

The Role of Motivation in Second Language Acquisition

The Role of Motivation in Second Language Acquisition for Saudi EFL Learners

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Abstract

Motivation is considered an indispensable component of second language learning. This present study aimed to study Saudi EFL learners' motivation through the lens of the conceptual framework of Dörnyei's (2005, 2009) L2 Motivational Self System Theory. The project explored the sub-components that influence English acquisition of Saudi learners and that are based on preliminary findings of the survey research of You and Dörnyei (2016). The participants were 56 Saudi graduate and undergraduate students. The results were that Saudi ESL students are strongly motivated by their *ideal L2 selves*. In addition, statistically, their *ideal L2 selves* are significantly positively correlated with their *intended effort*. The findings have implications for teachers who would like to improve their own ability to influence and grow Saudi students' L2 motivation and to help their students achieve success.

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Introduction

For many decades, researchers of Second Language Acquisition (SLA) have been looking for the most important factors that benefit learners of a second language (L2). Some factors are beneficial when learning an L2 while others are necessary. Motivation is considered one of the most important and mandatory factors that L2 learners need to have. Students' success in second language learning is heavily dependent on their motivational level (Dörnyei, 2014). Indeed, some motivational sources are dynamic while others are more static. For the first sources, they are dynamic because they are related to the students' immediate learning environment. As for the others, they are static because they are originating from the progression of prior experience of students in the society (Dörnyei & Csizér, 2002). Zoltán Dörnyei and some of his colleagues have concluded that motivation is a dynamic and ever-changing variable.

Dörnyei (2005, 2009) proposed a new model called Motivational L2 Self System (L2MSS). This model has been applied in multiple recent studies because of its validity. However, very little, if any, research has been conducted with this new paradigm on Saudi EFL learners. Thus, more studies are needed to explore Saudi students' motivation to assist their English acquisition. This research is very important to be conducted on Saudi students because knowing how Saudi learners can be motivated to study the language can assist their teachers in addressing them correctly. If students are motivated by their *ideal L2 selves*, their instructors should always encourage that visualization of the *ideal self*, noting how fluent and proficient in using English learners would be, to keep their motivation constant. This project is replicating You and Dörnyei's (2016) large-scale survey study.

The theoretical framework for this study is the Motivational L2 Self System, which is an adapted model from Dörnyei (2005). The main objective of this research was to investigate the

sources of Saudi EFL learners' motivation to learn English using Dörnyei's (2005, 2009) L2MSS model. In addition, the present study sought to examine the influence of students' future self types on their *intended effort* to learn English. This research involved fifty-six Saudi students who are currently studying in U.S. institutions of higher education. This project used You and Dörnyei's (2016) questionnaire; this questionnaire was distributed online using a Google document hyperlink. The result of this research provides implications for teachers who would improve their own ability to influence and grow Saudi students' L2 motivation and to help their students achieve success.

Literature Review

Theoretical Underpinnings

Motivation is considered a variable that strongly affects the success of language learning. It is an essential force needed to start learning a language and later to continue this process long term. Research into L2 motivation has been developed over time through different stages. It can be succinctly staged into three periods: the *social psychological period* (1959-1990s), the *cognitive-situated period* (1990s), and the *process-oriented period* (2000s-present) (Dörnyei, 2005).

First, during the *social psychological period*, several social and educational theories were stated. The earliest and most dominant model was the social-educational model, which was based on Robert Gardner's work. In Gardner's model, integrativeness, which cultivates favorable attitudes toward the target community and its people, and attitudes toward L2 learning were regarded as the most influential factors that determined the extent to which students can be motivated and actively learn the second language.

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Motivation was classified into two different types: integrative and instrumental motivation. The former indicates that the reason for learning a language is to become a part of the target culture and community while the latter indicates that the learner's aim of learning a language is to develop and succeed in one's professional life (Gardner & Lambert, 1959, 1972). Gardner's theory was dominant for more than three decades in the L2 field. However, this *socio-educational* model remained underdeveloped over time. It viewed learning a second language as a process that depends on sociocultural interaction (Dörnyei, 2005).

During the *cognitive-situated period* in the 1990s, newly developed theories on L2 motivation were proposed. This period was strongly influenced by Deci and Ryan's (1985) theory of human self-determination. According to self-determination theory, a learner's motivation can be classified into three types: intrinsic motivation, an inner interest and enjoyment of learning the L2; extrinsic motivation, something performed to gain extrinsic rewards, such as praise, money, or grades; and amotivation, identified by the learner's lack of motivation (Ryan and Deci, 2000; Noels et al., 2003). However, it has been argued that eventually the individual will realize the unavoidable fact that motivation also has a temporal dimension in that it is constantly changing (Waninge et al, 2014). Representing this change requires process-oriented models of motivation.

The most prominent and current stage is the *process-oriented period*, which is based on Dörnyei and his colleagues' most recent research on L2 motivation. Dörnyei has advocated the idea that L2 motivation is not a static but rather a dynamic force. "Recent theorizing on second language (L2) motivation has proposed viewing motivation as a function of the language learners' vision of their desired future language selves" (Dörnyei & Chan, 2013, p. 437). This

view shows how motivation is an unsteady, ever-changing force, which depends on the learner's vision of the desired future self.

L2 Motivational Self System Conceptual Framework

During the *process-oriented period*, Dörnyei (2005, 2009) proposed a new motivational model called L2 Motivational Self System. L2MSS theory, based on the concept of Possible Selves Theory (Markus & Nurius, 1986), is seen as a part of self-realization and has three key dimensions.

First, *Ideal L2 self*, the powerful impetus to learn L2, refers to an individual's ideally imagined self, who s/he would like to become as an L2 speaker in the future (Dörnyei, 2005). To reach *ideal L2 self*, learners will be highly motivated because they have a vision for themselves beyond their original status. In other words, learners attempt to reduce the discrepancies between their current and *ideal selves*, which results in a considerable increase in their motivation (Dörnyei, 2009). Second, *ought-to L2 self* refers to the individual's attempt to avoid potential negative outcomes by following what others would like him to be. Third, *L2 learning experience*, considered situation-specific stimuli, refers to the instant learning environment, which can affect the learner's experience during learning the language, such as teachers' styles, strategies of teaching, curricula, and so on (Dörnyei, 2005).

It is important to mention that the two types of future selves differ motivationally from each other. They have different tendencies. While *ideal-self* guides focus on a promotion, *ought-to L2 self* guides focus on prevention obligations (Higgins, 1998). Based on these tendencies, two aspects of the instrumentality within L2MSS theory were found (Dörnyei, 2005, 2009): promotional and preventional instrumentality. The first means the learner is instrumentally motivated to obtain a professional achievement whereas the latter is to meet the expectations of

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his parents. While the former is related to the *ideal L2 self*, the latter is related to the *ought-to L2 self* (You & Dörnyei, 2016).

Because L2MSS is considered the theoretical underpinning for the most recent research on L2 motivation, numerous studies have been conducted using it as a theoretical framework. You and Dörnyei (2016) conducted a large-scale questionnaire study of the motivational disposition of English language learners at high schools and universities in China using L2MSS. The sample was stratified in terms of geographical regions and teaching contexts. They surveyed 10,413 students. The significant finding was that the prevention instrumentality of the participants was low, which is the opposite of the stereotypical thought that Chinese learners are motivated by their parents and peers' expectations to learn English.

In short, linguistic scholars have examined the L2 motivation across the world; however, to the best of the researcher's knowledge, the L2 motivation has not been extensively investigated through the lens of L2 Motivational Self System theory on EFL Saudi students. Hence, this study attempted to investigate this topic in regards to Saudi EFL students.

Present Study

Research Focus

The main objective of this research was to have an overview of Saudi EFL learners' motivation to learn English in American institutions using Dörnyei's (2005, 2009) L2MSS model. Two critical questions were addressed in this research:

1. Do Saudi EFL learners' images of future self include proficiency in English?
2. Do the types of students' future self-dimensions (ideal and ought-to L2 selves) influence their intended effort to learn English language?

Because families have a notable influence on their children in Asian cultures, there is an assumption that *ought-to L2 self* plays a very important role in Asian settings (Lockwood et al., 2005). The hypothesis driving the present study was that Saudi EFL learners would have a high level of *ought-to L2 self*. That means they would picture themselves achieving proficiency in English because of the expectations of their families.

Methodology

Participants

The participants for this project were adult EFL learners from Saudi Arabia who are currently studying abroad at U.S. institutions of higher education. The researcher started by distributing the survey to ten Saudi EFL learners who are studying at Missouri State University. After they participated, they forwarded the questionnaire to their peers and acquaintances. In total, fifty-six students participated in this study. The demographic information is shown below in Table 1. There were 22 males and 34 females. Of the whole sample, 30 respondents were majoring in English and 26 had other majors. 68.18 percent of males and 67.64 percent of females were English majors. Because of the nature of the snowball sampling process, the sample was not evenly distributed among undergraduate and graduate students. 80.4 percent of the sample were graduate students.

Table 1: Demographic information of participants

Gender		Major in English		Study degree	
Male	22	Yes	15	Graduate	16
		No	7	Undergraduate	6
Female	34	Yes	23	Graduate	29
		No	11	Undergraduate	5

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Instrument

The survey instrument used in this project was developed by You and Dörnyei (2016) for their study in China. This questionnaire consists of 73 items on a Likert scale ranging from one for strongly disagree to six for strongly agree, and it concentrates on three areas: the dimensions of the L2 Motivational Self System, *intended effort*, and *language learning vision*. For the purpose of the present study, the researcher focused on the first two areas of the questionnaire. The final questionnaire distributed for this project contained 47 items and three demographic questions regarding participants' gender, degree of study, and major. The survey was transformed to a Google Forms document. A concise summary of the L2 motivational variables discussed in this study are illustrated below in Table A in Appendix A. The questionnaire can be found in Appendix B.

Data Collection and Analysis

The data collection took place in October 2017 after getting IRB approval. Snowball sampling was used to collect data. The investigator initially emailed the Google Form hyperlink to the first ten participants who were studying at Missouri State University. Participants were asked to forward the survey to their peers and friends at other U.S. institutions. Fifty-six students responded to the questionnaire. On average, the survey took approximately 15 minutes to be completed. After completion of the questionnaire, the researcher converted the data into Microsoft Excel. Because of the small number of participants, the data were analyzed using the means of the responses. Due to the use of *Intended Effort* as a criterion measure of students' achievement, a Pearson correlation coefficient was calculated to assess the degree of association of future self-dimensions (*ideal L2 self* and *ought-to L2 self*) with students' *intended effort*.

Results

In the present study, the means of each variable of the nine motivational variables were measured to address the first research question. On a 6-point scale, the mean of each variable ranged from 3.37 to 4.75. In addition, of the nine scales, the mean values of eight scales outstripped the midpoint, 3.50, which means that learners were responding, in general, favorably to learning English. The mean of responses for each variable is displayed in Table 2 below. Regarding the three main motivational variables, the participants overall responded positively towards *ideal L2 self*, *attitudes to L2 Learning*, and *ought-to L2 self* respectively. Although *ought-to L2 self* scored the lowest compared to the other two main variables, it is still regarded as a motivating factor for language learning because it received an average above the midpoint (3.50) on the 6-point Likert scale. *Intended effort* received a high average of 4.55. In general, it can be concluded that Saudi EFL learners had a favorable disposition towards learning English as a foreign language.

Table 2: *Descriptive information about the motivational variables*

Variables	Mean
Ideal L2 Self	4.75
Instrumentality-promotion	4.28
Cultural Interest	4.31
Traveling	4.56
Ought-to L2 Self	3.52
Instrumentality-prevention	4.38
Parental expectations	3.37
Attitudes to L2 Learning	4.66
Intended effort	4.55

More focus on the figures in Table 2 shows that while the *ought to L2 self* scale received an overall mean of 3.52, which indicates it is still in the positive domain, it is considered one of the lowest scores. Surprisingly, students responded negatively to the *parental expectations*

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component; it is the lowest of all scales (3.37). This result counters Lockwood and his colleagues' (2005) claim that Asian families influence their children's choices and that students are motivated to learn a language because of their parents' expectations. In addition, this result also opposes the research hypothesis, which is that Saudi EFL learners have a high level of *ought-to L2 self* and picture themselves achieving proficiency in English because of the expectations of their families.

Indeed, the *ideal L2 self* ranked considerably higher on all scales than *ought-to L2* scales. It received the highest mean; Saudi EFL students significantly ranked it 4.75 on a 6-point Likert scale. Within the *ideal L2 self* domain, the participants positively responded to *cultural interest* and *instrumentality-promotion*, 4.31 and 4.28 respectively. Also, the *traveling* variable ranked a high mean, 4.56. As for the third primary variable, *attitudes to L2 Learning*, it reported the highest mean, 4.66, after the *ideal L2 self*. These results showed how Saudi EFL learners were highly motivated.

Gender Comparison

In this section, the nine L2 motivational variables are illustrated by gender. Table 3 below displays data. Although no significant differences were found between males and females in the most of the variables, it can be clearly seen that the female participants scored higher than their male peers across the scales. It seems that the participants' gender did not influence how positively they envisioned themselves; both males and females significantly positively ranked the *ideal L2 self* the highest across the variables, 4.50 and 4.91 respectively.

Table 3: The motivational findings broken down by gender (M=male, F=female)

Variables	Gender	
	M (22)	F (34)
Ideal L2 Self	4.50	4.91
Instrumentality-promotion	4.01	4.46
Cultural interest	4.06	4.47
Traveling	4.23	4.78
Ought-to L2 Self	3.40	3.61
Instrumentality-prevention	4.08	4.58
Parental expectations	3.34	3.38
Attitudes to L2 Learning	4.29	4.91
Intended effort	4.44	4.62

Interestingly, there are no significant gendered differences found regarding the two scales that report *ought-to L2 self* and *parental expectations* (societal expectations). Comparing to the other variables, both male and female participants negatively responded to *ought-to L2* (3.40 and 3.61 respectively) and *parental expectations* (3.34 and 3.38 respectively), which received the lowest means across the board. These results showed that *ought-to L2 self* and *parental expectations* were not counted as motivating factors for Saudi EFL students. As for *attitudes to L2 learning*, males and females positively responded to this variable with a mean of 4.29 and 4.91 respectively. As for the *intended effort* scale, both male and female participants significantly responded to it (4.44 and 4.62 respectively), and no significant gendered distinctions are found considering this variable. According to the current results, the strongest motivating variables for Saudi male and female participants were *ideal L2 self* and *attitudes to L2 learning*.

Intended Effort and Future Self-Dimensions Correlations

In this study, it was important to measure how Saudi EFL learners commit towards learning English by measuring the time and energy they invest to acquire an L2. The *intended*

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effort was used as a criterion measure of students' achievement. To help answer the second research question, a Pearson correlation coefficient was calculated to assess the degree of association of future self-dimensions (*ideal L2 self* and *ought-to L2 self*) with students' *intended effort*. Table 4 shows the correlation between future self-dimensions of the L2 Motivational Self System constructs with Saudi participants' intended effort.

The result demonstrated that, statistically, *ideal L2* future self correlated significantly positively with *intended effort* to learn the English language among Saudi EFL learners, $r(54) = .68, p < .001$. In addition, *ought-to L2* future self correlated statistically significantly positively with *intended effort* to learn the English language among Saudi EFL learners, $r(54) = .47, p < .001$. See graphs A & B in Appendix C. Even though, statistically, both self dimensions significantly positively correlated with intended effort, the *ideal L2 self* reported more correlation with *intended effort* variable. Also, the *t* test was run to determine which one of these two correlations, *ideal L2* or *ought-to L2*, was more strongly related to *intended effort*. It was determined that *ideal L2* was significantly more strongly related to *intended effort* than *ought-to L2*.

Table 4: Correlations between self dimension variables and intended effort

Variables	Correlation with Intended Effort
Ideal L2 Self	.68*
Ought-to L2 Self	.47*

* Correlation is significant at the 0.01 level (2-tailed).

Findings

In the present study, the most prominent finding was that Saudi EFL participants strongly ranked *ideal L2 self* and its subscales high among the L2 Motivational Self System construct. They gave *ideal L2 self* the highest mean of 4.75 on 6-point scale Likert. This high mean

indicated that Saudi learners had a strong *ideal L2 self* and were motivated by a vision of successfully using English in the future. Indeed, these results helped answer the first research question, “Do Saudi EFL learners' images of future self include proficiency in English?” They strongly desired high proficiency because they had high *ideal L2 self* and, as a result, can visualize themselves using the language to make friends and conversations, go to school, and so on. Because the participants were already in the foreign country, they experienced using the language in different ways to adjust their new life, which positively attributed in strengthening their images of their future self, *ideal L2 self*. Their motivation could change if the respondents were just learning English in school at home in comparison to learning it in foreign country where they need to know it to survive.

In addition to *ideal L2 self*, *attitudes to L2 learning*, characterized by statements such as “I find learning English really interesting,” positively showed the second highest mean of 4.66, which indicated how Saudi EFL learners were also stimulated by the *L2 learning environment*. Saudi participants ranked a high level of *intended effort* to invest in L2 learning. Saudi EFL learners' *ideal L2 selves* were strongly correlated with their *intended effort*, which indicated that their *ideal L2 selves* positively influenced their *intended effort* to learn English. Thus, the more strongly they visualize an ideal vision of themselves, the more they intend to invest their effort in learning English. These results helped answer the second research question, “Do the types of students' future self-dimensions (*ideal and ought-to L2 selves*) influence their *intended effort* to learn the English language?”

Traveling reported the highest mean, 4.56, after *ideal L2 self* and *attitudes to L2 learning*. This variable seemed a strong impetus for Saudi EFL respondents in order to be able to use the language during traveling to communicate with foreign people. This variable is characterized by

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a statement such as “I study English because with English I can enjoy traveling abroad.” Because the participants were in the foreign country, America, they felt they were obliged to learn English to survive. In the same line with *traveling*, *cultural interest* scored a high mean as well. It refers to the interest of L2 learners in L2 speakers’ culture. It seemed to be a motivating factor for Saudi students because it can allow them to better understand the L2 culture. Also, having knowledge about the L2 culture can enable Saudi learners to communicate with L2 speakers successfully.

Unexpectedly, the *ought-to L2 self* was found to be a less motivating factor for Saudi EFL learners with the lowest mean, 3.52, across seven scales out of nine. Besides *ought-to L2 self*, *parental expectations* variable scored the lowest mean across the board, 3.37. These results discredited Lockwood and his colleagues’ (2005) claim that Asian families have a strong impact on their children’s choices, which makes them motivated not because of themselves but because of their parents. This claim was not true for Saudi participants. Those findings were surprising and opposed to the research hypothesis, which was as follows: Saudi EFL learners have a high level of *ought-to L2 self* and picture themselves achieving proficiency in English because of their families’ expectations.

It is important to mention that the participants significantly negatively responded to two statements from the survey regarding their parents’ expectations. Statement 10 was that “I have to study English, because, otherwise, I think my parents will be disappointed with me,” and statement 16 was that “Studying English is important to me in order to gain the approval of my family.” Those statements received very low means, 2.91 and 2.58 respectively. Saudi learners’ responses substantiated that they were not motivated to learn English by external factors but rather by envisioning themselves using the language proficiently for different purposes

In terms of gender differences, the findings showed that even though no statistically significant distinctions were found in most of the scales, female participants in general scored higher than their male counterparts did across the variables. Both male and female respondents were most motivated by their *ideal L2 selves*, so their genders did not affect the factor by which they are mostly motivated. Also, the participants' gender did not influence how they reacted to *ought-to L2 self* and *parental expectations* variables, on which both genders scored the lowest means across the board.

Conclusion

The present study replicated You and Dörnyei's (2016) large-scale questionnaire study that surveyed 10,413 Chinese students in their homeland country. This study aimed to explore Saudi EFL learners' L2 motivation using Dörnyei's (2005, 2009) conceptual framework, the L2 Motivational Self System construct. Of all findings of this study, the most prominent one was that Saudi EFL learners were significantly motivated by their *ideal L2 selves*. They had a strong *ideal L2 self*, which made them visualize themselves proficiently using English. In addition, their *ideal L2 selves* significantly correlated with their *intended effort*. This strong correlation indicated that the more Saudi students had visualized idealized selves, the more they intended to invest their effort in studying English. Surprisingly, they were not influenced by the societal expectations and external factors, which countered the stereotype that Asian students' choices are affected by their families.

The findings of this study had implications for ESL instructors who would like to improve their own ability to influence and grow Saudi students' L2 motivation and to help their students achieve success. Knowing how Saudi learners can be motivated to study the language can assist their teachers in addressing them correctly. If students are motivated by their *ideal L2*

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selves, their instructors should always encourage that visualization of the *ideal self*, noting how fluent and proficient in using English learners would be, to keep their motivation constant. To the best of the researcher's knowledge, L2 motivation has not been extensively investigated through the lens of the L2 Motivational Self System theory on Saudi EFL students. Thus, more studies are needed to explore their motivation better. Because this study used snowball sampling, only a small number of participants' responses were collected. To generalize the results, more studies need to be conducted on this population. Additionally, this study could have very different results if it had been conducted with Saudi EFL students who are studying in their homeland in the EFL context; those results could be compared to the results of the present study to explore if Saudi students studying in their home context are still motivated by their *ideal L2 self* and if there are any remarkable influences resulting from their parents and society.

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Appendix A:*Table A: Information about the motivational variables (adapted from You & Dörnyei, 2016)*

Variables	Number of Items	Examples
Ideal L2 Self	5	I can imagine myself in the future having a discussion with foreign friends in English.
Instrumentality-promotion	6	Studying English can be important to me because I think I'll need it for further studies.
Cultural Interest	5	I like English films.
Traveling	5	I study English because with English I can enjoy traveling abroad.
Ought-to L2 Self	6	I consider learning English important because the people I respect think that I should do it.
Instrumentality-prevention	5	I will study English harder when thinking of not becoming a successful user of English in the future.
Parental expectations	5	I have to study English, because, otherwise, I think my parents will be disappointed with me.
Language learning experience (attitudes to L2 learning)	5	I find learning English really interesting.
Intended effort	5	Even if I failed in my English learning, I would still learn English very hard.

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Appendix B:

Survey adapted from You and Dörnyei (2016)

English Learner Questionnaire

Informed consent

You have been invited to participate voluntarily in a research study by answering questions in a survey. The goal of the study is to better understand the motivation of Saudi learners of English. Before you agree to participate in this study, it is important that you read and understand this form.

This survey is not a test; there are no “right” or “wrong” answers. The researchers are interested in your personal opinion. If you have any questions about the survey, about the study, or your role in the study, be sure to ask the study supervisor, Dr. Andrea Hellman, and she will answer them for you. You can contact her at: andreahellman@missouristate.edu

Taking part in this study is entirely your choice. If you decide to take part but later change your mind, you may stop at any time. If you decide to stop, you do not have to give a reason and there will be no negative consequences for ending your participation.

Your name will not appear on the questionnaire and the results of this study are confidential. The information gathered will be accessible only to the study supervisor and the researcher. You will not be identified by name in any publications that could result from this research. All information from this study will be destroyed within two years after the completion of the survey.

If you are willing to participate in the research, please select agree and then click on NEXT button in order to complete the questionnaire. Thank you for your time and cooperation.

Part I

In this part, we would like you to tell us how much you agree or disagree with the following statements by simply circling a number from 1 to 6. Please do not leave out any items.

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6

Example: If you slightly disagree with the statement, mark the 3:

I like skiing very much. 1 2 3 4 5 6

1. Learning English is important to me because I would like to travel internationally. 1 2 3 4 5 6

2. I like English films. 1 2 3 4 5 6

3. My parents/family believe that I must study English to be an educated person. 1 2 3 4 5 6

4. Studying English is important to me in order to gain the approval of the society. 1 2 3 4 5 6
5. Studying English can be important to me because I think I'll need it for further studies. 1 2 3 4 5 6
6. I always look forward to English classes. 1 2 3 4 5 6
7. I think learning English is important in order to learn more about the culture and art of its speakers. 1 2 3 4 5 6
8. Studying English is important to me because I am planning to study abroad. 1 2 3 4 5 6
9. I can imagine myself speaking English in the future with foreign friends at parties. 1 2 3 4 5 6
10. I have to study English, because, otherwise, I think my parents will be disappointed with me. 1 2 3 4 5 6
11. Studying English is important to me because without English I won't be able to travel a lot. 1 2 3 4 5 6
12. Studying English is important to me in order to gain the approval of my peers. 1 2 3 4 5 6
13. Studying English is important to me because other people will respect me more if I have a knowledge of English. 1 2 3 4 5 6
14. I like TV programmes made in English-speaking countries. 1 2 3 4 5 6
15. I study English because close friends of mine think it is important. 1 2 3 4 5 6
16. Studying English is important to me in order to gain the approval of my family. 1 2 3 4 5 6
17. I like to travel to English-speaking countries. 1 2 3 4 5 6
18. I can imagine myself in the future giving an English speech successfully to the public in the future. 1 2 3 4 5 6
19. Studying English is important to me, because I would feel ashamed if I got bad grades in English. 1 2 3 4 5 6
20. I really like the actual process of learning English. 1 2 3 4 5 6
21. Studying English is important to me in order to achieve a personally important goal (e.g., to get a degree or scholarship). 1 2 3 4 5 6
22. I will study English harder when thinking of not becoming a successful user of English in the future. 1 2 3 4 5 6
23. Studying English is important to me in order to gain the approval of my teachers. 1 2 3 4 5 6
24. Studying English is important to me because my life will change if I acquire good command of English. 1 2 3 4 5 6
25. My dreams of how I want to use English in the future are the same as those of my parents'. 1 2 3 4 5 6
26. I really like the music of English-speaking countries (e.g., pop music). 1 2 3 4 5 6
27. I find learning English really interesting. 1 2 3 4 5 6
28. I can imagine a situation where I am doing business with foreigners by speaking English. 1 2 3 4 5 6
29. I study English because with English I can enjoy travelling abroad. 1 2 3 4 5 6
30. Studying English is necessary for me because I don't want to get a poor score mark or a fail mark in English proficiency tests (NMET, CET, MET, IELTS,...). 1 2 3 4 5 6
31. I think time passes faster while studying English. 1 2 3 4 5 6
32. I consider learning English important because the people I respect think that I should do it. 1 2 3 4 5 6

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33. I can imagine that in the future in a café with light music, a foreign friend and I will be chatting in English casually over a cup of coffee. 1 2 3 4 5 6
34. When thinking of not becoming a successful user of English in the future, I feel scared. 1 2 3 4 5 6
35. I can feel a lot of pressure from my parents when I'm learning English. 1 2 3 4 5 6
36. Learning English is important to me because I plan to travel to English-speaking countries in the future. 1 2 3 4 5 6
37. I like English-language magazines, newspapers, and books. 1 2 3 4 5 6
38. I really enjoy learning English. 1 2 3 4 5 6
39. I have to learn English because I don't want to fail the English course. 1 2 3 4 5 6
40. I can imagine myself in the future having a discussion with foreign friends in English. 1 2 3 4 5 6
41. Studying English is important to me because an educated person is supposed to be able to speak English. 1 2 3 4 5 6
42. My image of how I want to use English in the future is mainly influenced by my parents. 1 2 3 4 5 6
43. I am prepared to expend a lot of effort in learning English. 1 2 3 4 5 6
44. I would like to spend lots of time studying English. 1 2 3 4 5 6
45. I would like to concentrate on studying English more than any other topic. 1 2 3 4 5 6
46. Even if I failed in my English learning, I would still learn English very hard. 1 2 3 4 5 6
47. English would be still important to me in the future even if I failed in my English course. 1 2 3 4 5 6

Part II

Please provide the following information by ticking (✓) in the box or writing your response in the space to help us to better interpret your previous answers.

74. Male Female

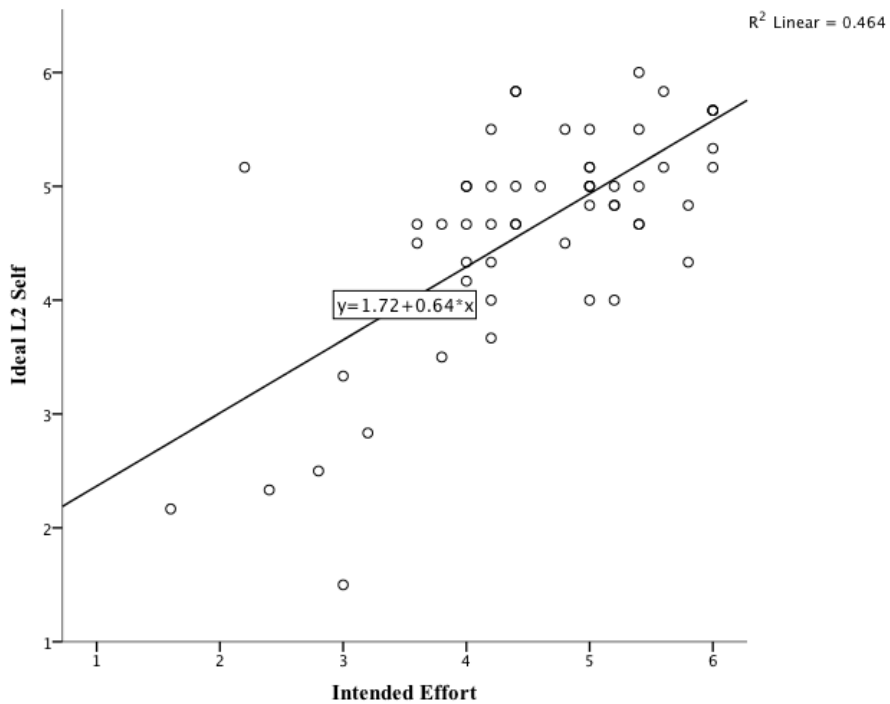
78. Are you majoring in English in college? yes no

By submitting this questionnaire I agree that my answers, which I have given voluntarily, can be used anonymously for research purposes.

Thank you again for your cooperation!

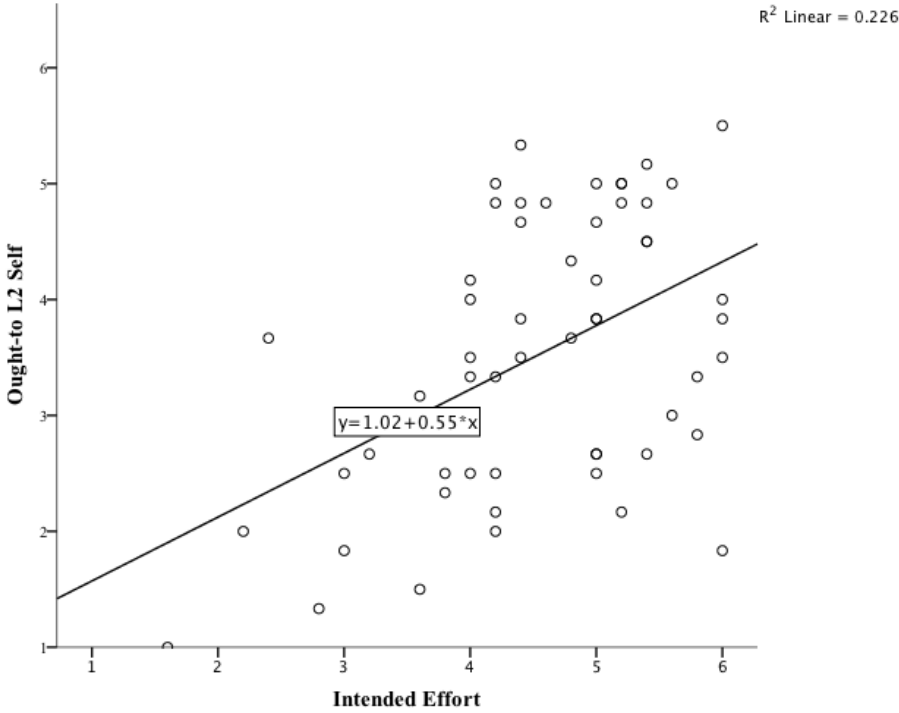
Appendix C:

Graph A: The correlation between ideal L2 self with students' intended effort



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Graph B: The correlation between ideal L2 self with students' intended effort



Samah Faqeeh is a graduate student at Missouri State University. She graduated from MSU and completed her Master of English with an emphasis in TESOL on December 15, 2017. She has focused her research on motivation and its effective role on second language acquisition. She is interested in research and writing articles.