group.

2) GED (Language and Reading Comprehension): We have a small group of students who are continuing to work on English as they study for the GED exam. While they are more advanced than the MOMS participants, they are also familiar with the process of learning a second language, and almost all of them are also immigrant women from Mexico who either migrated here as children or adults.

3) We also have a few adults who come to our computer lab to work on Rosetta Stone. At the moment, we don't have English classes open to the general public, so this is a way for them to practice.

Because we work with more than just the English language side by trying to relate with our students life experiences and the injustices they have faced due to race, gender, country of origin, or language ability, I think we may be interested in any additional research that could help us better understand what they've faced in their daily lives using English.

Are there any additional age restrictions or demographic requirements for your study? Would it be possible for me to see a couple example questions from the survey?

Thank you,
[redacted]

APPENDIX D: SURVEY DISTRIBUTION PROTOCOL

Survey Distribution Protocol

1. Please read the instructions for completing the survey to the participants. This is the page that starts with “Dear Participants”
2. Please distribute the survey to each student, and give them 15-20 minutes.
3. When they are done with completing the survey, please collect the completed surveys and place them in the yellow folders/envelopes.
4. Please return your folders to the administrator’s office.

Thank you so much!

Hilal Peker, M.A.

Hilal.Peker@ucf.edu

Dear participants,

You are being invited to take part in a research study, called "Bullying Victimization, Feared Second Language Self and Identity: Reconceptualizing Second Language Motivational Self System." The principal investigator of this research is Hilal Peker, a TESOL doctoral candidate in the College of Education and Human Performance at the University of Central Florida. Although your participation is voluntary, your responses, if you do take part, are extremely important to the outcomes of the study.

- The purpose of this study is to investigate the effect of bullying (discrimination, racism, etc.) on English learners' motivation to learn English as a second language and how their future projections of themselves impact their English language learner identities under the effect of bullying.
- You will be asked to take an anonymous survey that includes 72 items and 5 open-ended questions. There are also a few demographic questions that we would like you to answer about your gender, age, and ethnicity as well as your educational background. Student/school records are not going to be used. No names will be used. You will rate your level of agreement with each statement. The questions you will be asked in this survey are simply about your opinions, and do not measure anything else.
- Participation in this study will require approximately 15 to 20 minutes of your time.

You must be **18 years of age or older** to take part in this research study. You must also be either an **international student, faculty, or staff,** OR an **English learner at some stage of your life**, OR **immigrant to the U.S.**

You may keep the first (introductory) page of the survey if you prefer to contact the principal investigator or the Institutional Review Board in the future.

Thank you!

APPENDIX E: COPYRIGHT PERMISSION LETTER

Channel View Publications Ltd/Multilingual Matters
St Nicholas House
31-34 High Street
BRISTOL
BS1 2AW
UK

09 June 2016

Dear Hilal,

Thank you for your email dated 7th June concerning the reproduction of the following:

Author: Zoltán Dörnyei, Kata Csizér and Nóra Németh
Source: Dörnyei, Z., Csizér, K. and Németh, N. (2006) *Motivation, Language Attitudes and Globalisation.* Clevedon: Multilingual Matters.
Material: Figure 5.5, pp. 83

in your dissertation.

We shall be pleased to grant permission on the following terms and conditions:

1. Permission is granted for non-exclusive world rights in English language (in printed and electronic version) for this dissertation only.

2. Permission does not include any copyright material from other sources that may be incorporated in the selection.

3. No alteration will be made to the material without written permission.

4. Full acknowledgement is made to the original source, including the author/ editor, title, year of publication and Multilingual Matters as publishers.

5. There is no fee for this usage.

Yours sincerely,

Laura Longworth
Copyright and Permissions

APPENDIX F: PLS-SEM CHARTS

F.1. Initial Outer Loadings

	AttL2 Com	CB	CI	EA	ELExp	Ethno	FL2S	FoA	IL2S	InstrPre	InstrPro	NID	OID	OL2S	TB
AttL2Com_37	0.82														
AttL2Com_63	0.773														
AttL2Com_9	0.598														
CB_18		0.738													
CB_2		0.698													
CB_25		0.796													
CB_26		0.738													
CB_51		0.849													
CB_52		0.843													
CB_53		0.861													
CB_54		0.825													
CI_10			0.743												
CI_38			0.881												
EA_11				0.706											
EA_39				0.8											
EA_64				0.803											
EA_65				0.861											
EA_66				0.851											
ELExp_33					0.785										
ELExp_34					0.703										
ELExp_58					0.804										
ELExp_59					0.742										
ELExp_6					0.555										
ELExp_60					0.842										
Ethno_12						0.815									

	AttL2 Com	CB	CI	EA	ELExp	Ethno	FL2S	FoA	IL2S	InstrPre	InstrPro	NID	OID	OL2S	TB
Ethno_40						-0.52									
Ethno_67						0.561									
FL2S_19							0.774								
FL2S_20							0.687								
FL2S_27							0.805								
FL2S_28							0.747								
FL2S_3							0.72								
FL2S_55							0.758								
FoA_13								0.674							
FoA_41								0.708							
FoA_68								0.781							
IL2S_21									0.764						
IL2S_29									0.804						
IL2S_30									0.678						
IL2S_4									0.632						
IL2S_56									0.712						
InstrPre_36										0.7					
InstrPre_62										0.753					
InstrPre_8										0.781					
InstrPro_35											0.8				
InstrPro_61											0.651				
InstrPro_7											0.784				
NID_14												0.75			
NID_43												0.746			
NID_44												0.804			
NID_45												0.835			
NID_70												0.703			

	AttL2 Com	CB	CI	EA	ELExp	Ethno	FL2S	FoA	IL2S	InstrPre	InstrPro	NID	OID	OL2S	TB
OID_15													0.604		
OID_42													0.719		
OID_69													0.586		
OID_71													0.738		
OID_72													0.74		
OL2S_22														0.782	
OL2S_31														0.522	
OL2S_32														0.724	
OL2S_5														0.628	
OL2S_57														0.763	
TB_16															0.714
TB_17															0.742
TB_23															0.779
TB_24															0.746
TB_46															0.78
TB_47															0.8
TB_48															0.819
TB_49															0.818
TB_50															0.824
TB_1															0.631

Note. Highlighted areas indicate the initial outer loading values of the removed-items.

F.2. Initial Latent Variable Correlations

	AttL2Com	CB	CI	EA	ELExp	Ethno	FL2S	FoA	IL2S	InstrPre	InstrPro	NID	OID	OL2S	TB
AttL2Com	1														
CB	-0.274	1													
CI	0.658	-0.218	1												
EA	-0.023	0.428	-0.065	1											
ELExp	0.593	-0.197	0.577	0.05	1										
Ethno	-0.233	0.486	-0.231	0.378	-0.229	1									
FL2S	-0.017	0.593	-0.064	0.717	-0.013	0.425	1								
FoA	-0.084	0.479	-0.12	0.354	-0.037	0.403	0.392	1							
IL2S	0.572	-0.362	0.474	-0.079	0.531	-0.294	-0.072	-0.123	1						
InstrPre	0.328	0.171	0.199	0.394	0.295	0.158	0.464	0.231	0.223	1					
InstrPro	0.623	-0.281	0.511	0.087	0.614	-0.19	0.075	-0.038	0.606	0.502	1				
NID	-0.183	0.637	-0.171	0.37	-0.15	0.48	0.439	0.644	-0.299	0.201	-0.181	1			
OID	0.444	-0.013	0.333	0.159	0.411	-0.03	0.197	0.202	0.397	0.346	0.463	0.132	1		
OL2S	0.415	0.122	0.309	0.267	0.365	0.11	0.385	0.211	0.34	0.642	0.578	0.157	0.412	1	
TB	-0.214	0.847	-0.17	0.468	-0.176	0.426	0.653	0.459	-0.27	0.241	-0.196	0.566	0.079	0.184	1

Note. Highlighted areas indicate possible problematic constructs.

F.3. Initial Composite Reliability and Convergent Validity Values

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
AttL2Com	0.571	0.598	0.778	0.543
CB	0.916	0.918	0.932	0.633
CI	0.505	0.543	0.797	0.664
EA	0.865	0.876	0.902	0.65
ELExp	0.834	0.842	0.88	0.554
Ethno	0.14	0.321	0.295	0.416
FL2S	0.843	0.847	0.885	0.562
FoA	0.541	0.549	0.765	0.521
IL2S	0.766	0.775	0.843	0.519
InstrPre	0.601	0.605	0.789	0.555
InstrPro	0.6	0.608	0.791	0.559
NID	0.826	0.829	0.878	0.591
OID	0.712	0.728	0.811	0.464
OL2S	0.721	0.745	0.817	0.477
TB	0.922	0.926	0.934	0.589

Note. Highlighted areas indicate the constructs that lack composite reliability and convergent validity.

F.4. Initial Cross-loadings Table

	AttL2 Com	CB	CI	EA	ELExp	Ethno	FL2S	FoA	IL2S	InstrPre	InstrPro	NID	OID	OL2S	TB
AttL2Com_37	0.82	-0.233	0.614	-0.07	0.54	-0.229	-0.056	-0.098	0.505	0.234	0.491	-0.16	0.323	0.276	-0.198
AttL2Com_63	0.773	-0.33	0.453	-0.002	0.46	-0.237	-0.068	-0.098	0.48	0.153	0.486	-0.232	0.363	0.226	-0.258
AttL2Com_9	0.598	-0.003	0.36	0.037	0.279	-0.015	0.117	0.033	0.247	0.372	0.394	0.019	0.297	0.459	0.021
CB_18	-0.224	0.738	-0.188	0.37	-0.168	0.365	0.494	0.361	-0.274	0.155	-0.188	0.503	-0.024	0.121	0.651
CB_2	-0.225	0.698	-0.163	0.262	-0.128	0.315	0.404	0.335	-0.272	0.132	-0.224	0.424	-0.02	0.088	0.66
CB_25	-0.168	0.796	-0.102	0.391	-0.109	0.424	0.52	0.446	-0.263	0.162	-0.175	0.518	0.032	0.126	0.666
CB_26	-0.173	0.738	-0.117	0.356	-0.11	0.363	0.486	0.379	-0.233	0.121	-0.161	0.506	0.033	0.127	0.599
CB_51	-0.252	0.849	-0.237	0.33	-0.181	0.408	0.442	0.382	-0.335	0.119	-0.293	0.538	-0.035	0.068	0.713
CB_52	-0.236	0.843	-0.186	0.3	-0.179	0.399	0.427	0.388	-0.318	0.103	-0.247	0.534	-0.039	0.088	0.678
CB_53	-0.271	0.861	-0.212	0.331	-0.204	0.427	0.457	0.386	-0.348	0.114	-0.285	0.524	-0.053	0.04	0.686
CB_54	-0.193	0.825	-0.174	0.38	-0.17	0.385	0.538	0.37	-0.251	0.179	-0.205	0.497	0.026	0.124	0.73
CI_10	0.441	-0.15	0.743	-0.069	0.38	-0.16	-0.089	-0.157	0.316	0.118	0.349	-0.163	0.168	0.217	-0.127
CI_38	0.614	-0.2	0.881	-0.042	0.544	-0.211	-0.027	-0.057	0.444	0.197	0.472	-0.126	0.349	0.281	-0.15
EA_11	-0.042	0.263	-0.06	0.706	0.04	0.31	0.484	0.238	-0.065	0.237	0.06	0.229	0.055	0.161	0.296
EA_39	-0.036	0.409	-0.041	0.8	0.018	0.322	0.667	0.325	-0.095	0.377	0.062	0.385	0.133	0.266	0.454
EA_64	-0.014	0.309	-0.052	0.803	0.062	0.296	0.496	0.216	-0.062	0.285	0.073	0.255	0.083	0.187	0.311
EA_65	0	0.344	-0.046	0.861	0.052	0.28	0.602	0.307	-0.039	0.331	0.081	0.293	0.157	0.223	0.381
EA_66	-0.003	0.374	-0.065	0.851	0.037	0.317	0.605	0.317	-0.055	0.332	0.074	0.299	0.191	0.217	0.412
ELExp_33	0.49	-0.24	0.504	-0.038	0.785	-0.263	-0.071	-0.102	0.443	0.18	0.495	-0.193	0.333	0.24	-0.228
ELExp_34	0.384	-0.059	0.368	0.044	0.703	-0.14	0.018	0.01	0.348	0.213	0.411	-0.01	0.26	0.273	-0.055
ELExp_58	0.445	-0.093	0.427	0.079	0.804	-0.159	0.02	-0.008	0.372	0.25	0.451	-0.092	0.326	0.306	-0.09
ELExp_59	0.405	-0.063	0.355	0.212	0.742	-0.053	0.136	0.069	0.321	0.311	0.417	-0.04	0.332	0.319	-0.044
ELExp_6	0.405	-0.226	0.42	-0.09	0.555	-0.198	-0.118	-0.075	0.44	0.147	0.446	-0.152	0.227	0.23	-0.208
ELExp_60	0.495	-0.173	0.476	0.032	0.842	-0.183	-0.026	-0.039	0.428	0.22	0.502	-0.15	0.338	0.27	-0.139
Ethno_12	-0.139	0.393	-0.139	0.329	-0.149	0.815	0.399	0.369	-0.172	0.165	-0.08	0.402	0.003	0.121	0.358

	AttL2 Com	CB	CI	EA	ELExp	Ethno	FL2S	FoA	IL2S	InstrPre	InstrPro	NID	OID	OL2S	TB
Ethno_40	0.415	-0.254	0.333	0	0.355	-0.52	-0.027	-0.068	0.409	0.132	0.432	-0.207	0.229	0.188	-0.191
Ethno_67	0.101	0.276	0.02	0.388	0.064	0.561	0.362	0.312	0.004	0.26	0.129	0.298	0.164	0.274	0.257
FL2S_19	-0.067	0.498	-0.079	0.537	-0.086	0.296	0.774	0.299	-0.119	0.31	0	0.388	0.126	0.253	0.573
FL2S_20	0.115	0.253	0.038	0.455	0.095	0.229	0.687	0.239	0.091	0.542	0.253	0.227	0.248	0.474	0.325
FL2S_27	0.051	0.423	-0.03	0.543	0.012	0.339	0.805	0.279	-0.023	0.367	0.089	0.309	0.178	0.33	0.476
FL2S_28	0.011	0.47	-0.01	0.485	0.013	0.339	0.747	0.317	-0.051	0.337	0.062	0.325	0.15	0.303	0.487
FL2S_3	-0.07	0.414	-0.076	0.565	-0.022	0.278	0.72	0.282	-0.091	0.29	0	0.302	0.126	0.192	0.472
FL2S_55	-0.092	0.569	-0.111	0.625	-0.049	0.409	0.758	0.337	-0.106	0.277	-0.033	0.401	0.08	0.21	0.572
FoA_13	-0.007	0.274	-0.072	0.268	0.056	0.249	0.302	0.674	-0.005	0.161	0.041	0.367	0.148	0.208	0.278
FoA_41	-0.104	0.368	-0.102	0.191	-0.125	0.277	0.265	0.708	-0.154	0.136	-0.106	0.523	0.136	0.079	0.337
FoA_68	-0.064	0.387	-0.085	0.308	-0.003	0.34	0.286	0.781	-0.097	0.201	-0.01	0.494	0.154	0.176	0.372
IL2S_21	0.436	-0.314	0.346	-0.037	0.408	-0.213	-0.039	-0.093	0.764	0.199	0.483	-0.246	0.329	0.268	-0.237
IL2S_29	0.461	-0.324	0.372	-0.086	0.429	-0.269	-0.085	-0.139	0.804	0.159	0.456	-0.245	0.314	0.211	-0.241
IL2S_30	0.357	-0.168	0.333	-0.083	0.32	-0.196	-0.043	-0.075	0.678	0.132	0.345	-0.135	0.219	0.228	-0.113
IL2S_4	0.398	-0.223	0.321	-0.043	0.32	-0.151	-0.004	-0.042	0.632	0.185	0.483	-0.198	0.281	0.307	-0.161
IL2S_56	0.399	-0.246	0.336	-0.04	0.419	-0.221	-0.083	-0.084	0.712	0.123	0.402	-0.236	0.272	0.216	-0.199
InstrPre_36	0.335	-0.054	0.259	0.137	0.306	-0.036	0.175	0.09	0.259	0.7	0.468	0.015	0.309	0.417	0.017
InstrPre_62	0.155	0.32	0.042	0.49	0.124	0.268	0.531	0.279	0.043	0.753	0.253	0.314	0.236	0.476	0.368
InstrPre_8	0.262	0.079	0.166	0.222	0.248	0.093	0.3	0.131	0.217	0.781	0.424	0.092	0.237	0.537	0.121
InstrPro_35	0.535	-0.343	0.438	0.008	0.534	-0.242	-0.021	-0.089	0.579	0.308	0.8	-0.248	0.383	0.314	-0.279
InstrPro_61	0.355	0.075	0.261	0.204	0.374	0.066	0.246	0.124	0.236	0.543	0.651	0.109	0.39	0.634	0.122
InstrPro_7	0.496	-0.336	0.438	-0.005	0.46	-0.233	-0.043	-0.107	0.523	0.29	0.784	-0.246	0.264	0.369	-0.259
NID_14	-0.189	0.528	-0.172	0.302	-0.158	0.434	0.397	0.509	-0.304	0.154	-0.193	0.75	0.058	0.121	0.483
NID_43	-0.076	0.408	-0.072	0.235	-0.059	0.309	0.296	0.484	-0.171	0.165	-0.056	0.746	0.142	0.16	0.356
NID_44	-0.123	0.516	-0.114	0.301	-0.127	0.371	0.333	0.497	-0.244	0.135	-0.152	0.804	0.064	0.073	0.46
NID_45	-0.204	0.527	-0.169	0.301	-0.167	0.393	0.345	0.521	-0.275	0.158	-0.181	0.835	0.054	0.097	0.46
NID_70	-0.098	0.456	-0.123	0.276	-0.052	0.327	0.31	0.46	-0.141	0.16	-0.1	0.703	0.203	0.158	0.404

	AttL2 Com	CB	CI	EA	ELExp	Ethno	FL2S	FoA	IL2S	InstrPre	InstrPro	NID	OID	OL2S	TB
OID_15	0.197	0.111	0.129	0.138	0.17	0.096	0.212	0.235	0.164	0.234	0.25	0.18	0.604	0.303	0.177
OID_42	0.339	-0.033	0.294	0.121	0.333	-0.06	0.14	0.124	0.295	0.274	0.338	0.074	0.719	0.297	0.02
OID_69	0.138	0.165	0.097	0.142	0.115	0.151	0.174	0.279	0.101	0.194	0.149	0.293	0.586	0.186	0.18
OID_71	0.262	0.028	0.186	0.108	0.232	-0.025	0.155	0.14	0.257	0.196	0.261	0.113	0.738	0.247	0.119
OID_72	0.481	-0.198	0.351	0.062	0.452	-0.164	0.042	0.004	0.441	0.266	0.489	-0.09	0.74	0.341	-0.122
OL2S_22	0.313	0.12	0.241	0.235	0.281	0.156	0.324	0.186	0.233	0.488	0.425	0.149	0.326	0.782	0.158
OL2S_31	0.046	0.316	-0.003	0.294	0.025	0.214	0.401	0.262	-0.003	0.365	0.088	0.301	0.186	0.522	0.34
OL2S_32	0.367	0.034	0.26	0.141	0.316	-0.006	0.21	0.08	0.28	0.476	0.455	0.066	0.288	0.724	0.063
OL2S_5	0.325	-0.055	0.284	0.058	0.202	-0.014	0.167	0.066	0.342	0.385	0.445	-0.025	0.23	0.628	0.021
OL2S_57	0.318	0.072	0.233	0.217	0.355	0.066	0.272	0.168	0.268	0.49	0.496	0.102	0.358	0.763	0.119
TB_16	-0.058	0.516	-0.064	0.364	-0.072	0.264	0.55	0.303	-0.107	0.219	-0.053	0.379	0.167	0.189	0.714
TB_17	-0.114	0.569	-0.09	0.407	-0.128	0.327	0.558	0.392	-0.163	0.237	-0.081	0.429	0.121	0.202	0.742
TB_23	-0.104	0.628	-0.078	0.405	-0.104	0.302	0.591	0.353	-0.151	0.264	-0.068	0.401	0.119	0.188	0.779
TB_24	-0.129	0.587	-0.086	0.314	-0.169	0.27	0.519	0.331	-0.148	0.189	-0.127	0.376	0.082	0.197	0.746
TB_46	-0.26	0.74	-0.207	0.316	-0.168	0.385	0.4	0.38	-0.309	0.136	-0.25	0.507	-0.037	0.058	0.78
TB_47	-0.224	0.748	-0.172	0.376	-0.13	0.409	0.453	0.375	-0.271	0.166	-0.203	0.519	0.007	0.108	0.8
TB_48	-0.256	0.768	-0.199	0.354	-0.181	0.433	0.464	0.403	-0.3	0.137	-0.246	0.505	-0.029	0.095	0.819
TB_49	-0.164	0.668	-0.124	0.395	-0.163	0.29	0.544	0.325	-0.201	0.185	-0.162	0.423	0.088	0.156	0.818
TB_50	-0.176	0.709	-0.141	0.393	-0.116	0.319	0.525	0.374	-0.226	0.187	-0.148	0.456	0.077	0.142	0.824
TB_1	-0.112	0.503	-0.118	0.261	-0.11	0.228	0.436	0.262	-0.152	0.143	-0.134	0.302	0.046	0.099	0.631

Note. The areas highlighted in yellow indicate item cross-loadings.
The areas highlighted in blue indicate the low-loading item.

F.5. Initial Fornell-Larcker Values

	AttL2 Com	CB	CI	EA	ELExp	Ethno	FL2S	FoA	IL2S	InstrPre	InstrPro	NID	OID	OL2S	TB
AttL2Com	0.737														
CB	-0.274	0.796													
CI	0.658	-0.218	0.815												
EA	-0.023	0.428	-0.065	0.806											
ELExp	0.593	-0.197	0.577	0.05	0.744										
Ethno	-0.233	0.486	-0.231	0.378	-0.229	0.645									
FL2S	-0.017	0.593	-0.064	0.717	-0.013	0.425	0.749								
FoA	-0.084	0.479	-0.12	0.354	-0.037	0.403	0.392	0.722							
IL2S	0.572	-0.362	0.474	-0.079	0.531	-0.294	-0.072	-0.123	0.721						
InstrPre	0.328	0.171	0.199	0.394	0.295	0.158	0.464	0.231	0.223	0.745					
InstrPro	0.623	-0.281	0.511	0.087	0.614	-0.19	0.075	-0.038	0.606	0.502	0.748				
NID	-0.183	0.637	-0.171	0.37	-0.15	0.48	0.439	0.644	-0.299	0.201	-0.181	0.769			
OID	0.444	-0.013	0.333	0.159	0.411	-0.03	0.197	0.202	0.397	0.346	0.463	0.132	0.681		
OL2S	0.415	0.122	0.309	0.267	0.365	0.11	0.385	0.211	0.34	0.642	0.578	0.157	0.412	0.691	
TB	-0.214	0.847	-0.17	0.468	-0.176	0.426	0.653	0.459	-0.27	0.241	-0.196	0.566	0.079	0.184	0.767

Note. The highlighted areas indicate the constructs that did not discriminate well.

F.6. Outer Loadings Table During and After the Removal of Problematic Items

Indicators	Initial Loadings	1st Removal	2nd Removal	3rd Removal	4th Removal	5th Removal	6th Removal	7th Removal	8th Removal	9th Removal	10th Removal	11th Removal	12th Removal	13th Removal	14th Removal
Ethno_40	-.52	R.													
*Ethno_67	.561	.773													
IL2S_4	.632	.633	R												
*IL2S_30	.678	.678	.704												
AttL2Com_9	.598	.599	.597	R.											
CB_2	.698	.698	.698	.698	R.										
ELExp_6	.555	.555	.553	.550	.550	R.									
FL2S_20	.687	.687	.687	.687	.687	.687	R.								
FoA_13	.674	.683	.683	.682	.682	.682	.681	R.							
*FoA_41	.708	.698	.698	.698	.698	.697	.697	.783							
InstrPro_61	.651	.652	.659	.657	.657	.664	.661	.662	R.						
InstrPre_36	.753	.700	.698	.699	.699	.698	.700	.700	.697	R.					
OID_15	.604	.604	.604	.603	.602	.602	.601	.599	.597	.598	R				
OID_69	.586	.587	.586	.585	.585	.584	.583	.587	.585	.585	.571	R.			
OL2S_31	.522	.522	.526	.527	.526	.529	.526	.525	.531	.529	.527	.524	R.		
OL2S_5	.628	.628	.621	.621	.621	.617	.617	.617	.618	.622	.622	.623	.653	R.	
TB_1	.631	.632	.632	.632	.631	.631	.631	.630	.630	.630	.630	.630	.630	.630	R.

Note. * represents the indicators that had low initial outer loadings but improved after each analysis and were kept in the scale.
Highlighted sections show improved loadings (above .7).
R indicates the removed item.

F.7. Composite Reliability and Convergent Validity Values After Removing Low Loading Indicators

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
AttL2Com	0.624	0.626	0.842	0.727
CB	0.914	0.916	0.932	0.662
CI	0.505	0.563	0.795	0.662
EA	0.865	0.876	0.902	0.65
ELExp	0.851	0.857	0.894	0.628
Ethno	0.392	0.395	0.766	0.621
FL2S	0.83	0.832	0.88	0.595
FoA	0.462	0.465	0.788	0.65
IL2S	0.761	0.772	0.848	0.583
InstrPre	0.526	0.545	0.806	0.676
InstrPro	0.661	0.673	0.854	0.746
NID	0.826	0.83	0.878	0.591
OID	0.671	0.698	0.818	0.601
OL2S	0.703	0.705	0.835	0.627
TB	0.921	0.924	0.935	0.614

F.8. Outer Loadings After Removing Low Loading Indicators

	AttL2 Com	CB	CI	EA	ELExp	Ethno	FL2S	FoA	IL2S	Instr Pre	Instr Pro	NID	OID	OL2S	TB
AttL2Com_37	0.864														
AttL2Com_63	0.84														
CB_18		0.738													
CB_25		0.795													
CB_26		0.747													
CB_51		0.851													
CB_52		0.855													
CB_53		0.868													
CB_54		0.832													
CI_10			0.725												
CI_38			0.893												
EA_11				0.705											
EA_39				0.799											
EA_64				0.805											
EA_65				0.862											
EA_66				0.851											
ELExp_33					0.78										
ELExp_34					0.714										
ELExp_58					0.826										
ELExp_59					0.776										
ELExp_60					0.857										
Ethno_12						0.815									
Ethno_67						0.761									
FL2S_19							0.771								
FL2S_27							0.812								
FL2S_28							0.759								
FL2S_3							0.73								
FL2S_55							0.781								
FoA_41								0.784							
FoA_68								0.828							

	AttL2 Com	CB	CI	EA	ELExp	Ethno	FL2S	FoA	IL2S	Instr Pre	Instr Pro	NID	OID	OL2S	TB
IL2S_21									0.775						
IL2S_29									0.838						
IL2S_30									0.706						
IL2S_56									0.729						
InstrPre_62										0.867					
InstrPre_8										0.775					
InstrPro_35											0.887				
InstrPro_7											0.84				
NID_14												0.748			
NID_43												0.745			
NID_44												0.807			
NID_45												0.837			
NID_70												0.701			
OID_42													0.737		
OID_71													0.738		
OID_72													0.845		
OL2S_22														0.795	
OL2S_32														0.769	
OL2S_57														0.811	
TB_16															0.707
TB_17															0.737
TB_23															0.773
TB_24															0.735
TB_46															0.792
TB_47															0.812
TB_48															0.833
TB_49															0.824
TB_50															0.829

F.9. Cross-loadings After Removing Low Loading Indicators

	AttL2Com	CB	CI	EA	ELExp	Ethno	FL2S	FoA	IL2S	InstrPre	InstrPro	NID	OID	OL2S	TB
AttL2Com_37	0.864	-0.229	0.619	-0.07	0.52	-0.067	-0.081	-0.107	0.493	0.147	0.487	-0.16	0.362	0.29	-0.199
AttL2Com_63	0.84	-0.322	0.454	-0.001	0.441	-0.051	-0.083	-0.12	0.461	0.096	0.49	-0.233	0.413	0.237	-0.261
CB_18	-0.271	0.738	-0.188	0.369	-0.144	0.341	0.505	0.339	-0.271	0.221	-0.264	0.503	-0.092	0.097	0.649
CB_25	-0.214	0.795	-0.102	0.39	-0.079	0.407	0.541	0.431	-0.254	0.215	-0.264	0.518	-0.042	0.115	0.659
CB_26	-0.209	0.747	-0.116	0.356	-0.091	0.36	0.505	0.374	-0.237	0.189	-0.225	0.506	-0.031	0.113	0.598
CB_51	-0.294	0.851	-0.238	0.33	-0.152	0.321	0.47	0.384	-0.318	0.199	-0.39	0.538	-0.123	0.049	0.724
CB_52	-0.281	0.855	-0.186	0.3	-0.154	0.334	0.451	0.385	-0.314	0.19	-0.341	0.534	-0.122	0.064	0.686
CB_53	-0.308	0.868	-0.213	0.331	-0.177	0.348	0.484	0.385	-0.338	0.192	-0.385	0.524	-0.141	0.022	0.692
CB_54	-0.245	0.832	-0.175	0.38	-0.153	0.332	0.561	0.364	-0.252	0.261	-0.308	0.497	-0.053	0.084	0.733
CI_10	0.38	-0.148	0.725	-0.069	0.339	-0.095	-0.097	-0.138	0.284	0.074	0.342	-0.163	0.183	0.195	-0.126
CI_38	0.616	-0.197	0.893	-0.042	0.523	-0.046	-0.046	-0.065	0.437	0.113	0.469	-0.126	0.39	0.295	-0.148
EA_11	-0.057	0.261	-0.059	0.705	0.058	0.35	0.482	0.193	-0.06	0.252	0.026	0.229	0.037	0.151	0.297
EA_39	-0.061	0.411	-0.04	0.799	0.047	0.378	0.665	0.291	-0.098	0.426	-0.011	0.385	0.094	0.237	0.454
EA_64	-0.027	0.317	-0.052	0.805	0.081	0.364	0.497	0.204	-0.064	0.318	0.017	0.255	0.064	0.181	0.314
EA_65	-0.01	0.347	-0.046	0.862	0.072	0.342	0.607	0.271	-0.038	0.394	0.003	0.293	0.128	0.22	0.383
EA_66	-0.022	0.375	-0.064	0.851	0.062	0.388	0.603	0.278	-0.054	0.388	-0.017	0.299	0.143	0.207	0.414
ELExp_33	0.483	-0.239	0.506	-0.038	0.78	-0.119	-0.089	-0.119	0.438	0.107	0.508	-0.193	0.375	0.261	-0.227
ELExp_34	0.375	-0.059	0.369	0.044	0.714	-0.031	0.003	-0.028	0.34	0.154	0.4	-0.01	0.289	0.302	-0.057
ELExp_58	0.456	-0.096	0.429	0.079	0.826	-0.025	-0.001	-0.046	0.381	0.213	0.392	-0.092	0.351	0.357	-0.087
ELExp_59	0.408	-0.063	0.358	0.212	0.776	0.072	0.121	0.023	0.323	0.244	0.34	-0.04	0.365	0.363	-0.045
ELExp_60	0.5	-0.177	0.477	0.032	0.857	-0.056	-0.044	-0.072	0.432	0.16	0.438	-0.15	0.381	0.307	-0.141
Ethno_12	-0.175	0.392	-0.137	0.328	-0.14	0.815	0.405	0.317	-0.18	0.212	-0.135	0.402	-0.059	0.102	0.358
Ethno_67	0.08	0.278	0.021	0.388	0.082	0.761	0.354	0.29	0.01	0.298	0.047	0.298	0.104	0.262	0.26
FL2S_19	-0.117	0.496	-0.079	0.537	-0.069	0.325	0.771	0.27	-0.121	0.363	-0.078	0.388	0.063	0.21	0.568
FL2S_27	0.007	0.423	-0.028	0.543	0.031	0.403	0.812	0.234	-0.037	0.399	0.012	0.309	0.146	0.287	0.471
FL2S_28	-0.025	0.469	-0.009	0.485	0.029	0.377	0.759	0.282	-0.063	0.376	-0.026	0.325	0.104	0.276	0.483
FL2S_3	-0.1	0.405	-0.073	0.565	0.008	0.325	0.73	0.237	-0.089	0.32	-0.075	0.302	0.094	0.168	0.463
FL2S_55	-0.124	0.57	-0.111	0.625	-0.021	0.426	0.781	0.313	-0.112	0.349	-0.112	0.401	0.029	0.188	0.573

	AttL2Com	CB	CI	EA	ELExp	Ethno	FL2S	FoA	IL2S	InstrPre	InstrPro	NID	OID	OL2S	TB
FoA_41	-0.112	0.363	-0.1	0.19	-0.11	0.245	0.267	0.784	-0.165	0.154	-0.147	0.523	0.079	0.058	0.337
FoA_68	-0.104	0.391	-0.083	0.308	-0.001	0.371	0.294	0.828	-0.102	0.231	-0.087	0.494	0.051	0.167	0.377
IL2S_21	0.444	-0.309	0.347	-0.037	0.375	-0.062	-0.077	-0.122	0.775	0.147	0.524	-0.246	0.351	0.267	-0.236
IL2S_29	0.478	-0.324	0.375	-0.086	0.4	-0.126	-0.108	-0.152	0.838	0.082	0.489	-0.245	0.355	0.22	-0.245
IL2S_30	0.357	-0.165	0.333	-0.083	0.302	-0.072	-0.052	-0.11	0.706	0.088	0.362	-0.135	0.25	0.221	-0.114
IL2S_56	0.417	-0.242	0.337	-0.039	0.399	-0.084	-0.096	-0.111	0.729	0.083	0.387	-0.236	0.316	0.236	-0.199
InstrPre_62	0.089	0.319	0.043	0.49	0.137	0.329	0.503	0.275	0.049	0.867	0.088	0.313	0.202	0.456	0.368
InstrPre_8	0.156	0.078	0.166	0.222	0.236	0.182	0.24	0.102	0.184	0.775	0.329	0.092	0.213	0.492	0.118
InstrPro_35	0.537	-0.336	0.441	0.008	0.507	-0.054	-0.052	-0.115	0.55	0.19	0.887	-0.249	0.434	0.332	-0.278
InstrPro_7	0.447	-0.328	0.436	-0.005	0.398	-0.054	-0.08	-0.134	0.452	0.219	0.84	-0.246	0.282	0.333	-0.259
NID_14	-0.222	0.525	-0.17	0.302	-0.132	0.429	0.408	0.459	-0.284	0.205	-0.283	0.748	-0.038	0.1	0.486
NID_43	-0.1	0.405	-0.071	0.235	-0.041	0.304	0.295	0.482	-0.168	0.2	-0.124	0.745	0.079	0.137	0.356
NID_44	-0.146	0.517	-0.113	0.3	-0.111	0.334	0.348	0.506	-0.236	0.173	-0.22	0.807	-0.016	0.067	0.464
NID_45	-0.248	0.531	-0.168	0.3	-0.156	0.354	0.358	0.507	-0.263	0.207	-0.27	0.837	-0.037	0.083	0.465
NID_70	-0.148	0.454	-0.123	0.276	-0.046	0.288	0.314	0.464	-0.139	0.22	-0.185	0.701	0.114	0.136	0.409
OID_42	0.311	-0.035	0.298	0.121	0.328	0.047	0.12	0.103	0.281	0.218	0.304	0.073	0.737	0.301	0.015
OID_71	0.235	0.027	0.188	0.108	0.232	0.045	0.138	0.136	0.236	0.173	0.192	0.112	0.738	0.246	0.117
OID_72	0.466	-0.194	0.353	0.062	0.442	-0.024	0.026	-0.017	0.428	0.192	0.437	-0.091	0.845	0.357	-0.121
OL2S_22	0.213	0.121	0.241	0.234	0.27	0.26	0.278	0.135	0.204	0.468	0.305	0.149	0.304	0.795	0.161
OL2S_32	0.284	0.033	0.261	0.141	0.313	0.103	0.174	0.069	0.273	0.418	0.325	0.065	0.288	0.769	0.067
OL2S_57	0.243	0.069	0.234	0.217	0.362	0.168	0.236	0.133	0.259	0.469	0.285	0.102	0.346	0.811	0.119
TB_16	-0.089	0.506	-0.063	0.363	-0.056	0.279	0.553	0.273	-0.106	0.269	-0.129	0.379	0.089	0.158	0.707
TB_17	-0.165	0.555	-0.09	0.407	-0.106	0.311	0.564	0.371	-0.17	0.27	-0.164	0.429	0.052	0.158	0.737
TB_23	-0.139	0.615	-0.077	0.404	-0.081	0.304	0.597	0.333	-0.157	0.294	-0.153	0.402	0.048	0.156	0.773
TB_24	-0.176	0.567	-0.086	0.314	-0.153	0.274	0.525	0.311	-0.149	0.248	-0.209	0.375	0.027	0.145	0.735
TB_46	-0.291	0.733	-0.206	0.316	-0.144	0.316	0.423	0.385	-0.299	0.199	-0.35	0.507	-0.121	0.037	0.792
TB_47	-0.267	0.74	-0.173	0.376	-0.106	0.352	0.481	0.371	-0.262	0.228	-0.308	0.519	-0.075	0.086	0.812
TB_48	-0.303	0.764	-0.2	0.354	-0.155	0.375	0.488	0.402	-0.29	0.204	-0.339	0.506	-0.118	0.073	0.833
TB_49	-0.211	0.659	-0.125	0.395	-0.14	0.275	0.561	0.318	-0.188	0.258	-0.261	0.422	0.02	0.128	0.824
TB_50	-0.211	0.699	-0.14	0.393	-0.086	0.291	0.548	0.352	-0.221	0.247	-0.238	0.455	0.004	0.12	0.829

F.10. Fornell-Larcker Values After Removing Low Loading Indicators

	AttL2 Com	CB	CI	EA	ELExp	Ethno	FL2S	FoA	IL2S	InstrPre	InstrPro	NID	OID	OL2S	TB
AttL2Com	0.852														
CB	-0.321	0.814													
CI	0.632	-0.215	0.813												
EA	-0.043	0.431	-0.064	0.806											
ELExp	0.565	-0.168	0.545	0.078	0.792										
Ethno	-0.069	0.428	-0.079	0.452	-0.045	0.788									
FL2S	-0.096	0.618	-0.08	0.717	-0.008	0.483	0.771								
FoA	-0.133	0.468	-0.113	0.312	-0.065	0.386	0.349	0.806							
IL2S	0.56	-0.349	0.456	-0.079	0.487	-0.114	-0.111	-0.163	0.764						
InstrPre	0.144	0.258	0.118	0.45	0.219	0.32	0.469	0.241	0.132	0.822					
InstrPro	0.573	-0.384	0.507	0.002	0.528	-0.063	-0.075	-0.143	0.584	0.235	0.864				
NID	-0.229	0.636	-0.17	0.369	-0.13	0.447	0.45	0.629	-0.288	0.261	-0.286	0.769			
OID	0.454	-0.107	0.373	0.12	0.447	0.022	0.11	0.08	0.421	0.25	0.421	0.021	0.775		
OL2S	0.31	0.095	0.309	0.251	0.398	0.225	0.291	0.143	0.309	0.571	0.384	0.134	0.396	0.792	
TB	-0.268	0.834	-0.169	0.47	-0.147	0.395	0.667	0.444	-0.267	0.312	-0.311	0.57	-0.017	0.147	0.784

Note. The highlighted areas indicate the constructs that did not discriminate well.

F.11. Inner Collinearity (VIF) Results

	AttL2Com	CB	CI	EA	ELExp	Ethno	FL2S	FoA	IL2S	InstrPre	InstrPro	NID	OID	OL2S	TB
AttL2Com					2.139		2.226		1.56	1.992	1.805	2.228	2.228	1.999	
CB	3.569		3.506	3.506	3.833	3.425	3.862	3.292	3.786	3.786	3.645	3.946	4.166	3.789	
CI	1.05				1.817		1.913			1.783	1.675	1.913	1.914	1.783	
EA	1.443		1.442		1.616		1.638		1.606	1.495	1.457	2.252	2.253	1.613	
ELExp							1.868					1.877	1.877		
Ethno	1.429		1.429	1.298	1.462		1.473		1.457	1.436	1.433	1.493	1.523	1.451	
FL2S												3.174	3.174		
FoA	1.369		1.369	1.365	1.379	1.296	1.379		1.376	1.37	1.37	1.386	1.731	1.376	
IL2S					1.791		1.825					1.827	1.838		
InstrPre					1.821		1.821		1.816			1.846	1.85	1.468	
InstrPro					2.112		2.16		1.857	1.751		2.165	2.184	1.867	
NID													2.325		
OID															
OL2S					1.764		1.809		1.717			1.818	1.823		
TB	3.487	1	3.486	3.342	3.56	3.332	3.582	3.292	3.547	3.496	3.494	3.859	3.861	3.545	

F.12. Outer Collinearity (VIF) Results

	VIF
AttL2Com_37	1.259
AttL2Com_63	1.259
CB_18	1.751
CB_25	2.374
CB_26	2.073
CB_51	2.891
CB_52	3.34
CB_53	3.57
CB_54	2.697
CI_10	1.129
CI_38	1.129
EA_11	1.518
EA_39	1.715
EA_64	2.027
EA_65	2.691
EA_66	2.488
ELExp_33	1.755
ELExp_34	1.571
ELExp_58	2.234
ELExp_59	1.947
ELExp_60	2.338
Ethno_12	1.063
Ethno_67	1.063
FL2S_19	1.634
FL2S_27	2.034
FL2S_28	1.77
FL2S_3	1.532
FL2S_55	1.621
FoA_41	1.099
FoA_68	1.099
	VIF continued
IL2S_21	1.476
IL2S_29	1.843
IL2S_30	1.499
IL2S_56	1.35
InstrPre_62	1.146
InstrPre_8	1.146
InstrPro_35	1.323
InstrPro_7	1.323
NID_14	1.546
NID_43	1.609
NID_44	1.933
NID_45	2.099
NID_70	1.416
OID_42	1.23
OID_71	1.353
OID_72	1.384
OL2S_22	1.382
OL2S_32	1.336
OL2S_57	1.398
TB_16	2.21
TB_17	2.069
TB_23	2.505
TB_24	2.155
TB_46	3.356
TB_47	3.981
TB_48	3.713
TB_49	2.551
TB_50	2.643

F.13. 1st Bootstrapping Analysis with Significant and Non-Significant Path Coefficients

	Original	Sample	Standard	T Statistics	P
AttL2Com -> ELExp	0.217	0.218	0.039	5.520	0.000
AttL2Com -> FL2S	0.024	0.023	0.027	0.906	0.365
AttL2Com -> IL2S	0.300	0.298	0.032	9.328	0.000
AttL2Com -> InstrPre	0.071	0.070	0.035	2.018	0.044
AttL2Com -> InstrPro	0.326	0.325	0.039	8.333	0.000
AttL2Com -> NID	-0.002	-0.003	0.034	0.045	0.964
AttL2Com -> OID	0.183	0.183	0.044	4.142	0.000
AttL2Com -> OL2S	0.082	0.081	0.037	2.219	0.027
CB -> AttL2Com	-0.205	-0.198	0.052	3.952	0.000
CB -> CI	-0.244	-0.240	0.057	4.265	0.000
CB -> EA	0.015	0.011	0.053	0.292	0.771
CB -> ELExp	0.124	0.126	0.044	2.826	0.005
CB -> Ethno	0.250	0.251	0.059	4.206	0.000
CB -> FL2S	0.163	0.162	0.039	4.192	0.000
CB -> FoA	0.320	0.314	0.060	5.317	0.000
CB -> IL2S	-0.153	-0.155	0.049	3.097	0.002
CB -> InstrPre	0.042	0.044	0.049	0.867	0.386
CB -> InstrPro	-0.284	-0.281	0.049	5.819	0.000
CB -> NID	0.308	0.304	0.050	6.195	0.000
CB -> OID	-0.196	-0.195	0.047	4.181	0.000
CB -> OL2S	0.022	0.021	0.049	0.450	0.653
CI -> AttL2Com	0.588	0.588	0.028	21.181	0.000
CI -> ELExp	0.227	0.226	0.037	6.103	0.000
CI -> FL2S	-0.012	-0.011	0.027	0.463	0.644
CI -> InstrPre	0.004	0.005	0.037	0.113	0.910
CI -> InstrPro	0.248	0.247	0.036	6.846	0.000
CI -> NID	0.013	0.014	0.027	0.471	0.638
CI -> OID	0.025	0.024	0.036	0.693	0.488
CI -> OL2S	0.123	0.124	0.032	3.856	0.000
EA -> AttL2Com	0.087	0.088	0.029	3.007	0.003
EA -> CI	0.032	0.033	0.035	0.915	0.361
EA -> ELExp	0.109	0.108	0.031	3.531	0.000
EA -> FL2S	0.440	0.439	0.024	18.579	0.000
EA -> IL2S	-0.038	-0.039	0.032	1.196	0.232
EA -> InstrPre	0.284	0.281	0.034	8.366	0.000
EA -> InstrPro	0.148	0.148	0.029	5.081	0.000
EA -> NID	0.026	0.027	0.032	0.820	0.412
EA -> OID	0.016	0.012	0.040	0.393	0.695
EA -> OL2S	-0.022	-0.022	0.033	0.661	0.509
ELExp -> FL2S	-0.053	-0.054	0.026	2.058	0.040

	Original	Sample	Standard	T Statistics	P
ELExp -> NID	0.002	0.003	0.032	0.067	0.947
ELExp -> OID	0.154	0.154	0.044	3.457	0.001
Ethno -> AttL2Com	0.046	0.044	0.030	1.524	0.128
Ethno -> CI	0.010	0.008	0.038	0.258	0.797
Ethno -> EA	0.301	0.302	0.032	9.384	0.000
Ethno -> ELExp	-0.079	-0.081	0.030	2.663	0.008
Ethno -> FL2S	0.079	0.080	0.023	3.398	0.001
Ethno -> IL2S	-0.032	-0.034	0.029	1.130	0.259
Ethno -> InstrPre	0.100	0.101	0.034	2.941	0.003
Ethno -> InstrPro	0.044	0.042	0.029	1.482	0.139
Ethno -> NID	0.114	0.116	0.029	3.863	0.000
Ethno -> OID	-0.067	-0.070	0.031	2.150	0.032
Ethno -> OL2S	0.073	0.076	0.030	2.430	0.015
FL2S -> NID	-0.013	-0.013	0.040	0.332	0.740
FL2S -> OID	0.090	0.094	0.049	1.821	0.069
FoA -> AttL2Com	0.012	0.012	0.027	0.437	0.662
FoA -> CI	-0.025	-0.027	0.036	0.679	0.498
FoA -> EA	0.048	0.048	0.035	1.388	0.166
FoA -> ELExp	0.000	0.001	0.030	0.010	0.992
FoA -> Ethno	0.232	0.231	0.036	6.459	0.000
FoA -> FL2S	-0.047	-0.049	0.023	2.020	0.044
FoA -> IL2S	-0.028	-0.028	0.028	1.006	0.315
FoA -> InstrPre	0.063	0.066	0.032	1.973	0.049
FoA -> InstrPro	0.015	0.013	0.028	0.539	0.590
FoA -> NID	0.385	0.384	0.030	12.792	0.000
FoA -> OID	0.084	0.085	0.034	2.451	0.015
FoA -> OL2S	0.029	0.029	0.031	0.953	0.341
IL2S -> ELExp	0.135	0.134	0.035	3.869	0.000
IL2S -> FL2S	0.026	0.025	0.023	1.154	0.249
IL2S -> NID	-0.068	-0.069	0.030	2.263	0.024
IL2S -> OID	0.152	0.155	0.039	3.939	0.000
InstrPre -> ELExp	-0.005	-0.006	0.034	0.150	0.881
InstrPre -> FL2S	0.089	0.091	0.025	3.571	0.000
InstrPre -> IL2S	-0.002	-0.003	0.031	0.080	0.936
InstrPre -> NID	0.040	0.040	0.029	1.377	0.169
InstrPre -> OID	-0.008	-0.008	0.034	0.222	0.824
InstrPre -> OL2S	0.450	0.453	0.030	15.058	0.000
InstrPro -> ELExp	0.160	0.158	0.036	4.464	0.000
InstrPro -> FL2S	0.040	0.040	0.025	1.595	0.111
InstrPro -> IL2S	0.324	0.324	0.036	8.936	0.000
InstrPro -> InstrPre	0.280	0.281	0.033	8.579	0.000
InstrPro -> NID	-0.090	-0.090	0.033	2.767	0.006

	Original	Sample	Standard	T Statistics	P
InstrPro -> OID	0.091	0.091	0.041	2.209	0.028
InstrPro -> OL2S	0.206	0.204	0.035	5.864	0.000
NID -> OID	0.124	0.123	0.041	3.070	0.002
OL2S -> ELExp	0.155	0.159	0.035	4.471	0.000
OL2S -> FL2S	0.054	0.054	0.026	2.025	0.043
OL2S -> IL2S	0.118	0.119	0.032	3.656	0.000
OL2S -> NID	0.045	0.044	0.028	1.594	0.112
OL2S -> OID	0.150	0.150	0.036	4.143	0.000
TB -> AttL2Com	-0.062	-0.069	0.045	1.378	0.169
TB -> CB	0.834	0.835	0.013	62.177	0.000
TB -> CI	0.027	0.023	0.060	0.441	0.660
TB -> EA	0.316	0.319	0.056	5.687	0.000
TB -> ELExp	-0.110	-0.112	0.046	2.374	0.018
TB -> Ethno	0.084	0.084	0.063	1.326	0.186
TB -> FL2S	0.295	0.297	0.041	7.249	0.000
TB -> FoA	0.177	0.181	0.061	2.888	0.004
TB -> IL2S	0.068	0.071	0.049	1.398	0.163
TB -> InstrPre	0.182	0.181	0.052	3.494	0.001
TB -> InstrPro	-0.038	-0.040	0.050	0.758	0.449
TB -> NID	0.030	0.033	0.051	0.589	0.556
TB -> OID	0.122	0.122	0.044	2.783	0.006
TB -> OL2S	0.064	0.063	0.051	1.259	0.208

APPENDIX G: STRATEGIES

Motivational Classroom Strategies for ESOL Teachers and Curriculum Designers

- Take your ELs' learning seriously and show them that you care about their learning.
- Tell them that you are there for them both physically and mentally.
- Establish a personal relationship with ELs so that they can come to you in case of any bullying victimization issue.
- Establish collaboration with ELs' parents and get information on under what conditions an EL is attending school, including socio economic situation and parent support.
- Create a diverse environment in class by adding some intercultural artifacts in classroom environment, encouraging risk taking, and accepting mistakes a natural part of learning.
- Use icebreakers on the first day of the school as a way of establishing a community as a class.
- Encourage group learning and group work.
- Integrate audio-visuals and graphic organizers as a way of making the content more meaningful to ELs both for helping them understand the content in English and for not allowing the possible bullies to bully ELs because of lack of understanding or the level of English.
- Establish a norm of tolerance and group rules, and observe the students during group work to intervene in case of any bullying act.
- Promote EL role models and invite successful ELs as guest speakers to the class.
- Provide authentic and cultural materials from all over the world to urge student interest in different cultures and to help them accept other cultural values.

- Encourage ELs to do projects on L2 culture while encouraging non-ELs to learn more about ELs' culture.
- Make your content and curriculum relevant to students' interest.
- Help ELs set attainable goals and follow up with students' development in reaching their goals.
- Offer help or avoid unsolicited help; however, be careful with this because it may lead to a perception by EL that the teacher feels sorry for this learner, which may lower ELs' self-esteem.
- Get to know ELs' strengths and weaknesses to help them when they need you, and scaffold their skills with your support.
- Praise the good job done or the goals that are met but don't use it as a tool to promote compliance.
- Reward the effort but be careful about rewarding because lack of rewarding may lead to the perception of lack of ability. Therefore, Hoffman (2015) suggests establishing baselines of performance and rewarding when the baseline is surpassed.
- Provide success opportunities to ELs within their zone of proximal development, and chart incremental progress towards goals focusing on the progress, not the results.
- Always use warm up activities before focusing on the content knowledge. ELs will activate their background and bring different perspectives to the classroom. When they see that they can contribute, their self-esteem will be boosted.
- Tell your students that you believe in their efforts and their capability to complete the tasks.

- Increase student motivation by actively promoting learner autonomy and by being a facilitator in class.
- Celebrate any victory or any skills that are displayed in public.
- Use grades for reflecting ELs' efforts and improvement; do not use them as an absolute way of evaluating ELs.

Strategies for ESOL Teachers to Help Bullied English Learners

- Set firm limits on unacceptable behavior to prevent bullies inhibiting on ELs (Olweus & Limber, 2000).
- Introduce role models representing diversity for good behavior (Olweus, 1993).
- Integrate the Bullying Project (Davis, 2002) into the curriculum. This project includes interventions for both the bully and the victim. Counseling the bully and developing empathy are encouraged.
- Integrate expressive art therapies in which ELs can write, act out, draw, or talk about their experiences into the curriculum or extracurricular activities (Smokovski & Kopasz, 2005).
- Integrate Bullybusters (Beale, 2001) campaign into extracurricular activities. In this program, students act out short skits about common bullying situations, and then, the principal explains why this act is not tolerable. At the end, the principal asks students to use their problem solving skills to solve this problem and alleviate bullying in school.
- Work collaboratively with school psychologists to identify bullied ELs because they may not always report a bullying problem (Smokovski & Kopasz, 2005).
- Be close to your ELs in class to understand their mood changes and supervise them.

- Pay attention to grade changes and the interpersonal relations between your ELs and ELs' peers.
- Encourage self and group-monitoring, evaluation and reflection on success, ways of improving and opportunities for transferring skills and strategies to other contexts.
- Help ELs assess strengths and weaknesses and form action plans to enhance learning.
- Create and individualized plan for bullied ELs.
- Focus on ELs' cognitive and affective needs.
- Be sensitive to ELs' emotional and intellectual differences.
- Help ELs to appreciate their exceptionality.
- Prepare activities that focus on the acceptance, exploration and celebration of divergent views and cultures (Gifted Program Office at the Educational Leadership Center, 2009).
- Connect ELs with intellectual and cultural resources outside the school setting.
- Aid ELs in planning and decision-making skills.
- Encourage, reward, and value self-initiated learning.
- Encourage ELs to read books about their particular problems or to talk to the people that they are comfortable with to practice their English skills.
- Be sensitive to the conflicts that arise from language and cultural differences.
- Act as communicators with other staff members, parents, and community members about the problems of gifted ELs.
- Serve as initiators in identifying and including these students.
- Prescribe and design activities that provide positive psychosocial development.

- Provide bibliographies that focus on successful ELs' who were once in the same situation.

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