

RESEARCH REPORT

**A STUDY OF UNDERGRADUATE STUDENTS' IDEAL LANGUAGE 2
SELF AND OUGHT TO L2 SELF BASED ON THE L2
MOTIVATIONAL SELF SYSTEM**

BY

RATCHAPORN RATTANAPHUMMA

ASSUMPTION UNIVERSITY

THIS RESEARCH WAS GRANTED BY ASSUMPTION UNIVERSITY

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ABSTRACT

The study of motivation has been one of main interesting areas in second language teaching and learning. The integrative and instrumental motivation proposed by Gardner and Lambert (1972) has been challenged by the rise of global English and the changing purposes of English language teaching, learning, and using worldwide. In this study, the recent theory of L2 Motivational Self System (Dornyei, 2005) has been used as the framework. The objectives of the study were to: 1) study students' vision as L2 learners; 2) explore the motivational factors behind the students' desires to learn English as a second language; and 3) explore the factors that students believe they ought to possess to learn English as a second language. The participants consisted of 28 undergraduate students from an international university in Thailand. The instruments used in this study were questionnaires and six task types. Questionnaire data was analyzed by using descriptive analysis in terms of frequencies and percentages. Six task types were analyzed by content analysis. The findings show that: 1) students tend to have a positive degree of motivation towards their ideal L2 self. They have future self- related to future careers; 2) the four main motivational factors behind the students' desires to learn English as a second language are travelling, global career, passing exams, and interacting with foreigners; and 3) strength of the vision of the ought to L2self is positive. They ought to learn English in order to meet social and family expectations. This indicates that the ideal L2 self is influenced by future careers, whereas the ought to L2 self is strongly influenced by society, parents, and peers. Finally, it is suggested that the sense of L2 self and ought-to L2 self should be promoted in English language classrooms. Language teachers should encourage and guide students to construct their language vision.

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The concepts of L2 motivational self system emerged after I completed the academic title project in 2012. Personally, L2 vision has been viewed as the main motivator to lead people to success. Since then, I have read and explored how to design and apply L2 vision into my English classes. Among L2 motivation scholars, all of them such as Dornyei, Ushioda, Magid, and Kubanyiova have been inspiring me by their fruitful concepts, interventions, and best practices of their own research studies. I also would like to thank Assumption University and the University Research Committee for the University research grant 2015 and the paper presentation grant 2016 in Brighton, United Kingdom.

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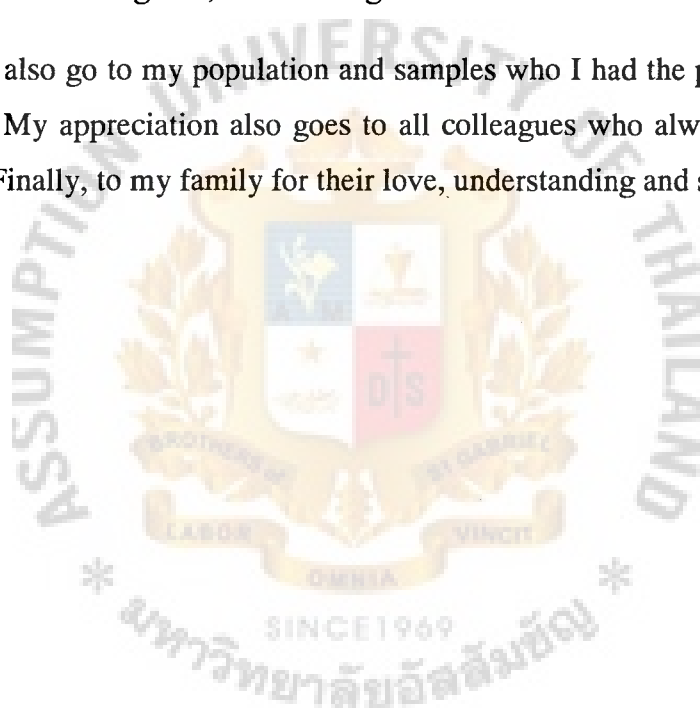


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CHAPTER I

INTRODUCTION

1.1 Problem Statement

Motivation has been one of the vital variables in second language learning. The exploration of motivational study has been both the global and local concerns of language researchers for several decades. The investigation should be dated back to the influence on L2 motivation initiated by Gardner's and Lambert motivation theory (1959, 1972). The theory has been best-known for two basic types of instrumental and integrative orientations to motivation which the first refers to acquiring a language as a means for attaining instrument goals: furthering a career, reading technical material, translation and so forth whereas the latter describes learners who wish to integrate themselves into the culture of the second language group and become involved in social interchange in that group (Brown, 2007). It is undeniable that the theory has led to a large number of motivational research studies worldwide; however, with the increasing diversity and complexity of the ELT landscape, the association between context and motivation are also becoming more complex (Ushioda, 2013). Drawn on this phenomenon, Dornyei and Csizer (2002) contends that the term "integrativeness" is not so much related to any actual or metaphorical, integration into an L2 community as Gardner's original conceptualization. This claim has been supported by Graddol (2007) in his book "English Next" that the current enthusiasm for English in the world is closely tied to the complex processes of globalization then native-speaker norms are becoming less relevant as English becomes a component of basic education in many countries.

As a language teacher, it is our main concern to understand gradual changes in our teaching and learning context. It is also our challenge to find and design motivational strategies to enhance students' motivation. Recently, Dornyei (2005) proposed the concept of ideal L2 motivational self system which consists of three constituents: Ideal L2 Self, Ought-to L2 Self and L2 Learning Experience. Ideal L2 Self concerns the L2 specific facet of one's ideal self, whereas Ought-to L2 Self concerns the

attributes that individuals believe they ought to possess to avoid possible negative outcomes. The L2 learning Experience concerns situation-specific motives related to the immediate learning environment and experience. According to the concept, Dornyei (2014) suggests that language teachers should integrate vision into language classrooms. In other words, learners should be enhanced to create their L2vision. In my view, there is a need to create teaching materials to enhance learners' vision. It is hoped that the study will reveal a better understanding of roles of L2 motivational self system in language classrooms. For language teachers, the findings will provide ample evidence to design varied classroom materials or activities to enhance learners' L2 vision and generate L2 vision. For learners, it is assumed that L2 vision will enable learners to construct their own L2 roadmap or learning plans. For the above-mentioned reasons, the following three questions and objectives are stated.

1.2 Research Questions

The study addresses the following research questions.

1. How do students view themselves as L2 learners?
2. What are the motivational factors behind the students' desires to learn English as a second language?
3. What do students believe they ought to possess to learn English as a second language?

1.3 Research Objectives

There are three objectives addressed in this study.

1. to study students' vision as L2 learners;
2. to explore the motivational factors behind the students' desires to learn English as a second language;
3. to explore the factors that students believe they ought to possess to learn English as a second language.

1.4 Definition of Terms

1. Undergraduate students: refer to Law students who enrolled in English III in semester 2/2015 at Assumption University.
2. Ideal L2 self: refers to what students who speaks English as a second language would like to become in the future.
3. Ought-to L2 self: refers to L2-related attributes that students believe they ought to possess to avoid negative outcomes.
4. L2 motivational self system model: refers to ideal L2 self and ought-to L2 self.

1.5 Scope of the Study

1. The study took place at Assumption University, Thailand.
2. The population of this study was undergraduate students who enrolled in English III in semester 2/2015. All of them were Law students.
3. The study aims to explore students' ideal L2 self and ought-to L2 self.
4. The duration of the study took one full semester (15 weeks).
5. The activities or task types employed in the study were adapted from Dornyei and Kubanyiova (2014).

1.6 Limitations of the Study

The study only focuses on a small number of undergraduate students, who enrolled in Faculty of Law, Assumption University, in academic year 2/2015. Consequently, the findings cannot represent the full potential of all undergraduate students in Thailand. However, the findings can be used to conduct further research studies that may be significant to other contexts.

1.7 Assumptions of the Study

1. It was assumed that there would not be any negative consequences of participation in the research. Students were informed of the purposes of the study and they confirmed their willingness to answer the questionnaires and participate in the class tasks.

2. It was assumed that respondents would completely and truthfully answer the questionnaires and participate in the class tasks because they were assured of confidentiality. Moreover, respondents were not required to give their names on the questionnaires and class tasks. They were explained the significance of the study before questionnaire and tasks distribution.

1.8 Significance of the Study

1. The findings on students' ideal L2 self and ought to L2 self will shed light on the significance of motivation for language teachers, practitioners, and educational policy-makers. The findings will give a broader understanding of how to enhance and strengthen L2 motivation to L2 learners.

2. The findings on students' degree of ideal L2 self will highlight the significance of students' language vision. The findings will give varied perspectives to language teachers how to do something such as materials design, teaching activities, tasks types to give positive impacts to learners' second language learning.

3. The findings on students' degree of ought to L2 self will highlight the significance of students' relationships to their family, peers, school, and culture. The findings will reveal factors of students' L2 success or failure. Students' success or failure in language learning could be due to their personality factors, sociocultural factors, and teachers' teaching factors.

1.9 Summary

This chapter addressed:

- problem statement;
- the rationale behind the study and its importance for the context where it was carried out;
- the research questions;
- the objectives of the study;
- the definition of the key terms of the research;
- the scope of the study;
- the limitations of the study;
- the assumptions of the study; and
- the significance of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the theories and related literature that are relevant and necessary to the study. The background of the study, such as motivational study, perspectives on motivation, motivation and the L2 self, and English language teaching are explored.

2.2 Motivation in Second Language Classroom

Motivation is an important factor to help assist second language learners in language learning. Even though individual learner's motivation can change over time and is influenced by external factors, there is widespread recognition that motivation is of great importance for successful L2 acquisition (Ellis, 1994). Dornyei (2001) summarized the most well-known contemporary motivation theories in psychology such as expectancy value theories, achievement motivation theories, self-efficacy theory, attribution theory, goal-setting theory, goal orientation theory, self-determination theory, and theory of planned behavior. Apart from those theories in psychology, the social psychological views on motivation in second language classroom from Gardner and Lambert (1972) have been grounded as one of the essential variables. Drawn from Gardner and Lambert's motivation theory, it is divided into two orientations: integrative and instrumental. Integrative motivation refers to a positive disposition towards the L2 group and the desire to interact with and even become similar to valued members of that community (Dornyei, 2001) whereas instrumental orientation refers to primary reasons to learn that second language such as to get a better future career or to be famous.

2.3. L2 Motivational Self System

The fact that integrative or instrumental motivation in second language classroom can strengthen or lead learners into the positive directions of language learning success is likely to be questioned since the rise of global English. The enormous growing number of non-native speakers of English has changed the landscape of English learning contexts. Dornyei (2005) recently lists the category of this motivational

approach to conceptualizing second language learning motivation within a “self” framework (Dornyei, 2009, in Dornyei and Ushioda, 2009). This is called the L2 Motivational Self System. The system emerged after a growing concern with the concepts of integrative orientation that reflects a desire to integrate into L2 community. In the past decade, this orientation seemed powerful in a way that learners or users acquired English as a means to integrate themselves into the English speakers’ cultures. However, a drastic change in the spread of English are currently interconnected with non-native and native speakers of English around the globe. The motivation to learn or use English should instead lies in the contexts of learning and using English in the globalized world (Ushioda, 2013). This could be explained that motivational study should be focused on real persons who possess own unique feelings, history, and backgrounds.

The L2 motivational self system consists of three components. As earlier stated, they are Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience. The approach has been validated by a number of previous studies (Taguchi, Magid, and Papi, 2009, Lamb, 2007, Al-Shehri, 2009). Taguchi, Magid, and Papi conducted a comparative motivational study of learners of English in Japan, China, and Iran. The findings showed that there was a positive correlation between the ideal L2 self and integrativeness in all three groups. However, learners’ intended efforts could be explained by the ideal L2 self rather than integrative orientation. Lamb (2007) also conducted a case study research with two learners in Indonesia. It was found that the ideal and ought L2 selves could be effective factors in language learning motivation. The motivational study was also conducted by Al-Shehri (2009) who used Saudi students as the research participants. It was interesting to find that the ideal language self was a major motivational factor.

2.4 The age of globalization and the role of English as a global language

It is increasingly apparent that English has become an international language and its demand for a medium of communication is enormous. The world has become a global village and globalization has brought with it quite radical changes to how political and other communities function (Held and McGrew, 2001, cited in Seidlhofer, 2011, p. 82) The interesting issues related to its role are that globalization has caused

communication relations, transactions, and networks to become more extensive and cut across conventional communal boundaries (Seidlhofer, 2011). Due to the fact that English has been spreading worldwide, a great number of international institutions where English has been used as a medium of communication or instruction has been established. In these kinds of “international English” communication settings, the notion of the previous motivational theory by Gardner and Lambert tends to be more difficult to conceptualize. It is more difficult to assume when one wants to learn English because he or she wants to integrate into the native speaker’s culture. Moreover, the globalization has led to an increase in the degree of diversity in terms of a large number of non-native speakers of English.

2.5 Previous Studies

There have been a large number of research studies which have explored different aspects of motivation in second language learning. They are as follows.

Study 1:

The study was conducted by Campbell and Storch (2011) at an Australian university. The objectives of the study were to figure out factors that shaped choice and ongoing motivation to learn Chinese as a second language and explore how ongoing motivation change over time. The nine participants enrolled in a second language class where Mandarin was taught as a second language. The researchers used the individual interviews as the main data collection. Even it took 12 weeks to complete the interviews, the researchers divided the interviews into 3 sessions conducted in weeks 3, 7 and 10. Therefore, the findings were divided into 3 parts. The findings from the first interview showed that the choice to learn a second language at university tended to relate to positive experiences of learning a foreign language whereas the second interview showed that the participants had stronger motivation because of their own interest in materials and increased personal use of Mandarin. They were also motivated because of successful results. However, those who had weaker motivation perceived that they had increased difficulties and slower rate of progression. Finally, the third interview revealed that changes of motivation level between Interview 1 and Interview 2 occurred. Some participants had weaker motivation, others had stronger motivation. It was concluded that there were some

affective factors beyond the L2 context that strengthened or decreased participants' motivation level such as their personal life and illness. The demotivation took place because of language learning environment, such as the nature of the course, the teaching or institutional changes.

Study 2:

The study was conducted by Roger (2010) in Korea where 20 participants lived and learned at postgraduate level. They studied in the areas of English and literature or linguistics so they had solid English proficiency. One of the three research objectives was to examine the degree to which visualizing oneself could maintain and further develop their English language proficiency. Interviews were used as the main instrument. The findings revealed that the concept of an ideal L2 self is embedded in a part of one's sense of self. According to the interview data, it showed that people who could speak English well were frequently seen by others as "intelligent". Finally, the researcher concluded that the desire to become a global citizen was not a universal aspiration but by participants' experiences in living abroad. It is suggested that the use of imagining or visualizing oneself as a self-motivating strategy should be further explored.

Study 3:

The study is entitled "Junior high school students' L2 motivational self-system: any gender differences?" which was conducted by Azarnoosh and Birjandi (2012) with 1462 junior high school students in Iran. The aims of the study were to examine the relationship between L2 motivational self system variables and investigate the possibilities of predicting students' intended effort from the motivational factors. In this study, the researchers used the questionnaire to be the main instrument. The results showed that there is a significant difference between the mean scores of girls and boys on ideal L2 self and ought-to L2 self and intended effort but not their attitudes to learning English. Additionally, both groups enjoyed positive motivational dispositions and the main predictor of students' intended effort was their attitude toward learning English. This can be discussed in relation to the socio-educational context of Iran where boys tended to be motivated by ought-to L2 self. The researchers suggested that the other dimensions of motivational self system in teaching should be explored.

2.6 Teaching Methods in Language Classrooms

The twentieth century has witnessed the rise and fall of a variety of language teaching methods and approaches ranging from the Grammar-Translation Method to the Natural Approach, and including Communicative Language Teaching (Liu, J. 2007). In the following sections, some selected methods primarily and currently used in EFL contexts will be described.

2.6.1 The Grammar-Translation Method

The grammar-translation approach to language teaching was congruent with the view of faculty psychologists that mental discipline was essential for strengthening the power of the mind (Hadley, 2001). Freeman, D.L. (2000) states that the principles of the Grammar-Translation Method are organized below:

1. A fundamental purpose of learning a foreign language is to be able to read literature written in the target language, then students need to learn about the grammar rules and vocabulary of the target language.
2. The roles of a teacher are very traditional since she/he will be the authority in the classroom.
3. Students are taught to translate from one language to another.
4. Most of the interaction in the classroom is from the teacher to the students. There is little student initiation and little student-student interaction.
5. Literacy language is considered superior to spoken language and is therefore the language that students study.
6. Vocabulary and grammar are emphasized. Reading and writing are the primary skills that the students work on.
7. The meaning of the target language is made clear by translating it into the students' native language. The language that is used in class is mostly the students' native language.
8. Written tests in which students are asked to translate from their native language to the target language are often used.
9. Having the students get the correct answer is considered very important.

Based on the above principles, Nunan (1999) points out that in grammar-translation classrooms, learners typically spent years learning English and yet many of them were

still unable to use the language effectively. They often knew a good deal about the language but were unable to use this knowledge to communicate appropriately. Nunan concludes that in systems where grammar-translation gave way to audio-lingualism, students were able to parrot responses in predictable situations of use, but had difficulty communicating effectively in the relatively unpredictable world beyond the classroom.

There are some techniques of the grammar-translation method often used in the language classrooms such as translation of a literacy passage, reading comprehension questions, antonyms/synonyms, cognates, deductive application of rules, fill-in-the-blanks, memorization, use words in sentences, and composition (Freeman, 2000).

2.6.2 The Audio-Lingual Method

The audio-lingual method is an oral-based approach which drills students in the use of grammatical sentence patterns (Freeman, 2000). With this method, students achieve the use of target language by forming new habits in the target language and overcoming the old habits of their native language. The teacher is like an orchestra leader, directing and controlling the language behavior of her/his students. Students are imitators of the teacher's model or the tapes she/he supplies of model speakers. In terms of teaching and learning process, new vocabulary and structural patterns are presented through dialogs and the dialogs are learned through imitation and repetition. The nature of student-student interaction can be seen in chain drills or when students take different roles in dialogs.

Because the habits of the students' native language are thought to interfere with the students' attempts to master the target language, the target language is used in the classroom. When it comes to language evaluation, students might be asked to distinguish between words in a minimal pair.

The audio-lingual method is also discussed by Moulton (1963) who states the following characteristics:

1. Language is speech, not writing.
2. A language is a set of habits.
3. Teach the language and not about the language.
4. A language is what native speakers say, not what someone thinks they ought to say.
5. Languages are different.

Brown (2007) sums up the characteristics of audio-lingual method as follows:

1. New material is presented in dialog form.
2. There is dependence on mimicry, memorization of set phrases, and overlearning.
3. Structures are sequenced by means of contrastive analysis and taught one at a time.
4. Structural patterns are taught using repetitive drills.
5. There is little or no grammatical explanation: grammar is taught by inductive analogy rather than deductive explanation.
6. Vocabulary is strictly limited and learned in context.
7. There is much use of tapes, language labs, and visual aids.
8. Great importance is attached to pronunciation.
9. Very little use of the mother tongue by teachers is permitted.
10. Successful responses are immediately reinforced.
11. There is a great effort to get students to produce error-free utterances.
12. There is a tendency to manipulate language and disregard content.

Finally, the techniques regularly used in language classrooms are dialog memorization, backward build-up drill, repetition drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformation drill, question-and answer drill, use of minimal pairs, complete the dialog, and grammar game (Freeman, 2000).

2.6.3 Communicative Language Teaching

Brown (2007) states that Communicative Language Teaching (CLT) is best understood as an approach, not a method. It is therefore a unified but broadly based theoretical position about the nature of language and of language learning and teaching. Another scholar, Nunan (1999) says of CLT that it covers a variety of approaches that all focus on helping learners to communicate meaningfully in a target language. Early approaches downplayed the importance of grammar, some even advocating the abandonment of any focus on form. More recent approaches acknowledge the centrality of grammar and teach learners the relationship between grammatical form and communicative meaning. Whether it is seen as an approach or a method, it is apparent that from the Grammar-Translation to Audio-Lingual

methods, mastering linguistic structures is the main emphasis to learn the language. On the contrary, CLT requires more than linguistic competence; it requires communicative competence. The principles of CLT will be listed as follows (Freeman, 2000):

1. Teachers should enable students to communicate in the target language.
2. Teachers should facilitate communication in the classroom.
3. Students use the language a great deal through communicative activities such as games, role plays, and problem-solving tasks.
4. In terms of views of language, language is for communication. Knowledge of the functions of language is more important than the knowledge of forms and their meanings.
5. Language functions might be emphasized over forms.
6. Judicious use of the students' native language is permitted. However, wherever possible, the target language should be used not only during communicative activities, but also for explaining the activities to the students or in assigning homework.
7. A teacher evaluates not only the students' accuracy, but also their fluency.
8. Errors of form are tolerated during fluency-based activities and are seen as a natural outcome of the development of communication skills.

Similarly, Brown (2007) offers the four characteristics of CLT listed below.

1. Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.
3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

Finally, it should be noted that there are some different aspects between Audiolingualism and Communicative Language teaching. These are described by Nunan (1999) below.

	Audiolingualism	CLT
Theory of language interaction	Language is a system of rule-governed structures hierarchically arranged.	Language is a system for the expression of meaning: primary function and communication.
Theory of learning	Habit formation; skills are learned more effectively if oral precedes written; analogy not analysis	Activities involving real communication, carrying out meaningful tasks and using language that is meaningful to the learner promote learning.
Objectives	Control of the structures of sound, form, and order, mastery over symbols of the language; the goal is native speaker mastery.	Objectives will reflect the needs of the learner; they will include functional skills as well as linguistic objectives.
Syllabus	Graded syllabus of phonology, morphology, and syntax; contrastive analysis	Will include some or all of the following: structures, functions, notions, themes, and tasks. Ordering will be guided by learner needs.
Activities	Dialogues and drills; repetition and memorization; pattern practice	Engage learners in communication, involve processes such as information sharing, negotiation of meaning, and interaction
Learner role	Organisms that can be directed by skilled training techniques to produce correct responses	Learner as negotiator, interactor, giving as well as talking

Teacher role	Central and active; teacher-dominated method; provides model, control direction and pace	Facilitator of the communication process; needs analyst, counselor, process manager
Role of materials	Primarily teacher-oriented. Tapes and visuals; language lab often used	Primary role of promoting communicative language use; task-based, authentic

To summarize, the previous sections detailed three main English language teaching methods from traditional paradigm which focuses on drills, repetition, and forms to communicative language teaching which aims to promote functions, communication, and authentic language. The choice of which method to use by English language teachers should be based on their students’ needs, stakeholders’ needs, physical setting, nature of course and institution, teaching resources, time, and teachers’ beliefs about language, about learning and learners, and about teaching (Graves, 2000).

2.7 Goals of the Research Project and Gap for the Present Study

The first objective of this study is to study students’ vision as L2 learners. There have been previous research studies conducted about L2 motivational self system but there have been few studies conducted in Thailand and at Assumption University. It is of considerable importance if the findings can shed light to English language teaching in the context where English has been used as an international language.

The second objective of this study is to explore the motivational factors behind the students’ desires to learn English as a second language. This study will fill in the gaps of previous research findings. It is hoped that the findings will imply possible useful implications of English language teaching to all stakeholders such as language teachers, administrators, and students themselves.

The third objective of the study is to explore the factors that students believe they ought to possess to learn English as a second language. Based on the previous findings, the factors that students ought-to learn English are tied to their families’ expectations, cultural norms, exam result expectations, and peer pressure. If these are the cases, some interesting findings should be taken into consideration in order to help students have stronger degree of motivation in English language learning.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discusses the research design and methodology used in the study. The description of research design and procedures, population and samples, instrumentation of each stage of the research, data collection, and data analysis are presented in this chapter. For the sake of readers' convenience, the research objectives of this study are restated.

1. To study students' vision as L2 learners;
2. To explore the motivational factors behind the students' desires to learn English as a second language;
3. To explore the factors that students believe they ought to possess to learn English as a second language.

3.2 Research Design

Based on the above-mentioned objectives, data were mainly gained qualitatively from the class materials and tasks. However, quantitative data were gained from questionnaires. As mentioned by Creswell (2014), the mixed methods approach will expand an understanding from one method to another and to converge or confirm findings from different data sources. In short, the class materials and questionnaires were used to seek the research questions in the study.

This study was conducted as part of a 15-week foundation English III course in the academic year 2/2015 (January-April, 2016). The study aimed to explore students' L2 visions and motivational factors behind the desires to learn English as a second language. Therefore, qualitative data are the main sources of this study. However, quantitative data from questionnaire to measure the ideal L2 self and ought to L 2self degree of motivation are employed to support the qualitative data.

3.3 Rationale for Using Questionnaires

The reason for choosing questionnaire as one of two instruments was due to its appropriateness and practicality. Dornyei (2007) contends that the popularity of questionnaires is due to the fact that they are relatively easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily processible. In addition, questionnaires can yield three types of data about respondents, namely factual questions, behavioural questions, and attitudinal questions. It is also stated by Creswell (2014) that a survey design provides a quantitative or numerical description of trends, attitudes, or opinions of a population by studying a sample of that population. From sample results, the researcher generalizes or makes claims about the population. Therefore, the questionnaire format is the most appropriate and practical means of gathering data and seeking the research questions. Based on the above-mentioned rationales, the questionnaire was chosen. In this study, having reviewed previous literature, the researcher agrees that 5-point Likert scale was the most effective technique to employ in the study. It can be explained that Likert-scale is typically used to investigate how respondents feel about a series of statements and it is effective for gathering respondents' views, opinions, and attitudes towards various language-related issues (Brown, 2001). On the other hand, even semantic differential scales are popular because the researcher can avoid writing statements and respondents are asked to indicate their answers by marking a continuum between two bipolar adjectives at the extremes (Dornyei, 2007). Regarding the Thurstone scale, even though this approach is used to measure the attitude towards a given concept or construct, respondents have to rate these statements along an 11 category scale in which each category expresses a different degree of favourableness towards the concept. Accordingly, it is a time-consuming method and impractical to the objectives of the study. To conclude, the purpose of the questionnaire designed for this study is to measure students' degree of ideal L2 self and ought to L2 self motivational system.

3.4 Population and Samples

3.4.1 Population

The population in this study was undergraduate Law major students who enrolled in English III at Assumption University in the academic year 2/2015. The number of the population was approximately 85 students. All of them are Thai with a mean age of 20 years.

3.4.2 Samples

The samples were purposively selected since the researcher played the role as the lecturer as well. In order to have potential sources of data required, the researcher chose students in this section as her participants. There were a total of 28 students consisting of 8.males and 20 females.

3.5 Instrumentation

There are two main instruments used in this study, namely the class materials and questionnaire. The class materials consist of 6 task types and the questionnaire is administered before and after the implementation of the task types.

3.5.1 Six Task Types

The researcher used the below six different task types adapted from Dornyei and Kubanyiova (2014) as the main qualitative data. They are as follows.

Task No.	Week No.	Task Type
1	2	Learner’s vision form
2	4	Photo voice writing
3	5	Your future history
4	7	Exposure to L2 positive role model
5	9	Collect biographies of 5 L2 language users or learners who they admire
6	11	L2 related desires (Five wishes)

Each of the task types was distributed or assigned to students before the researcher started the lesson. The researcher explained some ethical considerations to students before the task was distributed. Due to time restrictions and quantity of the regular class contents, all tasks were assigned as outside class assignments. Therefore, students were expected to have adequate time to finish the assignments. The following sections will be descriptions of all task types.

Task 1: Learner's vision form

The objective of this instrument is to create students' English language vision. The form consists of 2 parts; part 1 is the student's personal information and part 2 is an open-ended question consisting of 9 questions (see Appendix A).

Task 2: Photo voice writing

The objective of this instrument is to find out what inspires or motivates students' desires to learn English as a second language. This technique requires the students to capture their experiences through photos and talk about what these mean for them (Dornyei and Kubanyiova, 2014). To adapt this approach, students were asked to bring or take any picture of any situations, events, people that matter to them as persons and L2 learners or users. Then they were asked to write about 250-300 words why that picture matters to them (see Appendix B).

Task 3: Your future history

The objective of this instrument is to engage students in constructing their future visions (Dornyei and Kubanyiova, 2014). Students were asked to narrate about 250 words their future plans involving an L2 as if they had already experienced the outcomes. Some examples of questions or narration included: imagine that is two years ahead in time and you were looking back at those two years. Where were you now? What were you doing? Where have you been on holiday? Where are you working? What had you achieved in L2 learning that you were most proud of and why? (see Appendix C).

Task 4: Exposure to L2 positive role model

The objective of this task is to raise students' hopes for the future and motivate them to pursue similar roadmaps or excellence. A Thai student was invited to give an inspirational talk on the topic "Everyone can master English: a way forward." The justification for selecting this student is that she was a non-native learner who was

studying at the same university with the participants’. She also had close social and cultural background to the participants’. Her English performance was advanced. It was assumed that this model could generate a possible future L2 positive role model. After the presentation, students were asked to write a 200 word reflection on what they had learned from the talk.

Task 5: Collect biographies of 5 L2 language users or learners who they admire

The objective of this instrument is to explore students’ L2 positive role model as L2 learners or users. This also can explore the factors that lead to language learning success. Students were asked to choose 5 people whom they admired as L2 learners or users. Then students were asked to write a summary of one of the five biographies (see Appendix D).

Task 6: L2 related desires (five wishes)

The objective of this instrument is to explore students’ desired language selves. Students were asked to complete the five wishes by using if/clause sentences. They were instructed to have five different wishes. The If clause was provided “If I could speak English well, I would..... (see Appendix E).

3.5.2 Questionnaire

The objective of using the questionnaire (see Appendix F) was to measure the degree of L2 ideal self and ought-to L2 self before and after the intervention of six task types. The questionnaire was adapted from Taguchi, Magid, and Papi, (2009). The first distribution was administered in the second week of the course and the same set was administered again in the fourteenth week of the course. Details of the questionnaire are described below.

Part I: Background information

According to Fraenkel and Wallen (2000), short-answer questions allow for more individualized responses. Another significant reason is that short-answer questions will permit follow-up with the interviews. Hence, students were asked to give their basic or personal information such as nationality, age, gender, major of the study and their faculty.

Part II: Strength of the vision of the Ideal L2 Self

This part consists of ten 5 Likert-scale items. Brown (2001) states that Likert-scale questions are effective for gathering respondents' views, opinions, and attitudes about various language-related issues. Students were asked to circle or check numbered categories from 1, 2, 3, 4, and 5, which have the descriptions of strongly disagree, disagree, not sure, agree, and strongly agree. The purpose of this part is to answer research question no.4. It is to measure the degree of ideal L2 self before and after the task intervention.

Part III: Strength of the vision of the ought-to L2 Self

This part is also a 5-point scale format consisting of 10 items. This is to measure quantitative data of students' degree of ought-to L2 self before and after the task intervention. The purpose of this part is to answer research question no.5.

3.6 Data Collection

The study is the mixed-method design, so both qualitative and quantitative data were collected sequentially. The description of data collection procedure is described below.

3.6.1 Task Data Collection

In order to obtain rich data, task data collection were conducted in semester 2/2015. Twenty-eight students who took English III were asked to do and complete 6 different task types. They were assigned to do as extra outside class assignments. The time allowed to finish each task was 1 week. They were informed of the key ethical issues, i.e., anonymity, sensitive information, and ownership of the data prior to the task assignments.

3.6.2 Questionnaire Data Collection

The questionnaire was administered in the second week of 2/2015 (January 2016). Some ethical issues, i.e., anonymity, sensitive information, and ownership of the data were briefly explained to students prior to the questionnaire completion. Students were expected to take approximately 15 minutes to complete the questionnaire.

3.7 Data Analysis

In order to link the research objectives with research instruments, and data analysis, lists of the connection are presented in Table 3.1.

Table 3.1: Connections of research objectives, research instruments, and data analysis

Research Objectives	Instruments	Subjects	Means of Analysis
1. To study students' vision as L2 learners	<div><div>■ Learner's vision form</div><div>■ Future history writing task</div><div>■ Reflective writing after exposure to L2 positive role model</div><div>■ Collection of biographies task</div><div>■ L2 related desires task</div><div>■ Questionnaire: part II</div></div>	<div><div>■ 28 students</div><div>■ 28 students</div></div>	<div><div>■ Content analysis and data categorization</div><div>■ Mean and SD</div></div>
2. To explore the motivational factors behind the students' desires to learn English as a second language	<div><div>■ Photo voice writing</div></div>	<div><div>■ 28 students</div></div>	<div><div>■ Content analysis and data categorization</div></div>

3. To explore the factors that students believe they ought to possess to learn English as a second language	■ Questionnaires: part III	■ 28 students	■ Mean and SD
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3.7.1 Analysis of Qualitative Data

To answer research questions 1 and 2, the tasks (learner’s vision form, photo voice writing, future history, exposure to L2 positive role model reflection, collection of biographies, and L2 related desires form are the main instruments.

Research question 1: How do students view themselves as L2 learners?

The objective of this research is to study students’ vision as L2 learners. Data were analyzed by using content analysis. In terms of interrater reliability, categorization of data was undertaken and the findings were interpreted into themes. To ensure reliability, the researcher summarized, categorized, and interpreted the qualitative data into themes. Then the researcher asked the two research assistants (see Appendix G) to check if their judgment or measurement on students’ data corroborated the researcher’s interpretation. The two research assistants were asked to check the answers on the form provided. The degree of interrater reliability, as suggested by Mertens (1998), can be expressed either as a reliability coefficient or as a simple percentage of agreement between the two data sets. In this study, the percentage of agreement was applied and it showed at 85 percent.

3.7.2 Analysis of quantitative data

Apart from the qualitative data, quantitative data were analyzed from scores of 5-point Likert scale questionnaires in Part II. Scores were computed to find the mean and standard deviation (SD). Standard setting is defined as the process of deciding where and how to make cut-points (Brown, 1996). In this study, the establishment of standards setting determined and proposed by Srisa-ard (2002) was used. They are as follows:

Mean	Degree of Attitudes
4.51-5.00	Very high
3.51-4.00	High
2.51-3.50	Average
1.51-2.50	Low
1.00-1.50	Very low

As stated earlier, the 5-Likert scale questionnaire consisted of 5 scales, namely “strongly agree”, “agree”, “not sure”, “disagree”, and “strongly disagree”, degree of attitudes; therefore, were interpreted as follows:

Mean	Degree of Attitudes
4.51-5.00	Very positive
3.51-4.00	Positive
2.51-3.50	Average
1.51-2.50	Negative
1.00-1.50	Very negative

Research question 2: What are the motivational factors behind the students’ desires to learn English as a second language?

The objective of this research question is to explore the motivational factors behind the students’ desires to learn English as a second language. Qualitative data from photo voice writing were analyzed by using content analysis. The details of qualitative analysis will be discussed respectively.

Research question 3: What do students believe they ought to possess to learn English as a second language?

The objective of this research is to explore the factors that students believe they ought to possess to learn English as a second language. Data were analyzed from scores of 5-point Likert scale questionnaires in Part III. Scores were computed to find the mean score and standard deviation.

Analysis of Qualitative Data

In terms of interrater reliability, categorization of data was undertaken and the findings were interpreted into themes. To ensure reliability, the researcher asked two MA students who already took the Research Methodology course (see Appendix G) to check if her judgment or measurement on qualitative data corroborated the researcher's interpretation. The two students were asked to categorize the data into themes. The degree of interrater reliability, as suggested by Mertens (1998), can be expressed either as a reliability coefficient or as a simple percentage of agreement between the two data sets. In this study, the percentage of agreement was applied and it showed at 85 percent.

3.8 Justification for Mixed Research Methods

This is a mixed methods research consisting of both quantitative and qualitative methods. According to Creswell (2014), the mixed methods approach is assumed to provide the best understanding of a research problem when collecting diverse types of data. Therefore, the study began with administering a broad survey in order to generalize results to a population and then focused, in the second phase, on detailed qualitative, open-ended interviews to collect detailed views from participants. In this study, questionnaire surveys were used as the main research instrument. The justification for employing this method, as Brown (2001) suggests, is "Survey in language research can describe, explore, or explain physical characteristics, phenomena, behaviors, attitudes, and so forth." It is added that any survey research that is done today might usefully be repeated in five or ten years to investigate how people's ideas, attitudes, opinions, and so forth, have changed over time. Since the aims of this study are to examine students' language attitudes and teaching practices attitudes towards English language teachers, this type of method is considered appropriate. However, tools for gathering survey information consist of questionnaires and interviews. Brown (2001) states that questionnaires are particularly efficient for gathering data on a large scale basis and they will be effective for obtaining the views of all the participants. In this study, the population and the samples are expected to be 2,626 and 348 respectively; therefore, survey is the preferred type of data collection. By using a survey, there are some evident advantages, such as cheap, fast, and

anonymous. In addition, the survey can control subconscious bias and other sources of bias. The survey is also standardized across respondents (Brown, 2001).

Since mixed method research should also focus on detailed qualitative, individual semi-structured interviews were selected as the second instrument to collect data. Even though an interview is relative to code and difficult to analyze and interpret, flexibility and rich data are the main advantages to support the quantitative findings. To conclude, based on the research objectives and the context of the study, the mixed method is strongly applicable to be employed in this study.



CHAPTER 4

PRESENTATION OF DATA ANALYSIS

This chapter will report and present the results of data analysis.

4.1 Research question 1: How do students view themselves as L2 learners?

The results of this research question are analyzed from learner's vision form, future history writing task, reflective writing, collection of biographies task, L2 related desires task (Five wishes), and the questionnaire (Part II). Content analysis and data categorization are used to analyze the results from the above instruments except the questionnaire which descriptive statistics is used to find the mean (M) and standard deviation (SD).

4.1.1 Data from Learner's Vision Form

There are 9 questions in the learner's vision form. The results of each question are shown below.

Question 1: Your future career

Table 4.1: Future career

Future Career	Frequency
Judge	15
Lawyer	11
Businessmen/women	2
Total	28

According to Table 4.1, the results show that there are 15 students who would like to become a judge and 11 students who would like to become a lawyer. Two students want to be businesswomen/men.

Question 2: Your goals for future career

Table 4.2: Goals for future career

Goals for Future Career	Frequency
Career oriented	12
Government/social services oriented	8
Monetary purpose	4
People oriented	2
Self-oriented	2
Total	28

According to Table 4.2, it shows that 12 students would like to become a judge or a lawyer whereas 8 students would like to work in either the governmental or social sector. Four of them aim to work for their monetary purposes. Some answers are shown below.

Career oriented:

I want to have a stable career.

I want to be a lawyer.

I want to be a professional lawyer.

I want to be a good lawyer.

I want to be successful in job.

Governmental/social sectors

I want to work for the government.

I want to help people under the rules.

I want to make justice in Thailand.

I want to work at the court.

I want to be a lawyer for the Prime Minister.

Monetary purpose

I want to make a lot of money.

I want to be rich.

Question 3: Your goals for lifestyle

Table 4.3: Goals for life style

Goals for Lifestyle	Frequency
Family oriented	11
Travelling oriented	7
Dream/wish fulfillment oriented	3
Comfortable life	3
Self-oriented	2
Money oriented	2
Total	28

The results show that 11 students have family oriented goals for life style whereas 7 students have travelling oriented goals. The least number goes to self-oriented and money-oriented goals. Some answers are shown below.

Family oriented goals

- I want to make my parents happy.*
- I want to take care of my family.*
- I want to be a good parent.*
- I want to have a good family.*
- I want to have free time for my family.*
- I want to take care of my family well.*

Travelling oriented goals

- I want to travel around the world.*
- I will travel around the world.*

Question 4: Your goals for learning English

Table 4.4: Goals for learning English

Goals for Learning English	Frequency
Communication (verbal/written proficiency)	23
Going abroad	3
Career purpose (growth/development)	2

According to Table 4.4, the data show that 23 students learn English in order to achieve the communicative goals. Some answers are shown below.

Communicative goals

- I want to speak and write fluently.*
- I want to write well.*
- I want to communicate with other people.*
- I can communicate with foreigners.*
- I want to speak English fluently.*
- I want to understand the text I read.*
- I want to have a high standard in writing.*
- I will use English with people who speak English.*

Question 5: Your L2 positive role model

Table 4.5: L2 positive role model

L2 positive role model	Frequency
Public figures	14
Family members	8
Friends	6
Total	28

The data show that public figures are the most frequent answer whereas 6 students perceive that their friends are the L2 positive role models. The samples of public figures are the former Prime Minister of Thailand (Mr.Abhisit Vejjajiva, a Thai actress, a Thai actor, a Thai English tutor, the Prime Minister of Thailand)

Question 6: How/what you envision yourselves in English in the future

Table 4.6: Students envision themselves in English in the future

Envision in English	Frequency
Better advantage in career	18
Use English to communicate	9
Native like proficiency	1
Total	28

According to Table 4.6, it shows that 18 students envision the better advantage in their career whereas 9 students envision using English to communicate with people. It is striking to see that one student envisions being proficient like a native speaker of English. Samples of answer are shown below.

Better advantage in career

- I can use English more fluently for my work.*
- I will be a lawyer in a foreign company.*
- I will use my English skills for my work.*
- I want to see myself use English well in my job.*
- I can connect my business much better.*

Use English to communicate

- I will work with foreigners.*
- I can communicate with foreigners.*
- I will use English to help other people.*
- I can communicate with other people.*
- I want to speak English as a native speaker.*

Question 7: Your L2 negative role models

Table 4.7: L2 negative role model

L2 Negative role model	Frequency
One of the political leaders of Thailand	13
Family members and friends	8
Other public figures	7
Total	28

The data show that 13 students perceive that one of the political leaders of Thailand is the L2 negative role model. Family members and friends are the second frequent choice of L2 negative role model students choose. Other public figures are chosen by 7 students.

Question 8: In the next future, how would you like others to recognize you in English use as a native speaker of English or non-native speaker of English?

Table 4.8: To be recognized in English use by others in the future

To be recognized in English use	Frequency
Non-native speakers of English	19
Native speakers of English	9
Total	28

The data show that 19 students want to be recognized as non-native speakers of English whereas 9 students want to be recognized as native speakers of English. Some interesting answers are shown below.

Recognized as non-native speakers of English

- I am Thai so I think this is different from others. People should know me where I come from.*
- I am Thai and English is not my mother tongue language.*
- I think I have to use English well but I don't have to speak like a native speaker. I am Thai so I think I am just able to communicate in English.*
- I do not want to be a native speaker of English but I want to communicate with others and that can understand me. That is fantastic for me.*
- If we can have a conversation with a foreigner, it is good to have Thai English accent. It is enough for me.*

Recognized as native-speakers of English

- I would like others to recognize my English use as native speakers of English because it shows my skills of English language.*
- I think if others recognize me in English use as native speakers of English, it means I am a professional in English. When I speak English, I think my accents will be very good.*
- If I can use English as a native speaker, people will know that I can use English correctly and perfectly.*
- I like British accent and I would like to speak English like a native speaker.*

Question 9: Describe or write your confidence in using English.

Table 4.9: Confidence in using English

Confidence in using English	Frequency
With confidence	21
Without confidence	7
Total	28

According to Table 4.9, 21 students are confident in using English whereas 7 students are not confident in using English.

4.1.2 Data from Future History Writing Task

The students were asked to narrate their future history (see Appendix C) about 250 words. This is to involve an L2 as if they had already experienced the outcomes. The data are categorized into two themes namely: having a successful career and their proficiency in English language.

Table 4.10: Distribution of Successful Career

Professions	Number of Students
Lawyer/Judge	17
Pursuing higher degree	4
Business owner	3
No particular job	3
Detective	1
Total	28

According to Table 4.10, seventeen students position themselves as doing a profession such as a lawyer and a judge. Four students mentioned that they want to pursue their higher study in which three of them do their Masters and one plans to pursue the Doctoral Degree after finishing a Master Degree. Three students want to be restaurant owners in the United Kingdom and New York. A particular student mentions that he/she would like to be a detective.

As earlier mentioned, English proficiency is the other expectation that students envision as L2 learner. However some students expect themselves to achieve native-like fluency, others don't try to conform to the native norms as long as they are fluent in the language. All of them expect to acquire good English skills for communication. This is because almost all of them mention a communication with foreigners, in which the only possible medium is English. Some excerpt is shown below.

Excerpt 1: I am a law consultant at an international law firm. I just graduated the Master Degree from England. My English skill is very fluent. I can talk with my foreign client very well and this makes everything easy about all cases. I can draft contracts with technical terms easily. My English has improved because I use it every day in my life. Now I feel that English is my first language.

Excerpt 2: I am a judge who always gives justice to my clients. I obtained the scholarship to study abroad so I can speak English very well. During my study, I had many foreign friends. When I think of my past time, if I did not study English, I would not be successful in my life.

Excerpt 3: I am a lawyer who is working for an international company. My company is very famous. I work in a corporate sector where I always deal with legal registration and contracts. I love my job because I can speak English very well and this makes me work more easily. I never regret to spend most of my time practicing English. This makes me successful in my life.

Excerpt 4: I am a lawyer who always communicates with foreigners. I am not a native speaker but they understand me. I was a student in ABAC two years ago. I studied English and it was difficult. I am proud of being a graduate in Law.

Excerpt 5: I graduated from ABAC and work for a law firm. Because I have good English skill, this famous law firm hired me. I get 50,000 baht per month. I should have practiced harder in the past but now I can't go back to the past.

4.1.3 Data from Reflective Writing

The students are asked to write a reflective writing after they listen to a 20-minute motivational talk by an ABAC student who was invited to be a guest speaker. She was invited because she is Thai and her age is in the same range of the participants. She was a sophomore in the faculty of Business Administration. Her English was proficient in all four skills. After the talk, the participants had 20 minutes to write their reflection on the talk. Some ideas/questions were introduced to students, for example, What have you learned from the talk?. How can you improve your English? Have you learned any new learning strategies from the guest speaker?

The data are categorized into 4 main themes. They are as follows.

1. Strategies to improve their English
2. The importance of practices
3. Attitudes towards learning English
4. The importance of English

Strategies to improve their English involve watching movies, listening to music, talking to foreigners, reading books. The students perceive the importance of practices. They believe that their English skills will be improving in the future if they keep practicing regularly. In addition, they have positive attitudes towards English even though some of them worry about their Thai English accents. In their views, the importance of English refers to its usefulness in finding a good job, pursuing their study, and communicating internationally.

Despite the guest speaker's non-native English accent (Thai English accent), all twenty-eight students appreciate her English. They also admire her English accent and fluency in speaking the language. A few of them would like to speak like her whereas some have more awareness that they don't have to be like a native speaker of English. Some students are motivated by her talk and believe that a Thai person can speak English like a native speaker. According to the data, it is found that some students put her as their L2 role model to speak English. Some interesting excerpts are shown below.

Excerpt 1: I have learned from her talk about how she has learned English.

1. Realize that English is very important to your life.
2. Practice is the most important key to improve every skill.
3. Mistakes will be your best friend.
4. Be confident to use English.

Her presentation motivates me to improve my English skills.

Excerpt 2: There are three things that I have learned from the presentation.

1. Practice every day. This will help you improve your English.
2. Get out of your comfort zone.
3. Be confident.

The presentation motivates me to learn English because the presenter is not a native speaker of English. However, her English is very good. She makes me realize that I don't have to be a native speaker. I will try harder and harder.

Excerpt 3: I have a lot of motivation. I like her accent. Her accent is very good as a Thai speaker. I want to have a good accent like hers.

Excerpt 4: I will learn English from my mistakes. Then I will use English to communicate with foreigners. I gain a lot of motivation from her talk. From now on I will not fear to use English language.

4.1.4 Data from Biographies Task

The students were asked to choose five people who they perceive as L2 role models or successful L2 speakers. Then they had to write individual summary of the biographies. The following Table will show the frequency of L2 nationalities.

Table 4.11: Frequency of L2 nationalities

Nationalities	Frequency
Thai	47
Chinese	23
South Korean	15
Others	35 (13 Asians and 22 non-Asians)

According to Table 4.11, the most frequent choice goes to Thai and the second is Chinese and the third is South Korean. All of the top three choices are Asians.

Table 4.12: Frequency of L2 speakers

L2 Speakers	Nationalities	Careers	Frequency
Jackie Chan	Chinese	Actor	9
Jack Ma	Chinese	Businessman	7
Tony Jaa	Thai	actor	7
Kanathip Soonthonrak	Thai	English tutor	4

It is found that the highest and the second highest frequency fall on Chinese who is a famous actor and a businessman.

Table 4.13: Frequency of Professions of L2 Speakers

Professions of L2 Speakers	Frequency
Actor/actress	19
Businessperson	18
Singer	18
Teacher	14
Political figure	12
Sports figure	11

According to Table 4.13, most of students are inspired by actor/actress, businessperson, singer, teacher, political figure, and sports figure. Below are some interesting data.

Jackie Chan

- Jackie Chan is a Hollywood superstar so he needs to speak English with foreigners and remember dialogues of movies.
- Jackie Chan is one of the most famous Chinese actors who has played a lot of movies in Hollywood. He can play a lot of movies because he can speak English.
- The main reason for Jackie Chan's success in the world is to communicate in English. It is very difficult for Chinese to show the film, one of which requires American English throughout the film. But he has done well.
- Jackie Chan has to study English in order to be convenient in his work. His English and his work are acceptable to people around the world.

Jack Ma

- Jack Ma studied English since his childhood. At an early age, he developed a desire to learn English. He rode his bicycle each morning to a nearby hotel to converse with foreigners. He was a guide and gave free service to practice and improve his English.
- Jack Ma is professional in English because he always rode a bicycle to offer a free guide. He did it every day because he wanted to learn English from foreigners. Now he is very good in English.

Tony Jaa

- He had a little skill of English when he was invited to join Hollywood. He practiced every day. Finally, he can speak English well. This is the pride of Thailand.
- He had the dream to show the film around the world. He tried to practice talking with foreigners while working. He says "It is important to motivate and encourage Thais to learn English. English is important to everyone on earth. If we have knowledge of English language, we will have more opportunities to open the world."

Students also gave a reflection on what they had learned from the task. Below are some excerpts.

Excerpt 1: No matter which nationalities you belong to, you can be successful in English language.

Excerpt 2: English can give more opportunities to people. You will be more successful in your business and in every job you are doing.

Excerpt 3: English helps you have more opportunities in your career.

Excerpt 4: English is not hard as you think. After I finished the task, I am confident that English could help me successful.

4.1.5 Data from L2 Related Desires Task (Five wishes)

Students were asked to complete the following sentence: If I could speak English well, I would..... . There are five similar sentences with require different answers (see Appendix E). The data will be presented in the following Tables.

Table 4.14: Five Wishes

Wishes	Frequency
Travelling	17
Global career	17
Passing exams	14
Interacting with foreigners	13
Teaching	12
Global education	11
Settling abroad	8
Money oriented	5
Personal reasons	4
Entertainment (movies, books)	4
Meeting public figures	2
Social recognition	2

According to Table 4.14, it is found that the most frequent wishes are travelling and global career. There are 17 out of 28 students who wish to use English for their travelling and global career. The least frequent wishes fall on meeting public figures and social recognition.

Some interesting data are shown below.

Travelling:

- *If I could speak English very well, I would travel around the world.*
- *If I could speak English very well, I would travel around the world by myself.*
- *If I could speak English very well, I would travel to the countries that I can use English.*

Global career:

- *If I could speak English very well, I would be a pilot.*
- *If I could speak English very well, I would be a lawyer at an international law firm.*
- *If I could speak English very well, I would open my own business abroad.*
- *If I could speak English very well, I would work in America with a famous company.*
- *If I could speak English very well, I would get a job in UK.*

Passing exams:

- *If I could speak English very well, I would get grade A in all English classes.*
- *If I could speak English very well, I would pass the English III exam.*
- *If I could speak English very well, I would pass exams at ABAC.*
- *If I could speak English very well, I would pass English this semester.*

Interacting with foreigners

- *If I could speak English very well, I would make friends with every country.*
- *If I could speak English very well, I would have more confidence to communicate with foreigners who come to Thailand.*
- *If I could speak English very well, I would help foreigners when they ask me.*
- *If I could speak English very well, I would make friends with foreigners.*

4.1.6 Data form Questionnaire (Part II)

The five-point Likert Scale 15-item data were analyzed by using descriptive statistics to find the mean (M) score and standard deviation (SD). The data analysis shows that the mean is 4.33 and SD is 0.73. This means that students' degree of motivation is positive.

Table 4.15: Questionnaire to measure motivation and ideal L2 self (n=28)

Statements	Mean	SD
1. I imagine myself who will live abroad and have a discussion in English.	4.30	.86
2. I imagine myself who will live abroad and use English effectively for communicating with local people.	4.22	.84
3. I imagine I can speak English with non-Thai people in the future.	4.41	.88
4. I imagine I can speak English with international friends in the future.	4.41	.88
5. I imagine I will be someone who can speak English.	4.56	.97
6. I imagine I can speak English as if I were a native speaker of English.	3.85	1.02
7. Whenever I think of my future career, I imagine myself using English.	4.56	1.15
8. I imagine I can do anything that requires me to use English.	4.85	1.02
9. I imagine myself who can study in a university where English is used as a medium of communication.	4.30	1.03
10. I imagine myself who can write English correspondence fluently.	3.93	1.14
Overall	4.33	.73

**Adapted from Taguchi, Magid, and Papi, (2009)

According to Table 4.18, the mean is 4.33 (SD = 0.73). This means that students’ degree of motivation is positive. Among the statements, item 8: *I imagine I can do anything that requires me to use English* gains the highest mean (M = 4.85, SD = 1.02), while item 5: *I imagine I will be someone who can speak English* and item 7: *Whenever I think of my future career, I imagine myself using English* gain the second highest (M = 4.56, SD = .97, 1.15). The lowest mean falls to item 6: *I imagine I can speak English as if I were a native speaker of English* (M = 3.85, SD = 1.02).

4.2 Research Question 2: What are the motivational factors behind the students’ desires to learn English as a second language?

The results of this research questionnaire are analyzed from Photo Voice writing. Data are categorized by using content analysis. The results are described below.

4.2.1Data from Photo Voice Task

The students were asked to take pictures of any situations, events, people that matter to them as persons and L2 learners/users. Then they make a selection of the most important images and describe why they matter to them. The task required about 250-300 words. After the data analysis, there are some interesting themes or factors that motivate them to learn English. See Table below.

Table 4.16: Themes/Factors Motivating Students to Learn English

Themes/Factors	Frequency
Travel to international destinations (landmarks)	10
Celebrities/Public figures	6
Public figures/movies/songs/books	5
Family	2
Others	5

According to Table 4.15, travelling to international destinations is the most frequent factor motivating students to learn English. The most frequent landmarks or places students choose are the United States and the United Kingdom. The reasons they choose those places is to remind them of the importance of English. They believe that English is needed whenever you go. See data below.

Travelling to international destinations

- *This picture is London Eye. It makes me have the motivation to learn English.*
- *I think English is the most important language in the world. The picture I choose is significant to me because if I intend to do something, I want to be successful. In the future, I want to stay abroad to improve my skills and I dream to travel abroad to use English language.*
- *The picture is Switzerland. It is beautiful and motivates me to learn a second language. If we learn a second language well, we will understand other people.*

The second top theme of this task is celebrities or public figures. They give strong inspiration to learn English.

- *Jack Ma, a Chinese man, yet speaks English perfectly reminds me of the possibility that a non-native speaker of English can speak English well too.*
- *Zayn Malik is an English singer and songwriter who has inspired me to learn English.*
- *As a fan of Liverpool football team, I want to go to Anfield Statium to watch a match. For that I need English to interact with people there.*
- *“Arctic Monkeys” is an English rock band. They inspire me with their songs and make me want to understand. what they sing and what they say.*
- *I like Dwayne Johnson very much. He was a wrestler but now he is a movie actor. I want to watch his movies and understand the language.*
- *Justin Bieber is my favorite singer. I fall in love with him. That is the starting point of my desire to learn English.*

The third top theme that students choose is movies and games. They perceive that movies and games are one of the factors to motivate them to learn English.

- *Harry Potter is an interesting wizard movie, which makes me want to learn English.*
- *The Game Dota inspires me to learn English because it is conducted in English.*

4.3 Research Question 3: What do students believe they ought to possess to learn English as a second language?

The results of the five-point Likert Scale 15-item data were analyzed by descriptive statistics to find the mean (M) score and standard deviation (SD). The data analysis shows that the mean is 3.79 and SD is 0.93. This means that strength of the vision of the ought-to L2self is positive.

Table 4.17: Questionnaire to measure strength of the vision of the ought-to L2 self (n=28)

Statements	Mean	SD
1. I study English because my close friends think it is important.	2.93	1.54
2. If I do not study English, my parents will be disappointed with me.	2.81	1.30
3. Learning English is necessary because I am expected to learn by people surrounding.	3.56	1.39
4. I must study English because my parents believe that I will be an educated person.	3.93	1.23
5. I have to learn English because the people I respect think that I should learn English.	3.78	1.42
6. I want to learn English in order to be accepted by my peers/teachers/family.	4.59	.97
7. I will get negative impact on my life if I don't study English.	4.19	1.46
8. An educated person is supposed to be able to speak English.	4.85	.86
9. People will respect me more if I have knowledge of English.	4.22	1.25
10. I will let other people down if I fail in English.	3.07	1.35
Overall	3.79	.93

According to Table 4.17, the mean is 3.79 (SD = 0.93). This means that students' strength of the vision of the ought-to L2 self is positive. Among the statements, item 8: *An educated person is supposed to be able to speak English* gains the highest mean (M = 4.85, SD = 0.86), while item 6: *I want to learn English in order to be accepted by my peers/teachers/family* (M = 4.59, SD = 0.97). The lowest mean falls to item 2: *If I do not study English, my parents will be disappointed with me* (M = 2.81, SD = 1.30).

4.4 Chapter Summary

This chapter reports and presents the findings from data analysis in relation to three research objectives and research questions. According to research objective #1: to study students' vision as L2 learners, the results show that students have future vision in relation to learning and using English. In terms of degree of Ideal L2 self, students' degree of motivation is positive.

The second research objective is to explore the motivational factors behind the students' desires to learn English as a second language. The results show that motivational factors are the desires to travel to international destinations, the positive role models received from celebrities/public figures, movies and games, and families respectively.

The third research objective is explore the factors that students believe they ought to possess to learn English as a second language. The results show that item 8: *An educated person is supposed to be able to speak English* gains the highest mean ($M = 4.85$, $SD = 0.86$), while item 6: *I want to learn English in order to be accepted by my peers/teachers/family* ($M = 4.59$, $SD = 0.97$). The lowest mean falls to item 2: *If I do not study English, my parents will be disappointed with me* ($M = 2.81$, $SD = 1.30$).

CHAPTER V

SUMMARY, DISCUSSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to provide a summary of the study, discussions of the findings, implications for findings, and recommendations for further research.

5.1 Summary of the Study

5.1.1 Research Objectives

The objectives of the study are as follows:

1. to study the degree of students' motivation towards ideal L2 self;
2. to explore the motivational factors behind the students' desires to learn English as a second language;
3. to explore the factors that students believe they ought to possess to learn English as a second language.

5.1.2 Research Questions

The study addresses the following three research questions.

1. What is students' degree of motivation towards their ideal L2self?
2. What are the motivational factors behind the students' desires to learn English as a second language?
3. What do students believe they ought to possess to learn English as a second language?

5.1.3 Population and Samples of the Study

The population in this study was undergraduate Law students at Assumption University who enrolled in English III in academic year 2/2015. The study employed a purposive sample of 28 students from a total number of 85.

5.1.4 Research Design

This is a mixed methods research consisting of both qualitative and quantitative methods. This study was conducted as part of a 15-week foundation English III course in the academic year 2/2015 (January-April, 2016). The study aimed to explore students' L2 visions and motivational factors behind the desires to learn English as a second language. Therefore, qualitative data are the main sources of this study. However, quantitative data from questionnaire to measure the ideal L2 self and ought to L 2self degree of motivation are employed to support the qualitative data.

5.1.5 Research Instruments

There are two main instruments used in this study, namely the class materials and questionnaires. The class materials consist of 6 task types and the questionnaires are administered before the implementation of the six task types.

The six task types are adapted from Dornyei and Kubanyiova (2014). They are learner's vision form, photo voice writing, your future history, exposure to L2 positive role model, collect biographies of 12 language users or learners who they admire, and L2 related desires. On the other hand, the questionnaires are adapted from Taguchi, Magid, and Papi, (2009). The first distribution was administered in the second week of the course and the same set was administered again in the fourteenth week of the course.

5.1.6 Data Collection

The questionnaire was administered in the second week of 2/2015 (January 2016). Some ethical issues, i.e., anonymity, sensitive information, and ownership of the data were briefly explained to students prior to the questionnaire completion. Students were expected to take approximately 15 minutes to complete the questionnaire.

5.1.7 Data Analysis

To answer research question1, qualitative data from Learner's vision form, Future history writing task, Reflective writing after exposure to L2 positive role model, Collection of biographies task, and L2 related desires task were analyzed by using content analysis and data categorization. Data from Part II in the questionnaire were computed to find the mean and standard deviation. For research question 2,

Photo voice writing data were analyzed by using content analysis and data categorization. Finally, to answer research question 3, data from Part III in the questionnaire were analyzed to find the mean and standard deviation and Part II in the questionnaires were computed to find the mean and standard deviation.

5.1.8 Findings and Discussions

1. To answer research question 1: the five-point Likert Scale 15-item data were analyzed by using descriptive statistics to find the mean (M) score and standard deviation (SD). The data analysis shows that the mean is 4.33 and SD is 0.73. This means that students' degree of motivation is positive. If we examine the specific items that gains the highest and second highest means on ideal L2 self (*The things I want to do in the future require me to use English, I imagine myself as someone who is able to speak English, Whenever I think of my future career, I imagine myself using English.*), it is likely is to see realistic desired students' future selves. The results provide support for Dornyei's (2005) theory of the Motivational Self System. Regarding the findings gained from learner's vision form, the main goal of learning English is to be competent in both written and spoken language. This could be explained that studying English has been useful and related to students' ideal L2 self. Data gained from students' short answers are shown below.

Your goals for learning English

I want to speak and write more fluently and effectively.

I want to work with an international company.

I want to write very well.

I want to communicate with other people.

I can use English in my job.

I can speak English professionally.

I can use English in my job.

Along the same lines, when students envision themselves in English use in the future, the data strongly support why learning English tends to be advantageous to them. Students perceive the importance of English in terms of career-related and communicative purposes. The data gained from students' learner vision form are shown below.

How you envision yourselves in English in the future

- *Use English fluently for working and travelling*
- *Become a lawyer in an international company*
- *Work with foreigners*
- *A professional lawyer who can use English effectively*
- *Own a law firm and have customers who are foreigners*

However, it should be noted that 19 out of 28 students would like others to recognize them in English use as a non-native speaker of English. Most of them feel very proud to be Thai who can use English as native speakers. The following answers are shown below.

- *It is so proud if I can speak like native speakers of English.*
- *I am Thai so I think this is different from others. People will know where I come from.*
- *I think I have to use English well but I don't have to speak like native speakers. I am Thai so I think it is fine just to be able to communicate in English.*
- *I do not want to be a native speaker of English but I want to communicate with others and they can understand me. That is fantastic for me.*
- *Because I have some accents that we cannot sound like native speaker. The important thing is we can use English to communicate with foreigners.*

This confirms the aforementioned findings of students' ideal L2 self. Learning English tends to be advantageous to students' future careers and communication rather than be native-like. If we take a look closely into students' L2 positive role model, it is notable to find that 14 out of 28 students perceive that public figures (both Thai and non-Thai) are their L2 positive role model. Public figures given by students are the King Bhumipol of Thailand, the King Jigme of Bhutan, the former Prime Minister of Thailand (Mr. Abhisit Vejjajiva), actors or actresses, Thai model, English teachers at Assumption University, Thai English tutor. On the contrary, 13 out of 28 students agree that one of the political leaders of Thailand is an L2 negative role model in English use. This could be explained that students are fully aware of the relationship between English competency and career advancement.

The overall findings indicate that students tend to have future self-images related to future careers. These future self-images can be seen as a powerful motivator to learn English. Students agree that English is a tool to lead to possible successful career. In their views, English is a channel for stable and successful future careers.

Apart from the data from learners' vision form, the future history writing task data strongly support the questionnaire data. According to the findings, a large majority of students position themselves as doing a profession. For example, seventeen students position themselves as doing a profession such as a lawyer and a judge. Four students mentioned that they want to pursue their higher study in which three of them do their Masters and one plans to pursue the Doctoral Degree after finishing a Master Degree. Three students want to be restaurant owners in the United Kingdom and New York. A particular student mentions that he/she would like to be a detective. Their writings show that they have different expectations of themselves in terms of their English proficiency. Some expect themselves to achieve native-like fluency; however, others don't try to conform to the native English as long as they are fluent in the language. Some students don't mention anything about English proficiency level but it could be assumed that they all expect to acquire good English skills as a means for communication with foreigners. The data from future history writing task reveal that students have been highly motivated to visualize their ideal L2 self. They give the high importance to the role of communication with both native and non-native speakers of English. They perceive that L2 learning will enable them to have effective communication and the consequences will help them have successful careers in the future and travel all over the world without any hindrance.

The data from reflective writing after the exposure to L2 positive role model also reveal that the degree of students' motivation is positive towards their ideal L2 self. Based on the findings, it has shown that students have positive attitudes towards learning English. They learn strategies to improve their English that involve watching movies, listening to music, talking to foreigners, and reading books. They understand that the positive consequences of L2 learning strategies will lead them to a more effective use of English and the final product or outcome will be useful in finding a good job, further study and international communication. Some excerpts are shown below.

Excerpt 1: "After I listened to her presentation, I can learn something from her. I should have more confidence to talk with foreigners. Her talk inspires me to use English more and more. I have some tricks from her to help me improve my English skills. For example, I should practice a lot from watching movies in English or reading a lot of passages or trying to talk with foreigners."

Excerpt 2: "Everything she said is useful. English now is important for our lives. When we get a job interview, English will be part of it. Many companies need the person who can communicate well or can use English. Am I motivated? Yes, of course."

It is also important to note that students have positive vision towards their ideal L2 self. They appreciate the guest speaker's use of English and this motivates them to use English more effectively regardless of native English accents. Some just realize that an effective language user can be a non-native speaker of that language. With this regard, students are more motivated to maximize their learning after the talk.

The data from L 2 biographies task also reveal that students have positive vision on their ideal L2 self. Based on the L2 biographies they collected, it is found that students mention "Thai" as their model to motivate them to learn English. The models they selected are successful non-native English users. Students found that the one of the main factors that enable the persons they selected can do what they want to do is English skill and this leads all of them to success. Many students chose "Tony Ja", a martial artist and actor, who has performed in Hollywood movie called "Fast and Furious 7" because of his acceptable communication in English. It could be inferred that students want to be a successful user of English. For them English is not an end but a means to succeed.

The data from L2 related desires task (Five wishes) support the finding of students' motivation towards ideal L2 self. According to the data, it could be interpreted that the desires to have good jobs inside and outside the country have inspired them to possess good English skills. They are well aware of the need and benefit of having good English language skills. They also know that if they want to be successful in their study currently and in the future, they have to master English. It is noteworthy saying that students' most dominant desire if they could speak English very well is job-related. This shows that they would like to have a bright future and this could be achieved through having good English language. They would also like to speak English well for entertainment, communication with foreigners, and having more confidence or pride. This could be said that students feel the needs of English in every aspect of their life if they want to achieve their desires.

To conclude, the overall findings indicate that students tend to have a positive degree of motivation towards their ideal L2 self. They have future self- related to future careers. These future self-images can be seen as a powerful motivator to learn English. Students agree that English is a tool to lead to possible successful career. In their views, English is a channel for stable and successful future careers.

2. To answer research question 2: the findings show that there are four main motivational factors behind the students' desires to learn English as a second language. They are as follows.

- Traveling
- Global career
- Passing exams
- Interacting with foreigners

The findings support Dornyei's L2 motivational self system: ideal L 2 self and ought to L2 self. It could be said that both of the two selves tend to be the main constructs in second language learning motivation. In terms of ideal L2 self, the ideal L2-self such as travelling, global career, and interacting with foreigners could be explained to be the main constructs behind the reasons why students learn English whereas the ought-to L2-self such as passing the exams is the main construct why students have to learn English. According to the findings, students wish to use English in order to travel, have a global career, and interact with foreigners. This clearly indicates that students can visualize what they would like to do and to become in the future. Their visions tend to be meaningful to them in terms of second language learning motivation.

To look more closely at the ideal L2-self constructs, the data from Photo Voice task and L2 related desires seem to corroborate L2 biographies task. It could be explained that the L2 positive role models students chose such as Jack Ma, Jackie Chan, and Tony Ja can prove that English is the main tool to lead to their success, wealth, and fame. All of the three positive role models have been succeeding in their careers for over many years. Linked into the factors behind students' L2 learning, this could be inferred that the factors tend to be a so-called "roadmap" or "social ladder" to lead people to success. For example, the life of Jack Ma, a billionaire and the owner of

Alibaba, clearly shows the significance of English in the globalized world. He has a good command of English and this had led him to the wealth, fame, and success.

Apart from ideal L2 self-constructs, passing exams is the ought-to L2 self-construct that students wish to fulfill. This could be explained that students believe they learn English in order to pass not only the university English foundation courses but other English proficiency tests that may take place in the future. They perceive well that they ought to meet these expectations or obligations.

3. To answer research question 3: The results of the five-point Likert Scale 15-item data were analyzed by descriptive statistics to find the mean (M) score and standard deviation (SD). The data analysis shows that the mean is 3.79 and SD is 0.93. This means that strength of the vision of the ought to L2self is positive. The findings show that the degree of students' motivation on ought-to L2 self is positive. The highest mean falls to item 8: *An educated person is supposed to be able to speak English*. The finding indicates that English could be seen as a marker of identity: the identity of educated person. English is playing a more important role for those who seek a stable or successful future career. Students believe this is one of the attributes to possess to meet their future expectations. When linked the finding with the spread of global English, Ushioda (2013) agrees that it is more difficult to explain people's motivation for learning English in terms of an interest in the target languages culture and community. As a matter of fact, English user may be integral to how they wish to see themselves or sense of self. When we take a look at the second and the third highest mean items, it goes to item 6: *I want to learn English in order to be accepted by my peers/teachers/family* and item 3: *Learning English is necessary because I am expected to learn by people surrounding*. The findings are associated with the earlier finding (item 8) in a way that social or peer expectation has influenced and shaped students' belief and perception. The highest mean item should be supported by the lowest mean item which falls to no.2: *If I do not study English, my parents will be disappointed with me*. This reflects a long-standing cultural belief of Thai people who tend to value people by their education. The finding also provides support for the motivational study conducted by Tagichi, Magid, and Papi (2009) in Japan, China, and Iran. In this study, it is found that many Iranian parents tend to have hope on their children. They believe that if their children will be successful, that will be a sign of their own success as well. Regarding English, they believe that it is necessary to know

English in order to advance in many careers in Iran. In addition to the corroboration from the previous research finding, the finding from ought-to L 2self questionnaire corroborates the learner's vision findings. It is found that the majority of students tend to pursue their family-oriented goals. Family socialization has been strongly tied to students' values and beliefs.

5.2 Summary of the Main Findings

As we have seen, the findings indicate that the concept of students' ideal L 2self is positive. Students envision what they want to do and how they can do their careers in the future. English has played a vital role in students' future life dimensions such as career aspects, personal advantages (travelling, communication, self-development), and financial stability. English is perceived as a powerful tool to help reinforce their future careers and lifestyles. Since English is a means for communication in the globalized world, the majority of students well perceive that they want to be competent at communication, not as a native speaker of English.

In the case of ought-to L2 self, we found that the concept of students' ought-to L2 self is also positive. Students learn English in order to fulfill their families' expectations. Peers, neighbors, and bosses also perceive those who are competent in English as an educated person who can access to new information resources and introduce innovation. When a person can meet these expectations and requirements, they tend to be perceived as an educated and successful person. It is also perceived that an educated person tends to be financially stable.

5.3 Pedagogical Implications

The findings of the study are useful to both language teachers and language learners. The following implications are addressed below.

1. Language learners should be strongly encouraged to speak as themselves (Ushioda, 2011). Language teachers should design classroom materials to invoke students to express their own interests and identities. Teachers should allow students to share their views of what and how they want to do and use English as a means to do what they want.

2. Language teachers should be aware that linguistic knowledge taught in language classroom should not be adequate. Students should be taught or mentored to have

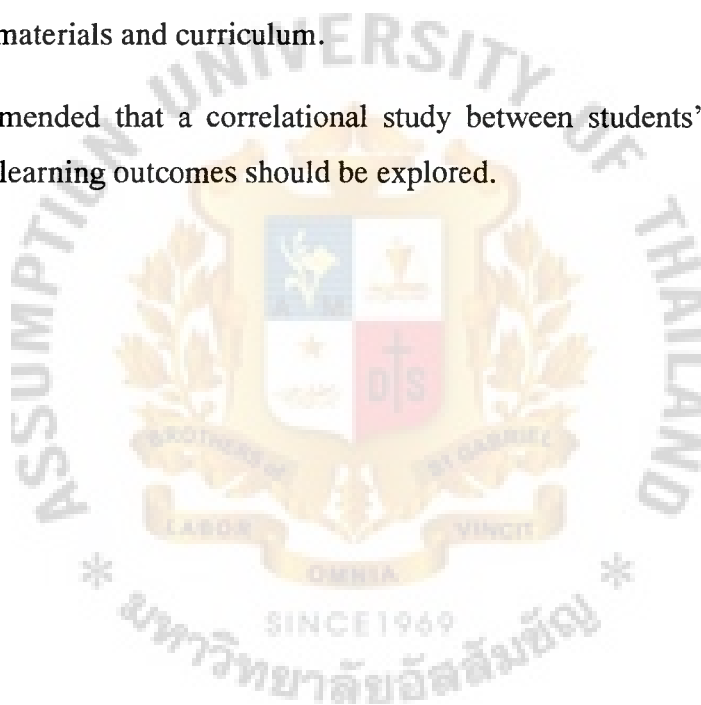
language vision. Then the language vision can be strengthened and transformed into action. For example, L2 positive role model people such as public figures, friends, and successful language learners should be invited to give a motivational speech.

5.4 Recommendations for Future Research

1. It is recommended that a broader sample of students in different levels and majors should be investigated. This study is a small-scale research; therefore, different studies using the same methodology should be further conducted.

2. It is recommended that Thai and non-Thai students' degree of motivation should be explored. This could be useful for teachers to design appropriate and authentic classroom materials and curriculum.

3. It is recommended that a correlational study between students' degree of motivation and their learning outcomes should be explored.



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Appendix A

Learners' Vision Form

Part I: Personal Information

Name:

Nationality:

Age:

Major:Faculty:

How long have you been studying English?

.....

Part II:

Instructions: This objective of this form is to create your English language vision.

Complete all the questions below.

1. Your future job (s)

1.1

1.2

1.3

2. Your goals for future jobs

2.1

.....

2.2

.....

2.3

.....

3. Your goals for lifestyle

3.1

.....

3.2

.....

3.3
.....

4. Your goals for learning English

4.1
4.2
4.3

5. Your L2 positive role model

5.1
5.2
5.3

6. How/what you envision yourselves in English in the future

6.1
.....
6.2
.....
6.3
.....

7. Your L2 negative role model

7.1
7.2
7.3

8. In the next future, you would like others to recognize you in English use as

.....

☐ Native speakers of English

State the reasons:

.....
.....
.....
.....
.....
.....

☐ Yourself who is a non-native speaker of English

State the reasons:

.....

.....

.....

.....

.....

.....

☐ Others:

9. Describe or write your confidence towards using English

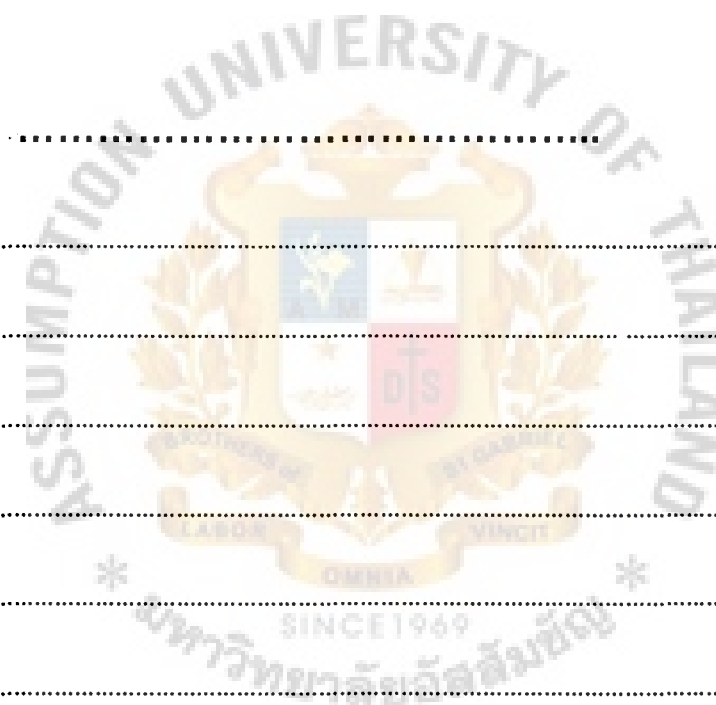


Appendix B

Photo Voice Writing

• Instructions

- You are asked to take pictures of any situations, events, people that matter to you as persons and L2 learners or users.
- Make the selection of the most important images and describe why they matter to you.
- Write about 250-300 words.




Your future history

ID:

Date:

Instructions: Narrate (about 250 words) your future plans involving an L2 as if you have already experienced the outcomes. Use present tense to describe your projected state and the past tense to recount your future plans as if these have already materialized. Some examples of questions include: Imagine that it is two years ahead in time and you are looking back at those two years. Where are you now? What are you doing? Where have you been on holiday? Where are you working? What have you achieved in L2 learning that you are most proud of and why?



Appendix D

Create a “Vision Board” of one’s ideal L2 self

.....

Instructions:

1. Think about who they would ideally want to become and how the L2 features in that vision.
2. Go through the magazines and cut out interesting bits from them. You may pull out pictures or words or headlines that strike their fancy. Then end up with a big pile of images and phrases.
3. Go through the images and begin to lay their favorites on the board. Write if you want or further paint/color.
4. Leave the space in the very center of the vision board for a fantastic photo of themselves and paste it there. You can display a picture or several pictures of themselves being. Doing or having their desired objective (travelling around the world, having a high profile international job, studying at a university/college abroad, etc.). Show yourselves in a realistic setting and insert a corresponding caption (e.g. “Here I am graduating from Harvard”).
5. Hang your vision boards in the classroom or anywhere where you will see them often.

Appendix E
L2 Related Desires (Five wishes)

Name:

Date:

Complete the following five wishes.

- 1. If I could speak English very well, I would
- 2. If I could speak English very well, I would
- 3. If I could speak English very well, I would
- 4. If I could speak English very well, I would
- 5. If I could speak English very well, I would



Appendix F

Questionnaires

You have been selected as part of a random sample of my research project. The purpose of this questionnaire is to measure the strength of the vision of the Ideal L2 Self. Total information confidentiality shall be ensured, and the information of each individual shall not be revealed. Please take a few minutes to fill out the questionnaires.

Instruction: There are two parts in this questionnaire. Please complete all parts.

Part 1: Background information.

Please answer the following questions about yourself.

1. Nationality:
2. Age:
3. Gender:
- () Male () Female
4. Your major of the study: Faculty:
.....

Part 2: Strength of the vision of the Ideal L2 Self

Ticking (x) that corresponds to your feelings or opinions according to the following scales.

- 1: strongly **disagree**
2: disagree
3: not sure
4: agree
5: strongly **agree**

Statements	1	2	3	4	5
1. I can imagine myself living abroad and having a discussion in English.					
2.I can imagine myself living abroad and using English effectively for communicating with the locals.					
3. I can imagine a situation where I am speaking English with foreigners.					
4.I can imagine myself speaking English with international friends or colleagues.					
5.I imagine myself as someone who is able to speak English.					
6.I can imagine myself speaking English as if I were a native speaker of English.					
7.Whenever I think of my future career, I imagine myself using English.					
8.The things I want to do in the future require me to use English.					
9.I can imagine myself studying in a university where all my courses are taught in English.					
10..I can imagine myself writing English correspondence fluently.					

Part 3: Strength of the vision of the Ought to L2 Self

Ticking (x) that corresponds to your feelings or opinions according to the following scales.

- 1: strongly **disagree**
- 2: disagree
- 3: not sure
- 4: agree
- 5: strongly **agree**

Statements	1	2	3	4	5
1. I study English because close friends of mine think it is important.					
2. I have to study English because I do not study it, I think my parents will be disappointed with me.					
3. Learning English is necessary because people surrounding me expect me to do so.					
4. My parents believe that I must study English to be an educated person.					
5. I consider learning English important because the people I respect think that I should do it.					
6. Studying English is important to me in order to gain the approval of my peers/teachers/family/boss.					
7. I will have a negative impact on my life if I don't learn English.					
8. Studying English is important to me because an educated person is supposed to be able to speak English.					
9. Studying English is important to me because other people will respect me more if I have a knowledge of English.					
10. If I fail to learn English, I will be letting other people down.					

Appendix G

Names of raters in qualitative data analysis

1. Ms.Shristi Bhattacharya

MA ELT student, Assumption University

2. Mr.Thang Swan Piang

MA ELT student, Assumption University



BIOGRAPHY

Asst.Prof.Dr.Ratchaporn Rattanaphumma received Bachelor's degree (Second-Class Honors) in English from Chulalongkorn University, Master of Arts in International Relations from Northeastern Illinois University, and Ph.D. in English as an international language from Chulalongkorn University. She is currently the Program Director of Master of English Language Teaching at Assumption University. Her research interests include course design in second language classroom, English as an international language, World Englishes, English as a lingua franca, language and identity, and intercultural issues.

