

L2 Motivational Self-system and Learning of German in Iran

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The present research sought to examine “learning motivation” for German language outside university. For the purpose of this study, a sample group 370 learners from among students of DSIT language Institute in Tehran were selected. The components of L2 Motivational Self System theory were considered the factors affecting motivation. In addition, these factors often have a meaningful correlation with “instrumental motivation” including “education and employment in Germany”. The study of motivation variables in the sample group in terms of possible selves and its comparison with the results of other research conducted in the area of English language learning showed that motivation for learning German language outside university and school has a meaningful correlation with L2 Ideal Self, L2 Ought-to Self as well as L2 Learning Experience. The results of this survey can support the Foreign Language Policy in both formal and informal language learning settings providing motivational aspects of learning of German in Iran.

Keywords: Motivation, L2 Motivational Self System, German Language, Possible Selves, Instrumental.

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