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**The Correlation between the L2 Motivational Self System  
and the Students' Efforts to Learn English**

The Study of First Year LMD Students at Bejaia University.

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Dissertation submitted in partial requirement for the fulfillment of Master degree of Arts in  
Applied Linguistics and ELT

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## **Declaration**

I hereby declare that all information in the study titled the correlation between the L2 motivational self system and students' efforts to learn English at Bejaia University have been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

First and Last name: MOULAI Sabrina

## **Dedication**

*To the memory of my Grandfather MOULAI Idir,*

*I dedicate this modest work to my mother and father for their continuous encouragement and support throughout my life. From you, I learn to try my very hardest, and to be myself. I am honored to be your daughter,*

*I would like to thank all the members of my family, my sisters Cherifa, Mounira, and Nedjma and my brother Fares, for their love and support,*

*I thank Assia my dearest friend and sister with whom I was able to take this journey from the beginning till the end. I am so delighted to be your sister,*

*I would like to thank all friends for their love and honesty. And the two angels  
Wassim and Chaima.*

**M. Sabrina**

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## Abstract

Many learners find difficulties in learning English. In fact, there are multiple reasons that obstruct their learning process. Students may not be aware of the significance of English itself; others may learn English just to get good exam marks. However, most of them are actually not motivated. Without motivation, they are less interested in learning English as a subject. The present study aims at investigating the correlation between the L2 motivational self system of first year LMD students of English as a foreign language (EFL) at the University of Bejaia and the efforts they make to learn English. In order to check this correlation and to verify the validity of our hypothesis, we have used two different data collection tools; a questionnaire and an interview. They are both conducted with students. The results show that EFL students have an ideal image that they would like to be, and that there is a significant relationship between the future person that those students would like to become and the efforts they make to learn the L2. In other words, the students' ideal L2 self and the learning efforts are correlated and intertwined.

**Key words:** the L2 motivational self system, EFL, students' ideal L2 self, L2.

## **List of abbreviations**

1. AMTB: Attitude Motivation Test Battery
2. EFL: English as Foreign Language
3. FL: Foreign Language
4. L1: First Language
5. L2: Second Language
6. LMSS: L2 Motivational Self System
7. LMD: Licence, Master, Doctorat
8. LSI: Likert-Scale Items
9. MCI : Multiple Choice Items
10. SDSI : Semantic Differential Scale Items
11. SLA: Second Language Acquisition
12. TL: Target Language
13. %: Percentage

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# **General Introduction**

Motivation has been a very interesting topic of research in the field of language learning. It plays an important role in shaping the human behaviors and is considered as the factors directing us towards doing or even not doing something. In other words, all human behavior appears as a result of some sort of either internal (physiological) or external (environmental) stimulations. Thus, motivation can be defined as the process of activating, maintaining and directing behavior towards a particular goal. The process is usually ended once the desired goal is achieved by the person.

Marcus and Nurius (1986) state that, “Possible selves represent the individuals’ ideas of what they might become, what they would like to become and what they are afraid of becoming” as cited in Dörnyei (2009, p. 17). In other words, they mean that possible selves are images about one’s future, the expected self, ‘an educated person’ for instance; a hoped for the self, like becoming a business person; and a feared self, like becoming an alcoholic.

Motivation is what drives people to act in different situations that they should handle while they are living. Many scholars and writers have written about students’ motivation. Besides, either in their books or articles (e.g., Brophy (2010) and Gardner (1985)), they have stated the importance of motivation. Furthermore, motivated learners are what any teacher wishes to obtain. They create a motivated and suitable atmosphere for learning the language in their classroom since this type of learners are working hard, dealing with challenges, concentrating on the tasks at hand, and stimulating others in the classroom.

Motivation is a key issue to explain success or failure of any activity. Thus, we know that success in a task is due to the fact that someone is motivated. It is easy in second language learning to state that a learner will be successful with the right motivation. And such claims are supported by many studies and experiments about human learning.

## 1. Statement of the problem

Our work comes from the perception of a real problem that exists in learning the English language. To be precise, we want to situate the imagery of one's self as a fluent L2 user which may be promoted by inspiring the present self to become the ideal self and to reduce the discrepancy between the here and actual and ideal self. Also, to look for the relationship between this L2 self and the efforts that students make to learn English.

## 2. Research questions

Two main questions guide our research work:

- Do EFL students at the University of Bejaia have an ideal image of the kind of L2 users they aspire to be in the future?
- Is there a significant correlation between the students' future image and the efforts they make to learn English?

## 3. Research hypothesis

With the consideration of the above questions, we hypothesize the following:

If motivation is measured in terms of the L2 Motivational Self System, then there will be a correlation between the ideal L2 self and the L2 learning efforts.

## 4. Aim of the study

Motivation explains why an individual makes specific choices, engages in actions, expends effort and persists in action (Dörnyei, 2009, p. 17). The current study points out a new direction which is the relation between the students' L2 Motivational Self-System and the

efforts they make to learn English. That is, this study intends to fill in the essential concern of this research is to figure out the students' ideal L2 in acquiring the Foreign Language.

### **5. Organization of the study**

The present work falls into two parts. The first one includes three theoretical chapters and the second one is devoted to the analysis and interpretation of the data (practical part).

In the theoretical part, the first chapter introduces the readers to a general overview of motivation and the L2 motivational self system. It discusses their definitions, types, components and theories. The second theoretical chapter provides a background about English, the challenges of this language and the efforts that students make to learn this language. The final chapter deals with related studies about the subject under discussion.

The second part is devoted to the methodology description and the instruments used. Moreover, this part deals with the data analysis and interpretation.

**The Theoretical Part:**

**The L2 Motivational Self**

**System and the Students'**

**Efforts to Learn English**

**Chapter I:**

**The L2 Motivational Self**

**System**

**Introduction**

Motivation is considered to be an important factor for success in Second Language Acquisition (SLA). “It is the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and the motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or un-successfully) acted out”. (Dörnyei & Ottó, 1998, p. 64)

In this chapter, the first section will deal with the definition of motivation, its types and some theories. Then, the second section will discuss the L2 Motivational Self System (LMMS), its constituents and some conditions to maximize the motivational capacity of self-guide, the role of imagination and imagery. Finally, we will end with a discussion of the importance of motivation in SLA.

**Section one: Motivation****1. Definition of Motivation**

Motivation has various definitions;

In the learning process, “motivation is often seen as the key learner variable because without it nothing happens” (Schmitt, 2002, p. 172). This means that motivation is very significant for language learners and for their success, and the more teachers understand the factors that create learner’s motivation, the more they will be able to help them be motivated and sustain their motivation in the classroom.

According to the New Oxford English Dictionary (2010), motivation is the reason (s) one obtains to do an action or to behave in a given way. It is what drives people to act in different situations that they should solve while they are living.

From the psychological view, motivation is “a theoretical concept that accounts for why people (or animals) choose to engage in particular behaviors at particular times” (Beck, 2000, p. 3). Thus, two different approaches to motivation appear; regulatory and purposive. The regulatory approach gives the priority to the need of motivation. In other words, it focuses on the body’s responses to internal forces. On the other hand, the purposive one, which defines motivation as a choice of behaviors or wants, focuses on the “nature of the goal-directed behavior”.

Within the field of education, motivation is viewed in a more dynamic side. Researchers seek to show not only why learners choose to learn a language but also how they are motivated to do so. Dörnyei (2001a) claims that motivation generally concerns the direction and the degree of human’s behavior; that is to say, the selection of a particular action (why), endurance (how long) and achievement (how hard). So, motivation is the reason behind initiating a behavior, guessing the direction, and enhancing that behavior.

## **2. Types of Motivation**

There are many types of motivation. In what follows, we are going to display some of these types.

### **2.1. Achievement motivation**

Research on achievement motivation was extended by D. McClelland. According to him, the achievement motivation is a stable drive to improve one's level of performance and to accomplish success. Besides, he claimed that the need for achievement is the result of both the hope to approach success and the need to stay away from failure.

Indeed, achievement motivation refers to “the level of one's motivation to engage in achievement behaviors, based on the interaction of such parameters as need for achievement, expectancy of success, and the value of success” (Harter & Connell, 1984, p. 222).

### **2.2. Intrinsic motivation**

Intrinsic motivation is an important factor when dealing with language learning. Wu describes this type as being motivated to engage on an activity for a pure pleasure which characterizes that activity without any external factors or aims (2003, p. 502). For instance, a student who is accomplishing a given activity for his or her own enjoyment without any pressure from outside could be considered to have an intrinsic motivation.

So, we can say that language learners with more intrinsic motivation have a higher chance of carrying on their studies and improving their L2 competence.

### **2.3. Extrinsic motivation**

Extrinsic motivation refers to the motives one has when performing an action not for the joy of it, but to accomplish some external goals. For instance, when one takes part in an activity to receive money, or any reward, as well as to avoid punishment.

Dörnyei argues that students could lose their intrinsic interest if they have to meet extrinsic requirements (1994, p. 276). In the light of this sentence, we can say that if students' actions are done for the purpose of getting a given reward they should forget about their intrinsic orientations. For example, to require reading at school could cause the loss of intrinsic motivation because the learners wouldn't read for pleasure or joy but to accomplish a classroom task. According to Brown, "in a language course, extrinsic pressures are most often manifested in foreign language requirements set by the institution and in established standardized test scores that must be achieved" (2007, p. 181).

#### **2.4. Integrative motivation**

This kind of motivation is defined as the desire to interact with others and become a part of a target language community. Norris (2001) claims that the successful students in learning a foreign/ second language are the ones who like to speak the language, respect its culture and have a goal to be integrated into the community of that language. Integrative motivation is what helps the learner develop some level of proficiency and skill in the language because it is necessary in order for him/her to integrate socially in the community and to become a member of it.

#### **2.5. Instrumental motivation**

Instrumental motivation means learning a language to achieve an intended objective. It has different goals such as graduating from university, getting a job or even asking for a high payment (because of the high language ability).

Instrumental motivation is often related to second language learning with a little or without any integration of the learner into a society. In other words, the learner's goal is not to be integrated in the target language community.

### **3. Theories of Motivation**

The literature in second/foreign language studies accounts for a big number of influencing theories among which are theories of learning motivation developed by several well-known and widely respected researchers like Gardner, Lambert and others.

#### **3.1. Self-worth Theory**

The meaning of Self-worth is how the person regards himself. It is the understanding of the own qualities, might, and personal attributes. In other words, it is a concept used to convey the positive regard one has for the self based on the judgment of the own worth and importance.

According to Covington and Omelich (1991, p.86), “self-worth motivation theory predicts that all are motivated by the need to protect their self-worth. The over-strivers protect themselves from failure by succeeding. They are usually bright, hardworking, and careful, and at the same time as they can be optimistic, they harbor doubts about their ability and so their success is to a large degree motivated by the need to avoid failure”.

As a strategy to protect the self-worth we find ‘Self-handicapping’.

So, self-handicappers choose obstacles to succeed their performance and to turn aside the cause of failure. This means, they always try to avoid a disconfirmation of the desired self-conception. Vivid examples of self-handicapping are the choice of performance, weakening circumstances, engaging in little or no practice for forthcoming tasks, and the strategic reduction of effort. In the case of failure, the individual has a ready excuse (Covington and Omelich, 1991, p.86).

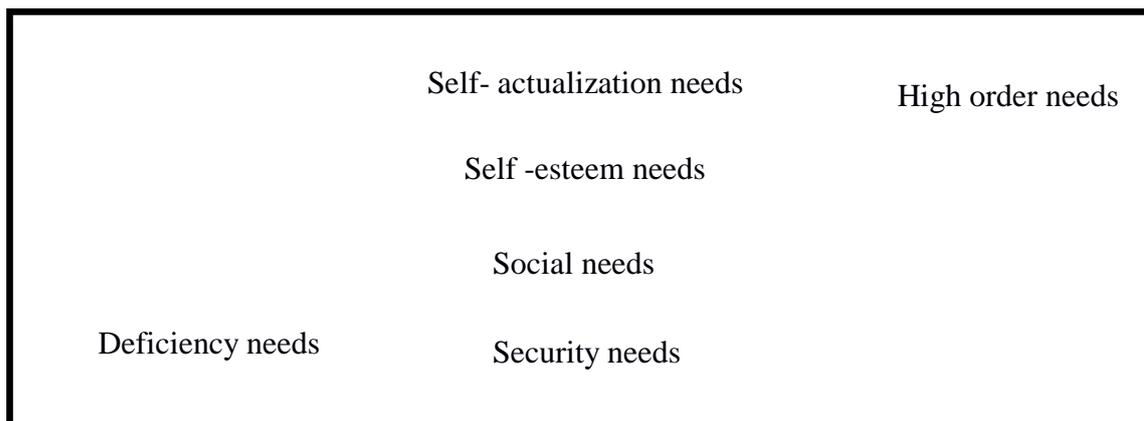
**3.2. Need Theory**

This theory was formulated by the psychologist Abraham Maslow. His work is based on two major assumptions. First, people always want more, and their needs depend on what they already have. Second, people's needs arise depending on the order of importance of these latter which means that when one's need has been partly satisfied, the next one will come forward to be satisfied.

Maslow (1987) suggested that an individual's needs' were arranged according to the following categories:

1. Physiological needs: they are said to be the lowest level needs. They exist as a driving or motivating force in a person's life such as to sleep, eat and drink,
2. Safety needs: once a person's physiological needs have been satisfied, his or her security needs emerge (being free, safe, away from anxiety and psychological threats, etc.).
3. Love needs: these are the needs for love, friendship, acceptance from parents, and peers, the need of being understood by other people, etc.,
4. Esteem needs: this higher-order need is the need for self-respect and recognition by others. An example of this kind of needs is the need for success, rewarding and appreciation of achievement,
5. Needs for self-actualization: this represents the apex of human needs.

Self-actualization is the full development of an individual's potential. The need for Self-actualization is the most difficult to satisfy.

**Figure 1:** Maslow's hierarchy of needs.

The hierarchy model affirms that needs must be satisfied in an order. The satisfaction of lower needs is intertwined with the awareness of higher needs, i.e. physiological needs are for surviving and their satisfaction leads individuals to strive for higher level needs. Moreover, an extraordinary atmosphere would be provided when physiological and safety needs are satisfied. Besides love and social needs may play the role of motivating people's behaviors. The satisfaction of love needs may make people try to satisfy their esteem needs and self-actualization needs. This is how lower and higher needs are related to each other.

### 3.3. Gardner's Social Psychological Theory

Gardner and Lambert (1959) were the first researchers who explored motivation in the context of the language learning classroom. They believed that "an individual's motivation to learn an L2 is sustained by both attitudes toward the L2 community and the goals, or orientations, sought through the acquisition of the L2" (Gardner & Lambert, 1972, as cited in Noels, K. A., Clement, R., & Pelletier, L. G. 2003, p.36). Going beyond this view, we may deduce that the desire behind learning the L2 is fostered by one's reaction to the context where learning takes place.

Gardner developed a socio-educational model of SLA in which motivation is seen as a mixture of variables. “It is the combination of effort; desire to achieve the language learning goal and attitudes towards learning that language” (Gardner, 1985, p.10). It reports that the individual’s motivation towards learning the second language has a direct impact on L2 achievement which is itself influenced by other social-psychological variables.

Gardner (1979, p. 193) affirms that learning about one’s own language is only considered as a subject. That is to say, learners are often learning their own culture and history in this case. While, who learn a foreign language is taught new things about it; such as, vocabulary, grammar and pronunciation.

Therefore, the students have the opportunity to know the different elements of the other language and culture. To the extent they want to carry on their own culture and to learn more about the target culture. In fact, language and culture are interrelated; language is a means to cultural exchange.

Gardner (1985) assumes that a language learners’ motivation has to be associated with different orientations that enhance this motivation and lead to achieve the learner’s intended goals and there are two main qualities which enable the learner to do so.

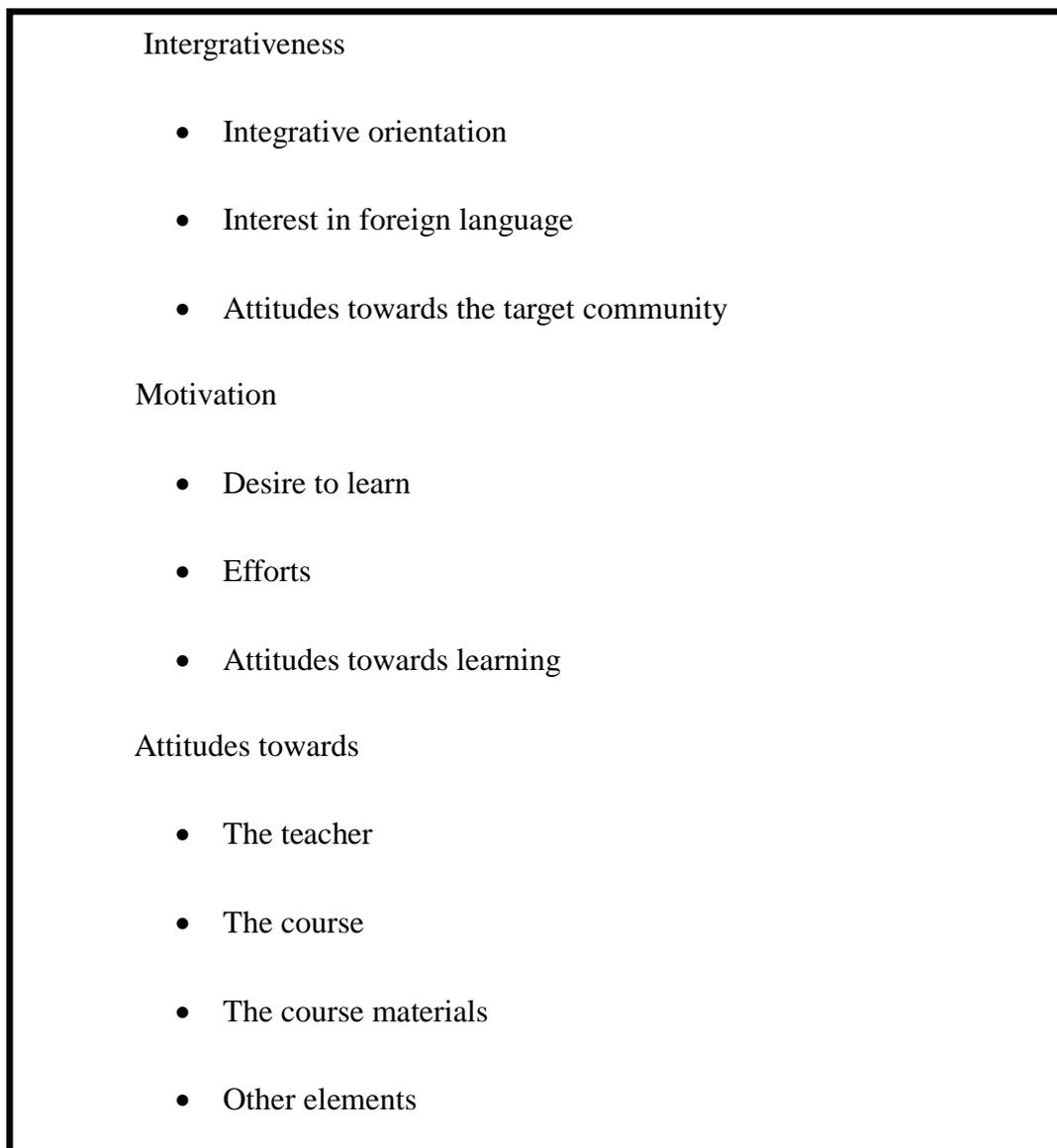
The first is a strong interpersonal quality (integrative), the second is a strong practical quality (instrumental). As Gardner (2003, p. 126) claims that integrativeness implies much focus on the part that would facilitate the individuals’ motivation to learn the material whereas, instrumental orientation refers to the economic and practical advantages of learning English.

Dörnyei (2001b, p. 68) stated that Gardner’s motivation theory has four areas:

1. Building-up the integrative motive;

2. Using socio-educational model, which integrates motivation in the learning process as a foundation;
3. The Attitude/Motivation Test Battery (AMTB);
4. An extended of L2 motivation constructs that is developed with Paul Tremblay (Tremblay & Gardner, 1995).

**Figure 2:** Gardner's Socio-Educational Model of Motivation.



Gardner (1985), states that the integrative motive comprises three important dimensions; integrativeness, attitudes toward the learning situation and motivation. The first one, integrativeness, is related to the interest of the identity with another language community, it includes integrative orientation, interest in foreign languages, and attitudes towards the target community. While the second, the attitudes toward the learning situation, refers to the individuals' reaction to anything associated with the immediate context in which the language is learned.

It encompasses attitudes towards the teacher, the course, the course materials, and other elements such as the attitude towards learning (which would affect other attitudes towards other things in the learning process). The third one, motivation, is related to goal-directed behavior and includes efforts, desires and attitudes towards learning.

The second area is named the socio-educational model. It develops four different characteristics of the second language acquisition process:

1. Antecedent factors called the biological or experiential factors such as gender, age or learning experiences.
2. Individual differences variables such as intelligence, language aptitude, motivation, and language anxiety.
3. Language acquisition contexts or the situations where learning takes place.

The third area is Attitude Motivation Test Battery (AMTB). It is considered as the major and most important component of Gardner's theory. It contains around 134 items. Which are divided into different items dealing with items like attitudes towards the French community (10 Likert-scale "LSI" items), interest in foreign languages (10 LSI), attitudes towards European French people (10 LSI), attitudes towards learning French (10 LSI), integrative orientation (4 LSI), instrumental orientation (4 LSI), French class anxiety (5 LSI), parental

encouragement (10 LSI), motivational intensity (10 multiple choice items “MCI”), desire to learn French (10 MCI), orientation index (1 MCI), evaluation of the French teacher (25 semantic differential scale items), evaluation of the French course (25 semantic differential scale items “SDSI”).

The fourth and the last area of Gardner’s theory is the Tremblay and Gardner’s revised model. Tremblay and Gardner extend the Gardner’s motivation model and add three new elements to it.

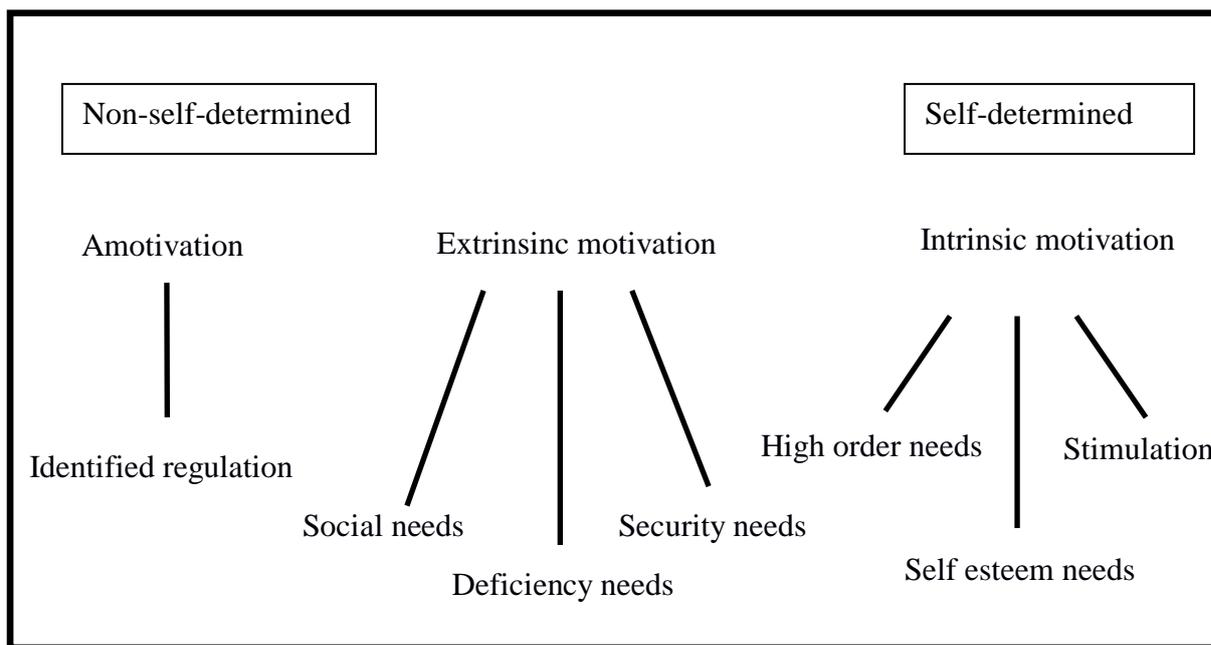
These are as follows: a. ‘Goal salience’ which is related to the specificity of the learner’s goals and the frequency of goal-setting strategies used; b. ‘Valence’ which contains the traditional scales of the desire to learn the L2 and attitudes towards learning this L2. And c. ‘self-efficacy’ which includes anxiety and the ability to accomplish a number of language activities at the end of each lecture.

### **3.4. Self-Determination Theory**

Over the end of the 1990s, another theory appeared. It is named Self-Determination Theory (SDT). Deci and Ryan are the pioneers of this theory with which they provided a full understanding of goal-directed behavior and psychological development. Additionally, they claim that the needs should be taken into consideration in order to achieve goals and affect people’s self-regulated activities (Brophy, 2010)

Deci and Ryan (1985) assert that when motivated people try to achieve something, they concentrate on goal-oriented action; their motivated action would be either self-determined or controlled. “To be self- determined means to experience a sense of choice in initiating and regulating one’s own actions” (Deci, E. L., Connell, J.P., & Ryan, R. M., 1989, p. 580).

Figure 3: subtypes along the self-determination scale (adapted from Ryan, R. M., & Deci, E. L. (2000)., p.72 as cited in Keblawi, F., 2005, p. 32).



The theory Shows a difference between two types of motivation: intrinsic and extrinsic. The first one means to do a particular activity because of internal rewards such as joy and pleasure, while the extrinsic motivation makes the person wait for an extrinsic reward such as good grades or compliment from others as we have previously explained it.

In addition, this theory suggests three kinds of extrinsic motivation: external regulation, introjected regulation, identified regulation. The external regulation is when people’s actions are controlled by external rewards or pressures i.e. their actions are limited. For example, students are externally regulated when they attend classes or work on assignments because of the reward when they do so or the punishment when they do not. The introjected regulation occurs while behaving in a certain way because of feeling guilty when they refuse to do so. For example, students attend their courses only because of the fear of getting bad grades or disappointing their parents.

The identified regulation, which is the most self-determined form of extrinsic motivation where values and regulations are integrated into one's logical sense whereas disagreement between different values, may be encountered. This is the case of students who consider attending classes important for their self-selected goal of being in college or in a specific career.

Self-Determination Theory proposed also the concept of 'amotivation' which characterizes some people who do not see the importance of engaging in some activities. That is to say, some people have no type of motivation and will generally give up learning soon. In fact, this amotivation can also be extrinsic or intrinsic. It can also lead people to not engage in any kind of actions or to achieve any goal, and when certain goal-oriented behavior occurs in a situation, they may tend to avoid it since the behaviors or beliefs are not valuable as they think (Brophy, 2010, p. 154).

Furthermore, the Self-Determination Theory states that the factors behind increasing intrinsic motivation are the social environments when there is a meet with the three needs: competence, autonomy, and relatedness. Competence refers to practicing skills that manipulate and control the environment; autonomy refers to the decision that a person's self determination takes about what to do and how to do it. And relatedness is the connection with others through pro-social relationships (Brophy, 2010, p. 154).

Recently, another dominant theory in L2 motivation appeared. It is the L2 Motivational Self System (LMSS) which is proposed by Dörnyei (2005). In this model, L2 refers to both second and foreign language. This theory is the subject under discussion in the coming section.

**Section two: the L2 Motivational Self System****1. The Self-Concept**

The "self-concept" is a product of a reflexive activity. It is the concept that the individual has of himself as a physical, social, and spiritual or moral being. Rosenberg defines the self-concept broadly as "the totality of an individual's thoughts and feelings having reference to himself as an object" (1979, p.7). A more specific definition is provided by Turner: "Typically my self-conception is a vague but vitally felt idea of what I am like in my best moments, of what I am striving toward and have some encouragement to believe I can achieve, or of what I can do when the situation supplies incentives for unqualified effort" (1968, p.98).

In Turner's formulation, the self-concept also involves the sense of spatial and temporal continuity, a distinction of essential self from mere appearance and behavior (which he terms "self-image"), and the identification of the person in qualitative and locational terms as well as in evaluative terms.

The reemergence of the self-concept is more remarkable within psychological social psychology. Much of this revitalization of interest in self- phenomena (e.g. self-awareness, self-esteem, self-image, and self-evaluation) is due to the "cognitive revolution" in psychology (Dember 1974; Manis 1977), generally at the expense of behaviorism.

**2. Definition of L2 Motivational Self System**

The latest motivation theory to emerge is the L2 Motivational Self System proposed by Dörnyei (2005, 2009). It focuses on the self-perception of L2 learners, specifically that of their desired future self-states. According to this theory, if any discrepancy, between the present and the future imagined, self is perceived it will be translated into action to reduce the gap.

The L2 Motivational Self System gets the intention of re-conceptualizing some previous studies on motivation and draws an appropriate theory to study language learning motivation. In other words, this approach on motivation intends to extend previous representations of L2 motivation relying on psychological theories of the self. It also aims at developing a new way towards the understanding of motivation.

The Dörnyei's theory is influenced by two psychological theories. The first one is the one presented by Markus and Nurius (1986) in their theory of the possible selves; the second is Higgins' theory (1987) of ought- to selves. On one hand, the "possible selves" included three main types of the self: the notion of what we would like to become, what we could become and what we are afraid of becoming. On the other hand, Higgins' (1987) motivational theory distinguished the ideal self and the ought-to self in which the ideal self refers to the attributes one would like to possess, and the ought- to self refers to the attributes one believes ought to possess which can be different from one's desires and aspirations.

Thus, the L2 Motivational Self System draws three primary sources of the motivation in order to learn an L2: a. the learner's internal desire to become an effective L2 user, b. social pressures coming from the learner's environment to master the L2, and c. the actual experience of being engaged in the L2 learning process.

Various studies dealing with these three dimensions found that the Ideal L2 Self is the most significant concept of the L2 Motivational Self System for predicting L2 learners' intended learning efforts when this latter is the criterion to measure. In addition, studies like the ones of (Csizér & Kormos, 2009) and (Kormos, J., Kiddle, T., & Csizér, K., 2011) claim that the two other dimensions, ought- to L2 Self and the L2 Learning Experience, are directly affecting the Ideal L2 Self. And that ought-to L2 self is less influencing for the learners' L2 learning efforts.

Moreover, Taguchi, T., Magid, M., & Papi, M., (2009) suggest that the ought-to L2 Self has a significant importance in the Asian and Arab contexts and they add that two variables which are instrumentality-prevention and parental encouragements can affect the ought-to L2 self. Like the Ideal L2 Self, the L2 Learning Experience too has an impact on learners' L2 learning effort.

### 3. The constituents of LMSS

In order to apply Possible Selves Theory to the domain of SLA, Dörnyei has distinguished between three main constituents of the L2 Motivational Self System: the Ideal L2 self, the Ought-to self, and L2 Learning experience.

- **The Ideal L2 self:** it is the “L2-specific facet of one’s ‘ideal self’” (Dörnyei, 2009, p. 29). It represents the ideal image that a learner would like to have in the future. The Ideal L2 self is a “vivid and real image: one can see, hear and feel one’s ideal self” (Dörnyei, Z., Csizér, K., & Németh, N., 2006, p. 92). This means that the absolute ideal self is being native- like speaker of the L2, so if there is a positive attitude toward these speakers, the idealization of the L2 self is broader.

The Ideal L2 self can be used to explain “the motivational set-up in diverse learning contexts even if they offer little or no contact with the L2 speakers” (Dörnyei, et al., 2006, p. 94).

It is the attributes that one would ideally like to possess to fulfill own hopes and aspirations. It is of a special interest because it refers to the representation of the features that one would ideally possess. The representations consist that of hopes, aspirations, and wishes (Higgins 1987).

- **The Ought-to L2 self:** “concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes” (Dörnyei, 2009, p. 29).

That is, there are some qualities like obligations, responsibilities and some duties which control this dimension.

The Ought-to L2 self dimension is the main motivator for learning and it can be related to extrinsic motivational factors, since reward by others are what pushes the individual to accomplish good language mastery. It is the attributes one believes one ought to possess to meet social expectations or avoid negative consequences. The Ought-to self is a complementary future self guide, it refers to the features that one believes ought to possess. I.e. the ones sense of personal or social duties. It represents the other people's vision for the individual.

- **The L2 Learning experience:** “concerns situated, executive motives related to the immediate learning environment and experience” (Dörnyei, 2009, p. 29). This means that this dimension is more related to the situation during the learning process rather than to self-image. Because the motivation to learn an L2 does not stem from self-images but from the enjoyment of the learning environment. Therefore, we can say that it is linked to intrinsic motivation, since the environment contributes and make learner's attitudes or learning improved. It is an ongoing situated process shaping motivation. In other words, the L2 Learning experience is related to the personal experiences of learning L2, involving multiple factors like L2 teachers' feedback, L2 programs, teaching methods and even the individual's own experience of failure or success during the L2 learning process.

#### 4. Necessary Conditions for Maximizing the Motivational Capacity of Future Self-guides

Dörnyei (2009, p. 18) sets out nine optimal conditions that should be met in order to maximize the motivational capacity of future self-guides and increase the motivational power of a possible self. They are as follows:

- The learner must have or create a desired future self-image: each individual has his/her own imagination and this later can be a compelling force for change.
- This image is sufficiently different from the current self: there is a difference between the individual's actual and desired future self. In the field of language learning, one should not link the ideal L2 self with the real self in many elements of learners' skills and abilities, but they should rather focus on the areas that need much work.
- The image is strengthened with elaborate and vivid ideal: Hadfield and Dörnyei (2013, p. 2) claim that possible selves are "more than mere long term goals or future plans in that they involve tangible images and senses. If we have a well developed possible future self, we can imagine this self in vivid, realistic situations". They mean that the more the one elaborates the possible self with other related elements, the more he/ she are expected to have a high motivational power.
- The desired self image is not comfortably certain: the learner perception of the need to make great efforts in order to achieve the ideal possible self is significant to generate motivational intensity.
- The L2 possible self guide must be activated. To provide impetus for behavior, the ideal or ought-to self-guide has to be active in an individual's working memory. This can be achieved through reminders or the individual's responses to certain situations.

- The possible self must have procedural strategies to easily achieve the desired end-state. For the image to stimulate behavior, various strategies need to be used to enable the ideal self to be approximated. And having a clear idea of how a possible self can be achieved is necessary to distinguish future goals from dreams, fantasies, and unreachable entities.
- A positive expected self is said to be a stronger motivational resource, and effective one, when it is linked with a representation of what could happen if the desired state is not realized.
- It is accompanied by relevant and effective procedural strategies that act as a roadmap towards the goal.
- If an individual's ideal and ought-to self guides exert forces that are in harmony with each other, the motivational capacity will be increased because the conflicts with other parts of the self-concept may cause a failure in sustaining actions.

### **5. The Role of Imagination and Imagery**

Imagination exists years ago, since the ancient Greeks. Aristotle defines imagination as a 'sensation without matter' and claimed that 'There's no desiring without imagination' (Modell, 2003, p. 108). Through this definition, Aristotle considers the image as the dominant motivating factor in human action. He also believes that when an image of something is present in imagination, the soul can be enhanced as if the objects of desire were materially present. Also, Ruvolo, A.P., & Markus, H.R. (1989) claim that imaging the one's own actions by constructing possible selves to achieve a desired goal can contribute in the translation of goals into intentions and instrumental actions (p. 213).

Imagery is, thus, an important aspect of this theory because if one can positively envision their possible self, this can then be used as motivation in realistic situations

(Dörnyei, 2009, p. 17). Drawing a future image about the self has a great deal in motivating and enhancing the one-self in the real world.

## **6. The Importance of Motivation in SLA**

Motivation is an important aspect, not only in language learning, but also in any other learning process. It is also said that learners who are not motivated are more likely to fail in achieving their goals than those who are.

Dörnyei (2001a, p. 2) says about the role of motivation; “Most teachers and researchers would agree that it has a very important role in determining success or failure in any learning situation.”

This quotation reports that motivation is concerned with the level, success or failure of a learner’s experiences when learning a language which depend on his or her motivation.

In fact, motivation is the key for achieving language proficiency when learning a foreign language, although there are other contributing factors but motivation is considered to be relevant as proved by many researchers like Masgorat and Gardner (2003) and Dörnyei (1990).

It is one of the most important variable which significantly affects the language learning process since it provides the primary stimulus to engage on the L2 learning to drive later the force to sustain a long learning process. Thus, motivation refers to a process that arises with a need, and leads to a behavior that moves an individual towards accomplishing an objective.

**Conclusion**

To be motivated means to be engaged to do something. A person who lacks this feeling or inspiration to act is, therefore, characterized as unmotivated, whereas someone who is trying to keep going till the end is considered a motivated person. Furthermore, motivation is said to be strong, when one has a vision, a clear mental image of a certain situation or achievement. In this case, motivation pushes an individual to engage in an action and to make the vision a reality.

## **Chapter II:**

# **Efforts to Learn English**

**Introduction**

Language is a very important means of communication. Thus, it is very difficult to think of a society without thinking of its language. Because it guides and controls people's activity. It is a carrier of civilization, culture and thought.

In this chapter, we will try to cover the important points dealing with the students' efforts to learn English. To start, we will define the English language and its value in the world. Then we cite the major challenges while learning this foreign language, and finally the efforts that students make to learn it.

## **1. The Importance of English in Today's World**

English is an essential language of communication in the current world, because it is the most common foreign language. It is used as a *lingua franca*: two people from different countries will always tend to use English as a common language to communicate. This is why people need to learn this language so as to communicate with people from different countries all over the world and to get in touch with them.

Learning a foreign language provides many opportunities as traveling, meeting new people and learning so much more about different cultures and traditions. It helps open eyes and minds about everything that is going on in the world and English is probably the language which provides the more this kind of opportunities.

English an important language in the field of education. And many countries such as Netherlands and Sweden taught and encourage people to study English as a second language; even though it is not an official language. As in the field of sciences, English is the most dominant language so as to make everything accessible to international people.

## **2. The Major Challenges of Learning English**

English is considered to be a popular language to learn, but its learning is not an effortless task and learners generally face many challenges in doing so. Some of the major difficulties that learners may face during their learning process are related to the aspects of the language such as grammar, vocabulary, and so on.

### **2.1. Grammar**

The English language grammar is said to be complex. Learning grammar is compared to the learning to drive; you can learn everything about the theory, rules and classifications, but you can't be good at it till you exercise it. Incorrect use of grammar can make the person you

are speaking to confused and even the meaning that you are communicating cannot be easily transmitted and understood.

### **2.2. Vocabulary**

Vocabulary is also considered as a challenge, especially when it concerns verb's variations and the tenses one should use in different situations. English vocabulary is among the biggest language vocabularies and it can be very difficult for non-natives to master it. Inaccurate vocabulary is easily very noticeable, although it doesn't often change the meaning of the text, but it does weaken it.

### **2.3. Pronunciation**

Learning pronunciation in English can be also difficult as it is sometimes ambiguous for new learners. English users are to be taught pronunciation rules from an early age. Furthermore, learners should be pushed to produce the language (output) at the early stages of learning, because it is often difficult to pronounce certain words properly, having not ever had to create that phonetic sound before.

### **2.4. Variations in English**

It is often difficult to understand the English forms variation; for instance, the difference between formal and informal language or the distinction between spoken and written ones. This is why students, mainly at the beginning of their learning, write words phonetically; that is to say, they write words how they would pronounce them rather than how they are actually spelled.

**3. The Efforts Students Make to Learn and Improve their English****Language Learning**

A student who really makes efforts to learn and improve his/her English language skill may undertake some actions to help him/her in this endeavor among which we may cite the following:

**3.1. Read books/ newspapers**

Reading is considered among the best ways to practice English. While reading, the reader can pick up new words, and check the meaning of difficult ones at his/her own pace, even without teacher's guidance. Free newspapers and magazines are suitable for low level speakers as they use accessible language.

**3.2. Make notes of new vocabulary**

Whenever the students encounter a new word, either inside or outside the classroom, they are always sure to make a note of that word. And whenever they have free time, they practice what they have learned. They can even do this on their phones when they don't have a notebook with them. They can also try to take a note of the translation into their own language to well understand the word and keep it in mind.

**3.3. Practice English whenever they can**

These students generally don't limit their learning of English to the classroom. They Make an effort to go to the library and review what they have already learned, they also read and write in English, and use this language when speaking. Even when they are in bed at night, they look over the English notes of that day and try to memorize some vocabulary. They always make sure they never escape learning

**3.4. Write every day**

Writing is a great way of putting one's thoughts and ideas into words using newly acquired vocabulary. Most of the students try to write every day using the words and grammar that they have learned. And it is very important to get into the habit of doing this. Writing is also a good way to compare the progress meanwhile improving the knowledge of the English language. And asking someone else to look over that writing and evaluate it can be a motivated thing to go forwards.

**3.5. Remember mistakes**

These learners make sure that they take notes of all the mistakes they make in order to be able to work on them. That is to say, they keep remembering their own mistakes to never fall again in the same.

**Conclusion**

Learning English opens up doors to different cultures of different countries. It also provides with access to the innumerable works of literature, films and music produced in the English language. Thus, once one decides to learn English, he/she should look for effective ways to master this language. This chapter was an attempt to develop major points about the learners' challenges and efforts to learn the English language and why is it worth to look forward it.

**Chapter III:**

**The Relation between the**

**L2 Motivational Self**

**System and Students'**

**Learning Efforts**

# **Chapter III      The Relationship between the LMSS and Students’ Learning Efforts**

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## **Introduction**

In order to help the readers understand our subject under discussion we try to come with as much as possible information related to our theme.

So in this chapter, we are going to deal with the correlation between the L2 Motivational Self System and the learners’ efforts to learn English. That is to say, we would site some works about this topic.

### 1. Studies Dealing with the L2 Self System and the Learners Efforts to Learn English

Ryan (2008) claims that the ideal L2 self concept is a key factor allowing to understand the motivation behind learning English. The findings show that the ideal L2 self is the central and the principal variable which enhances the students' efforts to learn this language. A mixed method is used in Ryan's research work: a quantitative research instrument supported by secondary qualitative data. The qualitative data was collected from three sets of semi-structured interviews with a total of 23 learners. The work seems to be of a great value because the researcher focuses on learners' perceptions of their current efforts to learn and their possible intended future efforts including not only the efforts in the classroom but also efforts made to create opportunities to use and practice the language outside it.

Azizah, Hamid & Atika, in their work published in 2012, put the ideal L2 self as the main focus. These researchers used only a questionnaire as a tool for data collection, but they have explored the variable in detail. They focused first on the Ideal L2 Self and criterion measure which assesses the intended efforts towards learning English. Then the correlation between attitudes to learning English and the criterion measure which proves the high status of the English language and the efforts made on mastering it. The results show a high correlation between the ideal L2 self and the intended efforts to learn a second language.

Abdulmajeed (2016) has investigated the same topic. His work aimed at examining the internal motivation of students described by Dörnyei's concept of L2 Motivational Self System, and the type of motivation that might lead to use English outside the classroom, and what

## Chapter III      The Relationship between the LMSS and Students' Learning Efforts

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motivates students to learn English. The results show a correlation between the desire to learn and why learning English is for. A pilot questionnaire was used in this study as a main instrument to collect data.

Additionally, the research work conducted by Muhammad and Yongbing (2012) shows that there is a strong correlation of intended learning effort with all variables measured. The variables have high correlations with criterion measure of intended learning effort. Attitude towards learning English ( $r=.76$ ), international orientation ( $r=.74$ ), ideal L2 self ( $r=.71$ ), and instrumentality ( $r=.65$ ) all indicate strong influence of these factors in L2 learning motivation. In other words, the findings demonstrate that ideal L2 self has a strong correlation with intended learning effort. From this study, we may deduce that learners with a clear vision of their future are supposed to put enough effort to learn the target language. If learners want to be competent speakers or users of a target language, their future vision will help them to regulate their L2 learning which, in turn, will enhance their motivation to learn target language, in this case English.

Ratchaporn's (2016) study indicates that students see themselves as L2 users who are required to use English in their workplace and daily life in the future, as they realize that they must learn English. In other words, those findings indicate that the students' ideal L2 self is positive, students imagine what they want to do and what their careers would be in the future. Moreover, English is seen as an effective tool to strengthen their future careers.

Ali (2017) based his study on analyzing how motivational factors interact to shape motivation to learn English. The study shows that language learning effort is determined by the students' attitudes towards the language learning process; as well as, their ought-to L2 Self; whereas, the Ideal L2 Self contributes to the language learning effort but indirectly. The

researcher used only one instrument to collect data and it seems not enough to get valid data. To consolidate his findings, the researcher should have used another research tool.

### **2. Previous Studies Dealing with the Role of Motivation in Language Learning**

Researchers have different views toward the different types of motivation.

Ellis (1994) sees the incident of learning through motivation and believes that the learning process simply happens when a person is motivated. Dealing with this matter, Ellis (1994, p. 508) states that “language teachers readily acknowledge the importance of learners’ motivation, not infrequently explaining their own sense of failure with reference to their students’ lack of motivation”.

Ziahosseini and Salehi (2008) expressed that extrinsic motivation does not tell the reason behind the selection of language learning strategies. They emphasized that Iranian EFL learners are intrinsically motivated. And they examined the impact of two kinds of motivation, specifically, integrative and instrumental on English proficiency of the EFL learners in Iran. The outcomes obtained from this study confirmed a significant difference between the means of the English proficiency scores of integratively motivated learners and the instrumentally motivated ones.

Also, Lightbrown and Spada (2001, p. 33) identify motivation in SLA as a difficult incident which can be recognized all along with two main factors: “learners’ communicative needs and their attitudes towards the second language community”. They deem that when learners think that they need to speak the L2 with the aim of being in contact with others or realizing and achieving particular wishes and goals, they will be motivated to acquire proficiency and skill in it.

## Chapter III      The Relationship between the LMSS and Students' Learning Efforts

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According to Moiiinvaziri (2009), language learners are concurrently motivated instrumentally and integratively. It was indicated learners were highly motivated towards learning English. And that motivated learners spend much of their time to gain aims in learning foreign language and motivated learners learn language more effectively than unmotivated ones.

Moskovsy and Alrabai (2009) said that instrumental motivation plays more vital role than the integrative motivation in EFL learning because learners look for graduating from university to get a job. The other result of this study indicates that integrative motivation is more pertinent to ESL learning. Lucas (2010) said that learners are intrinsically motivated to learn speaking and reading skills and are as well intrinsically motivated through knowledge and achievement.

According to Dital (2012), learners are extremely motivated with positive attitudes towards learning English. As, they are both instrumentally and integratively motivated. He claimed that this class group impacted the other learners' motivation and they felt comfortable with the motivated classmates. The other finding was that the daydreaming learners demotivate their classmates.

## **Conclusion**

We attempted in this chapter to provide the readers with an overview of the already existing research dealing with our topic where we tried to describe the different conducted studies on this concern, the data used and the main findings.

# **The Practical Part**

**Chapter I:**

**Research Design and**

**Methodology**

**Introduction**

Research methodology is said to be the research strategies that outline the way in which research is to be undertaken, and identify the methods to be used. These methods in return define the means of data collection.

This chapter is an attempt to present the different tools and instruments we rely on to collect our data. The population and the sample of our study are also presented in this chapter.

### **1. Research design**

In order to explore in detail the subject under investigation, we have carefully chosen a convenient method that would enable us to cover all the main points of our topic. Our choice is the mixed method combining both the quantitative and qualitative methods. In fact, this method will allow us to reach our study's aim of describing the student's L2 self-system during the learning process and showing the relation between the two concepts i.e. the ideal L2 self-system and the efforts they make to learn the L2.

### **2. Population and sample**

Our population under study is first year LMD students; there are 226 students who are divided into ten groups. The average of each group is twenty-three students.

Our sample, of sixty five (65) is randomly selected from this population of learners. Their age is from 19 to 23 years old. These learners have already experienced learning English earlier before integrating university (in the middle school and high school). Therefore, we assume that they have the required experience to provide answers to our questions.

### **3. Data collection tools**

The chosen method that is the descriptive one, involves multiple means of data collection. First, we have opted for a questionnaire, dealing with students' ideal self-system and the efforts they make to learn the L2, as a main tool to collect data. Then, and in order to consolidate our results, an interview is conducted with some students. The interview helps us to better clarify the relation between ideal L2 self and the efforts made to learn the L2 and to test our hypothesis.

#### **4. Data collection procedure**

Participants in this study are the EFL students whom are assumed to have enough experience to answer our questions, and able to understand the notions which we are trying to investigate. As explained earlier, a questionnaire and an interview are used to collect the data needed to accomplish this research work. And to ensure that the students properly fill the questionnaire, we have given careful instructions before they start answering this latter. When some students encounter a difficulty in understanding certain items in the questionnaire, we try to explain those words in English or another language. The students took approximately 15 to 20 minutes to complete the questionnaire

Besides, the interview is conducted with eight (8) students so as to elicit more data and to get more valid data which will enable us to test our hypothesis.

#### **5. Data analysis procedure**

Data analysis is the process of bringing order, structure and meaning to the mass of collected data. This paragraph describes the procedures used for the analysis of our quantitative and qualitative data.

In order to analyze our data from the questionnaire, we preferred to take question by question after that we tried to decode those answers and write them in small tables where we transformed the answers into percentages. Then, below each table we interpreted the responses in a form of a paragraph. But when we discussed our results we took only the main and important questions and we discussed them.

The basic unit of analysis of the interview data is the ideal image of our sample and efforts to learn English language; like the questionnaire, our interview is analyzed question by question and in detail and we took only the most interesting ones to be discussed and we have provided illustrations to prove our sayings.

**Conclusion**

This chapter was devoted to the description of the research design and method, sampling data collection instruments, data collection and data analysis procedures. The next one will detail the data analysis, results and their discussion.

**Chapter two:**

**Analysis of the Findings,  
Results and Discussion**

**Introduction**

Data analysis is the central step in qualitative research. Whatever the data are, it is their analysis that, in a decisive way, forms the outcomes of the research.

This chapter is divided into two sections. The first one deals with the analysis of the students' questionnaire and interview. The second one deals with the discussion of our main findings from both the questionnaire and the interview.

## Section one: the analysis of students' questionnaire and interview

### 1. The analysis of students' questionnaire

#### Question 1: students' gender

It is a well-known fact that the majority of university students, all over the world, are females especially in the fields of arts, humanities and social sciences.

**Table 1:** students' gender distribution

Options	Answers	Percentage %
Male	15	20
Female	50	80
Total	65	100

The above table shows that a majority of the participants of our study, who have answered this questionnaire, are females. They are 50 out of 65.

#### Question 2: students' age

**Table 2:** students' age distribution

Options	Answers	Percentage %
17 – 19	36	55
20 – 22	17	26
23 – 25	10	15
+ 25	2	4
Total	65	100

This table shows that 55 % of the students are aged between 17 and 19 years old, 26% are between 20 and 22, and 15% are between 23 and 25 while only 4 % are over 25 years old.

**Question 3:** students' perceived level of proficiency in English

The level of proficiency in language depends from one learner to another. Some can have a high level whereas others may have a very low level. However, the learners may sometimes tend to under evaluate or overestimate their real levels according to their perceptions of their own abilities.

**Table 3:** students' perceived proficiency level distribution

Options	Answers	Percentage %
Very low	8	12
Low	11	17
Average	36	56
High	10	15
Total	65	100

This table presents our participants' judgement of their own level of proficiency in English. 12% estimate to have a very low level whereas 17% think to have a low level in English. Mean while, the majority of the participants (56 %) report that they have an average level in English and only 15% of the participants say they have a high level.

**Question 4:** students' learning motivation

Likewise, the language students are motivated differently. This difference ranges from a very low level to a high level of motivation.

**Table 4:** students' learning motivation distribution

Options	Answers	Percentage %
Very low	6	9
Low	11	17
Average	32	49
High	16	25
Total	65	100

The table shows that only 25% of the participants report to be highly motivated to learn English and 49% have an average motivation towards the learning of this language. Moreover, 17 % say they have a low motivation and 9% a very low level.

**Question 5:** students' reasons for learning English

When one asks students about the reasons that motivate their learning of English, these latter would more likely answer by saying that this language is the most influential in the world and that English is an international language. Another reason behind the want to learn the EFL is that, almost all students like this language.

**Question 6:** students' future use of English

Using English is a difficult aspect but nothing is impossible because if we want we can.

**Table 5:** students' future use of English distribution

Options	Answers	Percentage %
Yes	55	85
No	10	15
Total	65	100

The table above shows that the majority of the respondents (85 %) do imagine themselves being able to use English whenever they think of their future career. And only 15% of the participants don't think so.

**Question 7:** students' envision of being able to speak English.**Table 6:** students' frequency of envisioning themselves speaking English

Options	Answers	Percentage %
Never	6	9
Sometimes	16	25
Often	21	32
Always	22	34
Total	65	100

The table presents how often the students imagine themselves as people who are able to speak English. Thereby, 9% say they never envision themselves as people who can speak English. 25% say that they sometimes imagine themselves able to speak English, whereas

32% often do that and 34% report that they always imagine themselves as ones who are able to speak English.

**Question 8:** importance of speaking English

The answers to this question reveal that the majority of the students (over 97%) see that it is important to speak English and no one says the opposite but 3 % haven't answered to this item.

**Question 9:** do you imagine yourself speaking with international friends?

**Table 7:** degree of speaking with international friends

Options	Answers	Percentage %
Yes	63	97
No	0	0
Sometimes	2	3
Total	65	100

As seen in the table above, almost all the respondents (97%) imagine themselves speaking with foreigners and only 3 % of them are doing so occasionally only.

**Question 10:** are you able to use effectively English in the future?

**Table 8:** efficiency of using English in the future

Options	Answers	Percentage %
Yes	55	85
No	10	15
Total	65	100

The table shows that approximately all the students (85 %) say that they are able to use English effectively in the future; however, 15 % of them don't think so.

**Question 11:** do you practice English outside the classroom?

**Table 9:** practice of English

Options	Answers	Percentage %
Yes	60	92
No	5	8
Total	65	100

As it can be seen in this table, 92 % of the respondents do practise English outside the class. But 8 % of them state that they don't practise it.

**Question 12:** students' strategies to learn English

In order to learn more about something, one needs to have different strategies to help her/her to do so.

**Table 10:** Students use of strategies to learn English

Options	Answers	Percentage %
Yes	50	77
No	8	12
No answer	7	11
Total	65	100

As shown in the table above, 77 % of the respondents declare to have a variety of strategies to help them make more efforts to learn English. However, the others (12%) don't use any strategy. And 11% didn't answer our question.

**Question 13:** do you work hard to learn English?

**Table 11:** degree of working hard to learn English

Options	Answers	Percentage %
Yes	55	85
No	7	11
No answer	3	4
Total	65	100

As it is shown in the table, 85 % of the respondents make efforts to learn English, 11 % don't do so and 4 % failed to answer this question.

**Question14:** would you often try to watch English speaking TV stations?

**Table 12:** frequency of watching English speaking stations

Options	Answers	Percentages %
Yes	58	89
No	6	9
No answer	1	2
Total	65	100

From the results displayed in this table, it is clear that 89 % of the students would often try to watch the English stations. 9 % of them responded that they would not. And 2 % of the participants didn't provide us with an answer.

**Question 15:** would you try to go somewhere else to study English?

**Table 13:** students' want to look for English learning in another context.

Options	Answers	Percentage %
Yes	56	86
No	9	14
Total	40	100

It can be seen in this table that 86 % of the participants would try to go to English classes if they were not taught this language at school. And 14 % said they would not.

**Question 16:** would you take an English course if offered to you?

**Table 14:** students' want to take an offered English course.

Option	Answers	Percentage %
Yes	45	69
No	20	31
Total	65	100

Concerning this, question the answers indicate that 69 % of the students would accept to take the English course if it is offered to them, whereas 31 % reported that they would not.

**Question 17:** do you make efforts to learn English?

**Table 15:** students' efforts to learn English

Options	Answers	Percentage %
Yes	49	75

No	16	25
Total	65	100

The table shows that 75 % of the participants really make efforts to learn the English language. However, 25 % report that they don't feel that they are making great efforts to learn this language.

**Question 18:** do you like to spend much time studying English?

**Table 16:** degree of time spent studying English

Options	Answers	Percentages %
Yes	51	78
No	14	22
Total	40	100

It is reported in this table that 78 % of the participants like spending a lot of time studying English and 22 % responded that they can't devote much time to the learning of that language.

## 2. The analysis of students' interview

In this sub-section, we deal with the analysis of the participants' answers on our questions during the interview.

**Question 1:** are you motivated to learn English?

**Table 17:** students' motivation

Option	Answers	Percentages %
Yes	7	70

No	3	30
total	10	100

The majority of our interviewees (70 %) are motivated to learn the English language; whereas, some others (30 %) are not. It means, they are not motivated to learn the language.

**Question 2:** is it important to study English?

**Table 18:** importance of English studies

Option	answers	Percentages %
Yes	100	100
No	0	0
total	10	100

For all the respondents (100%), studying English is an important thing that can happen to them and no one said the opposite.

**Question 3:** do you like to study English more?

**Table 19:** students' want to study more English

Option	answers	Percentage %
Yes	10	100
No	0	0
Total	10	100

All the interviewees (100%) want to learn more and acquire in-depth knowledge of English.

**Question 4:** do you imagine yourself a competent speaker of English? And living abroad using this language to communicate?

**Table 20:** students' future image of speaking English

Option	answers	Percentages%
Yes	8	80
No	2	20
Total	10	100

According to the answers, approximately all the respondents (80%) have this future image of the self being a competent speaker and user of English. And 20% of them report they do not often imagine themselves using English abroad to communicate because they don't think they would have the opportunity to leave their country.

**Question 6:** what are your plans after you finish studies?

**Table 21:** students' future plans

Option	Answers	Percentages
Travelling	7	70
Teaching	3	30
Total	10	100

The majority (70%) report that they wish to travel and work abroad, mainly in English-speaking countries. However, some others (30%) claim that after they finish studies they would like to work as teachers of English.

**Question 7:** do you feel that you really make efforts?

This question reveals that all the students have the feeling that they are making efforts and do all their best to learn the English language and they are doing as much as they can to improve their English skill and capacities.

**Question 8:** do you practice English outside the classroom?

**Table 22:** students' English practice outside

Option	Answers	Percentages %
Yes	8	80
No	2	20
Total	10	100

According to the answers, 80% of the respondents always practise English and look for it. While only 20% do so. This means they do not devote much time to study more this language.

**Question 9:** do you seize the opportunities that are afforded to speak and practice your language?

**Table 23:** students' seize of the opportunities to speak and practice English

Option	Answers	Percentages %
Yes	8	80
No	2	20
total	10	100

The answers to this question show that most of the students (80%) would seize every opportunity and chance that allows them to practice their language. Meanwhile, 20% of them admit that they do not seize these opportunities offered to them.

**Question 10:** is it worth to work hard to learn English?

**Table 24:** English worth to be studied

Option	Answers	Percentages %
--------	---------	---------------

Yes	100	100
No	0	0
Total	10	100

From the responses, it is clear that all the participants see that working hard to learn this language is so worthy because nothing is acquired without a hard work. And, no one said that English can be learnt without any hard work.

**Question 11:** is there a relationship between your efforts and your future personality?

**Table 25:** relationships between students' efforts and their future personalities

Option	Answers	Percentages %
Yes	10	100
No	0	0
Total	10	100

The question reveals that all the students (100 %) think that there is a correlation between the efforts they provide to learn English and the future person they would like to become.

**Section two: results and discussion**

This section is devoted to discuss the results obtained from both the questionnaire and the interview.

**1. Discussion of the students' questionnaire**

The analysis of the students' questionnaire shows that the students' ideal L2 self and the learning efforts are correlated.

The second section concerned answers related to the L2 motivational self system and the future self image. First of all, we notice that most of the students have an average motivation and when asking them about the reasons behind learning English, the majority answer by arguing that English is the most influential language and that it is an international one and that they love it. One of the answers states: *"... because I love this language, and I am sure that it will offer me many opportunities in the future to get a happy successful life."*

The answers to the sixth and seventh questions mean that the students have an ideal future self because first, the majority imagine themselves being able to use English in the future. Second, because about 40% of the respondents always imagine themselves as someone who is able to speak English. The eighth question reports that for all the students speaking well English is important for their future.

The two last questions show that all the students can imagine themselves speaking English with international friends and that they are all able to use this language effectively in the future. It means that their future image about themselves is positive and that they are good envisioners since they think of a good future career for themselves.

The last section of the questionnaire deals with the students efforts to learn English. So, it indicates that approximately all the students practice English outside the classroom, and they even work hard to learn this language as they devote much time when studying it (over 82,5% of them) and the others don't do so because they don't have enough time and they have

many other things to do. In addition, when asking them whether they have any strategy to help them make more efforts, they respond positively and the majority enumerate approximately the same strategies: reading English books, listen to English songs and writing their lyrics, etc. Evoking the efforts to learn English, one student said: *“the first thing I do is that I remind myself everyday that the more efforts I make, the more i will be progressing. I always listen to motivational speeches.”*

But when asking whether they would try to go to other English classes if it was not taught at university and in case they have an opportunity to take an offered English course, approximately all of them said yes.

Now, let’s compare the findings of our research work with those of similar studies conducted by different researchers in different contexts. First, a study is carried out in Japan by Stephen in 2008 in Japan, then another one by Taguchi in 2009. Though the individual items and scales used in these studies are not identical to ours, they are certainly similar enough to bear direct comparison.

The initial analysis of Stephen’s study results reveals two variables that are strongly correlated with efforts to learn and use English. One of these is the ideal L2 self, but attitudes to learning English are not correlated with students’ efforts to learn this language.

The similarities between the results of the current study and the Taguchi’s one is immediately apparent. Taguchi’s model, which was developed through structural equation modeling, shows an existent relationship between the three constructs, the ideal L2, the learning experience and the learning efforts. For Japanese English learners, the relationship between the ideal L2 self and learning efforts appears to be strongly mediated by attitudes towards learning and the learning experience.

## 2. Discussion of the students' interview

In addition to the findings of the students' questionnaire, the analysis of the students' interview helps us to get a better understanding of the relationship between our two variables. In fact, the results indicate that a significant number of EFL students have a future self image which, in turn, is directly related to their learning efforts.

At the beginning of our interview, we notice that all the students are motivated to learn English and for most of them the reason is that: *"motivation is the first thing that we should have to learn or do something"*, another one is that, *"because of this self motivation that I choose to study English."*

When asking whether they consider studying English an important thing for their future and whether they would like to study it more. The majority of the interviewees say that they will do so of course and they will look forward it. For instance, we have found a student writes this: *"English is important for me because I envision myself far away and I am always thinking of traveling to work abroad in an English domain. And concerning whether I would like to study more this language, my answer is yes, because it is one of the reasons that pushes me to come to the University."* This means that, there is an ideal self inside the students; since the majority envision themselves and always thinks about their future career. Another respondent advanced: *"it is not just important; actually, it is the source of life for me because it is the key for success"*.

While trying to interpret the answers about the students' future envision of being competent users of the EFL which is the ideal L2 self, the majority say yes they do imagine themselves and of course with a hard working. *"It is my objective as a student above all, and because it is used wherever we go, and whenever I see a group of people speaking fluently with this language, I always imagine myself among them sharing different ideas using English of course."*

Another important thing when analyzing our data, we notice that all the students have a strong ideal L2 self and it is confirmed when we ask them if they think that there is a relationship between the efforts they provide to learn the EFL and the future person they would like to become. So, all their responses are with a yes, and it is so because now they are working for the person they would like to be in the future. A student says: *“to achieve my dreams, I have to work hard, and because my future is based on my present. So if I don’t work hard, I won’t achieve my desired future career”*

**Conclusion**

In this chapter, we have tried to analyze the data of both the questionnaires and the interviews. Then, we went deeper by discussing each question in detail so as to get things clear.

**Chapter III**

**Limitations,**

**Recommendations and**

**Suggestions for Further**

**Research**

### Introduction

Limitations are said to be the potential weaknesses in the study and are out of the one's control. We find limitations in almost everything we do.

In this chapter, we would deal first with the scope and limitations of this study, then we will move to the discussion of the recommendations we propose and the directions for further research that we suggest.

**1. Scope and limitations and suggestions for further research**

This research work has multiple limitations that have to be mentioned: First, our sample is relatively small and not very representative of our population, this leads to the inability to generalize our findings to other populations. Second, the descriptive research design allows reaching interesting insights into of our variables and their relationship; yet, it will be preferable and might be better, in the future, to adopt other research designs which will permit to gain full understanding of the question. Finally, the research instruments we have selected for this study are self-report tools which have some short comings and future research may remediate these latter by opting for other research protocols such as observations and experimental work.

**2. Recommendations**

The results of the questionnaires and the interviews have ensured the correlation of the students ideal L2 self image and their efforts. Therefore, students should keep making efforts and engage in situations.

Students are communicating with other English users on the internet to improve their English skill. As a consequence, they will try harder to speak it. Thus speaking, outside the classroom, with best friends may also help them.

Learners consider mistakes as embarrassing. Dörnyei (2001a, p. 40) claims, “Language learning is one of the most face-threatening school subjects because of the pressure of having to operate using a rather limited language code. Learners are forced to ‘babble like a child’ which might just be the last straw for some whose personal identity is already unstable or damaged ...” Means that, a teacher has to be strict with those who laugh at other’s mistakes. Instead, he or she may use humor to reduce anxiety so learners could be stimulated and motivated especially to do more efforts to learn.

Our subject under discussion which is the correlation between the L2 motivational self system and the students learning efforts can be further investigated. Our data are collected using a questionnaire and an interview with only the first year LMD students; therefore the further investigations may use other instruments like interviewing students about the students' efforts and have access to their results because this later may lie when answering to the questionnaire.

In order to ensure a continued engagement in the learning process, it is widely advised to encourage learners to regularly access the Ideal L2 self vision but it is also important to avoid the risk of routines which become predictable and demotivating.

Achievement motivation is one of the crucial psychological factors determining future academic and occupational success. Therefore, general and professional education should be completed with trainings focused on psychological skills useful and desirable in everyday life. Formation of students' competence without practicing and developing needed psychological components will not let educate the graduates comprehensively and might result in their failure on labor market.

Also, we may suggest conducting such theme in another context then the Algerian one because not all the students think the same thing or make the same efforts.

### Conclusion

In this chapter we have discussed two main points; the first thing is, scope and limitations which is what we included and what we could not have included in our study. The second thing is the recommendations and other suggestions for further researches.

# **General Conclusion**

Motivation provides the learner with an aim and a direction to follow. Therefore, it has a vital role in language learning. Due to the lack of a sufficient motivation, some difficulties may happen for learners. And without the desire to learn, it is very difficult for learners to achieve effective learning. As Huitt (2001) stated that paying attention to the importance of language will help learners advance their motivation to learn even if they do not have enough intrinsic motivation. Therefore, it can be declared that teachers should be aware of the importance of motivation in learners' language learning and through some changes they can help learners increase their motivation.

Our study was an attempt to investigate the correlation between the L2 Motivational Self -System and the students' efforts to learn the L2 which is the English language. In other words, our objective behind conducting this work was to check whether there is a significant relationship between the future person that they would like to become and the efforts they provide to learn English. To fulfill this endeavor, we based our research on testing our hypothesis.

To get answers for our research questions, we used a questionnaire which said to be a form of inquiry document which contains a systematically compiled series of questions, a set of questions on a topic designed to be answered by respondents. We have also used an interview to collect data. And it is considered to be a very systematic process by which a person goes deeply with the interviewee and bring out needed information and data for the research purpose.

The analysis of the students' questionnaire and interview reports that the EFL students' efforts and their future self image are interrelated; the findings of the questionnaire reveal that the students have an ideal future self and they are really making efforts to learn the L2 language.

Whereas, the interview results indicate that a significant number of our participants have a future self image which, in turn, is directly related to their learning efforts. From all this, we may conclude that there is a significant relationship between our two variables. As a result, we can say that the findings obtained are in the direction to confirm our hypothesis.

Throughout this work, the answers to our research questions are as follows; the first one is that the EFL students at the University of Bejaia do have an ideal image of the kind of L2 user that they aspire to be in the future. The second answer is that, there is a significant correlation between the EFL students' future self-image and the efforts they make to learn English. For this we may say that our hypothesis is confirmed.

There are still few completed studies of this type, this is why there is clearly a need to explore the L2 Motivational Self System and learners' efforts in different geographical and pedagogical situations, in order to further the implications for teaching and learning in different educational contexts. That is to say, L2 motivational studies are still in their infancy and the complex construct of motivation needs to be further investigated.

True success in life begins only when one makes the commitment to become excellent at what he/ she do. So, the one must believe in him/her self, take on the different challenges, dig deep within the self to conquer fear to never let anyone bring him/ her down. Success is a personal standard, reaching for the highest that is in us, becoming all that we can and want be.

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# **Appendices**

**Students' questionnaire**

Dear student, thank you so much for helping us in this study.

Your participation is voluntary and not related to your grade in this class. The information you give is confidential, so please be honest in your answers. We promise you that those answers will be used only for the sake of our current study.

The researcher.

**Section one: Background information**

1. What is your gender?

Male

Female

2. What is your age?

..... years old

3. What is your current level of English language?

Very low	
Low	
Average	
High	

Section two: the students' l2 ideal self-system

4. How do you rate your current level of motivation for learning English?

Very low	
Low	
Average	
High	

5. Why do you want to learn English language?

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

6. Whenever you think of your future career, do you imagine yourself being able to use English?

Yes	
No	

If no. why? .....  
.....  
.....

7. Do you imagine yourself as someone who is able to speak English?

Never	
Sometimes	
Often	
Always	

8. Is it important for you to speak well English in the future?

If yes. Please justify .....

.....

.....

If no. Why?.....

.....

.....

9. Can you imagine yourself speaking English with international friends?

.....

If no. Why? .....

.....

.....

10. If your dreams come true, will you be able to use English effectively in the future?

Yes	
No	

If no. Why.....

.....

.....

**Section three: students' efforts to learn English**

11. Do you practice English outside classes?

Yes	
No	

If no. Why?.....  
.....  
.....

12. Do you have any strategies to help you make more efforts to learn English?

Yes	
No	

If so, what are they? .....  
.....  
.....

13. Do you work hard in order to learn English?

Yes	
No	

14. If you have access to English-speaking TV stations, would you try to watch them often?

Yes	
No	

If yes. Why? .....  
.....  
.....

If no. why? .....  
.....  
.....

15. If English were not taught in school, would you try to go to English classes somewhere else?

Yes	
No	

Please justify in both cases:

yes.....  
.....  
.....

No.....  
.....  
.....

16. If an English course was offered in or outside your learning place, would you like to take it?

Yes	
No	

Justify .....

17. Do you feel that you really make great efforts to learn English?

Yes	
No	

If no. why? .....

.....

.....

18. Do you like to spend lots of time studying English?

Yes	
No	

If no. Why?.....

.....

**Thank you for your cooperation !**

**Students' interview**

Time .....

Place .....

Thank you for agreeing to take part in this interview regarding the psychology of SLA. To start with;

Interviewer: Are you motivated to learn English?

Interviewee:.....  
.....

Interviewer: Do you consider studying English important for your future ? And if so, why ?

Interviewee:.....  
.....

Interviewer: Would you like to study English more? Can you explain more ?

Interviewee:.....  
.....

Interviewer: Do you imagine yourself being a competent speaker of English language ?

Interviewee:.....  
.....

Interviewer: Do you imagine yourself living abroad and using English to communicate in a variety of ways ?

Interviewee:.....  
.....

Interviewer: What are your plans after you finish studies ?

Interviewee:.....  
.....

Interviewer: Do you feel that you are really making efforts to learn English ?

Interviewee:.....  
.....

Interviewer: Do you practice English outside your learning place ? How much do you do that?

Interviewee:.....  
.....  
.....

Interviewer: During lectures, do you usually sieze the different opportunities that are afforded to speak and practice your language ?

Interviewee:.....  
.....  
.....

Interviewer: Do you think that it is worth to work hard while learning English ? Why ?

Interviewee:.....  
.....

Interviewer: Is there any relation between the future person that you would like to become and the efforts you make to learn English ?

Interviewee:.....  
.....

Interviewer: How can you explain that relation ?

Interviewee :.....  
.....

**Thank you.**

## Résumé

De nombreux étudiants ont des difficultés à apprendre l'anglais. En effet, il y a plusieurs raisons qui entravent leur processus d'apprentissage. Les étudiants peuvent ne pas être conscients de l'importance de l'anglais lui-même; d'autres peuvent apprendre l'anglais juste pour obtenir de bonnes notes aux examens. Cependant, la plupart d'entre eux ne sont en fait pas motivés. Sans motivation, ils sont moins intéressés à apprendre l'anglais en tant que matière, même si les étudiants savent que l'anglais est important dans le monde moderne.

La présente étude vise à étudier la corrélation entre le système de motivation L2 des étudiants de première année LMD d'Anglais comme langue étrangère (ALE) à l'Université de Bejaia et les efforts qu'ils font pour apprendre cette langue. Afin de vérifier cette corrélation et de vérifier la validité de notre hypothèse, nous avons utilisé deux différents outils de collecte de données; un questionnaire et une interview. Les résultats montrent qu'il existe une relation significative entre la future personne que ces étudiants aimeraient devenir et les efforts qu'ils font pour apprendre l'Anglais. En d'autres termes, l'idéal soi des élèves et les efforts d'apprentissage sont corrélés et entrelacés.

**Mots clés:** le system motivationnel d'apprentissage de la L2, ALE, efforts pour apprendre la L2, corrélation.