

ABSTRACT

I.D. No.: 5919456

Key Words: IDEAL L2 SELF, OUGHT-TO L2 SELF, L2 MOTIVATIONAL SELF-SYSTEM

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Thesis Title: A COMPARATIVE STUDY OF THAI HIGH SCHOOL STUDENTS' IDEAL AND OUGHT-TO L2 SELVES IN BANGKOK

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Motivation is one of the key concepts in second language learning and recent motivational theories focus on “selves”. In this study, the two components of L2 Motivational Self-System: the Ideal L2 Self and the Ought-to L2 Self proposed by Dornyei (2005) have been employed in its framework. The objectives of the study were to 1) compare the degree of the Ideal L2 Self of high school students in Science-Mathematics and Arts-Language programs at The Demonstration School of Ramkhamhaeng University, 2) compare the degree of the Ought-to L2 Self of high school students in Science-Mathematics and Arts-Language programs at The Demonstration School of Ramkhamhaeng University, and 3) study the strength of the relationship between the degree of the Ideal L2 Self and the Ought-to L2 Self of high school students in Science-Mathematics and Arts-Language programs at The Demonstration School of Ramkhamhaeng University. The participants consisted of 214 high school students in Science-Mathematics and Arts-Language programs at The Demonstration School of Ramkhamhaeng University. This study used explanatory mixed method design consisting of quantitative and qualitative data. In keeping with the design, the instruments used in this study were a questionnaire adapted from Dornyei (2011) and a semi-structured interview. Mean score (*M*) and Standard Deviation (*SD*) were used to describe the degrees of

the Ideal L2 Self and the Ought-to L2 Self. Independent sample t-test using a p-value at .05 with a two-tailed test was utilized to verify whether there were significant statistical differences in the responses gained from the Science-Mathematics and Arts-Language program students. Pearson correlation coefficient was also applied to examine the relationship between the Ideal and the Ought-to L2 Selves. Additionally, thematic content analysis was employed to analyze the data collected from the semi-structured interview. The results show that: 1) there was a significant difference in the degree of the Ideal L2 Self to learn English between Science-Mathematics and Arts-Language programs at The Demonstration School of Ramkhamhaeng University at the level of .05, 2) there was a significant difference in the degree of the Ought-to L2 Self to learn English between Science-Mathematics and Arts-Language programs at the Demonstration School of Ramkhamhaeng University at the level of .05. 3) the relationship between the degree of the Ideal L2 Self and the Ought-to L2 Self of high school students in Science-Mathematics and Arts-Language programs at The Demonstration School of Ramkhamhaeng University is not significant at the level of .05. Even though the Ideal and Ought-to L2 Selves are independent, they can contribute to the students' learning English and the role of English is one of the key factors that help learners visualize themselves in second language learning. It is suggested that L2 Motivational Self-System should be promoted in English language classrooms. Teachers and parents should guide and encourage students to learn English in positive ways.