



UNIVERSIDAD DE QUINTANA ROO  
DIVISIÓN DE CIENCIAS POLÍTICAS Y HUMANIDADES

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**The motivation to learn English as a foreign language held by students of the  
bachelor's degree in Commercial Systems**

**T E S I S**

Para obtener el grado de  
Maestría en Educación: Mención Enseñanza del Inglés

**P R E S E N T A**

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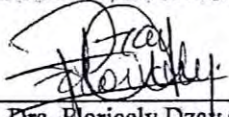
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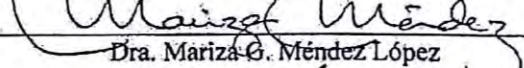
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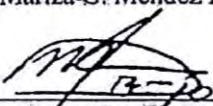
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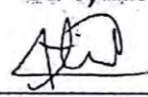
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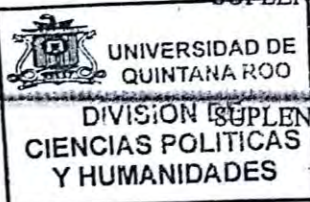
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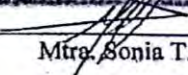
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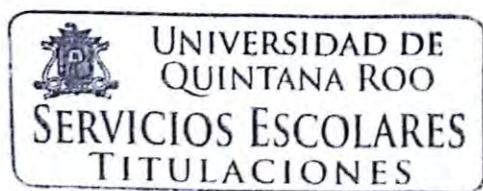
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## **ABSTRACT**

This thesis attempts to explore non-English major students' motivation to learn English as a foreign language in Mexico through an interpretation guided by the theoretical framework of the L2 Motivational Self System. There were two specific aims guiding this research; firstly, to explain the factors which influence the students' motivation and to understand the motivational similarities and differences among students from various semesters.

This study was carried out in a Southeastern university in Mexico and it followed a qualitative case study design. The data was collected from two sets of semi-structured interviews with six students from the Commercial Systems major. The main findings indicate that the learners' motivation is a reflection of how they see themselves as professionals who speak English in their future occupations, and the participants' past English learning experiences were found to be a source of motivation and a means of maintaining it. Moreover, the participants' future L2 self-visualizations are likely to not possess a strong motivational force because these visualizations do not meet the established conditions for the motivational power of visions. It was found that their low motivational force may be related to the degree of clarity of their future L2 self visualizations which is dependent on the level of development of their ideal professional self.



## INTRODUCTION

Motivation has been generally accepted to be an influential determinant in human behavior as it is believed to provide an individual with the choice to perform a particular action as well as to account for how much effort will be spent in achieving such action and how long the individual is willing to keep up the effort (Graham & Weiner, 1996). Motivation in the field of Second Language Acquisition (SLA) is thus considered by teachers and researchers as having a weighty contribution towards learning a second language (L2) because it provides the initial impulse to undertake this often monotonous process; furthermore, motivation is thought to help maintain the momentum of such action, thus leading the learner closer to their language learning goal (Dörnyei, 1998).

The importance of SLA in Mexico has been brought to light through different educational policies which require English teaching through basic and secondary education (Secretaría de Educación Pública, 2011). At the university level, foreign language teaching programs have been included among various universities and this is the case at the University of Quintana Roo (UQRoo). The students from all the majors at this institution are required to achieve an intermediate level of English (corresponding to a B1 level according to the Common European Framework of Reference for Languages) in order to obtain a degree, and the students of the Commercial Systems (CS) major are not the exception. Additionally, the curricular program for the aforementioned major establishes the objective to educate students with theoretical knowledge and abilities in the area of business development and management, including the trade of goods and services in both national and international markets; thus, making the English language an essential tool for developing careers in international markets (Universidad de Quintana Roo, 2007).

In an effort to provide the students with the required skills to achieve these objectives, the CS curriculum has included a Business English course, ACPSC- 134, aimed at providing the students with the necessary technical vocabulary in order to face potential situations in their respective fields. Nevertheless, in my personal experience as a student at UQRoo, I have become

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familiar with fellow students from the CS major who do not achieve the expected level of English upon graduation. While for some of them the worst case scenario might be that they may have achieved a sufficient grade to pass their classes without having developed the expected linguistic ability, for others this might mean that they have also not achieved the expected linguistic ability and not passed the required English courses; consequently, impeding their possibilities to receive their degree. Considering the aforesaid, it could be said that the weight of mastering an adequate level of English for the success of the CS students in their academic goals and future careers is decisive. Even though English learning is institutionally mandated, the CS major students' motivation may be affecting their language learning, which ultimately may have a negative impact on their academic goals and future careers.

From the groundbreaking work of Gardner and Lambert (1972) which introduced motivation as part of the affective variables that impact the acquisition of a second language, the influence of language learning motivation has been highlighted through the vast number of research pertaining this topic. Through the decades of L2 motivation research, various shifts have occurred which offer different insights to understanding this variable. Thus, language learning motivation research has evolved from focusing on the social factors which have an effect on motivation, to the internal factors, and up to the recent focus which views motivation as a process which encompasses both social and internal factors (Gu, 2009). Another focus of motivation research is the various contexts where SLA occurs, for example, in foreign language learning (FLL) and SLA contexts. The importance of the L2 learning context has been evidenced by studies which maintain that L2 motivation can vary among contexts and that specific considerations should be taken in order to benefit SLA within each specific context (Dörnyei, 1990; Chen, Warden, & Chang, 2005; Csizer & Dörnyei; 2005; Taha, 2007).

Many studies regarding motivation in FLL are centered on defining the types of motivation of the language learners based on the learners' attitudes and motivation orientations (Aladdin, 2010; Chen *et al.*, 2005; Dörnyei, 1990; Hengsadeekul, Koul & Kaewkuekool, 2014; Shirbagi, 2010). Most of them suggest that integrative motivation does not play the same role in FLL as it does in SLA; instead, these studies provide evidence that indicates that instrumental or extrinsic motivation play a greater role on the learners' FLL in comparison to integrative or intrinsic motivation. For example, Dörnyei (1990) investigated the relevance and characteristics of integrativeness and instrumentality in FLL, and the findings indicated that instrumental

motives significantly contribute to motivation in FLL and can aid the learner to achieve an intermediate level in the target language but integrative motives are required if the learner wishes to go beyond this level. Other authors like Kim (2009) and Chen (2012) explored the role FLL motivation as part of one's self identity as in the internalization of the learning goals to achieve the desired target language proficiency. Overall, the conclusions of these studies draw attention to the complexity of FLL motivation and the importance of the contextual variables which help to shape it.

Within our national panorama, Ramirez (2013) provides an account of the research pertaining to foreign language teaching that has taken place in Mexico. The findings suggest that English language learning motivation has been studied focusing on certain topics. These are the students' motivation in relation to the language learning context, motivation in relation to the choice of studying an English Language major, motivation as a part of the affective factors which influence English learning, and the use of strategies to motivate students of English.

Most of these studies were carried out in public universities and the participants were English Language major students (Caamal, 2011; Méndez, 2012; Crohva, Camacho, Toledo, & Lomeli, 2011; Vaca, Toledo & Ocampo, 2009), and only two of these took place at UQRoo (Caamal, 2011; Méndez, 2012). On the contrary, a smaller number of studies from other universities focused on the motivation of students from other majors (Ordorica, 2011; Mora, Trejo & Roux, 2010; Sandoval, 2011), which suggests that there is a need for research concerning the motivation of the students from other majors at UQRoo.

Likewise, the majority of research concerning learners' motivation to study a foreign language has been done using a quantitative approach (Kormos & Csizér, 2008; Vaca *et al.*, 2008; Soria, 2009; Taguchi, Magid & Papi, 2009; Papi, 2010; Caamal, 2011; Crohva *et al.*, 2011; Kormos, Kiddle & Csizér, 2011; Ordorica, 2011; Lamb, 2012; Papi & Teimouri, 2012; Shahbaz & Liu, 2012; Islam, Lamb & Chambers, 2013; Kiany, Mahdavy & Ghafar, 2013; Kormos & Kiddle, 2013; Mahdavy, 2013; Outhaichute & Raksasataya, 2013; Li, 2014; Huang, Hsu, & Chen, 2015); while qualitative studies on this topic are incipient (Kim, 2009; Mora *et al.*, 2010; Chen, 2012; Méndez, 2012; Takahashi, 2013).

In light of the provided evidence, the overall objective of this study is to explore the Commercial System major students' multifaceted motivation to learn English as a foreign language. The two specific objectives are to explain the factors which influence the students'

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motivation to learn English as a foreign language and to understand the motivational differences and similarities of the CS students from various semesters. In order to achieve these aims a qualitative case study method was employed and sought to answer the following questions:

1. How do the CS major students describe their future self-images as English language speakers?
2. How do their future L2 self-images shape their motivation to learn English?
3. How do their past learning experiences influence the students' motivation to learn English at UQRoo?
4. What are the differences and similarities in the motivation to learn English of the CS major students from different semesters?

This research project seeks to shed light on some factors which may be affecting the motivation to learn English as a foreign language of the CS students at UQRoo. This could be especially significant for the participants of this study as they may become more aware of their motivations to learn English. Moreover, this evidence could help English teachers understand the motivational profiles of their students. This new knowledge of the students' motivation could lead teachers to implement strategies which could further develop the students' L2 self visions, thus increasing their L2 motivation. This type of research could also inspire other researchers to study the motivation of learners from different majors at UQRoo and it could lead to larger scale studies concerning learners within different schools or within the state. In addition, curricula designers could be benefitted by obtaining evidence which could in turn help them plan language courses based on the specific needs of the CS students in regards to foreign language learning.

The subsequent chapters present the foundations on which this research project is built. First, the theoretical framework is presented, beginning with the historical findings of Gardner and Lambert, and continuing with the shifts brought upon by the cognitive-situated period, and followed by the socio-dynamic views of the L2 Motivational Self System. In the following chapter, the relevant literature pertaining to L2 motivation research is summarized and discussed. This literature focuses on describing the motivation of non-English major students to learn English as a foreign language. The next chapter describes the methodology that was followed to carry out this study. The second to last chapter presents the findings of this study and a discussion of how these relate to the theoretical framework and the previous studies reviewed. Finally, the last chapter provides some conclusions derived from the aforementioned findings and discussion.

## **CHAPTER 1: THEORETICAL FRAMEWORK**

L2 motivation has been a widely researched topic that has inspired numerous models in an effort to explain the characteristics which regulate learners' behavior for language learning. The abundance of research concerning this topic can be interpreted as a general interest in understanding one of the most influential factors in SLA. As Dörnyei (2005) states, motivation “provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process” (p. 65). Thus, to understand how motivation can help shape language learning behavior the theoretical constructs pertaining L2 motivation must be explained.

As aforementioned, the general objective of this study is to explore the CS students' motivation to learn English by focusing on the factors which influence said motivation and the similarities and differences that arise from these among the participants. In order to achieve this objective, this chapter covers the theoretical constructs which gave basis to Dörnyei's L2 Motivational Self System. In the first section, the emergence of L2 motivation research and theory with Gardner's groundbreaking Socio-educational Model and integrative motive is presented, as well as the arguments for a shift in the interpretation of the integrative motive. Next, the shift in motivation theory is explained through the Self-Determination Theory. Then, Dörnyei's proposal of L2 motivation theory is described starting with the theoretical foundations on which it was based which are the constructs of the possible selves proposed by Markus and Nurius (1986) and the Self-Discrepancy Theory (SDT) by Higgins (1987). The last section provides a detailed description of the components of the model.

### **The emergence of L2 motivation research**

Motivation research in second language learning sprung off from the work of Robert Gardner and Wallace Lambert (1972) with their large-scale research focusing on the affective variables which influence second language acquisition. This research aimed at understanding the conditions which motivated the native speakers of English living in the French-speaking regions

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of Canada to learn French as a second language. Through the view of a social psychologist, Gardner proposed the Socio-educational (SE) Model which introduced the construct of the integrative motive. This theoretical construct has been widely used in SLA motivation research (MacIntyre, Mackinnon, & Clément, 2009), and research findings point out to its importance in language achievement, especially in higher levels of language acquisition (Dörnyei, 1990).

The integrative motive is defined as “a motivation to learn a second language because of positive feelings toward the community that speaks that language” (Gardner, 1985, p. 82-83). This construct is composed of three concepts: integrativeness (also known as integrative orientation), attitudes toward the learning situation and motivation (Gardner, 1985). Thus following Gardner’s theory, the language learner will have a higher language achievement if they have an interest and a strong disposition for social interaction with the members of the target language community (integrativeness), positive attitudes toward the language teacher and the course (attitudes toward the learning situation), and a strong effort, desire and attitude toward learning (motivation).

Furthermore, the concept of instrumental orientation, which was not included in Gardner’s (1985) model, contrasts the integrative orientation, but they both refer to the goals the learner may have for learning a second language. While the integrative orientation refers to the goals that pertain to being able to communicate, interact, or better understand the members of the target language community, the instrumental orientation refers to the pragmatic reasons for learning a second language such as career advancement or utilitarian purposes. The impact that these two orientations have on L2 learning effort is greater for the integrative orientation than for its counterpart; consequently, a learner who possesses an integrative orientation will demonstrate greater effort in language learning than a learner with an instrumental orientation (Gardner & Lambert, 1972). These two orientations proposed by Gardner’s SE Model have proven to be influential as they have helped shape L2 motivation research (Gardner, 1985).

Gardner’s model provided a good explanation for L2 motivation within the Canadian setting where most of his research was conducted and which focused on second language acquisition of English or French but not on foreign language learning. Authors like Lamb (2004) and Warden and Lin (2000) suggest that the concept of integrativeness may not play the same role when learning international languages such as English because the effects of globalization may drive language learners to learn a language to communicate with the world wide English

speaking community as opposed to relating to a single Anglophone community or culture. Moreover, authors like Crookes and Schmidt (1991) and Coetzee-Van Rooy (2006) call for a shift in L2 motivation research to conceptualize a more flexible model of L2 motivation which could account for the variances among the learners across L2 and FL contexts.

The implication of this previous empirical data for this study is that there are two English speaking communities into which EFL learners from this region may want to integrate, the United States and Belize. The effect of the proximity of English speakers and the culture of Belize may play a role on the students' motivation to learn English, and although the physical distance between the context of the study and the United States may be greater than that of Belize, the effects of globalization and the far reaching impact of this country's culture may have a stronger impact on the learners' desire for integration. Nonetheless, it should also be considered that the international characteristic of the English language in the context of tourism within the state of Quintana Roo may mean that these learners' goals for English learning may not be directed toward integration but toward international communication. This is a reasonable view since the most commonly used language for communication within the tourism industry is English, even when the foreign visitors come from all over the world and may speak different languages.

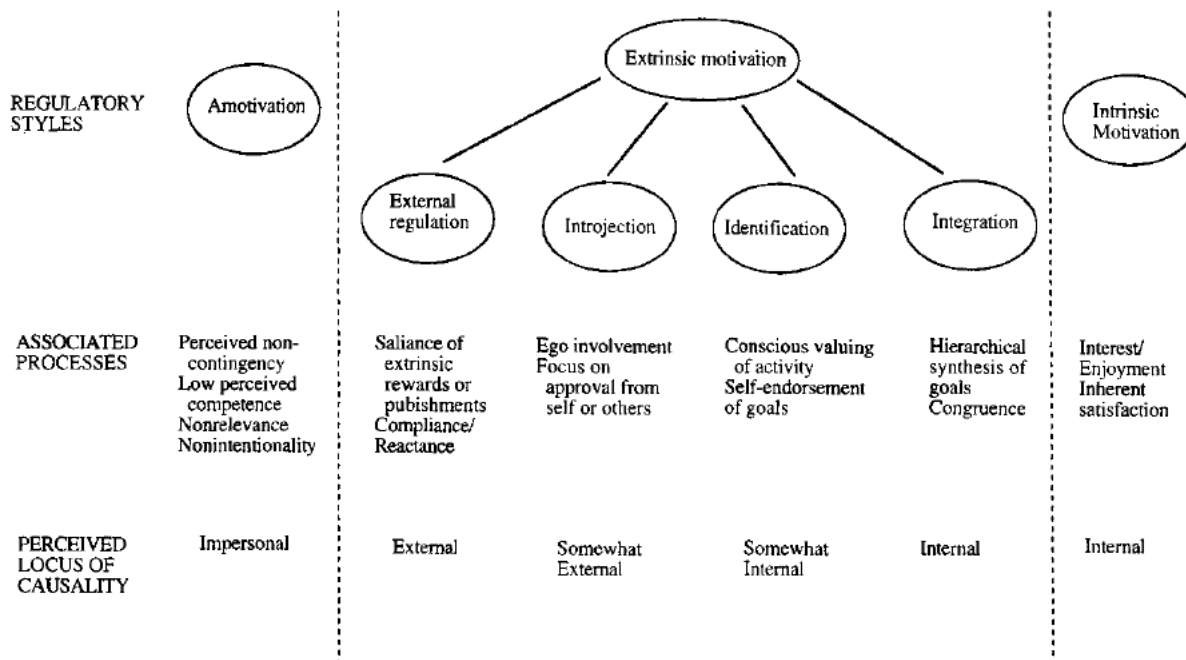
### **A cognitive approach to L2 motivation**

Around the turn of the century, Noels, Pelletier, Clément, and Vallerand (2000) proposed the incorporation of the Self-Determination Theory of Deci and Ryan (1985) to study L2 motivation. Their effort was aimed at explaining the conflicting findings of motivation research following the Socio-educational Model. According to the Self-Determination Theory, motivation should not only be considered regarding the amount of motivation but also the orientation, or type, of said motivation (Ryan & Deci, 2000). Thus, Noels *et al.*, (2000) implied that the motivational orientations were not restricted to the integrative/instrumental dichotomy which often failed to represent motivation in contexts where the target language was not dominant within the community; therefore, this view corresponds with Clément and Kruidenier's (1983) findings of the four orientations found among the learners of different languages in settings where the target language may or may not have been the dominant language in the community.

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The Self-Determination Theory provided a representative framework of past research findings which suggested that motivation could be oriented through different motives, for example, knowledge, travel, work, friendship, and integration. Through the perspective of the Self-Determination Theory, motivation is described in a continuum of regulated behavior which is described as the different motivational orientations. Amotivation is located at one end of the continuum and this is said to be the lack of motivation. As motivation increases from amotivation, the behavior will be regulated by external factors and as it further increases, the externally regulated motivation will become introjected and increasingly more internally regulated as it moves along the continuum. Finally, intrinsic motivation is located at the other end of the continuum and is responsible for the most self-determined or intrinsically regulated behavior. Ryan and Deci (2000) provide a visualization of the motivational continuum as it moves across the different orientations (p. 61).

Figure 1. Deci and Ryan's taxonomy of human motivation



Source: Deci and Ryan (2000)

Noels *et al.* (2000) provide a description of the model based on three classifications of motivation: amotivation, extrinsic motivation and intrinsic motivation. Starting from the least motivated state, “amotivation refers to the situation in which people see no relation between their



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actions and the consequences of those actions; the results are seen as arising as result of factors beyond their control” (Noels *et al.*, 2000). Furthermore, the learners located in this motivational state are said to have no regulation of their behavior because they see no reason for continuing their actions.

Extrinsic motivation differs from amotivation because extrinsically motivated learners will demonstrate externally regulated behavior, which means that their actions will be aimed at achieving some kind of instrumental goal (Ryan & Deci, 2000). Noels *et al.* (2000) distinguish between three levels of extrinsic motivation ranging from the least to the most self-determined behavior. External regulation refers to “actions that are determined by sources external to the person, such as tangible benefits or costs” (p. 62). It is also said that if the learners lose the reasons for their actions, they will no longer be motivated to continue their actions. The next more self-determined level is the introjected regulation. This type of regulation is defined as the external pressures which become internalized and become the reasons for the behavior. Noels and her colleagues clarify that this behavior is not self-determined because the learners will be acting on external pressures and not on their personal choice. The last and most self-determined level is identified regulation which refers to the motivation that arises because the learners have chosen to act based on personally relevant goals (Noels *et al.*, 2000). Thus, the learners’ behavior may be regulated because they see their language learning as a potential benefit in their education or in their future careers.

The most self-determined type of motivation is intrinsic motivation and is defined as the “motivation to engage in an activity because the activity is enjoyable and satisfying to do” (Noels *et al.*, 2000, p. 61). Intrinsic motivation is broken down into a three dimensions which describe the source of the satisfaction the learner experiences in the process of learning: knowledge, accomplishment and stimulation. The first, intrinsic motivation-knowledge has to do with the feelings of satisfaction the learners get when facing new ideas and in the process of knowledge development; the second, intrinsic motivation-accomplishment relates to the sense of fulfilment a learner experiences when achieving a goal or mastering a task. Lastly, the intrinsic motivation-stimulation is the “motivation based simply on the sensations stimulated by performing the task, such as aesthetic appreciation or fun and excitement” (Noels *et al.*, 2000, p. 61). Through all three of its dimensions, intrinsic motivation belongs to the most self-determined type of motivation because when a learner is able to choose which actions to perform, he or she will be

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enthusiastic about facing the challenges they may bring forth, since rising to the challenges provides people a sense of competence in their abilities.

Moreover, Ryan and Deci (2000) explain that less self-regulated behavior can evolve to more intrinsically regulated behavior by the process of internalization and integration. This process refers to the “taking in of a value or regulation, and the integration is the process by which individuals more fully transform the regulation into their own so that it will emanate from their sense of self” (Ryan & Deci, 2000, p. 60). Noels *et al.* (2000) argue that the language learners who possess more internalized regulations will demonstrate “more behavioral effectiveness and greater experienced well-being” (p.63). In consequence, in order to benefit the students’ learning, they must be taken through the process of internalization and integration so their behavior can become more internally regulated.

The intrinsic/extrinsic and integrative/instrumental orientations have provided different descriptions to L2 motivation but the question that rises is how these constructs relate to each other. In relation to this matter, Noels *et al.* (2000) concluded that there was a strong correlation between the instrumental orientation and the externally regulated motivation. This correspondence could be possible as both of these motivational constructs refer to accomplishing goals to satisfy the demands of external pressures. Furthermore, they found that the integrative orientation was strongly associated with the identified regulation and intrinsic motivation which are the more self-determined types of motivation. Lastly, these authors make one last clarification concerning the relation of these orientations and motivations; they explain that the integrative orientation involves a socio-cultural aspect which is not taken into consideration in the intrinsic and extrinsic motivations.

The Self-Determination Theory interpretation of motivation has an implication for the current study. The characteristic of the English program at the University of Quintana Roo may define the type of motivation the students may possess due to its imposed and compulsory nature; therefore, the students may be extrinsically motivated to learn English because they feel the pressure to complete the required courses. This is especially true for those students who see the value of their English learning as assets in their professional goals and their academic learning. Nonetheless, this view of motivation does not take into account other factors that may affect the students’ motivation, such as the intensive courses programs and the influence of the grammar centered syllabus and teaching methods.

As Ushioda and Dörnyei (2012) point out, the view of motivation must extend beyond the individual and include the results that emerge from interaction in the learning context. By focusing both on cognitive and socio-psychological factors, motivation could be explained as it initiates, is modified by influencing and supporting factors, and is maintained through time (Ushioda & Dörnyei, 2012). Furthermore, these authors call attention to the emerging issue on “how to integrate the individual and context in the analysis of motivation” (Ushioda & Dörnyei, 2012, p. 399). In the next subsections, the shift of the view will be presented as based on Dörnyei’s L2 Motivational Self System.

### **The need for a new flexible L2 motivation model**

According to Dörnyei (2005), after many years of L2 motivation research, the various dimensions of L2 motivation had been clearly established but their exact relationship had not been determined as the existing research findings pointed to varying results. In consequence, Kata Csizér and Zoltan Dörnyei conducted two empirical studies in an effort to establish the relationship of the established motivational variables (Dörnyei & Csizér, 2002; Csizér & Dörnyei, 2005). These variables pertained to the different motivational orientations, attitudinal factors, the influence of the L2 community and context and cognitive aspects like self-confidence. The results of these studies suggested that integrativeness plays an important role in motivation; however, in order to better conceptualize integrativeness for different contexts, such as FLL, and across different target languages, it needed to be looked at in a wider view.

Dörnyei proposed a reconceptualization of integrativeness which centered on individual’s representations of their goals as related to different dimensions of the self. He explains that this conceptualization of L2 motivation is consistent with the beliefs of many scholars regarding L2 learning which is seen as being “part of an individual’s personal ‘core,’ involved in most mental activities and forming an important part of one’s identity” (Dörnyei, 2005, p. 94). Therefore, by adopting a whole person approach based on the premise of language learning having an effect on learners’ identities, his interpretation of L2 motivation through the psychology of the self can provide a flexible framework to understanding motivation on both the cognitive and sociocultural dimensions.

## **Possible selves**

The self is composed of three domains (Higgins, 1987). The first is a person's actual self, which refers to the representation of the qualities you or someone else believes you actually possess. The second is the ideal self, which is the representation of the qualities you or someone else would like you to ideally have, for example, your or someone else's aspirations, dreams or wishes for you. Lastly, the third domain is the ought self, "which is the representation of the attributes that someone (yourself or another) believes you should or ought to possess" (Higgins, 1987, p. 321), for example, an individual's view of his or her responsibilities or duties. While the actual self constitutes a person's self-concept, the ideal and ought selves are self-guides, or the standards one acquires and which direct the self (Higgins, 1987).

The ideal and ought selves constitute desired states of the self in the future. Markus and Nurius (1986) conceptualize these future states as possible selves. These authors state that "an individual's repertoire of possible selves can be viewed as the cognitive manifestation of enduring goals, aspirations, motives, fears and threats" (Markus & Nurius, 1986, p. 954). Their conceptualization of the future oriented-selves is seen as two extremes. On one hand is the ideal self which are the ideal selves an individual would very much like to become, for example, the happy self, the successful self or the loved self. On the other hand, there is the feared self which are the selves one is afraid of becoming, for example, the friendless self, the unsuccessful self or the divorced self. In the middle of these two extremes we find the ought self, which is seen as the selves we could become according to the views held by someone else (Markus & Nurius, 1986).

This view of the future-oriented selves differs from Higgins' conceptualization in two ways. The first difference is that Higgins (1987) views the ideal and ought as representations derived from a person's own or someone else's view of what he or she should ideally or ought to become, but Markus and Nurius (1986) view the ideal self as one's own deepest desires and hopes of what he or she would like to become and the ought self represents what is expected of a person to become according the image of the self someone else holds for that person. The second difference is pointed out by Dörnyei (2009). He argues that the conceptualization of the possible selves offered by Markus and Nurius merely provides an outline of the categorization of the possible selves and they acknowledge that a person can have any number of future-oriented

possible selves; however, Higgins proposes a structured conceptualization where the ideal and ought selves are “composite self-guides that sum up all the relevant attributes” (Dörnyei, 2009, p. 14).

Even though the views of the future-oriented selves may differ, their motivational properties are roughly similar. According to the SDT motivation occurs when “we are motivated to reach a condition where our self-concept matches our personally relevant self-guides” (Higgins, 1987, p. 321). Similarly, Markus and Nurius (1986) state that the possible selves are representations that guide future behavior through one’s understanding of what is possible for him or her to achieve. In this sense, the ideal and ought selves can be seen as future self-guides because they offer direction for future behavior according to what is possible for a person to become following his or her own aspirations, motives and feared end states (Markus & Nurius, 1986).

Additionally, the SDT explains that the motivational properties of the future self-guides depend on the harmony between the different dimensions of the self (Higgins, 1987). In the cases where there is a conflict between a person’s selves, for example, between your own and someone else’s visualization of your ideal self, the person experiencing this conflict will suffer negative psychological consequences that could affect their emotional and motivational states. Thus, in order to benefit from the motivational properties of the future self-guides, there must be harmony among the different dimensions which make up a person’s self-identity.

### **L2 Motivational Self System**

By tapping into the psychology of the self, Dörnyei (2005, 2009) proposed his model of L2 motivation where the possible selves act as guides by providing personal representations of aspirations, motives, and feared conditions or threats; thus, determining an individual’s desired or unwanted future behaviors. Through this perspective, L2 motivation is explained by the way in which the behavior is regulated by the self through the setting of goals and expectations (Dörnyei, 2009). Dörnyei’s model of motivation is called the L2 Motivational Self System, and it is composed of three parts: the ideal L2 self, the ought-to L2 self and the L2 learning experience.

Dörnyei built on the theoretical foundations of Markus and Nurius’ possible selves and put forth an L2 specific ideal self. This L2 specific self-guide is defined as a vivid and idealized

visualization of the L2-speaking person one would like to become (Dörnyei, 2005, 2009). Unlike Higgins (1987) conceptualization of the ideal self which is based both on one's own and others' visualization of the ideal person to become, the ideal L2 self is based solely on a person's own visualization, which means that this self-guide bears more resemblance to the ideal self proposed by Markus and Nurius (1896). Moreover, this future self-image can be associated with a number of aspects such as money, travel, work, prestige, success, culture, lifestyle and even living in a certain community (such as an L2 community).

The second component of the L2 Motivational Self System is the ought-to L2 self, and it represents "the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes" (Dörnyei, 2009, p. 29). In this sense, the ought-to L2 self represents external forces which motivate behavior, similarly to the extrinsic types of instrumental motives. The concept of the ought-to L2 self is a combination of Markus and Nurius's (1986) feared self and Higgins (1987) ought self because it encompasses both external expectations for the future self and the avoidance of the feared end-state motive. An example of the ought-to L2 self could be when a student feels compelled to learn English to meet the expectations of future employers, or it could be the motivation experienced by wanting to avoid failing the compulsory English courses.

The last component of this tripartite theory is the L2 learning experience. This element of the theory relates to the situations the learners encounter while learning a second language. It encompasses factors such as the impact of the teacher, the classroom environment, the interaction with peers, the curriculum, the learning materials, and the past and present experiences of success in learning, all of which may affect the learners' motivation (Dörnyei, 2009). Overall, the L2 learning experience denotes the social and contextual factors which dynamically interact with the learners' visualizations of their future L2 English speaking self. Through this tripartite system, Dörnyei has provided the link between the cognitive and sociocultural factors which help us to understand motivation from the moment it initiates through its development and maintenance.

Nonetheless, Dörnyei (2009) clarifies that the effectiveness of the motivational attributes of the possible L2 selves is reliant on the existence of a harmonious relationship between the ideal L2 self and the ought-to L2 self. The point that Dörnyei makes corresponds to a characteristic of the SDT, which describes the discrepancy among self-guides as causing psychological problems associated with confusion and uncertainty. An example of this is the

contradiction between the learner's personal identity and social identity. This opposition of identities could drive the learner to conform to social norms in order to be accepted as part of the dominant group and to undermine the desire to achieve the ideal L2 self.

Furthermore, even though the possible future selves can have powerful motivational properties, Dörnyei clarifies that not all future selves can possess the characteristic of being future self-guides, or "a dynamic, forward-pointing conception that can explain how someone is moved from the present toward the future" (Dörnyei, 2009, p. 11). One of the requirements for the future selves to have a guiding quality is that they must be perceived by the individual as tangible realistic images of one's vision his or herself. Also, the future self-guides must involve a long term developmental goal, within which smaller goals must be established, and involving a focused desire to achieve it but is thought to be more complex than the mere combination of these components. Furthermore, the future self-guides are said to only be effective if the person believes it is possible to achieve the self-image he holds of himself; in other words, the individual must perceive that becoming the possible self is very likely.

The connection between the L2 Motivational Self System and the intrinsic/extrinsic and the integrative/instrumental orientations is seen in the characteristics of the ideal and ought-to L2 selves. Dörnyei's (2005, 2009) conception of the ideal L2 self relates the integrative orientation through the aspect of identification to a L2 speaking community; although, he argues that within the globalized world, an individual is pressured to develop a two-dimensional cultural identity comprised of the identity rooted in the local culture and a global identity stemmed from the exposure and interaction of the globalized culture. Additionally, the ideal L2 self has an instrumental characteristic that is associated to the promotion aspects related to the desired end-state of the professional identity of an individual. This promotional characteristic is associated with the internalized types of instrumental motives, for example, the introjected regulation and identified regulation. In the same manner, the ought-to L2 self corresponds to the more extrinsic motives such as the external regulation, which is categorized as the prevention focus that regulates behavior in order to avoid the presence of unwanted outcomes.

To summarize, Dörnyei (2009, p. 32) provides the following parameters which, if met, will better ensure the effectiveness of the ideal L2 self on the learners' behavior:

1. The learner has a desired future self-image.
2. This self-image is elaborate and vivid.

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3. It is perceived as plausible and is in harmony (it does not clash with expectations of other or with the social environment).
4. It is regularly activated in the learner's working self-concept.
5. It is accompanied by relevant and effective procedural strategies that act as a road map towards the goal.
6. It contains elaborate information about the negative consequences of not achieving the desired end-state.

Lastly, at this point it is essential to define the components of the tripartite L2 Motivational Self System as they apply to the current study. The ideal L2 self pertains to the CS students' self-images based on the type of person they want to become as speakers of English, both on personal and professional levels. In contrast, the ought-to L2 self refers to the students' image of self according to the characteristics they believe others expect them to have, and in order to avoid undesired consequences of not meeting these expectations or professional failure. Finally, the L2 learning experience were embodied by the students' evaluation of their past and present English learning experiences (e.g. the influence of the teacher, the curriculum, the classmates or peers, and the experience of success or failure), and their effect on the students' L2 motivation.

The following chapter describes the previous studies which explored the L2 motivation of non-English major students around the world.



## CHAPTER 2: LITERATURE REVIEW

In this section, the relevant literature concerning the study of L2 motivation in a Foreign Language Learning (FLL) context is explained since this is relevant for the context where this study was carried out. For the purpose of this study, only fairly recent literature, dating back up to six years, is included because it is thought this provides the best and most up-to-date overview of L2 motivation research based on Dörnyei's (2005, 2009) L2 Motivational Self System. This is congruent with the fact that L2 motivation research has evolved over the last few decades, transitioning from the prominent social-psychological period (1959-1990) to the cognitive-situated period (during the 1990's), then to the process-oriented period (late 1990's to the turn of the century), and finally to the current socio-dynamic period in which the aforementioned theory is situated (Ushioda & Dörnyei, 2012).

Moreover, as MacIntyre, Mackinnon, and Clément (2009) explain, the current socio-dynamic approach to L2 motivation has been built upon the findings of the research concerning the previous theoretical constructs, and it offers a focus on the complexity of L2 motivation as it develops and interacts with multiple factors such as internal processes, social influences and context. Thus, studies regarding English learning motivation have been included even though they follow Gardner's' (1985) Socio-Educational Model, as they have been considered to provide a background to Mexican students' motivation for learning English as a foreign language.

The studies in the present literature review are described in two main groups; the first introduces the previous studies concerning English learning motivation in Mexico, and the second presents the L2 motivation studies based on the theory of the L2 Motivational Self System. The second main group is divided into three subgroups; the first of which presents quantitative studies that focused on correlating various influencing factors of L2 motivation, the second includes qualitative ones which explored the complexity of specific cases of students' L2 motivation, and the last are the studies using a mixed method approach to study L2 motivation. At the end of this literature review chapter, an analysis of the overall L2 motivation research is reported.

Moreover, even though the present study is qualitative, some quantitative studies have been included as their results could be useful for the analysis of the data for this study. This also highlights the relevant characteristic of the present study because it aims to approach the matter of L2 motivation using a qualitative perspective which is different than what is commonly used, as is evidenced below.

### **L2 motivation studies in Mexico**

To begin, Mora, Trejo and Roux (2010) sought to understand how the language learning context is inter-related with societal influences which in turn determine L2 motivation by conducting a qualitative study. In order to meet this objective, a focus group interview was carried out and whose data served to analyze the elements which have an influence on the L2 motivation of six university students enrolled at a school located near the northern border of this country. The university students were from different majors, only two of them were majoring in English Language Teaching. The students' responses to the interview questions pointed out that various contextual factors, such as the socioeconomic (economic forces like future success, and access to information pertinent to their careers) and learning contexts (teachers' rapport with students, teaching styles, and lesson planning), influence the participants' motivation to learn English. The participants expressed that two factors played a significant role in maintaining the level of motivation and in achieving the language learning goals during the learning process. These are the teachers' didactic strategies and appropriate lesson planning. Another significant contributor to shaping the students' motivation are the socio-economic influences which entail a certain expectation the students have to better ensure economic and professional success. In general, the students' reasons for studying English were found to be extrinsic.

In contrast, Ordorica (2011) carried out a quantitative study which aimed to determine the language learning motivation of sixty students from various majors at the Autonomous University of Baja California. By means of a questionnaire this research examined the following variables as predictors for the continuation of their language learning: the intended learning effort, the motivational orientations, their attitudes towards English learning as a requirement, and some learning context factors which may affect their motivation such as the teacher, classmates, teaching methods, and inconvenient class scheduling. The participants were divided

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into two groups of thirty; one was made up of English learners and the other of learners of Italian and French. The second group studied these languages as an optional course, while the first group studied English as a requirement. The results from the questionnaire suggested that both groups had high intended effort for continuing their language studies even if the languages they studied were not mandatory. Also, the results indicated that the motivational orientations of the English students were more instrumental while the learners of the other languages were intrinsic. Finally, the students' responses to the items regarding the language learning context varied significantly and no strong indicator was evidenced. The author suggests that the difference in the motivational orientations of the two groups is related to the aspect of language learning as a requirement. Since French and Italian are optional languages, the students who are studying them have willingly chosen to do so, in contrast to the English learners who did not have the option to choose.

In a final study regarding L2 motivation in Mexico, Sandoval (2011) examined the relation among attitudes, L2 motivation and language achievement in Mexican university students from various majors. Another objective of this study was to identify the students' attitudes and motivation towards the new English program at this institution. The 233 participants belonged to beginning through intermediate English levels, and none of the participants were majoring in foreign language studies. The data was gathered using student questionnaires, interviews to the academic staff and semi-structured group interviews for the students, class observations, a survey, the scores of two English exams of each student participant, a mini-questionnaire, and an adapted version of the Attitudes and Motivation Test Battery (AMTB). The findings indicated that 79 percent of the participants had an intermediate to high interest in learning a foreign language, and the motivational intensity of 74 percent of the participants was evaluated to be also intermediate to high. On the whole, the participants showed positive intrinsic motivation and attitudes towards foreign language learning in general, but these factors were lower in respect to the English program at this school which in turn affected their English language achievement. The way the English program is structured is said to influence the students' attitudes and motivation to English learning at this school; thus, it was suggested that a restructuration of the program be done to benefit students' English language learning.

To the best of my knowledge the three studies presented represent a description of the motivational dispositions of Mexican university students as learners of English as a foreign language. While two of the studies suggest that the students have instrumental dispositions to

learn English (Mora *et al.*, 2010; Ordorica, 2011), in the third study the students are intrinsically motivated and their high motivational intensity corresponds to the internal nature of their motivation (Sandoval, 2011). One of the factors which seems to influence the Mexican students' motivation significantly is the immediate learning environment, which encompasses the teachers' didactic strategies and lesson planning (Mora *et al.*, 2010) and the characteristics of the English educational programs (Sandoval, 2011). These variables seem to play an important role on maintaining the students' levels of motivation during the learning process.

Finally, these three studies were based on the Gardners' (1985) Socio-Educational Model and have been limited to describe the students' motivation in regards to their motivational orientations, without taking into account the socio-psychological factors which affect the students' identities and motivation as language learners; thus the next section will present the studies which take into account these factors by using the theoretical framework of the L2 Motivational Self System. The studies presented in the next section have been organized into three groups: quantitative, followed by qualitative and the last section will be the mixed methods studies.

### **L2 motivation studies following the L2 Motivational Self System**

The present section includes three subdivisions of studies on L2 motivation based on the theory of the L2 Motivational Self System. The studies included in each of the sections focus on L2 learning in foreign language contexts within various countries. The first contains the quantitative studies, which are followed by the qualitative ones, and lastly, the mixed methods studies.

#### ***Quantitative L2 motivation research***

First, Kormos and Csizér (2008) completed a study in Hungary whose objective was to describe and compare the L2 motivation of three different learner groups: secondary, university and adult learners. The total number of participants was 623, all of which studied English as a foreign language voluntarily, or in other words, not as a requirement. The data was collected using a questionnaire which focused on motivational attitudinal dimensions, as well as the

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learners' motivated behavior. The results indicated that the ideal L2 self was strongest predictor of motivated behavior for all three age groups, while the influence of ought-to L2 self variable could not be identified because its constituent factors did not emerge as a single dimension of the variable. Meanwhile, there were also differences among the ideal L2 selves among the three groups; the ideal L2 self had the highest mean for the university students, who were described as having a sufficiently stable and flexible self-image to allow for the L2 self to be internalized into their self-image. The lower scores for the two other age groups were attributed to the frequently changing self-images of the secondary school students during the period of adolescence and the matured self-images of the adult learners. Furthermore, in the two older groups the variable for international posture, which refers to the students' attitudes toward English as an international language, was another strong predictor for their motivated behavior and which affects the learners' future L2 self-image; meanwhile, the language learning attitudes was only seen to have an influence on the two younger groups derived from their classroom-based experience. Overall, the authors suggest that these students have high motivational profiles and are willing to put forth the effort to English learning depending on their ideal L2 self and their attitudes toward language learning.

Similarly, Soria (2009) carried out a small-scale study which aimed to classify a group of 95 Chilean non-English major students into motivational profiles, according to their motivation and attitudes towards learning English and by means of a cluster analysis. The data was collected through a questionnaire which placed the participants into one of four groups, ranging from least motivated (group 1) to most motivated (group 4), depending on how high or low their scores were. The results showed that the students with highest motivation (group 4) have a fully developed ideal L2 self, hold positive attitudes towards the L2 and its community, and acknowledge the benefits of integration into L2 speaking community. On the other hand, groups 1 and 2 showed similar results which pointed to the lack of the students' integrative or instrumental disposition toward the L2 and its community; while group 3 indicated to be highly motivated to learn the L2 but their motivation relied on pragmatic reasons and they held negative attitudes towards the L2 and its community. In general, the findings suggest that 84 percent of the students in the sample had a low motivational profile based on instrumental reasons to learn English, regardless of their major or the importance of being able to communicate in the target language for their future careers. These findings were true even for the students who might need

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to communicate with English speakers in the future, such as the students from the International Business major.

In a large-scale comparative study, Taguchi, Magid and Papi (2009) sought to validate the L2 Motivational Self System in three different Asian contexts. In order to accomplish this, nearly 5000 students of English from Iran, China and Japan answered a questionnaire. The results indicated that the variable for integrativeness was closely related to the ideal L2 self but not to the intended L2 learning effort, while the variable for instrumentality-promotion was highly related to the ideal L2 self, and its counterpart the variable for instrumentality-prevention was highly related to the ought-to L2 self. As for the motivational aspects for each group, the ought-to L2 self of the Iranian and Chinese was related to the promotion aspect of instrumentality due to the influence of the social context, where English is essential to compete in the job market or to be admitted into prestigious higher education institutions. Moreover, the impact of the attitudes toward L2 culture and community on the Japanese learners' ideal L2 self was twice as significant as it was for the Iranian and Chinese. This finding suggests that the latter two groups have a more fully developed and balanced ideal L2 self and this corresponds to their higher intended learning effort. Conversely, the Japanese learners showed an imbalance in their ideal L2 self which the authors attributed to the learners' perspective on the usefulness of English in professional success. This is true due to the general perception in Japan that successful job-hunting is not always attributed to English proficiency.

A study carried out in Iran by Papi (2010), used a structural equation model to evaluate the relationships between Dörnyei's tripartite model, English learning anxiety, and learner's intended effort to learn English. One thousand and eleven Iranian high school students, which represented the general population of this country, answered a questionnaire which aimed at establishing the relation between the intended effort to learn English with the ideal L2 self, with the ought-to self, and with the English learning experiences. Also, the relation between English learning anxiety and these last three variables was established. The findings suggest that the ideal L2 self and the language learning experience are the highest predictors of the learners' motivated behavior, and that the learning experience has a strong correlation to the ideal L2 self which indicates the importance of the immediate learning environment and experience. Additionally, the ought-to L2 self had a positive relation to learning anxiety, while the ideal L2 self had a negative one. The authors concluded that the external aspect of the ought-to L2 self influenced the

learners' L2 anxiety as this is associated to the image the learner believes others have of him but the internal aspect of the ideal L2 self contributes to less L2 anxiety because the students focus on their own self-image instead of the image that others hold of them.

In a second study carried out in Chile, which intended to compare the English learning motivation of various groups of students, Kormos, Kiddle, and Csizér (2011) investigated the interplay among the language learning goals, attitudes and self-related beliefs of students from three different age groups (secondary students, undergraduates, and young adult learners). The participants were 518 learners of English who answered a questionnaire which included the following variables: parental encouragement, L2 learning attitude, knowledge orientation, international posture, ideal L2 self, ought-to self, and motivated learning behavior. The relation between the motivated learning behavior and the ideal L2 self was significant which is opposite to the relation between the motivated learning behavior and the ought-to self. There is also a significant correlation between attitudes to L2 learning and the ideal L2 self, and with effort and persistence. The secondary school students were more influenced by the parental encouragement than the other two groups; in addition, the more mature groups had a stronger relation between the ought-to self and the ideal self. The overall results proposed that future self-guides can have a strong impact on effort and persistence in achieving a desired language level, and the maturity factor affects the internalization of the values of the milieu into the learners' self-concept.

Likewise, Lamb (2012) examined and compared the motivation to learn English as a foreign language of 527 secondary school students from three different contexts in Indonesia: a metropolitan city, a provincial town, and a rural area. The data was gathered through a questionnaire for establishing the learners' motivational profiles and an English test to assess their proficiency in English. The results indicated that the highest mean scores for the motivational factors were within the learners' reasons for studying English (ideal L2 self, instrumentality and international posture). However, the ideal L2 component of the L2 Motivational Self System only contributed to the metropolitan students' learning effort but it did not show any effect on the other two groups. Instead, the language learning experience had a stronger effect on motivating the all three groups to study English. This finding is explained by the learners' age as their ideal L2 self may not be concretely developed in order to play a stronger role on their motivation. Moreover, the ought-to L2 self component of the tripartite system could not be identified in this study. Also, there were differences in the results from the different

regions as the rural and provincial learners showed higher motivation and proficiency while the rural learners had lower scores but also held positive attitudes toward L2 learning. The author concluded that motivational profiles among this national context vary among each region which means that this could be the case in other national contexts, and the importance on the learning context is seen as the learners' experience strongly shape their motivation to learn English.

In another study carried out in Iran, Papi and Teimouri (2012) sought to compare the motivation fluctuations of 1041 Iranian students from three different educational levels: secondary, high school and university; additionally, a secondary objective was to determine which variables predicted the components of the L2 Motivational Self System. A questionnaire was administered to three groups of students belonging to the aforementioned educational levels, and which included the components of the L2 Motivational Self System, motivated behavior (intended effort), instrumentality-promotion, instrumentality-prevention, attitudes to L2 culture and community, and family influence (motivation through the family's expectations). It was found that there is a fluctuation of the motivational variables as the students progress through the educational levels: the variables with a promotional focus, such as the ideal L2 self, attitudes toward L2 culture and community, and language learning experience increase during the high school years and seem to reach a plateau or may even decrease during the university experience. On the contrary, the prevention focused variables (i.e. the ought-to L2 self, instrumentality-prevention and family influence) are stronger with the secondary school students and tend to decrease over time. As to the findings regarding the second objective, the ideal L2 self and the language learning experience were found to be significant predictors of the students' motivated behavior; however, the ought-to L2 self could not be validated in this study.

The following quantitative study took place in Pakistan and it was conducted by Shahbaz and Liu (2012). These authors sought to investigate the motivation to learn English of 547 first year high school students, thus a questionnaire was administered. The variables that were included were cultural interest, instrumentality, attitude towards L2 community, attitude towards L2 learning, the components of the L2 Motivational Self System, and the concept of international posture. The descriptive analysis shows that the highest ranked scale was instrumentality, followed by international orientation, the ideal L2 self and attitudes toward L2 learning. The results of the correlational analysis indicated that there were four strong indicators of the intended learning effort which were attitudes toward L2 learning, followed by international orientation,



ideal L2 self and instrumentality. Further correlational analysis revealed that the four strongest indicators not only had significant correlations with the criterion measure, but had strong correlations with each other as well. The factor of attitudes toward L2 learning proved to be an influential factor not only in the descriptive analysis but also in the correlational analysis because this variable had a significant influence on the relationship among the other three variables and the intended learning effort. The close relation between these four significant factors led the authors to conclude that the motivational characteristics of the population being studied depended on various factors which played equal parts in shaping the students' motivation.

In a study which explored the multi-faceted L2 motivation of 975 undergraduate Pakistani students of English from various majors, Islam, Lamb and Chambers (2013) used a Motivational Factors Questionnaire to establish the relationship between the three components of the L2 Motivational Self System and to determine the most influential factors acting upon these students' L2 motivation. Also, this study introduced the variable of National Interest, the students' perspective of the benefits of English as an aid in the progression of their country. The findings pointed out that the three components of this tripartite system have a relation of mutual contribution but their degree of contribution and correlation suggests that these variables are distinguished from one another and they measure different aspects of the students' motivation. Furthermore, the factor for the learning milieu contributed to the three factors of the L2 Motivational Self System, while National Interest strongly contributed to the ideal L2 self. In a final correlation, the anxiety variable had a positive correlation with the ought-to L2 self but it had a negative one to the Ideal L2 self. The authors suggested that this study validated the L2 Motivational Self System since the three components of the system strongly supported the students' intended learning effort.

In another quantitative conducted in Iran, Kiany, Mahdavy and Ghafar (2013) administered a questionnaire to 401 high school students to examine the changes in motivation that occur as students advance through the four years of high school education. This study found seven factors which help shape the students' motivation: interest (composed of interest in the language learning environment, learning experience and intended learning efforts), the ought-to L2 self, cultural orientations towards the L2 community, the ideal L2 self, instrumental-promotion, L2 anxiety, and instrumental-prevention. The means for the whole sample indicate that the instrumental-promotion and prevention factors are the strongest indicators, followed by

the ideal L2 self. A comparative analysis was also performed, in which the students were divided into two groups, the first included the first and second year students and the second group included the third and fourth year students. The results revealed that the motivational variables measured declined for the third and fourth year students, except for the L2 anxiety variable which increased. It was also evidenced that there are statistical differences in internal motivational factors: the ideal L2 self, instrumental-promotion and interest among the two groups. The authors suggest these differences may be attributed to the foreign language teaching policies which have an interest in preserving the Arabic language and culture, and the traditional Grammar-Translation methods used throughout the high schools located in the region where this study took place. Thus, it was concluded that this specific context tends to foster external motivational factors, as evidenced in minimal changes in the factors of instrumental-prevention and the ought-to L2 self.

Another study in Chile was carried out by Kormos and Kiddle (2013) and whose objective was to investigate how the students' socioeconomic status is related to their motivation, self-regulation strategies and autonomous learning behavior. Seven hundred and forty students from three different types of schools (private, government financed and mixed-funding) answered a questionnaire which included variables to describe the students' motivation (instrumentality and international posture), self-image of the language learners (ideal L2 self), motivated behavior, intrinsic motivation, students' self-efficacy beliefs on language learning, self-regulated behavior (satiation control which is the students' ability to make learning interesting and overcome boredom), learner autonomy (independent use of learning resources and independent use of technology), and students' milieu (parental encouragement and peer pressure). The analysis revealed that socioeconomic status has an overall significant effect on the group of factors being studied. The most important differences were found between the two higher classes (high and upper-middle) and the two lower classes (lower-middle and lower). Furthermore, the results suggest that the upper-middle class group had the most favorable motivational characteristics compared to the rest of the social class groups. The authors concluded that the inequality in the segregated schooling system in Chile can justify these differences because the students from the higher classes have access to a better English education, have more realistic and viable goals for their English use in their education or profession in the future, and have established the use of English as part of their personal identities.

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Mahdavy (2013) conducted an investigation whose objective was to describe the differences in the English learning motivation of male and female students in Iran. A total of 305 female and 96 male students answered a questionnaire which analyzed the following variables: interest, ought-to L2 self, ideal L2 self, cultural orientations, instrumentality-promotion, instrumentality-prevention, and L2 anxiety. The results specified higher values of ought-to L2 self, cultural orientations, ideal L2 self, and instrumental promotion for the males, while the females had higher values for instrumental-prevention and L2 anxiety. However, the only statistically significant differences were found among of the ought-to L2 self, the ideal L2 self and the instrumental-promotion. The findings suggest that the L2 motivation of the male participants may be influenced by their self-perception as the economic providers in a household, a perception which is rooted within the cultural context of this study as the males are expected to be the breadwinners.

A study carried out in Thailand by Outhaichute and Raksasataya (2013) sought to investigate the relationship between the language learning motivations, language achievement and intended learning effort of high school students, in order to help develop a language learning program centered on the students' motivational profiles and self-motivational strategies. This study introduced variables related to the motivational strategies, such as increasing self-confidence, creating pleasant classroom climate, increasing learners' goal-orientedness, promoting learner autonomy, promoting cooperation among learners, and encouraging positive self-evaluation. Four hundred and nine students answered a questionnaire which showed that the variables of ideal English self, parental encouragement, English learning experience and promoting learner autonomy accounted for 69 percent of their intended learning effort. The variables which were significant predictors for the learning achievement were ideal English self, ought-to English self, promoting learner autonomy and encouraging positive self-evaluation. The motivational strategies had no significant relation to the students' intended effort or achievement. The results show that the parents' expectations and expectancy in higher education of these students help shape their motivation.

In a study which analyzed the motivation of English as a Foreign Language (EFL) learners and English as a Second Language (ESL) learners, Li (2014) aimed to examine the differences in motivation of these non-English major learners of English. The participants were 132 EFL learners in China and 122 Chinese ESL learners residing in New Zealand. A self-report

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questionnaire based on the L2 motivational Self System was used to gather the data. Motivational factors such as attitudinal factors, the components of the L2 Motivational Self System, English anxiety, and socio-cultural factors, were analyzed to determine which of these acted as the predictors of the learner's effort for learning English. The data analysis reported that the strongest contributors for the motivated learning behavior of both of the groups was the attitudes to learning English and the instrumentality-promotion. The results indicated that the ESL learners had more positive attitudes to English learning, were more likely to be motivated by the ideal L2 self and intended to put more effort into their English learning. In contrast, the EFL learners' scores were higher for instrumentality-prevention and English anxiety which suggested that their motivation to learn English was based on their commitment to fulfill the required duties and they seemed to experience more anxiety when communicating in English.

Huang, Hsu and Chen (2015) investigated the motivation of 1132 Taiwanese undergraduate students from various non-language related majors who were learning English as an L2 and Japanese, French, German and Korean as an L3. They applied a questionnaire which incorporated the motivational characteristics of these students pertaining to the identification with social role obligations, cultural interest and career opportunities in relation to the components of the L2 Motivational Self System to determine how these variables predicted the students' motivated behavior. In this investigation, the motivated behavior was determined by measuring the self-reported class involvement and voluntary learning measures. The results indicated that these students have a well-developed ideal L2 self as this variable had the highest score for the whole sample. Also, the ideal L2 self, the ought-to L2 self, cultural interest and identification with social role obligations were the principal predictors for the motivated learning behavior. Another finding from this study is that language learning motivation may vary depending on the role of the target language within the cultural environment where it is learned, for example, the ought-to L2 self takes is the main predictor of the learning efforts for English, German and Japanese. Furthermore, the impact of the language learning experience on the students' in class language learning behaviors is greater than the future self-guides, while the out of class learning behaviors seem to be driven by the students' needs to fulfill the obligations within their role as students.

The quantitative studies that have just been presented have followed correlational designs to determine how the various factors relate to shape L2 motivation in various contexts, These

studies have evidenced that L2 motivation is in dynamic interaction with variables such as L2 anxiety (Papi, 2010; Islam, *et al.*, 2013; Kiany, *et al.*, 2013; Mahdavy, 2013; Li, 2014), self-efficacy beliefs (Kormos & Kiddle, 2013), and attitudinal factors such as national interests (Islam, *et al.*, 2013) and international posture (Kormos & Csizér, 2008; Kormos, *et al.*, 2011; Lamb, 2012; Shahbaz & Liu, 2012; Kormos & Kiddle, 2013). Concrete evidence of the interplay between the many variables related to L2 motivation was found in the study conducted by Shahbaz and Liu (2012), where the correlation among the variables was not only significant to predict the motivated learning behavior, but it was also established that the relation between each of the variables and the motivated learning behavior was partly determined by the other interacting variables as well.

Another noteworthy aspect of the studies that have been reported is that these provide a description of the L2 motivation of various types of learners, including secondary, high school, university and adult learners from various countries and from different social contexts. The variance in motivation amongst these groups of students have provided evidence that the contextual factors, such as the socioeconomic status (Kormos & Kiddle, 2013) and populations (Lamb, 2012), and students' role as English learners from various educational levels (Kormos & Csizér, 2008; Kormos, *et al.*, 2011; Papi & Teimouri, 2012), can have a strong influence in the students' L2 motivation. Furthermore, the majority of the studies concerned in characterizing L2 motivation following the L2 Motivational Self System have been carried out with high school and university students.

Although these studies have used the theoretical framework of the L2 Motivational Self System, their findings point out that there are contradictory results regarding the influence of the self-guides in the motivated behavior of EFL students. While some studies indicate that the motivational dispositions of EFL learners may be more instrumental (Kiany *et al.*, 2013; Li, 2014), other studies suggest that the ought-to L2 self has no significant contribution to the students' motivation and the factors with the promotional focus are the most important contributors (Kormos & Csizér, 2008; Papi & Teimouri, 2012).

The third component of the tripartite L2 Motivational Self System, the students' learning experiences, was found to be one of the most influential factors helping to form the students' motivation (Papi, 2010; Lamb, 2012; Papi & Teimouri, 2012; Kiany *et al.*, 2013; Kormos & Kiddle, 2013; Outhaichute & Raksasataya, 2013). This was evidenced in the introduction of

motivational variables such as creating a pleasant classroom climate and encouraging positive self-evaluation (Outhaichute & Raksasataya, 2013), and by uncovering how the social status may create a domino effect influencing the learning experience and then the students' motivation (Kormos & Kiddle, 2013).

The quantitative studies reported vastly outnumber the qualitative and mixed methods studies presented in the following sections. This is proof that L2 motivation has been traditionally investigated using quantitative designs. In the next section, four qualitative interview studies are presented.

### *Qualitative L2 motivation research*

A qualitative study by Kim (2009) investigated the L2 motivation of four Korean adult English students during a ten month stay in Toronto. This study was based on the link between the Vigotskian sociocultural theory and Dörnyei's L2 Motivational Self System in regard to the participants' motivation. The participants were interviewed once a month during their stay using semi-structured interviews. It was found that the participants had apparent instrumental orientations for English learning; although, according to the L2 Motivational Self System, the degree of internalization of the orientations is what defines if the learner's motivation is related more with the ought-to L2 self or the ideal L2 self. Additionally, the learners manifested inconsistent motivation orientations and the author argues that, in order to internalize these orientations, they must be defined and consistent. It was concluded that both the ought-to self and their seemingly instrumental orientations led to less-internalized external social causes to learn English, and that only through the internalization of the external motives to learn English can the learners transform their initial L2 learning motives into L2 learning motivation through the promotion-based ideal L2 self.

In the next study, Chen (2012) aimed to interpret the English learning motivation of 26 senior high school students in Taiwan, through the use of the L2 possible selves of the L2 Motivational Self System. The data was collected by means of semi-structured interviews. The findings indicated that the majority of the students' motivation could be better explained by the ought-to L2 self; although, this component was characterized by the internalization of the prevention focus of instrumentality which potentially evolved to the promotion focus. This is

contradictory to the previously established concept of the ought-to L2 self which is related to the prevention focus, while the promotion focus belongs within the ideal L2 self. This is explained within this specific context due to the rigorous exam culture which exerts pressure on the students' future professional success. Furthermore, the students' idea of their ideal L2 self was not found to be fully developed, and it was suggested that the ideal L2 self could be constructed through a fully internalized ought-to L2 self.

In a similar study, Takahashi (2013) interviewed six non-English major students in Japan in order to explore development of the ideal L2 self and the relevance of English learning. The participants' responses revealed that there were few opportunities for English communication outside of classroom, and that the students did not have clear visions of their future selves in their profession after graduation. Also, the vividness of the ideal L2 selves varied among participants. The participants with the more vivid visualizations seemed to create more possible opportunities for future English use and these perceived opportunities seemed to help develop their ideal self. The construction of their L2 selves was based not on the vision of themselves as someone using English but rather on the goals they have for their English use. Lastly, the students suggested that the English teachers could help improve the learning experience by reducing the pressure put on them and by having the teachers act as their role models.

In summary, the qualitative studies presented in this section have been carried using interviews (Takashi, 2013) and semi-structured interviews (Kim, 2009; Chen, 2012) aimed at establishing a description of the motivational dispositions of various learners of foreign languages. Additionally, the participants from these studies belong to high school (Chen, 2012) and university levels (Kim, 2009; Takashi, 2013). Lastly, the L2 motivation was investigated in regard to English learning as a foreign language (Kim, 2009; Chen, 2013; Takahashi, 2013)

In the next section, the three studies concerning a mixed methods approach to investigate English learning motivation will be described.

### ***L2 motivation studies using a mixed method approach***

In a first study mixed methods study, Cho (2012) examined the relation between the learning context and motivation through an interpretation of the motivation of 433 high school students of English in Korea. The concept of *sociocultural space* was introduced to refer to the

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combination of the physical learning environment and a community's sociocultural perceptions and knowledge. The data was gathered by means of questionnaires, eleven student interviews, and eight essays in which the students talked about their perceptions of the importance of studying English. The results indicated that a little more than half of the participants were instrumentally motivated, with a more significant relation to the promotion aspect of instrumentality as part of the ideal L2 self. This result related to the significant correlation of the ideal L2 self and the motivational intention while the instrumental motives showed a negative correlation to the intention variable. Also, the students' motivation had a stronger correlation to their interest in the transnational context (the ability to communicate in a global community) which means that the students' motivation is positively influenced for their desire to communicate within the international community. Furthermore, the classroom context also had a positive influence on the students' motivation, which led the author to conclude that the students' instrumentality-promotion motivation was in dynamic interaction with the international and classroom contexts.

Iwaniec (2014) performed a mixed method study in Poland whose objective was to delve into the factors which motivate Polish middle school students from urban and rural areas to study English. The participants were 236 students between the ages of 15 and 16; all of them answered a questionnaire but only nine were chosen to participate in interviews because they were characterized as successful language learners. The constructs that shape L2 motivation and were considered for this study consist of self-efficacy beliefs, language learning anxiety, self-concept, intrinsic motivation. The aforementioned constructs were analyzed along with the constructs of the L2 Motivational Self System to find out which of these predicted self-regulated behavior. The findings point to three learning goals: knowledge orientation, international orientation, and instrumental orientation. In regard to parental encouragement, this factor has been found to influence the initial impulse for the students to learn English but its influence decreases over time; this contrasts the finding of the peer pressure factor which seemed to have no significant effect on self-regulated behavior. Moreover, the participants rated their self-efficacy beliefs and L2 self-concept moderately but the scores for the ideal L2 self were significantly lower than the aforementioned constructs. The participants reported to have low levels of English anxiety but they did not experience pleasure in learning the language and it was believed that they expended a low amount of effort in studying English. The results of the interviews with the successful



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language learners contrasted these last findings as they reported more positive characteristics than the findings provided by the questionnaires. It was concluded that self-regulated language learning takes place when the learners have a positive vision of themselves and they experience pleasure in learning the language.

Another mixed methods investigation was completed by Azarnoosh (2014) with 1670 students from secondary and high school levels in Iran. The aim of this investigation was to describe the changes among the motivations of these groups of learners of English as a compulsory subject within this Asian context that provided very limited exposure to the target language. The total of the participants answered a questionnaire which was centered on the learners' attitudes and motivation towards learning English, and twenty-eight students participated in semi-structured interviews. The results showed that the highest predictors of intended learning behavior for both groups was the attitudes toward learning English, instrumentality-promotion and the ideal L2 self. These findings were corroborated by the interviews which indicated that the most frequently reported motivational aspects were communication in English and working overseas, both of which relate to the ideal L2 self and instrumentality-promotion. In general, it was found that the Iranian students' motivational dispositions decrease with age and can be attributed to the life changes during the teenage years, less parental supervision in their education, and the monotonous and increasing difficulty of the English learning situation. Also, the ought-to L2 self was found to be part of the ideal L2 self component due to the influence of the context: the children respect and abide the demands and expectations of their elders, even setting aside their own desires.

One last mixed methods study was conducted by Kahn (2015) with 100 female undergraduate students from Saudi Arabia. The aim of this investigation was to establish the impact of the possible L2 selves in the students' L2 achievement. The total of the participants answered a questionnaire which analyzed L2 possible selves, the intended effort to learn, the learning achievement and the attitudes to learning English; also, ten of the participants were randomly chosen to be interviewed. The qualitative data yielded that the ideal L2 self has a highly significant influence on the learning achievement and intended efforts of the students, the attitudes to learning English have a significant impact on the achievement and intention variables, and the ought-to L2 self has no impact on the students' achievement.

To sum up, this literature review reveals that L2 motivation is a dynamic process which is shaped by its interaction with multiple factors such as internal processes, social and contextual elements. One of the main motivational factors is the attitudinal disposition of the language learners towards the L2 learning situation, the L2 itself and its community. In addition, the self-concepts, (i.e. ideal L2 self and ought-to L2 self) are shaped by the attitudinal factors aforementioned which constitutes the dynamic nature of L2 motivation. Also, external factors such as language learning anxiety and English learning experience have a strong impact on the motivational dispositions of L2 learners.

Furthermore, the revised literature thus far suggests that tendency for the L2 motivation research is predominantly quantitative correlational designs (Kormos & Csizér, 2008; Soria, 2009; Taguchi *et al.*, 2009; Papi, 2010; Kormos *et al.*, 2011; Ordorica, 2011; Lamb, 2012; Papi & Teimouri, 2012; Shahbaz & Liu, 2012; Islam *et al.*, 2013; Kiany *et al.*, 2013; Kormos & Kiddle, 2013; Mahdavy, 2013; Outhaichute & Raksasataya, 2013; Li, 2014; Huang *et al.*, 2015). While the qualitative (Kim, 2009; Mora *et al.*, 2010; Chen, 2012; Takahashi, 2013) and mixed methods (Sandoval, 2011; Cho, 2012; Azarnoosh, 2014; Iwaniec, 2014; Kahn, 2015) approaches are fewer. Also, the anecdotal evidence suggests that much of the research regarding English learning motivation within FLL contexts has taken place in Asian countries, for example, China (Taguchi *et al.*, 2009; Li, 2014), Iran (Taguchi *et al.*, 2009; Papi, 2010; Papi & Teimouri, 2012; Kiany *et al.*, 2013; Mahdavy, 2013; Azarnoosh, 2014;), Indonesia (Lamb, 2012), Pakistan (Shahbaz & Liu, 2012; Islam *et al.*, 2013), Japan (Taguchi *et al.*, 2009; Takahashi, 2013), Korea (Kim, 2009; Cho, 2012), Saudi Arabia (Kahn, 2015), Taiwan (Chen, 2012; Huang *et al.*, 2015), and Thailand (Outhaichute & Raksasataya, 2013). Fewer studies have been carried out in European countries like Poland (Iwaniec, 2014) and Hungary (Kormos & Csizér, 2008), which is similar to the incipient research carried out in Mexico (Ramirez, 2013), or Latin America (Soria, 2009; Kormos *et al.*, 2011; Kormos & Kiddle, 2013).

In analyzing the overall quantitative studies, most of them focused on establishing correlations between the factors which help shape L2 motivation (attitudes to L2, L2 community and L2 learning experience, anxiety, motivational orientations and language learning context) through quantitative analyses of the relations among these factors. Such studies which only offer a statistical insight to L2 motivation dynamics through the use of questionnaires which have a restrictive characteristic that confines the responses of the participants to previously formulated

answers. This characteristic could imply that in some cases the variables could have been reduced (Kormos *et al.*, 2011; Ordorica, 2011) or that not enough pertinent information is provided by the participants thus dismissing possible underlying aspects which could help in understanding the dynamic nature of L2 motivation.

Although authors like Cho (2012), Azarnoosh (2014) and Iwaniec (2014) offer a deeper look into the complexity and the dynamics of L2 motivation of young language learners by using both quantitative and qualitative methods, these studies may have a theoretical drawback as they focus on the L2 self-images of these learners but their level of maturity may affect their self-visualizations. This means that their low level of maturity may interfere with the ability to vividly establish an L2 self-image which could act as a motivating guide in their language learning process (Iwaniec, 2014). Although the level of maturity may affect the development of a vivid ideal L2 self, Takahashi (2013) found that the influence of a context which offers minimal opportunities for L2 interaction outside the classroom may interfere in the construction of an ideal L2 self because the students' motivation is oriented on the goals they have for their English use.

Moreover, Chen (2012) and Takahashi (2013) suggested that the formation of the future L2 selves is context dependent, that is to say the development of the ideal and ought-to L2 selves may be the result of the internalization of instrumentality-prevention motives. This finding is in accordance to the emphasis placed by Cho (2012) on the interaction between the sociocultural space and L2 learning motivation.

Within the studies carried out in the context of Mexico, Mora *et al.* (2010) offers a description of the L2 motivation of non-English major university students but this study has been found to have a methodological weakness. This is based on the fact that the data collection procedure was limited to only one focus group interview. This suggests that the claimed results could be based on insufficient data and that the problem was explored very superficially.

As mentioned in the introduction chapter of this study, L2 motivation research in Mexico has been centered on a number of aspects such as the characterization of L2 motivation as influenced by certain contexts, the role of motivation in deciding to study an English Language major, motivation as a component of the affective factors which have an effect on L2 learning, and the use of strategies to motivate students of English (Ramirez, 2013); however, only Mora *et al.* (2010) and Ordorica (2011) have aimed at investigating the underlying factors which have an

effect on Mexican students' English learning motivation. This dearth in the literature indicates that there is a need to study the characteristics of L2 motivation of the students in this southeastern Mexican university. The relevance of this study lies in the fact that this specific context of English language use is different from the general context of the rest of the country because the need for English use comes not only from the influence of English as a lingua franca but also from the close contact to the English speaking countries of Belize and the United States. Thus, the present study attempts to shed light on the CS major students' motivation to learn English as a foreign language by focusing on dynamic nature of L2 motivation and the factors which shape it.

The following chapter will present a description of the methodology that was followed to carry out this study.

### CHAPTER 3: METHODOLOGY

The present study aims to explore the motivation to learn English as a foreign language of the Commercial System students at UQRoo. Through an interpretation based on Dörnyei's (2005, 2009) L2 Motivational Self System, this qualitative case study seeks to shed light upon the factors which help develop the students' visions of themselves as future English speakers, and how these visions and their past English learning experience shape their motivation to learn this language.

The following research questions guided this study to reach the aforementioned objective:

1. How do the CS major students describe their future self-images as English language speakers?
2. How do their future L2 self-images shape their motivation to learn English?
3. How do their past learning experiences influence the students' motivation to learn English at UQRoo?
4. What are the differences and similarities in the motivation to learn English of the CS major students from different semesters?

Thus, to answer these questions, six students from the CS major were interviewed using semi-structured interviews which focused on the descriptions of their Ideal L2 selves, their ought-to L2 selves and their previous experiences in English learning. Moreover, three English professors teaching the CS students were interviewed as a means to triangulate the data provided by the students. Following the interviews, the data was processed using the QDA Miner 4 Lite (Version 1.4.3, Provalis Research, 2014) software, and was analyzed through a thematic analysis, as proposed by Braun and Clarke (2006). Finally, a report of the findings was made which highlights the relevant aspects of the participants' accounts.

This methodology chapter consists of two major sections. The first defines the chosen qualitative research paradigm and the case study approach. The second section explains the data collection procedure beginning by describing the context, the population and the participants of the study. Next, the instruments are identified, then the data collection process is described. This

is followed by the explanation of the data analysis, and the last three sections cover the ethical considerations and the issues of trustworthiness of the study.

### **The chosen qualitative research design**

The quantitative and qualitative paradigms are described by Mahoney and Goertz (2006) as being two different cultures, each with its own traditions in regards to the manner in which phenomena can be explained. The quantitative paradigm describes a problem using a postpositivist view in which a relationship of cause and effect is built among the identified variables to be tested, it uses surveys and experiments as strategies for inquiries, and it draws conclusions from statistical data aimed at applying the results to a wider population scope (Creswell, 2003).

On the other hand, qualitative research aims to study complex issues which could not be approached efficiently by clearly identifying and isolating the variables as it is done in a quantitative design (Flick, 2009). As Creswell (2003) explains:

A qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e., the multiple meanings of individual experiences, meanings socially and historically constructed with an intent of developing a theory or pattern) or advocacy/participatory perspectives (i.e., political, issue-oriented, collaborative. or change oriented) or both. It also uses strategies of inquiry such as narratives, phenomenologies, ethnographies, grounded theory studies, or case studies. The researcher collects open-ended, emerging data with the primary intent of developing themes from the data (Creswell, 2003, p. 18).

Whereas L2 motivation has been traditionally studied using quantitative designs, the emergence of qualitative research to study L2 motivation has complemented the quantitative findings (Dörnyei, 2001) and provided in-depth interpretations of the contextual and dynamic complexity of L2 motivation (Dörnyei, 2012). In order to achieve the main objective of the study, which is to explore the Commercial System major students' motivation to learn English, the qualitative paradigm was chosen. As Dörnyei and Ushioda (2011) explain, motivation is not a linear process, as in a cause and effect relationship, but it is rather more elaborate as it is shaped by multiple parallel and simultaneous interactions between the individual and the context.

Accordingly, in order to explore the intricacy of L2 motivation, a qualitative design was chosen to be best suited for the purpose of this study.

### **Case study approach**

As Dörnyei (2001) suggests, “interpretive techniques such as in-depth interviews or case studies are in many ways better suited to explore the internal dynamics of the intricate and multilevel construct of student motivation” (p. 49). The case study design aims to understand a specific phenomenon or situation by describing how the individuals involved in a given case or problem experience said situation (Reyes, Hernández & Yeladaqui, 2011). In a case study approach, the researcher studies a specific case or cases which belong to a specific group by using data collection techniques which allow for an in-depth and detailed data to be collected and which include various sources of information such as observations, interviews, documents, reports and audio visual material (Creswell, 2007). This approach was chosen for this study as it allowed for a deeper understanding of the CS students’ motivation to learn English as a foreign language as it interacts with various social, contextual and intrapersonal factors, which is the general objective of this investigation.

### **The context of the study**

#### ***The geographical setting***

The southeastern state of Quintana Roo is the home to one of the largest and the most prominent school in the state: The University of Quintana Roo. This public university is comprised of three campi, two located in the northern region of the state in the cities of Playa del Carmen and Cozumel, and one located in the southern city of Chetumal. The Chetumal Campus is the largest and eldest campus, and its educational programs are organized within four academic divisions: the Division of Science and Engineering, the Division of Political Science and Humanities, the Division of Health Science, the Division of Sustainable Development, and the Division of Economic and Administrative Science. The total of these academic divisions offer

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sixteen bachelor's degrees, eight master's degrees and one doctorate degree. Approximately 800 students are enrolled in the various programs offered in this campus.

The state of Quintana Roo, where this university is located, is located in the southeastern region of the Yucatan Peninsula in Mexico. It borders the states of Yucatan and Campeche, the country of Belize and the Caribbean Sea. As this state is located in an ideal Caribbean region, the top grossing industry pertains the activities related to tourism such as hotel trade, food service and transportation (Instituto Nacional de Estadística y Geografía, 2011), which are evident across the state but more so in the northern cities of Cancun, Playa del Carmen, Tulum and Cozumel. Other economic activities in this state include agriculture, fishing, construction, and bureaucratic activities (Instituto Nacional de Estadística y Geografía, 2011).

The city of Chetumal where the present study is taking place is a city located in the southernmost region of the state, and it is just a few kilometers from the border of Belize. In contrast to the northern cities of this state, the tourism industry is much less developed and offers limited employment opportunities for the citizens in this city. Instead, the more prominent economic activities include transportation, bureaucratic activities in government institutions, education, food industry and commerce. Furthermore, the economic activities of the towns of the municipality of Othón P. Blanco, where the city of Chetumal is located, include agriculture, livestock and fishing.

### ***The Commercial Systems major***

The CS major is a four year, eight semester program that belongs to the Division of Economic and Administrative Science in the Chetumal Campus. The objective of this educational program is to help individuals to develop extensive theoretical knowledge and abilities in the field of business development and management, including the trade of goods and services within national and international markets, withholding the values of sustainable development, and with the skills to interact with the modern dynamic context (Universidad de Quintana Roo, 2007). When concluding this educational program, the graduates will be able to work in a wide field of employment, including activities such as the design and development of new business initiatives, the production and marketing of goods within any given enterprise and for national and international markets, and business consulting services (Universidad de Quintana Roo, 2007).



*The place of English in the professional development*

As an essential part of the professional development of the alumni of the bachelor's programs at UQRoo, this institution has included the completion of four multilevel English courses as part of the requirements to obtain a degree upon graduation. The levels are structured starting with an introductory level which aims to provide the foundations of the English language to the students with little or no knowledge of the language, and ending with the post-intermediate course which aims for the students to acquire the skills corresponding to the B2 level according to the Common European Framework for Languages (Council of Europe, 2001). In total, there are five levels of English which the students can take at this university, each level is taught in a one semester-long course; however, only the first four levels (introductory, basic, pre-intermediate, and intermediate) are required for obtaining a degree.

Upon completing the intermediate level, the students will have developed their language skills up to a B1 level corresponding to the Common European Framework of Reference for Languages (Council of Europe, 2001). This means the students will be able to understand the main ideas of day-to-day input and can manage to communicate during the situations they may encounter while traveling to English speaking countries. They are also able to express their interests, hopes, experiences and briefly explain their opinions and plans. While this is the expected level to achieve for the student body of the bachelor's programs at UQRoo, the CS students have an additional English requirement, APSC-134 Business English.

The Business English course is integrated in the CS educational program and is meant to be taken during the eighth semester of this four-year program. The prerequisite for this course is AG-154 Intermediate English, this means the students can take the four required levels of English during the first seven semesters of their major before having to take the last English course requirement, Business English. The objective of this course is for the students to use the previous knowledge developed during the four previous English courses to solve any potential situations encountered in the work field of business and international commerce. The activities for this course will include the creation of commercial documents, the use of specialized vocabulary, making emphasis on the processes of negotiation and trade.

### *Population*

The population of this study were the CS major alumni who were enrolled at UQRoo at the time of the study. This included students of this major from all semesters and who were or had been taking English classes. The participants chosen represent this population as a whole, and although the findings of this study are not able to be generalized to this whole population, Berg (2001) proposes that the acceptance of the idea that human behavior is predictable can support that the findings provide an understanding of the individuals who possess similar characteristics to the participants of this study.

### **Description of the data collection and analysis procedures**

#### *Definition of the sampling*

The purpose of qualitative research is to study a specific phenomenon in depth, and for this reason, qualitative researchers must intentionally choose specific individuals or a specific site instead of randomly selecting the number of individuals who will provide the information needed for the research (Creswell, 2012). For the purpose of this study, the strategy for selecting the participants was convenience sampling, which is when the researcher selects those cases that are easily accessible to him given the circumstances in which the research is taking place, for example when dealing with limited resources of time and people (Flick, 2009).

Yin (2011) argues that this type of sampling is not the most effective for qualitative research as it is likely to lead to incomplete data for the situation being studied because the chosen participants may not be the best candidates to provide information rich accounts. However, this type of sampling was the most efficient to obtain the desired number of participants because the researcher lacked the time to become sufficiently acquainted with the population being studied to be able to purposefully select the participants who were more likely provide greater information.

Thus, the total number of participants for the present study was six students from the CS major, and three English professors who taught the students from the CS major as their accounts

served for triangulation of the data provided by the students. The students represent the total of students within the CS major which included the students from all the semesters enrolled at UQRoo at the time of the study. From this sample, the students were divided into four groups depending on the semester in which they were enrolled; these included the second, fourth, sixth and eighth semesters. Also, the student participants were between the ages of 19 and 23. The following table illustrates the demographic data concerning the participants.

Table 1. Participant demographic information

<b>Participant pseudonym</b>	<b>Age</b>	<b>Semester</b>
<b>Lica</b>	19	2 <sup>nd</sup>
<b>Nancy</b>	20	4 <sup>th</sup>
<b>Ivan</b>	19	4 <sup>th</sup>
<b>Oswaldo</b>	22	6 <sup>th</sup>
<b>Ciju</b>	21	8 <sup>th</sup>
<b>Canela</b>	23	8 <sup>th</sup>

### ***Instruments***

Creswell (2007) suggests that extensive forms of data collection be used for a case study approach “such as documents and records, interviews, observations, and physical artifacts” (p.121). Out of the provided options, an interview was employed because it would be the best instrument to allow the participants to give lengthy and in-depth information by providing their points of view about the case; moreover, as Dörnyei and Ushioda (2011) suggest, “qualitative interviewing is more appropriate to uncover the complex interaction of social, cultural and psychological factors within the individual learner” (p. 237), which is consistent with the case study approach of the present investigation that seeks to explore the L2 motivation of individual learners of the CS major.

Kvale (1994) argues that qualitative interviews have an objective and a reproducible disadvantage as they rely on subjective characteristics for obtaining the necessary information pertaining to the case being studied, for example, the subjective aspect of the participants’

responses to the questions, the dependability of the participants' responses to the rapport or interpersonal skills of the interviewer, and the subjectivity of the researcher's interpretation of the interview responses. However, Yin (2011) suggests that the use of a formal instrument could prevent the informality of this procedure, and a "rigorously defined data collection procedure" (p. 131) can provide the readers a better understanding of the choices made during the data collection process.

Furthermore, Creswell (2012) points out that qualitative interviews allow the researcher to obtain large amounts data regarding unobservable behavior, such as motivation. Also, the use of interviews allowed the researcher to have "better control over the types of information received, because the interviewer can ask specific questions to elicit this information" (Creswell, 2012, p. 218). In consequence, the interviews for this study were carried out following a semi-structured format which allowed the interviewer to have guiding open-ended questions to lead the participant's responses while maintaining the flexibility to pursue interesting developments or to further explore certain issues (Dörnyei & Ushioda, 2011). Also, this instrument could help steer the interview in the appropriate path in order to gather the necessary information, to provide introductory questions to encourage the participants to open up and share information, and to allow the researcher to make annotations of the significant aspects of the participants' responses during the interviews.

### ***Developing the interview protocols***

As suggested by Berg (2001), the first step in the development of the interview protocol is to establish a general outline of outline of the topics that are relevant to the study. Thus, for the protocol for the student interviews, the categories that were established were based on the major components of Dörnyei's (2005, 2009) L2 Motivational Self System: the ideal L2 self, the ought-to L2 self and the language learning experiences. The intended interview questions are similar to the ones proposed by Far *et al.*, (2012).

1. Question regarding the ideal L2 self: How do you visualize yourself as an English speaker?
2. Question regarding the ought-to L2 self: How do you think your parents or teachers think you should be as an English speaker?

3. Question regarding the language learning experiences: How have the course materials influenced your effort and desire to learn English?

On the other hand, for the development of the protocol for the teacher interview, the categories were established based on the teachers' perspective on the students' performance and interest in learning, and the learning environment's influence on their motivation. These categories were established because as Dörnyei and Ushioda (2011) explain, "motivation is an abstract term that refers to various mental processes and states. It is therefore not subject to direct observation but must be inferred from some indirect indicator such as the individuals' self-report accounts, overt behaviors or physiological responses" (197). Thus, the teachers' perspective on the students in class behavior served as an indirect indicator of the students' motivation as it interacts with the learning environment.

The next step that Berg (2001) explains is to "to develop sets of questions relevant to each of the outlined categories" (p. 74). The construction of the questions for this study was done by placing each of the categories on a table and formulating the questions in the corresponding columns for each of the categories. Each of the broad categories served as a guideline for formulating questions which included the specific aspects of the ideal L2 self, the ought-to L2 self and the students' learning experience. The number of questions per category was determined by the necessary number of questions to describe each of the components of the L2 Motivational Self System related to the participant's experience.

The questions for the teacher interview protocol were established based on the following three categories:

1. Student performance: This relates to the students' behavior in class, such as their eagerness to participate, their completion of the course tasks and their assistance to class.
2. The students' interest in learning: This refers to the students' behaviors which indicate their involvement in the learning process, such as the use of non-instructed learning strategies and the setting of goals for their learning.
3. The learning environment influence: This category refers to the external factors which may influence the students' motivation to learn English, such as the teacher-student interaction, the relationship among the group of students, and the influence of the social context.

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After the necessary number of questions were formulated, they were arranged following Hernandez, Fernandez-Collado and Baptista's (2006) suggestion to begin with the general and easy questions, then to proceed to complex questions, followed by questions concerning sensible matters and ending with the closing questions. Each of the questions were arranged within the topics they covered following the aforementioned order to offer a logical transition in the interview protocol as a whole.

Once the preliminary interview protocols were developed, they sent to an expert on the research topic to be examined. Berg (2001) explains that this step "facilitates the identification of poorly worded questions, questions with offensive or emotion-laden wording, or questions revealing the researchers' own biases, personal values or blind spots" (p.80). After this evaluation of the research protocols, changes in wording were made to clarify a few questions and to avoid unintentional steering of the participants' responses.

The next step in the development of the research protocols was to carry out a piloting of the instruments to ensure the protocols worked as expected and helped obtain the data desired (Berg, 2001). The protocol piloting process was carried out during the last two weeks of the month of March, 2015. The participants for the student interview protocol piloting process were chosen as they were thought to have similar characteristics as the CS major students, the main characteristics were not belonging to the English Language major and having a specific requirement for English in their professional education.

Consequently, two students from the Tourism major were interviewed during the first pretest phase. Each of the interviews lasted about 40 minutes, after which the students were asked to provide feedback about the clarity of the questions and any suggestions they considered appropriate for improving the inquiry. Following the participants' suggestions some of the questions were changed to avoid repetitiveness, and additional questions were added following relevant information brought up by the participants during the interviews.

The final phase of the student interview protocol piloting process was carried out during the week of the month of March in which a student from the Economics major was chosen. Although this major does not have specific English requirement (as is the case in the CS major which requires the Business English course and the Tourism major which requires the English for Tourism course), it was thought that this change was necessary as the Tourism major students have a stronger emphasis on language learning than the CS major students for their future

professional development. Thus, a student from the Economics major was thought to be more similar to the students from the CS major.

The final interview for the piloting process was carried out for approximately fifty minutes and provided verification of the adequacy of the questions included in the interview protocol. As happened in the previous pretesting, two new relevant topics emerged and were included in the interview protocol questions. Finally, after these additions were made, the final version of the instrument was sent once more to be examined by an expert researcher.

For the piloting process of the teacher interview protocol, two English teachers were chosen. The criteria of selection were that the chosen English teachers had to be teaching a group of non-English major students at UQRoo. Thus, one teacher teaching the Tourism major students and another teacher teaching the Medicine students were interviewed. The interviews with these teachers lasted approximately half an hour, and when the interview process was finished, they were asked to provide suggestions on the improvement of the instrument. Suggestions were made regarding the repetitiveness of a couple of questions, and unclear wording. These corrections were made and two questions were omitted as the participants' responses indicated that they didn't obtain relevant information for the purposes of this study.

### ***Data collection procedure***

The first step to the data collection was to contact the head of the Division of Economic and Administrative Science in order to obtain the necessary permissions and contact information in order to approach the teachers and students from the CS major. Next, the researcher contacted four teachers from the CS major in order to arrange a time for the researcher to assist one of the classes to introduce the research project and encourage the students to participate. Each of the four teachers was teaching a group of students from a different semester, in other words, one teacher was in charge of the students from second semester, another one had the students from fourth semester, the third teacher was teaching sixth semester students and the final one was teaching eighth semester students. The meeting times were arranged during the second week of the month of April, 2015.

At the arranged meeting times, the researcher briefly introduced herself, the purpose of the research project, the description of what the students' participation involved (two face-to-face

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interviews which could last approximately one hour each), and the potential benefits for the students who agreed to participate (benefits such as becoming aware of their language learning motivation and gaining some insight into their future goals). Then, the researcher proceeded to collect the contact information from the students who volunteered to participate. A total of twenty-two students agreed to provide their contact information. The students were contacted within one week from the first meeting in order to arrange the first of the two interviews as the second interviews are to take place during the beginning of the upcoming fall semester.

Out of the total number of students who provided their contact information, only six agreed to answer the interview. The rest of the students did not agree due to time limitations and their workloads of school projects and homework. As the desired number of participants was eight (two for each of the four semesters), only one student from second and one from sixth semesters were interviewed. Two students from fourth semester and two from eighth semester were also interviewed. The participants were interviewed either at school or at a café depending on each participants' availability. The students were asked to read and sign a consent form in which they acknowledged their agreement to participate in this study, the use of the information they provide, and the protection of their identities. An audio recording device was used to ensure accurate documenting of the interviews and to aid in the transcription process. Also, both the student and teacher interviews were held in Spanish to ensure the participants could express themselves more naturally and comfortably, this was done in an effort to encourage the participants to provide more information.

During the students' interviews, the researcher found it necessary to repeatedly reword certain questions that involved the participants to describe how they imagine themselves in the future as English speakers. At times, it was necessary to draw the students into an imaginative state by encouraging them to close their eyes and say how have seen themselves in their dreams. The researcher found this necessary especially when the students would answer by simply saying the level of proficiency they imagined themselves achieving in the future. It is believed that the rewording of the questions may have had a positive effect in eliciting the appropriate information from the participants as will be evidenced in the results and discussion chapter.

Moreover, one of the participants was not able to continue participating in the study because the researcher was not able to reestablish contact with her for the second interviews which were to take place after the students came back from their summer break. The long period



of time between the two instances of data collection are likely to have been the cause of this situation, but the interview process would have been very difficult to continue given that three of the participants were likely to travel to their hometowns during their summer break. Thus, it was decided that it would be wiser to wait a few months to continue with the data collection when the students were likely to be available once they were back in school in the following semester.

As for the teacher participants, two weeks after the students were approached for the first interviews, the English teachers were contacted to arrange the interview times. The first two teacher interviews were carried out during the first week of May, 2015 at UQRoo and the last one was carried out during the month of October, 2015. This last interview was postponed because the teacher who had been initially contacted to participate was not able to due to her busy schedule, so another teacher of Business English was contacted the following semester. One interview lasted approximately 30 minutes, the next one only about 15 minutes, and the last one about 40 minutes. Before starting the interview, the teachers signed a consent form which informed them about the agreement to participate in the research project and the confidentiality of their responses. Also, an audio recording device was used to document the interviews.

During the teacher interviews, the participants seemed to be able to understand the questions easily as was reflected by their responses, except during the last interview there were a couple of instances when the researcher had to reword a couple of the questions to be able to elicit the information which could be relevant to the study. Furthermore, during these interviews, it was evident to the researcher that the teachers were not able to provide more personal information that could indicated the participants' motivation to learn English, such as the learners' possible future goals.

### *Data analysis*

According to Creswell (2007), qualitative data analysis “consists of preparing and organizing the data (i.e., text data as in transcripts, or image data as in photographs) for analysis, then reducing the data into themes through a process of coding and condensing the codes, and finally representing the data in figures, tables, or a discussion” (p. 148). Hence, the analysis of the data from the interviews for this study was based on the steps for thematic analysis proposed by Braun and Clarke (2006), and which are presented in the following paragraphs.

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The first step, as proposed by Braun and Clarke (2006), is to become familiar with the collected data set by transcribing the data using a word processing software and by reading it through multiple times. These authors also suggest that the researcher may also write down his initial thoughts at this time. For the present study, each interview was listened to and read at least three times during the transcription and proofreading process. The transcription process for all of the interviews was carried out no longer than two weeks after the interviews had been conducted. For the first two interviews, the Dragon Dictation app (Version 2.0.28, Nuance Communications 2015) was used, but it was replaced by a more traditional approach of listening to the interview recordings and typing the conversation by hand into the Microsoft Word (Microsoft Corporation, 2015). After the transcription process was finished, the researchers' initial thoughts of the data were that the students seemed to be very motivated to learn English, but there was a mixture between the participants because some appeared to be successful language learners based on their academic success in their English courses at UQRoo, and others had had a harder time passing the required courses.

The next step in the data analysis procedure by Braun and Clarke (2006) is to generate the initial codes by highlighting the interesting features of the data which are found throughout the entire data set. The authors specify that this must be done systematically and making sure to gather data pertinent to each code. This phase of the analysis was done without the constraint of the theoretical framework that was to serve in the interpretation of the data. The researcher made a list of initial codes that was based not on the theoretical framework but on what she could observe from the data provided by the participants. The suggestion of coding based on the researcher's observations rather than the theoretical framework came from the researcher's thesis supervisor, and from this emerged the following list of initial codes:

- Pressure of the English requirement
- Acknowledgement of the importance of English in their future professional life.
- The use of English in everyday life/recreational purposes/educational purposes.
- Family influence
- The effect of globalization/international posture
- Influence of teaching methods/ teaching style (negative and positive)

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- Past learning experiences (negative and positive): environment, materials, non-teacher or peer related influence
- Other priorities
- Anxiety
- Change in motivational disposition
- The influence of peers in learning context
- Willingness/disposition to learn languages
- Future learning goals
- Steps to accomplish goals
- Self-efficacy
- Job market demand
- Influence of C.S. teachers
- Visualization of future self
- Limitations: financial
- Cultural/social context

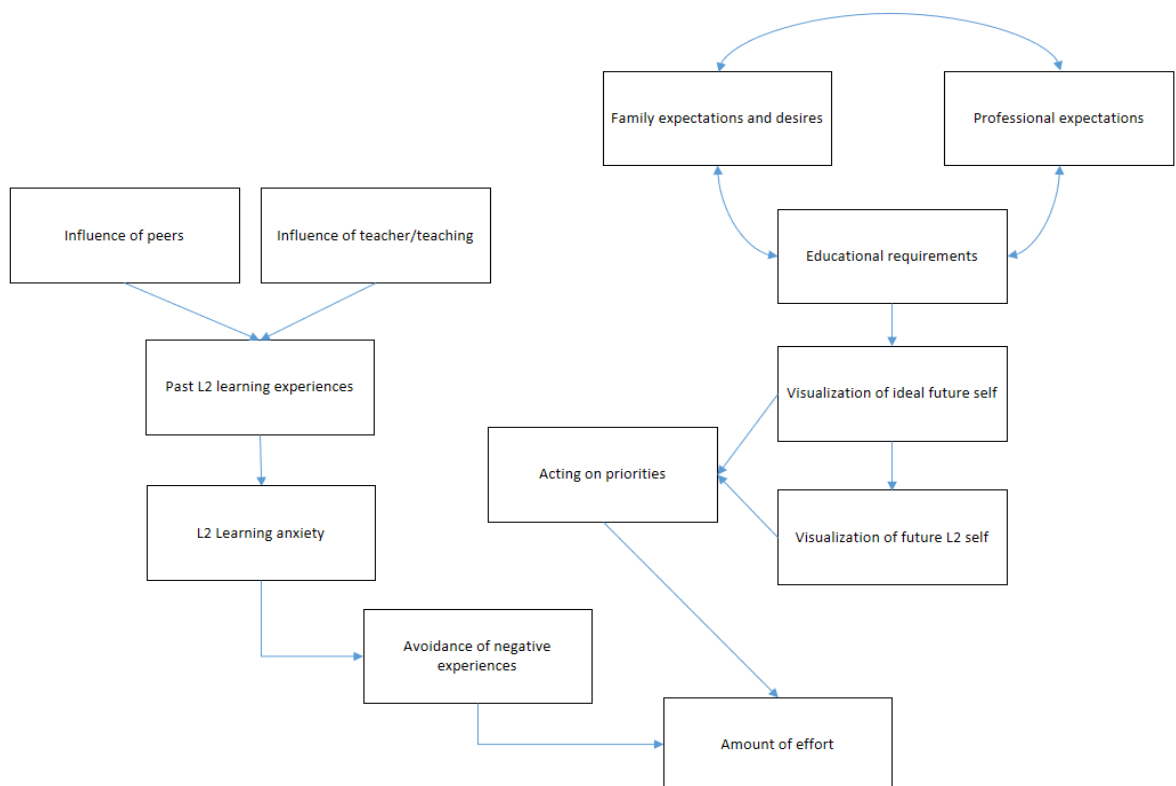
This list of codes served as a basis for coding the rest of the student interviews, but they did not limit the researchers' observations as other codes were created as she observed other interesting information from the participants' responses. The coding process was done using QDA Miner Lite (Version 1.4.3, Provalis Research, 2014) software because this allowed the researcher to be able to handle great quantities of data in a compact and easy to manage manner (Dörnyei, 2007). After the coding process was finished, the number of codes was 75, which was later reduced in the fifth step of the data analysis process.

The next step was for the researcher to search for the themes by putting together all the codes relevant to each potential theme (Braun & Clarke, 2006). In order to do this, the researcher looked at the four research questions this study aimed to respond; hence the first themes revolved around the participants' self-visualizations: visualization of their ideal future self, professional expectations, visualization of their future L2 self, family expectations, educational expectations and other motivators. The next themes had to do with the motivational characteristics of their future L2 visualizations: change in motivation, acting on priorities and amount of effort. The last themes that were created were pertaining to the participants' past learning experiences: influence

of peers, influence of teachers/teaching, past learning experience, avoidance of negative experiences, and linguistic self-confidence.

According to Braun and Clarke (2006), the fourth step is to review the previously established themes in relation to the coded extracts and the overall data set. This is done to begin creating the thematic map of the analysis. In order to do this a theme table was created where each of the codes could be paired up to the corresponding themes. Then, the fifth step called for the themes to be further defined and named through repeated analysis. The result of this step was the latent formation of the overall interpretation of the case being studied because the information that remained after the non-relevant themes were discarded included only the themes that provided information that could help answer the research questions. For instance, the theme for other motivators was excluded because it was only relevant for two of the participants and there were other themes that could better explain the motivational disposition of the participants. Likewise, the theme of linguistic self-confidence was defined to pertain to L2 learning anxiety; thus, this theme was renamed and kept. The final theme map that resulted in after the fourth and fifth steps of the data analysis process is the following:

Figure 2. Thematic map of CS students' L2 motivation



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Finally, the last step was to produce the report by performing a final analysis of the coded extracts and themes in regard to the research questions and objectives. Braun and Clarke (2006) suggest that the researcher should select the most appropriate extracts as striking examples to include in the report. Following this suggestion, the researcher chose the extracts she thought would provide the clearest and most relevant examples of the analysis she was conducting, and in some instances it was necessary to include longer portions of the extracts to provide enough context for the examples to be well illustrated. Additionally, in producing the final report, the researcher looked back at the previous studies to discuss how her findings related to those previous findings and their relevance according to the theoretical framework which served as a basis for interpretation. Lastly, the concluding product of this step is the report itself.

In addition to the student interviews, the English teachers' interviews were analyzed to confirm the accounts provided by the students regarding their motivation to learn English. The codes and themes that were developed related to how the teachers perceive the students motivated behavior during the English classes, any instances where the teachers had noticed the manifestation of the ideal and ought-to L2 selves as the motor of their L2 learning, the teachers' perceptions of the learners' past learning experiences, and their perceptions of the contextual factors which could contribute to shaping the learners' L2 motivation, such as the peers and the teaching methods.

The teachers' accounts were then compared to the findings from the students' responses and were included in the report to corroborate or contrast the findings reported by the students. During the data analysis process, the researcher was able to observe that the teachers' reports provided limited scope data that could provide mostly a report of the overall experience of the CS students they had been teaching. In other words, only two of the teachers were able to provide specific information regarding two of the participants, and most of the teachers' responses pertained to their perceptions of their groups of CS as a whole. Nonetheless, many of the students' accounts that related to their past learning experiences were able to be supported by the teachers' reports because many of the participants shared similar past experiences. Moreover, the teachers' responses were able to provide information about the influence of the teaching methods and the peer interaction on the learners' in-class experiences, but they were not able to provide any relevant information regarding the more personal dimension of motivation, such as the role of their parents in their English learning or the personal English learning goals.

### *Issues of Trustworthiness*

In evaluating a research project, Bloomberg and Volpe (2012) establish a difference between the terminology and strategies used within the quantitative and qualitative paradigms; while in evaluating quantitative research one may refer to validation as the accurate description of the phenomenon being studied, and to reliability as the possibility to replicate the investigation and obtain similar results (Bloomberg & Volpe, 2012), in qualitative research one refers to achieving trustworthiness (Yin, 2011). The trustworthiness of an investigation is determined by evaluating it upon the aspects of credibility, dependability and transferability; the first is similar to the quantitative validation and refers to the accuracy of the findings, the second refers to being able to follow the research process through a detailed description of its procedures, and the last is the ability of the reader to deeply understand the context of the study in order to be able to judge whether it may relate to other contexts (Bloomberg & Volpe, 2012). Furthermore, Yin (2011) suggests three objectives the researcher must accomplish to ensure that the investigation can achieve a trustworthy status among the scientific community.

1. The first objective is to ensure that the research procedures be carried out in an explicit, clear and well documented manner as to allow the audience to understand and evaluate the work that has been done.
2. The second objective is to carry out the research by following formal procedural guidelines while allowing the flexibility of qualitative research. This includes taking into consideration the researcher's position within the research process by performing constant self-reflections and publicly describing any biases or possible distortions caused by his points of view.
3. Finally, the third objective is to make sure the results reported strictly adhere to the participants' accounts of the matter being studied. This may include cross-referencing and analyzing data from different perspectives to the same problem in order to verify the consistency of the data from the different sources.

In contrast to the quantitative strategies for achieving validity and reliability, the qualitative strategies include prolonged engagement and persistent observation, triangulation, peer review or debriefing, negative case analysis, clarifying researcher bias at the onset of the

study, participant verification of interpretation, detailed descriptions of the participants and settings, and external audits (Creswell, 2007).

For this study, credibility was achieved by asking the participants to verify the explanations they have provided after these have been analyzed. The use of this strategy ensured that the students' interpreted responses are what they were trying to portray. Furthermore, triangulation was used to obtain information from various sources (student and teacher interviews), and provided a frame of comparison of the results and for their analysis. Peer review was used to ensure the consistency and accuracy of the research instruments and the thematic analysis that was performed. Also, the description of the researcher background was used to establish any points of views or biases which may distort the results of the study; this will be presented in the next subsection.

Similarly, dependability was accomplished by thoroughly documenting the research procedures, such as the development and field testing of the research instruments and the data analysis procedure. Flick (2009) suggests that a higher dependability could be achieved by documenting the research process as a whole and in detail. Additionally, an in depth description of the research setting and participants ensured that the readers have sufficient information to understand the context of the study and be able to establish whether it compares to other contexts of interest (Bloomberg & Volpe, 2012).

### ***Researcher Background***

Within the matter of achieving trustworthiness in qualitative research, Bloomberg and Volpe (2012) suggest that a strategy that can be used for this purpose is to provide the reader with a clear understanding of the researchers' biases that may have an impact on the inquiry. Furthermore, Creswell (2007) recommends to carry out this clarification of the researcher's biases by means of a description of the perspectives held by the researcher, his past experiences and prejudices. The impact that my past experiences and biases could have on this research project need to be exposed since they may influence the results of this study due to the interpretative nature of the qualitative design chosen (Creswell, 2007).

My experience with the English language began as a child when I was forced to learn it after moving to the United States from Mexico. After living in the U.S. for eleven years, English

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became my primary language for communication in both academic and personal situations. In my experience as a young foreigner student in the United States, I became aware of the importance of speaking English with a near native ability because others perceived me to be like anyone else instead of standing out as a foreigner. Thus, I attributed my social and academic success to being able to fit in as any other native speaker.

After moving back to Mexico about six years ago, I realized the importance of being able to speak English fluently in the job market within the tourism industry. My near-native pronunciation helped me easily obtain jobs without the prior experience required for the position. In this sense, I believe that my ability to speak English at an advanced level gave me an advantage over other job seekers because the potential employers perceived that I could help establish good relationships with the foreign customers.

After my experience working as a concierge and as a photographer in the Mayan Rivera, I enrolled in the English language major at UQRoo. The influence of my experience working in the tourism industry and the new knowledge developed during the major allowed me to believe that learning a foreign language, but more specifically English, can provide students from varying majors with the necessary qualifications to help ensure a more successful career. This belief is supported by the economic influence of tourism within the state where the present study was carried out. This belief may have affected my interpretations of the participants' accounts because I may have been reduced to this point of view without recognizing the different realities of the participants or their future career goals related to the use of English.

Additionally, my position as a former student of the English major may affect this study in two different aspects: the participants may have only responded what they thought I would have liked to hear, and my lack of familiarity with the major my participants are pursuing and the participants themselves may not have allowed me to build the necessary rapport for them to open up as expected. First, the participants may have been prone to altering their responses to provide an account which would be more "suitable" for the research. This is tied in with the lack of familiarity with the participants, but providing a thorough explanation of the aim of this type of research, which is to provide the participants with a voice which tells the meaning that they give to their situation (Creswell, 2007), could help build a trusting relationship in which the participants do not feel judged and the confidentiality of their responses can be assured. Thus, the participants were most likely to open up to me and respond the interview questions truthfully.



After having explained how my position as the researcher may influence the present study, it is necessary to point out that I did my best to ensure that my biases and preconceptions regarding the English language were kept aside in order to allow the participants to voice their own experiences from learning English.

### ***Ethical considerations***

One of the responsibilities of the researcher is to safeguard the rights of the participants of the study (Bloomberg & Volpe, 2012). To ensure that research follows the accepted codes of ethics, the researcher should avoid harming participants, and the participants must partake in the research voluntarily and must be properly informed of their participation entails (Flick, 2009). In the present investigation, the ethical considerations for protecting the participants' rights were to provide them with written consent forms to ensure that they were informed of the requirements of the research for their participation and that they acknowledged that their participation was voluntary and could have been terminated whenever they wished. Furthermore, the consent form also explained the confidential nature of the information the participants provided; thus, this form also gave the participants the option to create a pseudonym to protect their identity. Also, through the member checks, the participants were able to corroborate their responses, and if they chose to, they would be able refuse the publication of any of the information already given.

### **Summary of the methodology chapter**

In this chapter, it was explained that the most appropriate design for investigating L2 motivation based on the present research objectives was a qualitative design. In this investigation a case study approach was chosen to be able to deeply explore the multidimensional L2 motivation of the CS major students from UQRoo. Out of the population of the students from this major, the participants were chosen by convenience sampling.

The instruments that were used for the data collection were semi-structured interviews; the data collection procedure included arranging the necessary permissions to contact both teachers and students, promoting student participation in the research, arranging interview times,

and ultimately conducting said interviews. The data collected through these methods was analyzed using a thematic analysis based on Braun and Clarke (2006).

Additionally, to ensure the trustworthiness of this research, triangulation was used through means of interviewing the participants' English teachers in an effort to verify the participants' responses. Moreover, the use of member checks, peer debriefing, the description of the researcher's biases and points of view, a thorough description of the research processes and context have aided in accomplishing the desired trustworthiness. Also, the ethical considerations for this study were ensuring the confidentiality and consent of the participants through the use of an informed consent form.

## CHAPTER 4: RESULTS AND DISCUSSION

The main objective of this study is to explore the CS major students' motivation to learn English as a foreign language at UQRoo. In order to accomplish this objective six students were interviewed following a semi-structured interview. The students reported through this instrument how they see themselves as English speakers in the future according to the factors which bring about their future L2 self visualizations. Furthermore, this instrument allowed the students to report their past L2 learning experiences and how these also influence their motivation to learn English.

This chapter is structured following the research questions:

1. How do the CS major students describe their future self-images as English language speakers?
2. How do their future L2 self-images shape their motivation to learn English?
3. How do their past learning experiences influence the students' motivation to learn English at UQRoo?
4. What are the differences and similarities in the motivation to learn English of the CS major students from different semesters?

In the first section, the participants' visualizations of their future self-images are discussed through the three shaping dimensions, which are the professional, family and educational expectations for their future success. Then, the effect that their future L2 self-images has on their motivation to learn English is explained by comparing the aforementioned self-image with the established conditions for the motivational properties of the self-guides. The third section is focused on unveiling the two factors of their past learning experience which have had the most significant influence on their current motivation to learn English. Then, the fourth section presents the similarities and differences found in the motivation of the participants who belong to different semesters, in relation to their visualization of their future L2 selves. Lastly, the final section is a summary of the sections found in this chapter.

## **How do the CS major students describe their future self-images as future English speakers?**

As part of their identity, the participants' future L2 self-images are described as a mediating tool to accomplish a possible self, which is the successful self. This successful self is defined as the self-guide that allows the participants to see themselves as people who have achieved the desired success in their future professions. Apart from their own hopes and desires, the students reported three strong influences which help to shape their visualizations of their successful self and their future L2 self-images: professional, family and academic expectations. All of the aforementioned factors are involved in a dynamic relationship in which each one has an effect on the other and ultimately they all have a significant effect on the participants' ultimate goal of becoming successful professionals in the future.

The following subsections describe each of these shaping factors and how each has a role in shaping their visualization of their successful self and, as a consequence, their future L2 self-images. The first factor that is explored is related to the participants' own goals and the expectations for their future professions, followed by influence of the family, and finally the influence of the academic expectations. The final subsection aims at bringing all the previous findings together to give a detailed answer to the current research question.

### ***The successful self, the professional expectations and the L2 self-image***

In order to better understand how the participants' L2 self-image is a tool to help achieve their successful self, it is necessary to explore the hopes and desires which determine the goals for the participants' L2 learning. Because the participants' hopes and desires for success revolve around the professional dimension of their identity, this section aims at describing the participants' professional aspirations, the perceived future professional expectations and how these help to give rise to their future L2 self-images.

To begin with, the participants' professional goals are characterized by high ambitions and desires for self-employment and prosperous entrepreneurship. All of the participants reported wanting to have their own businesses in the future or having high ranking positions in world

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renowned companies. Four of the participants reported wanting to work in English speaking countries like the United States, while the other two participants expressed their plans to establish their own businesses within the state. For example, Lica and Osvaldo describe how they see their future working within the international market, and Ciju says how she plans to have her own local business:

LICA – INTERVIEW 1: Me veo con mi propio negocio, con mi empresa posicionada en el mercado en un buen nivel, o sea no cualquier tipo de negocio... Me veo buscando más canales de distribución para llevar a mi negocio a otros lugares, a otros países o a otro país empezando ahí [I see myself with my own business, with my company positioned at a good level in the market, it cannot be just any type of business... I see myself looking for more distribution channels to take my business to other places, other countries or starting in another country].

OSVALDO – INTERVIEW 1: Pues me sueño trabajando en una grande empresa internacional porque mi maestría que quiero hacer es en Comercio Exterior. Entonces, me veo en empresas grandes en donde pueda viajar a otros lugares para llevar a conocer a esas empresas para las cuales voy a trabajar y establecer nuevas oportunidades de trabajo en otros lugares [I dream to work in a big international company because the masters' degree I want to do is in Foreign Trade. So, I see myself in big companies where I could be able to travel to make these companies known in other places and to set up new opportunities for work in other places].

CIJU – INTERVIEW 2: Yo me imagino, más que nada haciendo planes de estudios, siendo consultora empresarial. Te digo que la carrera ofrece varias materias que conllevan [sic] el llevar una empresa, entonces a mí me gustaría estar ofreciendo mis servicios como consultora a las pequeñas empresas de aquí de Chetumal, y probablemente más adelante me expanda a Carrillo Puerto, a los pequeños negocios de Carrillo. O puede ser que más adelante también a los negocios turísticos que nos ofrece Playa del Carmen, Tulum y toda esa zona turística [I imagine myself, generally conducting study plans, being a business consultant. As I told you the major has many courses which have to do with managing a company, so I would like to offer my services as a consultant to the small businesses here in Chetumal, and I will probably expand to Carrillo Puerto in the future, to the small businesses in Carrillo. Or it could be that I also expand in the future to the tourism-related businesses that Playa del Carmen, Tulum and the touristic areas have to offer].

Additionally, the students' successful selves are closely related to the objective of the CS major which aims to prepare the students for a very flexible professional profile to allow them to work in a variety of jobs related to the management and development of businesses in both national and international markets (Universidad de Quintana Roo, 2007). The consistency of the professional profile and the participants' future self-guide is necessary for the motivational properties of the self-guides to be effective (Higgins, 1987). In this case, the discrepancy found

between the participants' actual self and their successful self provide a smooth road for them to follow to achieve their goals. This is clearly evidenced as in the participants' reports of having willingly chosen to study this major because it was the best fit for the professional profile or goals they wanted to achieve.

NANCY – INTERVIEW 1: Pues desde que estaba pequeña me había gustado mucho como que relacionar con las empresas... me gusta lo que vi en administración en la preparatoria y pues de allí busqué una carrera que estuviera más o menos relacionado con lo que ya tenía... Y allí pues me decidí más por Sistemas porque vi su plan de estudios, es muy amplia la carrera de Sistemas Comerciales... Entonces como que tiene, independientemente de que si yo trabaje en una empresa, pues yo también voy a poder crear un propio negocio familiar [Well, ever since I was little I have enjoyed a lot sort of relating myself with businesses... I like what I learned in administration in high school, and from there I looked for a major that was more or less related to what I already had... So, right then I chose Commercial Systems because I looked at its curriculum, the Commercial Systems major is very flexible... So it sort of has, whether or not I work for a company or not, well I will be able to create my own family business].

The consistency of the participants' answers to their future professional goals varied among them, with two of the six participants, Ciju and Ivan, reported having clear and consistent future plans related to their preferred occupation or academic development, while Canela expressed consistent plans that seemed unclear and Osvaldo had inconsistent plans that seemed a little clearer. Meanwhile, Lica and Nancy acknowledged that their future plans were still unclear and predicted that they would become clearer as they progress through their major. As the students were aware of the objective of the interview to explore their motivation to learn English, they made the connection among their future professional goals, the expectations within their future professions and their English learning straightaway.

All of the participants expressed their awareness of the need to have English skills, not only to be better candidates in the competitive world of labor, but also to provide their companies with an opportunity to expand or trade in the international market. The knowledge these students have gained through their courses in their major has made them aware of the value of being an outstanding candidate in the process of job-hunting, especially because, as it is well known, in the city of Chetumal the demand for jobs is much higher than the supply, thus amplifying their desire to be well prepared for this future challenge.

The views of the participants of how the English learning will help them in their future job-hunting seems to vary among them. Some express their view of their English proficiency as a

tool which will heighten their value as potential candidates for a job, while others see their English proficiency having a preventive role in their need to be up to their competitors' level. Four of the six participants perceived their English to be an asset that will open doors for them and will provide added value to them, as expressed by Lica and Canela in the following extracts. In contrast, Nancy acknowledges the importance of English in her future when applying for jobs but she sees it as a way to prevent being an inferior candidate and having more difficulties getting a job.

LICA – INTERVIEW 2: Pues porque siento que eso te abre muchas puertas. Siempre el inglés es la base de los trabajos. De como persona, ir a otro país, si quisiera trabajar en otro país tengo que tener mi certificado. Si quiero poder hacer—como vemos en Sistemas Comerciales—los negocios no siempre son en México, o sea no siempre en México es todo. Siempre vas a ver cosas externas y es bueno tener conocimiento en otra lengua [Well, I feel that it opens a lot of doors for you. English is always necessary for jobs. As a person, going to another country, if I wanted to work in another country I have to have a certification. If I want to be able to make—like we see in Commercial Systems—companies are not always in Mexico, I mean everything is not always in Mexico. You are always going to see foreign things and it is good to know the other language].

CANELA – INTERVIEW 2: Hoy en día todos los negocios—es que nos meten mucho la idea de competitividad, de valor agregado. Entonces, si hablamos simplemente aquí de Chetumal... nuestra competencia no solo son los mismos egresados de Sistemas Comerciales... Si hablamos del idioma, supón que tenemos los mismos conocimientos en cuestión de negocios, pero si uno sabe inglés y el otro no sabe, entonces, ¿quién tiene el valor agregado, o quien tiene mayor competitividad?" Es la otra persona, el que sabe inglés... Entonces, mientras tengas mayores herramientas pues vas a ser más valioso... ¿a quienes van a preferir? A los que saben porque hablando de negocios, necesitas el inglés [Businesses today—it is just that we have been told many times the idea of competitiveness, of added value. So, if we are only talking about here, of Chetumal...our competition is not only the Commercial Systems graduates... If we talk about the language, suppose that we have the same knowledge about trade, but if one person knows English and the other does not, then who has the added value, or who is a better competitor? It's the other person, the one who knows English. So, as long as you have more tools you will be more valuable... ¿who are they going to prefer? Those who know because when we talk about business, you need English].

NANCY – INTERVIEW 1: Como que lo veo muy importante y pues igual todo mundo es como que muy—todos, como que casi todos tienen que saber, tienen un nivel de inglés, es lo que veo... y luego más adelante cuando sales al campo laboral pues va ser uno de los obstáculos para no encontrar trabajo. Tienes que estar al nivel, académicamente tienes que estar al nivel mayormente de todo, de todos los profesionales. Si no pues siempre vas a estar más abajo o va ser un poco más difícil [I kind of see it as very important and everyone is like very—everyone, like almost everyone has to know, they have to have a

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level of English, that is what I see...and then later on when you go out to the world of labor it is going to be one of the obstacles to not be able to find a job. You have to be at the level, academically you have to be at the level of almost everything, of all other professionals. If not, you will always be less qualified or it will be a little bit harder].

Furthermore, the students are aware of the demands of the local and international market from our neighboring countries, Belize and the United States. The students see their English abilities as a tool to help them fulfill the expectations of these types of markets. Within their specific professional goals, Ciju and Ivan report how they see they will be expected to use English in their future careers:

CIJU – INTERVIEW 2: Sí, pues te digo que la comunicación con los clientes tiene que ser en su idioma y tienen que entender lo que yo les quiero decir. Entonces, esto definitivamente involucra el inglés... Para poder hacer una consultoría necesitas conocer a toda la empresa en sí y también el entorno donde se maneja. Entonces, la mayoría de la información está en inglés y nosotros tenemos que entenderla para saber cómo realmente está la empresa y poder buscar soluciones, pero si nosotros no sabemos inglés no podemos leer lo que está sucediendo en el ámbito donde se desarrolla la empresa... [Yes, as I told you, communication with the clients has to be in their language and they have to understand what I want to tell them. So, this definitely requires English... To be able to give a consult you need to know the whole company and the context where it works. So, most of the information is in English and we have to be able to understand it to know the actual state of the company and be able to find solutions, but if we do not know English, we will not be able to read about what is happening in the context where the company is being developed...].

IVAN – INTERVIEW 1: ... si yo quisiera fundar una empresa sobre soluciones o asesorías en publicidad, y quisiera aumentar mi oferta y no solo ofrecer mis servicios a México... tendría que, por ejemplo, plantearles mi propuesta en inglés. Tendría que proponerles qué puedo hacer por ellos, cómo los puedo ayudar, y hacer un buen trabajo, bien, y en inglés se requiere hacer eso. O puede que yo quiera presentarles un producto y tengo que convencerlos, persuadirlos, y todo esto atendéndolo a sus necesidades. Tengo que aprender su contexto, su idioma, sus costumbres, y obviamente las costumbres que tienen ahí, no solo en Estados Unidos, si no en distintas partes, no son las mismas que en México. Entonces yo creo que el inglés ahí influye mucho, porque, por ejemplo, ...si quiero vender un producto a Estados Unidos y no sé inglés, obviamente en español solamente me voy a las pocas personas... y obviamente mi objetivo es generar ganancias. Entonces mis ganancias se ven reducidas si solo hago una oferta pequeña [If I wanted to start a company on advertising solutions or consulting, and would like to increase my offer and not just offer my services to Mexico... I would have to, for example, present my proposal in English. I would have to propose what I could do for them, how I could help them and provide a good service, and you have to do it in English. Or it could be that I want to introduce a product and I have to convince them, persuade them, and all of this keeping in mind their needs. I have to learn their context, their language, their customs,



and customs that are obviously there, not only in the United States, but in different places, are not the same as in Mexico. So I think that English influences a lot in this situation because, for example, if I want to sell a product to the US and do not know English, obviously in Spanish I will only be able to appeal to few people... and obviously my goal is to generate profit. Then my earnings are reduced if I make a small offer].

The participants reported consistent uses for their English skills with their visualizations of their successful self. Moreover, the participants stress the fact that if they are not able to use English as they are expected to do so in their future fields of work, they will not be able to achieve the potential success they hope for. Again, it is clear that the participants' goals for future English use have a primary objective which is to be successful in their future occupations. The perceived future professional expectations and their desire to be successful have helped to form the participants' future L2 self-image by making them aware of the importance of English in achieving their successful self.

The previous findings point to the conclusion that the participants' future L2 self-images are oriented toward the instrumental benefits that their English proficiency can bring in their future professions. This compares to the instrumental motives Mora *et al.* (2010) and Ordorica (2011) found in Mexican university students; however, it cannot be clearly defined whether the L2 motivation of the students from these studies inclines toward the prevention or promotion dimensions of the instrumental orientation. In contrast, a number of studies conducted in other foreign language learning contexts point to the significance of the instrumental-promotion orientation in the motivation of EFL learners (Taguchi *et al.*, 2009; Chen, 2012; Cho, 2012; Kiany *et al.*, 2013; Azarnoosh, 2014; Li, 2014).

As was expressed by the majority of the participants, they view their English proficiency as an asset in their curricular profile because they are aware of what kinds of demands to expect in the job market; however, there is a duality in this instrumental orientation because of the causal relationship of the benefits of their English proficiency. Nancy expressed that her English learning will help her avoid being surpassed by other contenders in the job-hunting process, but a consequence of this is that she will have greater opportunities for employment, just as Lica and Canela explained. In this sense, the expectations of the future job market that help to shape the participants' ought-to L2 self could be related to both the prevention and promotion orientations. Similar findings are presented by Taguchi *et al.* (2009) and Chen (2012) who found that the ought-to L2 self was related to the promotion aspect of instrumentality.

*The successful self, the influence of the family and the future L2 self-image*

The participants' successful self is formed through a combination of their personal desires, dreams and preferences, and the influence of their families' desires and expectations for their success in the future. In this sense, both the ideal self and the ought self are playing a part in forming the participants' future success-oriented self-guides (Markus & Nurius, 1986). The ought self is manifested when the participants feel responsible for being able to repay all the sacrifice their families make to put them through school by ensuring that they are successful in the future. In the following extract, Ivan explains how he feels encouraged to be successful because he will also be doing it for his family.

IVAN – INTERVIEW 1: Me motiva que me vean con un buen futuro. Igual que ellos me hayan apoyado en mis decisiones, para cual universidad y todo, que no me hayan dicho que no... no lo hago solo por mí, lo hago porque me gustaría el día de mañana verme realizado como lo que ellos querían y devolverles un poco de lo que ellos hicieron por mí. Entonces eso me motiva de que estoy estudiando para el día en que yo termine, el día que yo tenga mi empresa, que ellos estén, que espero que ellos estén para verlo. [It motivates me that they see me with a good future. Also, that they have supported me in my decisions, in choosing which university and everything else, that they did not oppose... I do not do it just for me, I do it because I would like to see me be successful in the future just as they wanted and give back a little of what they did for me. So, it motivates me that I am studying for the day that I graduate, the day that I have my company, that they will be there, I hope they will be there to see it].

But before being able to ensure success in their future employments, the participants' current priority is to be able to finish their university education. The majority of the participants receive support from their families for their university education. Because of this they feel an added pressure to be able to successfully complete the process of achieving a university degree. Furthermore, the completion of their university studies will also place them closer to their ultimate goal of professional success; hence, the students' prioritize the completion of their university studies, which in this case includes the compulsory English courses.

Two of the students reported that their families' expectations are not specifically aimed at their English learning, but they see the English requirements as part of the parental expectations to complete their education because this is another required subject in their major. For these two students, who have yet to finish their required English courses, their L2 self-guide is aimed at being able to complete these levels to be able to graduate. This finding was expected because it is

very common to find students who have not been able to receive their university degree because they have not fulfilled the requirement of the English courses. It could be possible that the students feel an added pressure to not let the English requirement become an obstacle in achieving their university degree because they may feel it would be a shame to not be able to graduate because they have not passed their English courses even if they have completed all the courses related to their major. In this sense, the students who still have to complete the required courses may be motivated through the preventive focus of the ought-to L2 self, because their actions are aimed toward avoiding the negative outcome of not being able to graduate as planned. For instance, when Nancy was asked of how her parents' expectations influence her English learning she said:

NANCY – INTERVIEW 1: Pues, hasta ahorita mucho, (las expectativas) de ellos hacia mí... por ejemplo, si yo le echo ganas al inglés, o si no me—como que ahora busque la alternativa de llevar más clases a parte de la escuela, pues eso me va impedir que más adelante obtenga mi título o sea me titule. Como que ya pasé de todo el proceso de mi carrera y no el inglés—o sea no podría titularme... no estaría cumpliendo ese objetivo que ahora tengo de terminar mínimo mi carrera [Well, so far very much, (their expectations) towards me... for example, if I put a lot of effort into learning English, or else that is—because now I have found the alternative of taking classes outside of the university, well that is going to keep me from getting my degree or from graduating in the future. It would be like going through the whole major and not finishing the English courses—I mean I would not be able to graduate... I would not be meeting the objective that I have now of at least finishing my major].

In the case of the other four participants, however, they informed that their parents have high expectations for their English learning. For two of these students, these parental expectations have shaped their L2 self-guides, which in turn have helped them to go beyond the required courses and even seek certification exams. This contrasts the other participants' motivation because the students with less parental encouragement settled for only completing the required courses. Ivan and Lica describe how their parents have persistently encouraged them:

IVAN – INTERVIEW 2: ... la mayoría del tiempo era mi mamá que me decía, “Si sabes inglés, certílicate” [...most of the time it was my mom who told me, “If you know English, get a certification”].

LICA – INTERVIEW 2: ... mi papá siempre me dijo que el inglés siempre es bueno, pero como que yo aparte de eso de que me dicen, yo quiero seguir [...my dad always told me that English is always good, but regardless of what they tell me, I want to keep going].

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In relation to the long-term use of English, the students informed that their families also have high expectations for them in their future careers. For three of the participants these high expectations have an indirect effect on their motivation to learn English because what drives them is the desire to prevent disappointing their parents by not achieving what is expected of them in their future career. For two of the students, this stems from their parents' conflicting view of the participants' future professional self. The consequence of these conflicting views causes these students to see their English learning as a tool which will help them to prove themselves capable of achieving the ambitious goals they have set out for themselves. For example, when I asked Canela if her parents saw her the same way she sees herself in the future, as the CEO of an international company, she responded:

CANELA – INTERVIEW 2: Sí, tal vez. Tal vez puedan decir que sí, pero lo van a ver muy lejano. Yo soy más de que sí se puede, contras, sí se puede. Ahorita no pero sí se puede [Yes, maybe. They may say they do but they see it in a faraway future. I am more like it can be done, it can be done. Not right now but it can be done].

Similarly, Lica expresses that she feels her father has a different view of her abilities to achieve her high-reaching goals:

LICA – INTERVIEW 1: ...siente que no tengo la capacidad, como que siempre me vio—no he sido nunca de dieces mi nada de eso, y pues mi hermana sí, pues cuando hay una persona que te trae dieces... Entonces, como que eso influye en que él piense que no puedo dar, en que no puedo ser alguien, o que no puedo dar, pero eso es cuestión de mí, ya queda en que yo lo haga, y que yo se lo demuestre. [...he feels like I do not have the ability, because he has always seen me—I have never been a straight A student or anything like it, and well my sister is, and when there is a person who brings you straight A's... Well, that sort of influences that he would think that I cannot give, that I cannot be someone, or that I do not have much to give, but it is up to me, it is in my hands that I do it, and that I show him].

Even though the other three students did not express significant parental pressure in their future careers, they reported that they felt responsible for carrying on the family business or simply making sure their parents were proud of what they will have achieved after the sacrifice of putting them through school. For example, Nancy describes what she believes her parents want her to achieve in the future:

NANCY – INTERVIEW 1: ...que tenga pues suficiente para no depender económicamente de otras personas... y tal vez ayudarlos también. Pero mis papás no son de los que digan “ay, quiero que tú seas una empresaria”, o sea no. Simplemente pues me dicen que—sé que quieren lo mejor para mí, pero no me dicen directamente [...that I have

enough to not have to depend on other people... and maybe even help them too. But my parents are not the type to say “I want you to be a business owner”, no. They simply tell me that—I know they want the best for me, but they do not say it directly].

Likewise, Ciju says how her family’s expectation for her future success has influenced her to act to achieve these goals, which in this case includes her expectations for learning English.

CIJU – INTERVIEW 2: Y creo que el apoyo de toda mi familia y lo que esperan de mí por lo que yo les he comentado de mis sueños, como que todo eso sí influye mucho en mi motivación por querer aprender inglés. [And I think the support of my whole family and what they expect of me because of what I have told them about my dreams, it seems like all of this has a big influence on my motivation for wanting to learn English].

As a result of the participants’ own desires and their families’ influence, the participants have constructed a future self-guide, the successful self, which includes both the students’ own idealized image of themselves in their professional future and the idealized image of them held by their loved ones (Higgins, 1987). In turn, this future self-guide is the basis of the students’ visualization of their future L2 self because they see their English learning as necessary to accomplish their professional goals. These results are similar to the results found in Outhaichute and Raksataya (2013) in which the parental expectations and the expectancy on higher education help shape the students’ L2 motivation.

Furthermore, from the previous findings we can see that the parental influence on the students’ L2 motivation is twofold. The first and most commonly found in the participants’ accounts is the indirect influence of their expectations for their future success both academically and in their future professions. Chen (2012) found a similar result in the effect of parental expectations aimed at the students’ future success rather than their English learning. These parental expectations make the students aware of their need to fulfill their role as students because by doing so they better ensure the success their parents expect.

The need to fulfill their obligations as students has been identified as an influencing motive by Ordorica (2011), Li (2014) and Huang *et al.* (2015), the last of which reported that the Taiwanese university students’ out of classroom learning efforts were mediated by the perceived need to fulfill their obligations as students. In this case, the participants who have not completed their required English courses may fear not being able to graduate if they are not able to finish their required courses so their efforts will be aimed at passing the required courses in order to

avoid such a negative outcome. Thus, Huang *et al.*'s (2015) finding could explain why Nancy seeks additional English tutoring outside the university language program in order to make sure she is able to accomplish her duty of being able to graduate from the university. This type of orientation is a clear indication that these participants' motivation is driven by the desire to avoid negative outcomes, which is part of the instrumental-prevention focus of the ought-to L2 self (Dörnyei, 2005, 2009). In this case, the negative outcome to be avoided is the failure to graduate even after having passed all the other courses in the major except for the required English courses.

Another way in which the parental influence has an indirect effect on participants' L2 motivation is regarding the parental expectation for the participants' success in their future professions. The participants accounts reveal that they perceive parental support differently, some feel they have the acceptance and full support of their parents in pursuing their ambitious professional goals while others feel a conflict between what they want and what their parents see for them in their future. Nonetheless, the effect that these different parental expectations have on the students' L2 motivation is nearly the same because they all seek to avoid failure in the future; yet, the influence that the conflicting views of Lica and Canela's parents have for their future careers has made them even more determined to avoid failure and to prove themselves capable. Moreover, the influence of conflicting external views of the learners' future self-images has not been discussed in any of the previous studies; nevertheless, this finding does support Dörnyei's (2009) claim that a learners' L2 self-image is part of their personal identity and at the same has a dynamic interaction with multiple social and psychological factors.

The preventive function that the parental expectations have on the participants' motivation to learn English is recognized as a characteristic of the participants' ought-to L2 self (Dörnyei, 2005, 2009). Furthermore, the forces which are acting upon their motivation to learn English are clearly external because they do not derive from the participants' own desires but they stem from the external desires of their parents. The significant impact that the parental expectations have on the students' future self-image could be explained due to the cultural aspects of many families in the Southeastern region of Mexico. In this region it is customary that the university students depend on their families for support throughout their university careers, and for many of them this means living at home to be able to afford the costs of higher education. Thus, the closeness of the parents even in adult life and the feeling of responsibility to repay the

families' sacrifices to help the participants get through the university exerts a stronger effect than it would perhaps be found in students from other cultures.

The second effect of parental influence on the participants' L2 motivation is the direct force that the parental encouragement has on the participants' motivation. The students who reported having this type of encouragement in their English learning also expressed a strong desire to continue to study English to more advanced levels, which is characteristic of the motivational influence of the ideal L2 self (Dörnyei, 2009). It could be that through the mediation of the parental encouragement, the students have internalized these external views of their future self-images to become part of their ideal L2 self. Outhaichute and Raksasataya (2013) and Kahn (2015) had similar findings pointing to the influence of parental encouragement in the construction of high school and university learners' motivational self system. This finding contrasts those of studies which report that as the students grow older, the influence of the family in their English learning decreases (Kormos *et al.*, 2011; Papi & Teimouri, 2012). The powerful role of the family in the students' motivation to study English could be attributed to the interdependent characteristic of many Mexican families. In this sense, the closeness of the families helps shape the students' goals, and consequently their self-guides as well.

### ***The influence of the academic expectations on the L2 self-image***

Another factor that helps to shape the participants' successful self and their L2 self-image is the expectations related to the current use of English in their education. As mentioned before, the students have an English requirement which is needed for graduation but this is not the only expectation they have to consider. Even though the students reported that the vast majority of the CS teachers do not openly express their expectations for the students' English learning, the few teachers who make this expectation clearly known have a powerful influence on the participants' view of themselves as successful students and future professionals. For example, in Osvaldo's experience, the constant reminders of his tutor and some of his teachers make him aware that in his English learning is a key tool to help him achieve his goals of getting a graduate degree in foreign trade.

OSVALDO INTERVIEW 2: Sí, me lo ponen como que es un requisito indispensable. Entonces, tengo que aprender inglés porque es comercio exterior, requiere del inglés un

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cien por ciento... La mayoría de los maestros de este semestre que nos preguntan qué maestría nos gustaría hacer, la mayoría me dice eso de que necesito aprender inglés. Hasta mi tutor me lo dice [Yes, they tell me that it is a necessary requirement. So I have to learn English because it is foreign trade, it requires English one hundred percent... The majority of the teachers from this semester who ask us which master's degree we would like to pursue, most of them tell me that I need to learn English. Even my tutor tells me].

In a similar way, the students from advanced semesters are aware that some of the teachers expect them to be able to use English for their academic work and for their future professions. The two senior participants stated they felt more motivated after realizing that even after completing the required English levels they would still need to use English when doing their assignments from the courses related to their major.

CIJU – INTERVIEW 1: Pues sí me han ayudado mucho (los maestros de Sistemas Comerciales) la verdad, si me han como que ayudado a nacer el gusto otra vez por el inglés, porque en un principio cuando yo terminé niveles de inglés yo dije: “Ya ahí quedó. Ya no voy ya seguir, por fin”. Pero, como mis profes [sic] veía que me entregaban que lectura de no sé cuántas hojas y en inglés, y yo, “No me puedo deslindar definitivamente del inglés”. Entonces, eso como que me impulsó a seguir queriendo aprender pues para pasar bien mis materias porque pues los materiales eran en inglés. Y pues si me ha ayudado mucho eso, las expectativas [Honestly, they (the CS teachers) have helped me a lot, they have sort of helped me to reawaken the pleasure for English, because at first when I had finished my English levels I said: “There, that’s the end of it. I don’t have to keep going, finally.” But when I realized that my teachers handed me texts that were so many pages long and were in English, I said: “I can’t distance myself from English permanently.” So, it kind of pushed me to keep wanting to learn English to be able to pass my courses with good grades because the materials were in English. And that has definitely helped me a lot, the expectations].

Additionally, their thesis work also made them encounter the need to be able to use the language for research purposes. For one of the students, this realization highly increased her motivation to learn English because she was now aware that she would need to use English not only in school but also in the business she dreams to have in the future.

CIJU – INTERVIEW 2: ... ahorita que estoy haciendo mi tesis, el profesor que nos está ayudando pues es lo primerito que nos dijo desde que entramos a la primera clase cuando ya íbamos a empezar a investigar las fuentes... lo primero que nos dijo fue que “Lo único malo es que deben saber inglés”... nosotros mismos nos confundíamos, pero como que el profesor ya se dio cuenta de que estábamos todos bien confundidos y ya nos empezó a explicar, y nos empezó a decir que le tenemos que dar importancia al inglés pues porque la mayoría de todos los textos están en inglés. Por ejemplo, el Google Scholar está en inglés, todos los textos que se descargan de ahí están en inglés. El programa que nosotros usamos para guardar los textos... está en inglés también. Entonces sí, este profesor sí nos



dijo que nos orientáramos un poquito más al inglés, no solo como una clase, sino como una herramienta para poder hacer nuestra tesis y cualquier otro trabajo de estudio [...now that I am working on my thesis, the first thing the professor who is helping us said since we went to the first class session when we were going to start researching for the sources... the first thing he said was “The only bad thing is that you have to know English”... we confused ourselves, but when the professor noticed that we were all very confused, he started to explain, and he told us that we need to place importance on English because most of the texts are in English. For example, Google Scholar is in English, all of the texts that you can download there are in English. The software that we use to store the texts... is in English too. So yes, this professor did tell us that we need to focus a little more on English, not only as a course but also as a tool to help us develop our thesis or any other type of field study].

As stated in the beginning of this subsection, the majority of the CS teachers do not explicitly express their expectations for the students’ English ability. The lack of perceived expectations originating from their major professors has made the participants’ overlook the latent expectations that are often uncovered in the latter semesters of the major. It is because of this that the participants from the beginning semesters expressed that they did not perceive any influence of their teachers’ expectations on their English learning. As Canela explains in her experience with the CS teachers throughout the semesters, the teachers who did not make the connection between the importance of English and their future academic and professional development went unnoticed.

CANELA – INTERVIEW 2: ¿Los que no le pusieron (énfasis al inglés)? Pues se puede decir que pasaron desapercibidos en esa cuestión, en cuestión del inglés, porque sí daban por entendido que debías de, pero nunca le dieron esa parte de, no sé, enfatizaron que digan, “Esto es información para blablablá” [The ones who did not (put an emphasis on English)? I could say that they went unnoticed in that matter, in the matter of English, because it was assumed that we had to do it, but they never made it so, I don’t know, they did not make it clear to say “This information is for blablablá”].

The influence of the CS teachers on the participants’ visualization of their future selves contrasts the effect of the families’ expectations and desires. The clear difference is that the teachers do not really help to shape the participants’ visualization of their successful self, but rather they validate the participants’ expectations for their future professions. In turn, the key role of English in ensuring their success is also validated, especially when the CS teachers are able to materialize the expectations through the use of material or projects which require the students to be able to use their English skills.

The effect that the teachers from non-language courses has on the learners' L2 self-image has not been specifically discussed in the previous literature. The effect that other contributors have on the learners' motivation could be included in the ought-to self due to the external expectations that are established in the teacher-student relationship (Dörnyei, 2005); but none of the studies have included other individuals who are not considered family members.

Additionally, the CS teachers' expectations seem to promote the participants' goal oriented L2 visualizations, especially for the participants in the latter semesters because they can closely see the activities they have to be able to carry out by using their English skills. These proximal activities help the students realize that they need to set necessary goals for their English proficiency to be able to perform as expected.

### *The L2 self-guide*

After seeing how the participants' future L2 self-visualization is constructed in the interaction of the internal desires of success and the external expectations of significant individuals, this section seeks to address the research question it aimed to answer.

It is not surprising to find out that the nature of the students' L2 possible selves is a byproduct of another possible self, as a result of the contextual characteristics which help to determine the goals the students have set out for themselves. The most influential contextual characteristic is the stage of their lives in which they are presently situated because as they prepare to face the real world of adulthood they have aimed at being as well prepared as possible to face it. Considering this circumstance, the students' greatest goal is to achieve their university degree because they believe this is the key to ensuring their success in the future.

Chen (2012) had similar findings where high school students expressed their future plans to be related to their academic development and preferred occupation. The view on language learning for pragmatic reasons would traditionally be defined as an instrumental (Gardner, 1895) or extrinsic orientation (Deci & Ryan, 2000); however, the students have neither reported wanting to integrate into an L2 community nor wanting to learn the language for the pleasure of learning it. What can be concluded is that their English learning is merely a means to an end, which is to be a successful entrepreneur by means of being a successful L2 speaker. It can be seen that the discrepancy between the actual self and the successful self is partially mediated

through the achievement of the L2 self (Higgins, 1987). Thus, there is a clear harmonious relationship between these three dimensions of the self.

The mediating effect of the L2 self in accomplishing the participants' professionally-oriented future self demonstrates the instrumental-promotion characteristic of the ideal L2 self as it is depicted within the desired end-state of the professional identity of the participants (Dörnyei, 2005, 2009). However, the influence of the families' expectations also has a weight in shaping the participants L2 self guides, which means that their motivational self system is also characterized by the ought-to L2 self derived from these expectations. This finding is similar to the finding of Kiany *et al.*, (2013) where the strongest indicators in the students' motivation were found to be the instrumental-promotion, instrumental-prevention and the ideal L2 self.

Moreover, as Kim (2009) reports, the degree of internalization of the motives is what defines whether the learner's motivation is related more to the ought-to L2 self or the ideal L2 self; accordingly, the prevention orientation can potentially evolve into instrumentality-promotion (Chen, 2012). The close relationship in many Mexican families could be attributed to this evolution of the preventive motives of the students' L2 learning that have been internalized to become part of the students' idealized self-image; hence, their desire to make their parents proud and be able to reap the fruits of their and their families' sacrifices has allowed them to take others' expectations as their own. Whether or not the external motives to learn English have been internalized, what is clear is that the participants' motivational disposition is instrumental and is formed by both promotion and prevention orientations. This contrasts the findings of other studies where the ought-to L2 self was not identified being that the most influential factors in these studies were the promotional focused variables (Kormos & Csizér, 2008; Papi & Teimouri, 2012).

The fact that their visualization of their future L2 self is reflected on their ideal professional self can be attributed to the foreign language learning context where the students live. As the use of English is limited to academic and work-related purposes, their visualization of their future L2 self is also limited to these contexts. As a result of these limitations, the participants' L2 self-guides could be dependent on the level of development that their ideal professional self has achieved. This finding is similar to Takahashi's (2013) finding which suggests that the participants' L2 self-guides are a construction of the goals they have for their

English use in the future, but at the same time is restricted by the limited English use outside the English classroom.

So, it could be said that the description of the participants' future L2 self-image is made more evident in the students' responses to being asked about how they see themselves as English speakers in their personal and professional lives in the future. All of the participants were not able to give a description of themselves as English speakers outside their future professional lives; furthermore, most of the participants acknowledged in their responses that they see themselves using English now and then and only in certain activities in their future professions, that is to say, English would only be used for specific work-related tasks and not very often. Thus, it seems that the students had a difficulty in seeing themselves as English learners outside the professional dimensions of their future selves. In other words, they were only able to visualize themselves as English speakers in the world of their future occupations.

The participants' future L2 self-images seem to be the description of themselves as successful entrepreneurs who are able to use their English to fulfill the expected roles and activities of their future professions. The underlying factors which are not evident at the surface of this description are expectations of significant others which help determine their goal to be successful professionals. Because this vision is determined by the participants' future professional goals, whether their L2 self-visions are defined as their ideal or ought-to L2 self-guides depends on the degree of internalization of the external expectations for their future occupation.

The next section could help to better understand the participants' ideal and ought-to L2 self-guides by explaining the motivational force found in the students' visualizations of their future L2 selves, and how this motivational force is related to their ideal and ought-to L2 selves.

### **How do their future L2 self-visualizations shape their motivation to learn English?**

In order to answer the second research question, the motivational conditions of the self-guides must be described to understand the motivational force these self-images can have on the learners' behavior. Dörnyei (2014, pp. 9-10) lists these motivational conditions:

- a) The learner *has* a desired future self-image.

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- b) The future self-image is elaborate and vivid.
- c) The future self-image is perceived as plausible.
- d) The future self-image is not perceived as comfortably certain to reach.
- e) The self-image is in harmony with other parts of the individual's self-concept.
- f) The future self-image is accompanied by relevant and effective procedural strategies.
- g) The future self-image is regularly activated in the learner's working self-concept.
- h) The desired future self-image is offset by a counteracting feared possible self in the same domain.

Dörnyei (2014) recognized that the constructs of the self-guides that are the basis of the L2 Motivational Self System do not guarantee an automatic motivational effect on the learners' behavior because the future self-guides depend on the aforementioned motivational conditions. Additionally, he points out that the lack of a motivational impact that is often found in learners' behavior even when the future self-images have been created proves the point that unless these characteristics are met, the self-guides will not be able to effectively exert their motivational properties.

As described in the previous sections, the participants' future L2 self-images are characterized by an instrumental motivational disposition which derives from the interrelationship of personal goals and desires that are influenced by external expectations for success, such as their parents' view of their future ideal self, the expectations of their teachers and their future employers or potential customers. Even though the participants' L2 related future self-images are a reflection of their successful self, the students reported that often times they have to decide which future self-image requires more immediate action, thus they guide their actions and effort toward the activities which will help them to achieve the future self which needs immediate attention.

At this stage in their lives, one of the most influential factors for the participants' behavior is to ensure their success in their education and their future careers. This is understandable as their ultimate goal for getting a university degree is to become professionals in order to improve their chances of having a better future than those who are not able to get this higher education. Thus, the students report that there are many times when they have to prioritize their time and effort to other goals which seem more important at a given time. This means that the students

often have to set aside their English learning to make time for other activities which are more important to achieving their ultimate goal.

CANELA – INTERVIEW 2: La verdad en mi caso la verdadera razón por la que no agarré más niveles de arriba... estando en la UQRoo, fue porque tenía otras materias de las cuales daba prioridad. Porque siempre tuve la intención, dije que voy a seguir con el inglés y quiero agarrar italiano, pero no lo hice, por según, no me supe administrar en mi tiempo, porque pude hacerlo, pero no me supe administrar. Entonces fue me que dije, “No, espérate. Acá me detengo.” Solo tomé lo requerido de la carrera que era hasta Inglés para Negocios [Honestly, in my case the real reason why I did not take any of the higher levels... while at UQRoo was because I had other courses which I gave more priority to. Because I always had the intention, I said that I would continue with my English learning and would take Italian, but I did not, supposedly because I was not able to organize my schedule, because I could have been able to do it, but I did not manage my time. So then I said to myself, “No, wait. I will stop here.” I only took the required courses which was up to Business English].

LICA – INTERVIEW 2: Es que yo creo que todo a su tiempo, o sea, sí quiero tener mi buen nivel de inglés, pero igual quiero tener mi licenciatura... Tampoco me voy a enfocar tanto en algo, dejar por lo que entré a la universidad por algo. O sea, lo estoy como mezclando. Sí quiero aprender y terminar todo, pero también mi carrera [It's that I think that all in good time, that is, I want to have a good level of English but I also want to finish my degree. I'm not going to focus so much on something, to set aside the reason why I entered the university for something else, So, I'm like combining both. I do want to learn and finish all the levels, but also my career].

The participants' prioritization of the major related courses against the English required courses derives from the sequential characteristic of the CS curriculum. Since most of the courses are sequenced so that if a student fails one course he or she will have to wait up to one more year to be able to retake it, their prioritization of the major related courses is justifiable as the participants' efforts are aimed at trying to avoid falling behind one year in their studies. In contrast, the required English courses offer the students more flexibility in that they can put them off for a few semesters without consequence because they are usually more available to take throughout the semesters of a year's cycle.

CIJU – INTERVIEW 1: Tiene que ver mucho que tengas otras materias porque nosotros sólo llevamos una materia de inglés y las demás son totalmente distintas. Entonces, si estás tratando de concentrarte en el inglés, pues no puedes dejar de otro lado tus otras materias que también tienen importancia. No estoy diciendo que no tenga importancia el inglés, pero descuidas más los que están en la carrera, que en este caso son las seriadas que son más importantes, y no te puedes concentrar [It has to do a lot with having other courses because we only take one English class and the others are completely different. So, if you are trying to concentrate on English, then you cannot set aside your other

courses which are also important. I'm not saying that English is not important but you neglect the courses related to the major, which in this case the sequenced ones are most important, and you cannot concentrate].

The students' need to prioritize among their different responsibilities was also validated by the three teachers who were interviewed. Their responses indicated that the CS students were not only influenced by the perceived greater importance of the courses related to their major over the English courses, but also the heavy workload from those courses and the persuasion of the Commercial Systems teachers to prioritize their major related duties over their English related ones.

LEYDI – INTERVIEW 1: Sí, sin duda porque, por ejemplo, hasta si los maestros de su misma carrera tienen un evento y (los estudiantes) tienen clases de inglés, pues les dicen “No, pues vente al evento.” Como que el inglés no importa, es más importante lo de su carrera que el inglés. Entonces hasta con los maestros se nota [Yes, certainly, because for example, even when the teachers from the major have an event and (the students) have English class, they tell them, “No, come to the event.” It seems like English does not matter, their major is more important than English. So, I can even notice with the teachers].

MIRNA – INTERVIEW 1: Sí, siempre se quejan que tienen mucha tarea. Y en vacaciones de semana santa de hecho me dijeron que no fueron de vacaciones a ningún lado porque tuvieron tarea. Que tienen muchísima tarea. Y están todos desvelados. Entonces yo también creo que eso no hay un balance pues. Sí pues lo dejan hacia el final [They always complain they have too much homework. In fact, during spring break they told me that they did not go anywhere because they had homework. They say they have too much homework and they are sleepless. So, I also think that there is no balance. They leave it (English) until the end].

OFELIA – INTERVIEW 1: Al principio tenían más interés que ahora, siento, pero supongo que es por el ritmo del semestre. Es más pesado ahora. Entonces en el principio sí empezaron muy bien pero al final faltan a clases o no hicieron alguna tarea que les asigné y antes las hacían todas, etc. O sea, siento que el interés sí es menos ahora [At first they seemed more interested than now, I think, but I guess it is due to the pace of the semester. It is tougher now. In the beginning they started really well but at the end they miss classes or do not do the assigned homework, and they used to do them all before. I mean, I feel the interest is less now].

One of the motivational conditions of the future self-guides, as indicated by Dörnyei (2014) is the regular activation of the self-image in the learners' self-concept. As this author explains, “Possible selves can be squeezed out of someone's working self-concept by other contenders for attention and will therefore become relevant for behavior only if they are primed

by frequent and varied reminders” (Dörnyei, 2014, p. 10). The fact that the participants have to alternate between their future self-images to be able to direct their behavior toward the goals that need the most urgent attention corroborates Dörnyei’s claim, and points to the reason why the participants’ L2 self-images may not have a constant motivational force upon their English learning.

Another motivational condition of the self-guides is the perceived plausibility. This condition refers to the way the learners perceive the possibility of achieving their desired future self-images (Dörnyei, 2009, 2014); in the present study this was addressed by asking the participants how likely they see themselves achieving the goals for their English learning that they have set for themselves. Their responses seemed to indicate that the participants perceive the possibility of their L2 visualizations differently, some of them are more certain about them than others. This could be tied to the perceived opportunities for the future use of English. For instance, the majority of the participants believe that only through interaction in a second language context (e.g. living in an English speaking country) they will be truly able to achieve the English proficiency they desire to be able to fulfill the roles they have set out for themselves as successful entrepreneurs. This belief causes a limitation for them because they are convinced that their English speaking skills will improve only by living in an L2 community, but since they do not have the economic resources to be able to move to a foreign country, the participants believe that it will be difficult to reach the level of proficiency they see themselves achieving to be able to fulfill their dreams. When I asked Ciju how possible she thought was to achieve the English goals she had set out, she said:

CIJU – INTERVIEW 1: Hablando de porcentajes, como en 80 por ciento... es que yo soy muy autodidacta, o sea si me interesa algo hasta en YouTube lo busco y todo. En ese lado por eso te digo que 80 por ciento, el otro 20 por ciento porque pues yo no sé si puedas viajar a otros lugares donde yo pueda empezar a hablar el idioma, eso sería más que nada, las posibilidades de viajar, los recursos financieros. Pero por otro lado, si dependiera todo de mí entonces sería un 100% pero no tengo todas las posibilidades de hacerlo [Speaking of percentages, about 80 percent... it is because I am self-taught, or if I am interested in something I will even look for it in YouTube. That is why I say 80 percent, the other 20 because I do not know if I could travel to other places where I could start to speak the language, that would be more than anything, the possibilities of traveling, the financial resources. But on the other hand, if it were up to me it would be 100 percent].

In contrast, Ivan found an opportunity to be immersed in an English speaking context. He also believes that learning through an immersion in the L2 context will help him to be able to



speak fluently and express himself easily, as he sees himself as an English speaker in the future. By means of a scholarship he now hopes to be able to spend some time in Canada not only improving his English skills but also gaining new knowledge regarding his major. Because of this opportunity, Ivan could decrease his limitations to achieve his future L2 self-image, and can now have clearer goals that will help him achieve his dreams because he now perceives that they are within his reach.

IVAN – INTERVIEW 2: ... aproveché en una oportunidad del SAC y tomé una certificación del TOEFL, y pues eso me abrió muchas puertas porque pude aplicar para la beca de Canadá y pues ahora sí que me voy planteando metas. Ya me certifiqué, puedo hacer otras cosas, hay mucho para tener—es valor curricular. Son mis metas que pueda tener un buen dominio que lo pueda demostrar, que tenga algo que lo sustente, son mis metas más que nada [I took an opportunity from the SAC and took a TOEFL certification, and that opened many doors for me because I was able to apply for a scholarship in Canada, and for now I am already setting my goals. I have been certified, I can do other things, there is a lot to achieve—it is curricular value. My goals are to have a good command of the language and to be able to demonstrate, to have something that validates it, these are my goals more than anything].

In relation to the perceived plausibility of achieving the future self-images, a strategic plan that progressively helps the learner come closer and closer to his personalized goals is another requirement for the future L2 visions to have the powerful motivational force. Again, the participants expressed varying responses when asked about what actions they were taking or will take in the future to achieve their English learning goals. What their responses seem to indicate is that most of them don't have a clear plan to follow to achieve their future L2 goals, except for Ivan who expressed that he sees his pursue of the Canada scholarship as his plan to achieve his L2 goals. In contrast, the other participants plainly explained that they weren't currently taking any actions to achieve their goals or what they were doing wasn't a clear a road map to accomplish them.

IVAN – INTERVIEW 2: ...yo digo que sí estoy haciendo algo al respecto, es tratar de lograr que me pueda ir para que siga más que nada desarrollando mis habilidades, porque tal vez no sea lo mismo hablar entre los compañeros en inglés y después estar hablando en español como si nada, a estar tres meses manejando la lengua en inglés [I would say that I am doing something about it, which is to try to get the scholarship to go (abroad) so that I can be able to keep developing my skills, because it may not be the same to talk among my classmates in English and then be talking in Spanish like normal, than to be using the English language for three months].

LICA – INTERVIEW 2: Pues yo creo que no, ahorita no porque sí estoy aprendiendo solo lo de negocios. No me he metido a más clases, entonces yo siento que ahorita no, este semestre no, pero sigue en mi mente que ya quiero hacer algo el próximo semestre, ya voy a entrar al otro nivel más alto, y así, así y así [Well, I think not, not right now because I am only learning about business. I have not taken more classes, so I feel that right now no, this semester no, but I still think that I want to do something next semester, I am going to take a higher level, and so on].

CANELA – INTERVIEW 1: ... no sé si esto venga como una acción para llegar a esa meta, pero por ejemplo, yo soy amante de las series de televisión ... Entonces, de las series, como te digo, no me gusta ver nada doblado. Prefiero el idioma original, obviamente con subtítulos porque no le entiendo todo perfectamente... [I do not know if it counts as an action to arrive at the goal, but for example, I really like television series... So, the series, as I told you, I do not like to see anything dubbed. I prefer the original language, obviously with subtitles because I do not understand everything perfectly...]

Along with the regular activation of the future self-image, the perceived plausibility and the use of effective procedural strategies to achieve the desired end-state, another motivational condition for the learners' visualization to have an operational effect on their motivation is the degree of specificity and the use of sensory imagery in the visualization of the future self-image. As mentioned in the preceding section, the participants' visualization of their future L2 self-image is limited to the professional goals they wish to achieve in the future; however, considering the degree of specificity and the use of sensory imagery to create a vivid future self-image, it seems like most of the participants had a hard time imagining themselves as future English speakers.

In order to have a better understanding of the condition which requires the creation of a vivid and realistic vision of oneself in the future, it is necessary to make a clarification between the conceptualization of goal and vision. As Dörnyei (2014), suggests, the difference between a goal and a vision of the future self is that the latter involves a sensory element in which the individual not only sees himself having accomplished the desired goal but can also imagine the reality of the experiences of living in that desired end-state image. He adds that the powerful motivational force of these future self-visions require a degree of vividness in which the individual can be transported to the future to witness or experience this imagined reality.

Having clarified this conceptualization, let's consider the participants' responses when they were asked how they see themselves as English speakers in their professional and personal lives in the future. The first thing to consider is that, as aforementioned, the participants were not

able to visualize themselves as English speakers outside their future professions. For example, Ciju mentions that she cannot see herself as an English speaker other than when she thinks about her future profession.

CIJU – INTERVIEW 1: Ahorita no puedo imaginarme más que en la consultoría. La consultoría, estar ahí con empresarios extranjeros, con gente extranjera... Entonces sí me veo más que nada en la consultoría, o levantando datos de otros extranjeros, o platicando con empresarios extranjeros [Right now I cannot imagine myself other than in the consulting. The consulting, being there with foreign business people, with foreign people... So yes, I see myself more than anything in consulting, or gathering data from other foreigners, or chatting with foreign business people].

Another thing to consider is that there seems to be a variance in the degree of detail and quality of visualizations among students: most answered by saying goals or the benefits of having the language, while only two of the participants were able to give detailed descriptions of the imagined reality in which they see themselves as English speakers in their future professions. Furthermore, there doesn't seem to be a relation between the maturity factor and the degree of detail and vividness in the participants' future L2 visions. For example, in the following extracts we see that even though Canela is in the last year of the major, when she was asked how she sees herself as an English speaker in the future, she responded by saying the benefits she will get from her English learning. Similarly, Nancy, who is in fourth semester, described her L2 vision with little detail and focus. In contrast, Ivan, who is also in fourth semester, had a more detailed view not only of himself as an English speaker in the work context but also of the specific skills he wishes to develop. The difference in the visualization of the L2 self-guide can be attributed to Ivan's imminent need to be able to communicate in an English speaking community if he is awarded the scholarship he applied for.

CANELA – INTERVIEW 1: ¿Y cómo me vería? Pues obviamente facilita la comunicación. El hecho de no tener el mismo idioma, y que ellos (las personas que hablan inglés) no entiendan el tuyo y tú el de él, es una barrera en la comunicación y si no hay comunicación pues obviamente hay un desastre [So, how do I see myself? Well, obviously it facilitates communication. Not having the same language, and that they (the people who speak English) are not able to understand yours, and you theirs, is a barrier in communication, and if there is no communication there obviously will be a disaster].

NANCY – INTERVIEW 1: Pues tal vez en una conversación con maestros de mi carrera o cuando, por ejemplo, yo quiera tal vez en una entrevista de trabajo o por teléfono, por las redes sociales, que quieras participar por ejemplo en un foro que tenga que ser en inglés o leyendo [Well, maybe in a conversation with teachers from my major or when,

for example, I want to in a job interview or on the phone, on the social networks, if you want to participate in a forum that has to be in English, for example, or reading].

IVAN – INTERVIEW 2: Lo veo en dos escenarios, en uno donde si yo tengo mi empresa aquí, tengo un producto o algún servicio que ya lo estoy vendiendo en México y quiero probar suerte en Estados Unidos o lejos, entonces, yo voy y me presento, es todo en inglés: mi nombre, mi producto es tal, y pues ahí estando que les haga la oferta de mi producto. Porque si yo no tengo el manejo del inglés pues como voy a presentar si yo no sé más que nada hablarlo. Y el otro escenario es que, si yo llego en algún determinado momento en alguna empresa o llego a abrir mi empresa en el extranjero, pues tener más que nada el dominio de, tener las cosas como contabilidad, administración, saber hablar, saber presentar, saber dar una plática, cosas profesionales, pero hacerlo en el idioma del inglés [I see two scenarios, one where if I have my business here, I have a product or a service that I am already selling in Mexico and want to try my luck in the United States or further, then I go and present myself, it is all in English: my name, my product is such, and being there I would offer my product. Because if I have no English proficiency, how am I going to present it if I cannot talk, more than anything else. And the other scenario is that, if I am at any given time in a company or get to open my company abroad, well more than anything to be able to do things like accounting, administration, to be able to speak in public, to be able to present, know how to give a talk, professional skills, but doing it all in English].

The last thing to consider is that there seems to be a relation among the degree of detail of the participants' L2 visualizations, the vividness of the self-guide from where the L2 visualization originates (the successful self), and the perceived frequency or future opportunities for use for the language. For example, for Ivan and Ciju the use of English in the future seemed to be less hypothetical than in the other participants' visualizations. These two participants see that it is only a matter of time before they will be required to rely upon their English proficiency when living abroad or when interacting with English speaking tourists in their future professions. The other participants expressed their perceived future English use as a hypothetical condition, saying for example, they see themselves as future English speakers if they are able to work abroad or if they encounter an opportunity to represent their company in situations where they would need to speak English. In the following extract, Lica expresses the uncertainty of her use of English in the future.

LICA – INTERVIEW 1: ...sí, no sería de a diario, pero si me pongo a pensar así en forma de que me vaya al extranjero a trabajar sobre eso, pues obviamente lo necesitaría a diario, pero pues no sé qué voy a hacer, no sé si me voy a quedar si me voy a ir. Entonces, pero sí es fundamental, no a diario, pero sí [...yes, it would not be every day, but if I think that I will go work abroad in that someday, well, I obviously I would need it every day, but I

do not know what I am going to do, I do not know if I am going to stay or if I am going to go. So, it is essential, but not every day, but it is].

Lica's response could be seen as being related to her response to how she sees herself as an English speaker in the future. The degree of detail, and vividness of her vision could possibly not be enough to allow herself to truly be transported to a future state where she sees herself as she will be experiencing her life as an English speaker. This contrasts Ciju and Ivan who seemed to provide a greater amount of detail and vividness in their visions, for instance, Ciju's response seems to be closer to the conditions Dörnyei (2014) has outlined for the motivational property of the self-guides to be activated because her vision could be vivid and clear enough to allow her to travel to the future and experience this imagined reality.

LICA – INTERVIEW 2: Pues, siento que me visualizo como una persona que va a poder opinar en cualquier aspecto nacional e internacional, y tal vez no lo utilice todos los días, pero sí quiero. Ya de ahí si yo me voy a vivir, o sea si me quedo acá obviamente no lo voy a utilizar todos los días, pero sí para—por ejemplo, hay muchos documentos que no hay en el país, o sea documentos, informaciones, libros y revistas, novedades y bolsas de valores, cosas así. Ahí siempre van a estar en inglés, si ya lo sé entonces voy a poder leer estos documentos, informarme de lo que está pasando en los países vecinos, entonces siento que me veo como una persona preparada en el inglés y todo eso y pues sí lo voy a poder utilizar como una herramienta para mi labor [Well, I think I visualize myself as a person who will be able to give an opinion on any national and international matter, maybe I will not use it (English) every day but I do want to. From there if I want to go live elsewhere, well, if I stay here I will not use it every day but, for example, there are many documents that are not available in our country, I mean documents, information, books, journals, news and stock exchanges, things like that. English will always be present there, so if I know it I will be able to read those documents, be informed of what is going on in neighboring countries, so I see myself as a person who is highly qualified in English, and I will be able to use all of that as a tool for my work].

CIJU – INTERVIEW 1: Pues ahorita, como yo me quiero dedicar a la consultoría, pues me visualizo más que nada visitando algún empresario extranjero en estas ciudades del norte, o también haciendo entrevistas de investigación de mercados y otras cosas. Sí, porque para eso necesitamos mucho interactuar con otras personas. Porque pues nosotros—la investigación de mercados, necesitamos información el público objetivo. Y si en este caso es un público extranjero, pues si me imagino entablado una charla, tomándole sus datos, y entendiendo palabras técnicas de mi carrera porque hay algunas que de plano no sé cómo se dice en inglés. Más que nada en eso comunicándome con empresarios y con clientes, bueno no clientes, en este caso serían consumidores para poder levantar información de los mercados [Since I want to work in business consulting, I imagine myself visiting a foreign business owner in the cities in the north, or doing interviews for market research and other things. Yes, because to do that we need to interact a lot with other people. Because for us—market research, we need the information from the target

audience. And in this case it is a foreign audience, so I imagine myself having a conversation, asking them for information and understanding the technical words related to my major because there are some that I definitely do not know how to say in English].

A last condition that was found in some of the participants' responses was the presence of a counteracting feared self to offset the desired future self-image. Although the participants did not explicitly state that they can visualize an end-state which could be the worst case scenario and which they are striving to avoid, it is clear that the participants' efforts are aimed at avoiding failure in their future; thus, this counteracting feared self is the opposite of the successful self, or an unsuccessful self. For instance, the feared self could be what is driving Nancy's efforts to seek additional help with her English learning because she is wants to avoid achieving the end-state where she is not able to graduate as a consequence of not completing the required English courses. For some of the participants like Canela and Lica who are determined to prove their abilities and disprove their parents' conflicting expectations for their future professions, the counteracting feared self could provide them with the motivational force to achieve a certain level of English proficiency to help them ensure they will have the necessary tools to achieve their successful self. Nonetheless, it was difficult to clearly determine whether or not the participants' have constructed a feared end-state image when analyzing the participants' responses. Moreover, even if the participants have constructed this counteracting feared self, its motivational force might depend on the frequency of activation of this feared self in the learners' working self-concept. If the frequency of activation of the feared self is the same as the desired future self-image, then the more important self-images may take their attention and cause the L2-related future self-images to be set aside.

Finally, to explore how the participants' future L2 self-images shape their motivation to learn English, it must be considered that "people differ on how easily they can generate a successful possible self, and therefore, not everyone is expected to possess a developed an ideal or ought-to self-guide" (Dörnyei, 2014, p. 9). In the case of the participants, it was difficult to find clear evidence of an imagined self that corresponds to the conditions for the motivating capacity of the self-guides. It seemed that most of the participants' visualizations had a certain degree of these conditions but most seemed to meet them in low degrees; furthermore, although there were two students who seemed to provide clearer and more vivid descriptions of their future L2 self-images, these visions sometimes did not meet the other motivational conditions.

For example, in Ciju's vision she clearly and vividly stated how she sees herself as an English speaker in the future, she sees this vision as plausible, and her vision is in harmony with the rest of the dimensions of her self-concept; however, she did not seem to have a clear procedural plan to that will help her arrive at this desired end-state, and she openly stated that her future L2 self-image is frequently deactivated to provide more attention to other more relevant future self-images. Considering the conditions for the motivational capacity of the self-guides, it was difficult to decide where the motivational force was coming from in the students' future self-images: it could have been that their future L2 visions possessed enough of the motivational conditions to exert the necessary force on their learning, or it could have been that they were simply motivated to achieve a goal and tried hard to achieve it.

So, how do the participants' future L2 self-images shape their motivation to learn English? It could be said that their future L2 self-images do not have the necessary motivational conditions to have a powerful motivational impact that characterizes the ideal and ought-to self-guides. This finding compares to Takahashi's (2013) finding regarding the ideal L2 selves of six Japanese undergraduates, where it was concluded that their ideal L2 selves did not possess the necessary motivational power because they did not meet the conditions for the motivational capacity of the future self-guides.

In the final section of this discussion, we will take a closer look at how the participants' motivation varies in function to the semester in which they are enrolled, the development of their self-guides and their past L2 learning experiences, but before doing so, the participants' accounts of these experiences are presented in the next section.

### **How do their past learning experiences influence the Commercial Systems students' motivation to learn English at UQRoo?**

The other dimension which has a role in shaping the participants' motivation to learn English is related to their past learning experiences. The students' past learning experiences are the result of the interaction of various factors that define the teaching-learning process. Dörnyei (2005) suggests that the future oriented characteristic of the future self-guides is closely related to the past-situated characteristic of the learners' experiences in the direct learning environment because a learners' motivation could be driven either by the power of the future self-images or by

the positive learning experiences. A number of studies concurred that the students' learning experiences was one of the most influential factors helping to shape their L2 motivation (Mora *et al.*, 2010; Papi, 2010; Sandoval, 2011; Lamb, 2012; Papi & Teimouri, 2012; Kiany *et al.*, 2013; Kormos & Kiddle, 2013; Outhaichute & Raksasataya, 2013, Iwaniec, 2014; Li, 2014; Huang *et al.*, 2015). Furthermore, two of these which were conducted in Mexico reported that the negative experience can hinder the learners' motivation, and that this effect is not only limited to the influence of teacher/teaching related factors (Mora *et al.*, 2010) but it could also be attributed to contextual factors related to their experience, such as the curricular program (Sandoval, 2011). In contrast, some studies suggest that the past L2 learning experiences can have a mediating power to help determine L2 learners' motivation (Papi, 2010; Lamb, 2012; Papi & Teimouri, 2012; Iwaniec, 2014; Li, 2014; Huang *et al.*, 2015).

Not surprisingly, the influence of one of the main actors in this teaching-learning process, the teacher, significantly marks the participants' past learning experiences. The influence of the teacher is not only seen in her personality and the friendly interaction that may be developed in the classroom, but the participants made it clear that the teachers' preferred teaching methods can really leave a mark on their experience. Although most of the studies reviewed focused on the past learning experiences as a variable which encompasses many of the factors (such as the influence of the teacher, the curriculum, the peers, and the past experiences of success in learning) that make up this theoretical construct, other studies which made a deeper exploration of this factor provide various accounts of the influence that the teacher and teaching methods can have on the learners' motivation (Kormos & Csizér, 2008; Mora *et al.*, 2010; Takahashi, 2013). For example, Takahashi (2013) suggest that teachers can play a significant role in shaping the learners' experience by reducing the pressure in the learning process or by becoming their role models for their English goals, while Mora *et al.* (2010) report that the teacher's attitudinal disposition and the implementation of ineffective activities to suit the students' interests can have a demotivational effect.

Moreover, it is clear that learning does not occur in isolation; thus, another influential factor in shaping the participants' past learning experiences is the interaction with their peers. It seems that the larger number of quantitative studies found in the literature review do not offer a deep insight to this factor which is generally contained within the umbrella variable of the learners' attitudes toward the L2 learning. A number of the previous studies include the effect of



peers on the learners' motivation as part of the milieu, or the effect of the L2 attitudinal disposition belonging to the close members of the community where the learner interacts (Kormos & Csizér, 2008; Kormos *et al.*, 2011; Lamb, 2012; Shabaz & Liu, 2012; Kormos & Kiddle, 2013; Islam *et al.*, 2013) , and only one study was found to mention the influence of the peers in the learning experience as a result of the differing values and interests of the peer group (Mora *et al.*, 2010). In contrast, only one study was found to mention that the influence of the peers had no effect on the learners' motivated behavior (Iwaniec, 2014).

The social process of learning a foreign language calls for interaction among students in the classroom, and because of this, the participants of this study have reported that their past experiences have been very much shaped by their past relations with their former classmates. In the following sections, the influence of the teacher, teaching approaches and peers on the students' past learning experiences will be described.

### ***The influence of the teacher and teaching approaches***

As above-mentioned, one of the most influential factors reported by the students is the teaching activities used by the teachers. Previous studies indicate that the motivation can be mediated through the pleasure the learners experience while learning (Shabaz & Liu, 2012; Iwaniec, 2014); hence, the teaching activities used could have a major role in promoting a pleasurable experience for the learners. In relation to their experience with the teaching activities commonly used by teachers, five of the six participants reported that they have often encountered experiences where the teachers frequently used teacher-centered activities that seemed to result in recurring monotonous episodes in their everyday learning. These monotonous and passive activities caused them to not feel motivated, and for three of them it affected their receptiveness in the classroom.

CIJU – INTERVIEW 1: ... y algo que sí me di cuenta, lo hacen con dinámicas o sea ya nada es tan teórico porque si me tocó una maestra que sólo el libro, solo el libro, y así como que te pierdes durante la clase porque no puedes estar todo el tiempo concentrado haciendo una cosa [... and something that I did notice is that they do it with dynamic activities, I mean, it is not so theoretical because I had a teacher who only used the book, only the book, and it sort of makes you get lost during class because you cannot only be focused on one thing during the whole class period].

OSVALDO – INTERVIEW 1: No, solo cuando veía que llegaba una unidad que teníamos que hacer algún trabajo hablando con los compañeros, o un examen oral, era cuando sentía que teníamos algo. O algún ejemplo que manejaba el tema, pero pues era raro. Entonces ella siempre llegaba y daba los temas, escribía y si se presentaba como una materia, pero en inglés. O sea, nunca vi por parte de ella algún ejemplo, o alguna dinámica así que hiciera más fluido el inglés para mí [No, only when she saw a unit approaching in which we had to do some work by talking with our classmates, or a speaking test, it was when I felt we had something. Or any example that had to do with the topic, but it was uncommon. Then, she always came and presented the topics, she would write and present it as any other subject but in English. I mean, I never noticed that she used any examples, or any dynamic activities that could make English more fluent for me].

NANCY – INTERVIEW 1: Y luego la profa [sic] igual no es tan dinámica. La que tengo solo nos explica, o sea, sí nos explica muy bien y es muy comprensiva y todo, pero no es dinámica y a veces sí da mucho sueño [And then the teacher is not so dynamic either. My current teacher only explains to us, I mean, she does explain very well and is understanding and everything, but she is not dynamic and sometimes that makes you very sleepy].

One of these four participants described these types of activities as book-centered and repetitive in content across the required courses. For this student, the consequences of the monotonous classes had a lingering effect which is seen in her choice to not advance past the required levels of English even when having the parental encouragement to learn the language. Canela described her past experiences and their influence on her motivation to continue learning English as follows:

CANELA – INTERVIEW 2: Un poco aburridas (las clases). Lo siento, pero es la verdad. Es que la mayoría de todos los niveles aquí, de prepa y secundaria vienen libros que tienen una estructura parecida: escuchas y tienes que rellenar los espacios, de ciertas pláticas igual, de ciertas oraciones, de haz cinco oraciones, diez oraciones, blablablá. Todos hacen lo mismo [(the classes) are a little boring. I am sorry, but it is the truth. It is that the majority of the levels here, from high school and from secondary school use books that have a similar structure: you listen and you have to fill in the blanks, certain conversations too, of certain sentences, like write five sentences, ten sentences, blablabla. They all do the same thing].

CANELA – INTERVIEW 2: Me habrá desmotivado en el sentido de decir continuar estudiando en este lugar inglés, o continuo aprendiendo con este maestro, o sea, en esa parte porque la forma en cómo aprendía no me gustó, o me aburría o era muy monótono, pero el hecho de aprender como tal el inglés no se me quitó, pero ya tengo la idea de que lo quiero aprender. Entonces, en esa parte no. La parte del lugar, la persona, sí [It may have demotivated me in the sense of deciding whether to continue studying English in this place, or if I will continue learning from this teacher, I mean, in that way because I did not

like the way I was learning, it was boring or very monotonous, but the desire of learning English as it is was not diminished, but it is because I have the idea that I do want to learn. So, in that sense no. In the sense of the place and the person, yes].

Canela's decision to not continue taking English courses at UQRoo due to the negative experiences she had had while studying there is evidence that the students' L2 motivation is in dynamic interaction with other factors. As Iwaniec (2014) concluded, self-regulated language learning occurs when the student has a positive vision of herself and she experiences pleasure when learning. In Canela's case, even though she has a positive vision of herself as an English learner and she sees the necessity of being able to speak English for her future success, the displeasing experiences from monotonous and repetitive classes had a stronger influence over her motivation and drove her away from wanting to advance in her learning. This finding also compares to Mora *et al.*'s (2010) results that indicate that ineffective teaching activities which are not suited to the learners' interests can have a negative effect on the learners' motivation.

Nonetheless, the participants who reported having these negative experiences also acknowledged that there were a few teachers who promoted an active learning role for the students. This change in the methodological strategies used by the teachers provided the students with a more pleasurable learning experience, which in turn helped them to increase their motivation, and consequently, enabled them to pass the courses they had previously failed. Similarly, for one of the students, this more enjoyable approach to learning helped her to reduce her levels of anxiety, thus facilitating her learning. Additionally, the teachers were also able to corroborate the positive influence that the type of student-centered activities can have on the learners' motivation, as described by Mirna, below.

OSVALDO – INTERVIEW 2: Pues ya después como que ya fue más dinámico. A mí me gustó cómo me dio clases el maestro porque manejaba dinámicas. Eran cosas más enfocadas a la vida real. Entonces, fue más fácil, sí pasé el inglés que no había pasado desde el principio [It was more dynamic. I liked the teacher's classes because he used interactive activities. They were more focused on real life. So, it was easier for me and I was able to pass the course that I had failed at first].

CIJU – INTERVIEW 1: ... yo tomé clases, otros niveles de inglés, y la mayoría era un poco didáctica, o sea que te hacían actividades, te hacían jugar—no sé—teléfono descompuesto en inglés y cosas así que te animaban, porque no es solo estar sentado y estar aquí en una posición, sino que es estar así como que en movimiento. Ya como que respiras más aire, te despejas y puedes hacerlo con más naturalidad [I took courses, other levels of English, and the majority was a little didactic, that is they did activities, they

made you play—I don't know—telephone in English and things like that encourage you because it is not only being seated and being in one place, rather it is like being active. It is like you can even breath more air, you relax and you can do it more naturally].

MIRNA – INTERVIEW 1: Entonces también yo creo que las estrategias que uno usa a veces sí influyen. La clase les puede resultar muy aburrida, estar allí sentados viendo el pizarrón, viendo la lectura. Cuando yo llevaba juegos de mesas, cosas así, como que estaban más en la--más enfocados. Entonces mis actividades de la entrevista y eso les gustó [I also think that the strategies that one uses sometimes do have an influence. The class can turn out to be very boring, sitting there all the time looking at the whiteboard, looking at the reading. When I used to take my board games to class, they were more—more focused. So they liked my activities like the interview].

The affective variable of anxiety has been researched as it relates to L2 motivation by various studies anxiety (Papi, 2010; Islam, et al., 2013; Kiany, et al., 2013; Mahdavy, 2013; Li, 2014) because it not only has a connection to motivation in relation to the self-guides, but it could also have an effect on the causal property that the learning experiences have on L2 motivation. As Papi (2010) suggest, L2 anxiety can be the emotional result of the conflicting self-images, such as what could happen when a learner possesses an ideal and ought-to selves which do not relate harmoniously. Moreover, Horwitz, Horwitz and Cope (1986) identified three different types of anxiety: communication apprehension, test anxiety, and fear of negative evaluation. As Horwitz *et al.* (1986) explain, communication apprehension is defined as “a type of shyness characterized by fear of or anxiety about communicating with people” (p. 127). As for test anxiety, it is explained as the anxiety experienced that derives from the fear of failure in exam situations. Although similar to test anxiety, fear of negative evaluation is termed in a broader sense because it is not limited to exam situations, but it refers the fear of negative evaluations from any other individual. In Ciju's experience, her anxiety could have derived from a fear of communicating with people because she acknowledges that she felt it easier to communicate when the activities used helped the conversations be more natural and relaxed, as it could be when playing games.

In a similar manner, the influence of the teacher had a significant positive effect on one participants' motivation through the simple act of encouragement. This finding is similar to Takahashi's (2013) claim that the teachers can serve as role models whose role is to encourage the learners, thus helping to stimulate their future L2 self-images. For Lica, the teacher's encouragement motivated her to plan on achieving a language certification and to continue her

English learning past the required courses. Lica explained how this special teacher influenced her motivation and shaped her learning experience.

LICA – INTERVIEW 2: ... la maestra del semestre pasado era muy linda, siempre estuvo conmigo, siempre me motivó. Siempre me apoyó. Al final yo estuve muy agradecida con ella, ella de mí. Ella fue la que me dijo que siguiera con mis idiomas. Entonces, como que ella sí me motivó más, más que nada. La de verano sí me dijo que me veía con el perfil de seguir y que le eche ganas porque vio mi comportamiento en la clase y como opinaba y cómo participaba. Le gustó mucho. Entonces, ella sí fue la que me dijo, sí sigue. No solo fue de que me puso una calificación y ya felices, no. Sí hablamos, y me sentí muy bien de hecho [...the teacher from last semester was very nice, she was always by my side, always motivate me, supported me. At the end I was very grateful to her, and she was grateful to me. She was the one who told me to keep going with my language learning. So, it was like she motivated me more, more than anyone. It was the teacher from las summer who told me that she saw in me the potential to keep going, and to spend the effort because she saw how I performed in class and how I was able to give my opinion and participate. She liked it very much. Then, she was the one who told me to keep going. It wasn't just that she gave me a grade and everyone was happy, no. We talked and she made me feel good, in fact].

Overall, the effect that the teachers and the teaching methods can have in shaping the participants' L2 learning experiences and the motivational force that these can produce is clearly seen in two dimensions: one where the negative influence of these factors result in a demotivational effect, and another where the opposite happens in which the result of the positive experience has a powerful motivational effect.

### *The influence of peers*

In the social process of learning a language, the interaction among the participants of this process develop different types of relationships, which in turn determine the way in which the participants behave. Added to the differences in personalities and learning styles found in any classroom, the English classes at UQRoo often bring together students with varied levels of proficiency in the target language. Given the characteristics of the English groups at this institution, it is not surprising that the participants reported that comparing themselves to their peers has shaped their past learning experience and motivation to learn English.

One way in which these comparisons occur in the participants' accounts are between more and less proficient students. One of the results that these comparisons has had on the less

proficient students could be explained by the effect of the L2 anxiety derived from the fear of negative evaluation. As aforesaid, this type of anxiety occurs when the learners experience fear of being evaluated negatively by other individuals (Horwitz *et al.*, 1986); in this case, these individuals could refer to the more proficient peers. The fear that the participants experienced automatically affected their motivation because their learning experiences turned sour upon realizing that they were exposed to being judged less capable by their more proficient peers. For instance, three of the participants reported that in comparing themselves to their more proficient peers, they experienced an initial demotivating effect because they felt linguistically inferior than their counterparts.

CIJU – INTERVIEW 1: Sí, eso sí, o sea, no sé ni cómo es que logré pasarlo porque sí desmotivó mucho estar en otro salón con otros compañeros más avanzados. Eso sí de plano, desde que yo entré y escuché como hablaban, eso sí me desmotivó mucho [Yes, that did, I mean, I do not even know how I was able to pass the course because it did demotivate me a lot to be in a classroom with other more advanced classmates. That did definitely, since I came in and heard how they spoke, that did demotivate me a lot].

OSVALDO – INTERVIEW 2: Sí, algo negativo. No me hacían sentir mal. Solo me hacían sentir como con menos conocimiento sobre el inglés a comparación de ellos [Yes, it was negative. They did not make me feel bad. They just made me feel like with less knowledge about English in comparison to them].

NANCY – INTERVIEW 1: ... a la hora de clase cuando te preguntaba (la maestra), o sea, yo me sentía así como que wow, no sé nada a comparación de los otros. Como que te bajaban no sé si era autoestima o no sé, en ese sentido [...in class when she (the teacher) asked you, I mean, I felt like wow, I do not know anything compared to the others. It was like they lowered your self-esteem or I do not know, sort of like that].

The negative emotions these participants experienced (e.g. embarrassment and fear of making mistakes in class) could be attributed to the anxiety they felt when they thought they were being evaluated negatively by their peers; however, the participants eventually were able to overcome this anxiety when they realized that their peers were not judging them. Along with this realization, they were also able to become aware that their more proficient peers could provide them with support in their English learning. In consequence, the peer support helped them to become more trusting and less afraid of making mistakes in class. In Ciju's experience, at first she felt like no matter how hard she tried she was never going to achieve the same level of proficiency as her more proficient classmates; however, later on she realized that these classmates were willing to help her improve and she found great role models in them:

CIJU – INTERVIEW 1: ... me tocó en inglés intermedio con unos chavitos de Lengua Inglesa, ellos se displayaban [sic] hablando inglés y yo con trabajo decía algunas frases en inglés, pero porque tenía pena de que escucharán mi acento o como pronunciaba algunas palabras y ellos hablaban fluidamente. Entonces te digo no me sentía cómoda, ni con las ganas, más que nada con las ganas de aprender, porque decía chale estos me van a opacar, y ni por más que yo me esfuerce nunca voy a llegar a su nivel porque ellos desde que entran a la carrera están con el inglés. Y pues yo, ese era uno de mis obstáculos [I had to take the intermediate English class with some students from the English major, they could go on talking and I could barely say some phrases in English but I was embarrassed to have them hear my accent or the way I pronounced some words because they spoke well. So, I did not feel comfortable, nor the desire to learn because I would think that they were going to make me look bad, and even if I put a lot of effort, I thought I was never going to be able to reach their level because they start learning English since entering their major].

CIJU – INTERVIEW 2: ... sí me impulsó porque (los estudiantes de Lengua Inglesa) no eran tan malos como yo creía, Entonces ya como éramos muy pocos en el salón, podíamos diferenciar entre los que sabíamos y los que no. Entonces, ya en la recta final pues como que sí nos apoyaban porque como que sí se empezaron a acercar y empezaron a apoyarnos en esto. Y creo que por eso pasé porque te digo que a lo último sí nos ayudaron, y pues más que nada te das cuenta de que a pesar de que ellos son de Lengua Inglesa también pueden tener errores, así como nosotros de otras carreras. Entonces, sí te quita el miedo de poder equivocarte [Yes, it did motivate me because they (the English major students) were not as bad as I thought they were. So, since there were few of us in the classroom, we could tell between the ones who knew and those who did not. Then, at the end of the semester they sort of helped us because they started to approach us and help us with our English. And I think that is why I passed because at the end they did help us, and I realized that, even though they are from the English major, they can make mistakes, just like us who are from other majors. So, it helps you to not be afraid of making mistakes anymore].

This finding was later confirmed by two of the teachers that were interviewed. As the teachers are also involved in the social interaction that occurs in the classroom, they were able to observe the relationship that occurs among the members of the peer group. Here, Mirna stated what she thought were the benefits of the peer interaction in her classroom.

MIRNA – INTERVIEW 1: Eso por un lado es una ventaja porque hay un buen ambiente entre compañeros y se pueden ayudar entre ellos en un momento dado porque a mí me da la impresión—no estoy segura de que estudian juntos porque en el examen no les va tan mal [On the one hand, it is an advantage because there is a good atmosphere among peers and they can help each other at any given time, because I have the impression—I am not sure if they study together because they do not do too bad in the exams].

For one of the participants, Lica, a distant experience of intimidation by her more proficient peers became the fuel to motivate her learning and to strive to reach the same

proficiency level as her classmates. In this sense, it could be that Lica's negative experience could have provided her with a past oriented reference to construct a feared future self-image which in turn helped her to offset her visualization of herself as a successful L2 speaker (Dörnyei, 2014). She reported that even after the years have passed, she carries this experience with her and it has helped her to avoid this type of experience by studying harder.

LICA – INTERVIEW 1: ... eso me ayudaba, o sea, tenía que hacerlo sino quedaba en el ridículo con los demás. Entonces tenía que aprender, tenía que aprender más, y pues sí me motivaba a tener más hábitos de lectura en inglés y aprender más el idioma [That helped me, I mean, I had to do it or else I would look foolish in front of everyone else. So, I had to learn, I had to learn more, and that motivated me to have more reading habits in English and to learn the language].

The peer comparisons had a different effect for one of the more proficient participants who reported that he compared himself with other more proficient peers to have an imaginary competition where he would aim at surpassing the other student. The influence of role models has only been discussed by Takahashi (2013) who suggested that teachers could become role models through which the learners could stimulate their future L2 self-images. It could be that through making these comparisons with more proficient learners, Ivan is finding a role model to become and even perhaps surpass.

IVAN – INTERVIEW 2: Me pasa mucho que trato de ser lo mejor que pueda, que tal vez ellos no supieron que influyeron en mí, pero lo hacían de una manera indirecta porque como que yo siempre hago competencias internas... si alguien era mejor que yo en algún sentido o tenía mejores calificaciones o algo así, me motivaba querer pasarlo. No por el hecho de presumir que sé más que él, sino porque puede ser que hoy estuve un poco bajo, pero puedo llegar a lo que es el mejor alumno. Y no es tanto que yo quiera pasarlo, sino que yo quiero ser como él, yo quiero aprenderlo, quiero saber lo que yo no pude contestar en este examen y lo que él si supo. Eso que no pude contestar, prácticamente eso quiero aprender, y que me permita estar a su nivel. Eso es en el caso de los compañeros que les iba muy bien en el salón [It happens that I try to be the best I can, that they may not know they had an influence on me but they did have it in an indirect way because I kind of do secret competitions... if someone was better than me in any sense or had better grades or anything like that, the desire to surpass him motivated me. Not for wanting to show off that I know more than everyone else, but because it could be that today I was a little behind but I could become the best student. And it is not so much that I want to surpass him, but I want to be like him, I want to learn it, I want to learn what I was not able to answer in the exam but he did know. That which I was not able to answer, that is basically what I want to learn, and it could allow me to be at the same level].



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As was mentioned at the beginning of this section, the role of the peers in the learning experience has not been deeply explored. What can be established from the previous findings is that the relationship that a learner has with his or her peers is likely to be characterized by comparing oneself to the others. These comparisons seem to have two different effects on the students' learning experience and motivation: a negative one that is characterized by anxiety and feelings of inferiority, and a positive one where the peers become a support group or role models which help the learners to visualize themselves as successful English speakers like their more proficient counterparts.

At this point, we have seen that the participants have gone through many negative experiences in their years of learning English, but we can also see that even after these negative experiences, the students overcome those experiences and become motivated as they encounter positive ones. The effects of the negative experiences may leave deep marks on the students but they are resilient and strive to leave those experiences behind because they see the potential benefits that their English learning can provide them in the future. It could be that the students are able to surmount these negative experiences because they are likely to encounter positive learning experiences which help them to modify the attitudinal dispositions which may derive from the previous negative experiences.

If this was the case, this result could be similar to what Taguchi *et al.* (2009) found regarding Chinese learners' attitudinal disposition. They concluded that these students "will typically be able to control their negative attitudes for the sake of achieving their ultimate goal, a high level of proficiency in English or at the very least a passing mark in their English exams (Taguchi *et al.*, 2009, p. 87). In this sense, their need to learn English pushes the students to rise above these experiences and continue their English learning because they realize that through this they will be able to achieve their ultimate goals for a successful future.

Another explanation for the participants' resilience could be related to the joy they may feel in learning when they have a positive learning experience. As previous studies suggest, the pleasure the learners experience in learning could help to mediate their motivation to keep learning English (Shabaz & Liu, 2012; Iwaniec, 2014). Thus, as an outcome of the pleasurable experiences in their language learning, the participants may be able to overcome the negative experiences that had previously burdened them and may have even demotivated them. The pleasure in learning combined with the need to complete their English levels to achieve their

future professional goals may result in their resilience to learn English even through the many past negative experiences.

### **What are the differences and similarities in the motivation to learn English of the CS major students from different semesters?**

As it has been explored in the previous sections of this chapter, differences and similarities in the participants' L2 motivation have been found. Finding similarities among their L2 motivations was expected because the CS students of English are enveloped within the same contextual features that could play a part in shaping their motivation. For example, their goals related to their professions as defined by the major they are studying (Soria, 2009), the language learning situation which comprises the English educational program (Sandoval, 2011), the teachers (Mora *et al.*, 2010) and the peers, and the sociocultural (Mahdavy, 2013) and socioeconomic factors (Mora *et al.*, 2010; Lamb, 2012; Kormos & Kiddle, 2013).

Similarly, as the previous literature suggested, it was expected that there would be differences in the development of the L2 self-guides of the participants depending on their level of maturity (Kormos & Csizér, 2008; Kormos *et al.*, 2011; Papi & Teimouri, 2012). For instance, Kormos and Csizér (2008) studied the motivation of secondary, high school and adult learners and found that the ideal L2 self-guide was the highest indicator for the university students who had a stable and sufficiently malleable self-image to let their L2 self-image be incorporated into their self-concept. However, this indicator was lower for the secondary school students who had unstable future self-images and for the adults who had established a permanent self-image which did not easily allow the internalization of an L2 self-image into their self-concept. The results of the previous study are similar to Papi and Teimouri's (2012) finding which suggests that the promotion related variables, which are constantly increasing in high school students' experience, tend to plateau or decrease in the university years. This finding could be explained as the university students' self-images matures and, just as the adult learner in Kormos and Csizér's study, it becomes more rigid.

As was expected from the evidence of the previous studies, two main similarities were found among the participants: their future L2 self-images are driven by the visualization of their future professional selves and their past learning experiences have a powerful influence on their

motivations. As for the first similarity, it was evident that the participants' ambitious goals for their future professions have created a need for them to find the most effective ways to ensure they are able to achieve them. Taking into account the effect of globalization for both the language and the market, it makes sense that the powerful mediating power of the future L2 self-images in achieving these ambitious goals has helped to define how the participants have conceptualized their future L2 self-images around the professional context where they see themselves using the language.

As was discussed in the first section of this chapter, the participants seemed to have a difficult time trying to imagine themselves as English speakers in the future in contexts outside of their future occupations. This limitation of their future L2 visualizations could be attributed to the foreign language context where the participants are situated and which offers limited opportunities for English use outside the academic and professional contexts. Their professionally oriented L2 self-images could mean that they perceive minimal opportunities for their English use outside of those contexts; consequently, the perceived opportunities for use of English outside of those contexts does not seem to help them develop their future L2 self-images, which is similar to Takahashi's (2013) finding for Japanese undergraduate students.

The second similarity found among the participants belonging to different semesters was that their past English learning experiences have a powerful influence on their motivation, which could result in both positive and negative effects. An outstanding similarity among the participants' past learning experiences are the numerous negative experiences they have encountered and the multiple sources that cause it to be perceived as negative. As stated in the third section of this chapter, the role of the teachers, the teaching strategies and peers are some of the most influential factors in shaping the participants' past experiences. Although most of the participants reported that the negative experiences related to these factors could have lingering effects, they also seemed to be overcome by the fewer positive learning experiences they encountered.

It would seem that no matter how difficult the negative learning experiences may have been for the participants, they are resilient and are able to put those negative feelings and attitudes aside when they come across a positive experience. This resilience may be the result of the students' perceived need to achieve their ultimate goals even through the negative experiences they encounter in their English learning (Taguchi *et al.*, 2009), and the pleasure they

feel when learning in the positive learning experiences (Shabaz & Liu, 2012; Iwaniec, 2014). Hence, it is this resilience that characterized all of the participants regardless of the semester they are in.

Nonetheless, it is wise to consider that this characterization of the participants may not be true for all the CS students of English because of the nature of the type of sampling employed in this study. Since the participants were chosen through convenience sampling, in other words the students who volunteered to participate made up the sample for this study, this could indicate that the students who agreed to participate did so because they are highly interested in English learning and may have had more positive motivational dispositions than the students who decided not to participate in the study. Thus, it could be that other students may not have this resilient characteristic when they encounter negative learning experiences. This seems very likely as it is common to find students who have completed all of the credits related to their major but are left behind trying to complete their English courses.

Finally, although as the previous literature suggested, it was expected to find that the level of maturity of the students could have an influence on the clarity of the participants' future L2 self visualization; however, no clear difference was found in the participants of this study because the clarity of their visualizations was not constant with the semester they belong to. Instead, what seems to determine the clarity of their L2 visualizations is the clarity of their visualization of their successful self. As aforementioned in the second section of this chapter, Ivan's L2 self-image seemed to have a higher degree of vividness and detail compared to the visualization of Canela who was in eighth semester while he was only in fourth semester. Nonetheless, Ivan seems to be the only exception to the rule because the visualizations of the other participants seem to become clearer as they progress through their major.

Hence, it could be that the students' visualization of their future professional selves develop as they progress through their major, which is very likely because they become more aware of the professional profile they could achieve upon graduation, but since their L2 self-images are defined by the use of English in their future occupations, it seems like the level of development of the ideal professional self may determine the clarity of their future L2 visualizations no matter the semester they are in.

As was seen with Ivan, there may be exceptions that contradict that the maturity of the learners determines the clarity of their L2 visualizations (Kormos & Csizér, 2008; Kormos *et al.*,

2011; Papi & Teimouri, 2012), for example, the case of Canela's unclear future L2 visualization. It could be that due to the conflicting views of her future profession between her desires and her parents' expectations could be causing a negative effect in her ideal and ought-to selves. As suggested by Higgins (1987), conflicting self-guides could have an adverse effect on motivation and may cause negative affective consequences. While Canela does not report any emotional consequences, it seems as though the conflicting views of her future profession does not allow for her future L2 self visualization to have a stable self-image to be based upon, resulting in the confirmation that for these participants the degree of development of their ideal professional self will reflect the degree of development of their future L2 visualization, and not maturity as expected.

### **Summary of results and discussion chapter**

This chapter presented the results of the present study as they were interpreted and related to the theoretical framework and the previous literature. The findings were presented by answering each of the research questions this study aimed to answer. For the first question that sought to answer how the participants describe their future L2 self-images, it was found that the participants' future L2 self-image is a description of how they see themselves as future professionals who can speak English to ensure their success in their future occupations. Also, it was found that three underlying factors help to build their success oriented future self-image: the professional, parental and academic expectations.

As for the second research question that aimed at explaining how the participants' future L2 self-images influence their motivation to learn English, it was concluded that the motivational force of the participants' future L2 self-images are not likely to possess a high motivational force because they did not seem to meet the motivational conditions established for the self-guides.

Additionally, the answer for the third research question regarding the influence of the past learning experiences on the participants' motivation is that two factors were found to have a significant influence, which are the teachers/teaching approaches and the peers. Moreover, the participants' past experiences seem to have a positive motivational influence for most of the participants, even when they have gone through negative experiences. This could be attributed to the change in attitudinal disposition that occurs as the learners encounter positive experiences or

that they are coaxed to overcome the negative attitudinal dispositions due to the necessity of their English proficiency to ensure their future success.

Finally, for the last research question about the similarities and differences in the motivation of the participants from various semesters, it was concluded that the participants share some similarities even as they belong to different semesters. For instance, all of the participants share instrumentally-oriented future L2 self-images, and their past learning experiences have a powerful influence on their motivation which could result in negative or positive effects. Lastly, it was not clearly concluded whether there was a clear difference in the level of development of the participants' future L2 self-image according to the semester in which they are enrolled, as it was found that there was one participant who seems to have a more developed future L2 self-image than one of the participants from last semester.

## CHAPTER 5: CONCLUSION

This chapter begins with the restatement of the research aims, research questions and the main features of the methodological design, followed by a summary of the key findings of the research. Furthermore, this chapter presents the pedagogical implications to be considered as based on the findings, and the implications for further research. The limitations of the present study are also assessed, and this chapter concludes with a brief summary of the previous sections.

### Summary

The general objective of this study is to explore the CS major students' multifaceted motivation to learn English. The specific objectives are to explain the factors which influence the students' motivation to learn English, and to understand the motivational similarities and differences of the CS students belonging to various semesters. The research questions that helped to achieve these aims are:

1. How do the CS major students describe their future self-images as English language speakers?
2. How do their future L2 self-images shape their motivation to learn English?
3. How do their past learning experiences influence the students' motivation to learn English at UQRoo?
4. What are the differences and similarities in the motivation to learn English of the CS major students from different semesters?

The study was carried out following a qualitative case study approach in an attempt to contribute to the findings of the numerous quantitative studies concerning L2 motivation in foreign language learners which use Dörnyei's (2005, 2009) theoretical framework of the L2 Motivational Self System. Six students of the CS major were interviewed following a semi-structured interview format, and three English teachers were interviewed as a means of triangulation of the data provided by the students. The data collection process was carried out in two instances, the first student interviews were carried out at the end of the spring semester of

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2015 and the second interviews were carried out in the beginning of the following autumn semester. Moreover, the study took place in a university of a southeastern state in Mexico, and the students from this specific major were chosen due to the significance that their English proficiency could have in the achievement of their academic and professional goals.

A preliminary finding from this study was that the participants' L2 self-image was found to be the reflection of how they see themselves as professionals who speak English in their future occupations. Three factors were found to help to shape the participants' future professional and L2 visualizations: family, teachers and work expectations. All of which aim at the future success of the learner. Although it was found that the participants hold some type of future L2 self-visualization, the motivational force of their visions varied among the participants, but it was concluded that these visions were not likely to have a significant motivational force. Additionally, the participants' past English learning experiences were found to be a source of motivation and a means of maintaining it. In the participants' experiences, the English teachers and the teaching strategies proved to help initiate their motivation even after encountering negative experiences, and the interaction with peers more often helped to maintain their motivation than to decrease it. A final finding was that the development of the participants' L2 visualization is dependent on the clarity of their ideal professional self, instead of the maturity of the participants.

The results of this study have confirmed that the learners L2 motivational self system consists of internal desires and external pressures to learn English, as characterized by the ideal and ought-to L2 selves, and the influence of the past learning experiences as a past oriented framework to base their future behavior. This suggests that the theoretical framework of the L2 Motivational Self System is appropriate to explain the L2 motivation of the Commercial Systems students because it offers a flexible framework for defining the context specific characteristics which help to shape the motivation of learners from a vast variety of contexts (Dörnyei, 2005; 2009).

The participants' professionally oriented future self-images corroborate that there are context specific characteristics of the L2 self-guides that could be considered, such as the factors that serve as the foundation to create these future L2 self-guides. Considering the CS students as English learners, teachers could help to motivate these students by making them aware of the practical uses of their English learning in their future professions, as it is done in the task and



content driven curriculum of the Business English course. By highlighting the applied uses of their English proficiency in their future professions, the students' future L2 visions could be helped to become clearer and they could perceive more positive learning experiences because they could be able to see the real-world applications of their English skills.

It is also suggested that the existence of the learners' future L2 self visualizations does not ensure the motivational force that is a key feature of the self-guides, as outlined in the conditions that Dörnyei (2009, 2014) sets out for the motivational impact of these visions. Considering that the CS curriculum aims to prepare the students for a variety of potential areas of work within national and international markets, and that these students' future L2 self visualizations seem to be exclusively oriented in their future professions, teachers could help to increase the motivational force of the learners' seemingly unclear visualizations by promoting the motivational conditions of the self-guides. Teachers should help the students create a vision of themselves as future L2 speakers in their future professions and guide them in setting an appropriate plan to achieve it. Furthermore, teachers should get to know the interests of their students to be informed of other potential channels of English use outside the academic and professional contexts, thus better ensuring the students perceive increased opportunities of use for their English skills (Takahashi, 2013).

At the level of the teaching approaches used, teachers should opt for learner centered approaches where the students have a more active role in their learning. In addition, teachers should make use of the interactive nature of learning by using collaborative approaches which could help to maintain the learners' motivation by reducing the levels of anxiety on students that are afraid of being negatively evaluated by their peers when working individually. These teaching approaches could help to increase or maintain the students' motivation by creating more pleasurable learning experiences for the students, which in turn could help to mediate their learning efforts (Shabaz & Liu, 2012; Iwaniec, 2014).

A contrasting finding from this study as related to the previous literature is that the clarity of the learners' future L2 self-visualization is reliant on the level of development of their visualization of their future professional self, rather than being dependent on the maturity of the learners. This finding supports Dörnyei's (2005, 2009) claim that motivation can be conceptualized as a dynamic system which interacts with contextual factors and the various dimensions of the learners' self-concept, which in the present study indicates that the interaction

of the different possible selves of a learner can provide the basis for their L2 motivation. Identifying how the interaction among an individuals' various possible selves and the L2 specific possible selves could shape their L2 motivational self system will help to understand how L2 motivation is rooted within the learners' identities.

### **Limitations**

The present study has shed light upon the multifaceted L2 motivation of undergraduate students who are not enrolled in English teaching or language related majors. The findings have provided further evidence confirming that L2 motivation is embedded in one's identity and that the learning situation is also responsible for motivating and maintaining motivation. The L2 motivation of six CS students has been explored in-depth in this case study research. Identifying the motivational characteristics of a larger sample of the students from this major could help to generalize the findings across a larger population. The contribution of future findings of larger scale studies concerning the L2 motivation of these students could clarify whether the participants of this study represent learners with more positive motivational dispositions, as compared to their counterparts who did not volunteer to participate in the study. It could be that the participants' interest in their English learning could have encouraged them to participate in the study; thus, it could be that the other students who did not volunteer to participate do not share the same motivational characteristics because it could be that they are not as interested in their English learning.

In addition, this study found that there are multiple factors which have a part in shaping the learners' L2 motivation; however, the exact interaction that these factors have and how they consequently affect their L2 motivation was not explored in this study. Further research incorporating the dynamic nature of the L2 Motivational Self System would be of value, especially if they offer a complementing view of the L2 Motivational Self System through a dynamic framework such as the Dynamic Systems Theory (Larsen-Freeman & Cameron, 2008) and the Sociocultural Theory (Vygotsky, 1978).

Lastly, although two different sources of data were used in this study as a means of triangulation for the students' responses, it was found that the teachers' accounts offered a limited view of their motivation because they could only explain it by the visible learning behaviors of

the students, but they could not offer information about the internal processes underlying their motivation. Hence, further research is needed in which other sources of data could help to explain both the internal processes and the behavioral manifestations of motivation. For example, mixed method designs could offer complementary sources of data which could help to fill this gap, or Ushioda and Dörnyei (2012) suggest to opt for multiple sources of data from diverse points of view, such as classroom observations, focus group discussions and learner journals.

### **Summary of conclusions chapter**

This chapter presented a reminder of the research aims and questions, as well as the key methodological features of this study. The summary of the main findings indicate that the learners' motivation is shaped by their goals and expectations of success in their future professions and by the experience derived from the learning situation. Also, their future L2 self-visualizations are likely to not possess a strong motivational force, which is related to the degree of clarity of their future L2 self visualizations that are dependent on the level of development of their ideal professional self. One limitation pertains to the transferability of the findings, that due to the small sampling of this qualitative case study, calls for further research to verify if the findings could be true for a larger population. Also, the dynamic nature of L2 motivation was not explored in this study, thus it was suggested that future studies should focus on incorporating other theoretical views on the dynamic processes that have an effect on the L2 Motivational Self System. Finally, it was suggested that future research should include multiple sources of data that offer diverse points of view in the phenomenon of L2 motivation.

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## APPENDICES

### Appendix A

#### *Semi-structured interview protocol for student interviews*

1. ¿Qué edad tienes?
2. ¿De dónde eres?
3. ¿Qué semestre estás cursando?
4. ¿Cuál es el último nivel de inglés que has cursado o estás cursando?
5. ¿Has cursado la asignatura de Inglés para Negocios?
6. ¿Cuánto tiempo llevas aprendiendo inglés?
7. ¿Estás estudiando algún otro idioma aparte del inglés?
8. Cuéntame un poco de por qué decidiste entrar a la carrera de Sistemas Comerciales.
9. ¿Cómo te ves realizado en tu vida profesional y personal al terminar la carrera?
10. ¿Te interesa aprender inglés? ¿Por qué?
11. ¿Tienes alguna meta para tu aprendizaje de inglés?
  - a. Si sí tienes una, ¿qué estás haciendo o planeas hacer para lograr esta meta?
  - b. Si no tienes una, ¿por qué crees que no la tienes?
12. De acuerdo con lo anterior, ¿qué tan posible consideras es alcanzar tu meta de aprendizaje de inglés? ¿Por qué?
13. ¿Cómo consideras la tarea de aprender inglés? ¿Es fácil, difícil, moderado?
14. ¿Te consideras un buen aprendiz de inglés? ¿Por qué?

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15. ¿Cómo te imaginas hablando inglés en tu vida profesional al finalizar la carrera?
16. En tu futura profesión, ¿cuáles consideras que son las expectativas para el uso del inglés?  
¿Cómo han influido estas expectativas en tu aprendizaje de inglés?
17. Fuera del ámbito profesional, ¿cómo te ves como hablante de inglés en tu vida personal?
18. ¿Cómo crees que tus padres imaginan tu desarrollo profesional en el futuro?
19. ¿Cómo influyen estas expectativas de tus padres en tu aprendizaje de inglés?
20. ¿Consideras que tus profesores tienen expectativas para tu aprendizaje de inglés? Si es así,  
¿cuáles son y cómo han influido éstas en tu aprendizaje?
21. ¿Disfrutas aprender inglés? ¿Por qué?
22. ¿Qué factores influyen en tu motivación para aprender inglés en la UQRoo? (Pueden ser  
relacionados con el ambiente de clases, los recursos de aprendizaje/enseñanza, los horarios,  
etc.)
23. ¿Cómo han influido los estilos de enseñanza de los profesores de inglés en tu motivación  
para aprender inglés?
24. ¿Has tenido alguna experiencia en tu aprendizaje de inglés que haya influido en tu  
motivación para aprender dicha lengua? ¿De qué manera influyó esta experiencia?
25. ¿Cómo han influido tus compañeros de las clases de inglés en tu motivación para aprender  
dicha lengua?
26. ¿Si la materia de inglés no fuera obligatoria, la hubieras cursado? ¿Por qué?
27. En general, ¿cómo describirías tu motivación para el aprendizaje de inglés?



## Appendix B

### *Semi-structured interview protocol for teacher interviews*

1. ¿Cuánto tiempo de experiencia tiene usted enseñando inglés a los alumnos de Sistemas Comerciales?
2. En su experiencia enseñando a estos estudiantes, ¿cómo describiría el interés de los estudiantes para el aprendizaje de inglés?
  - a. ¿A qué cree que se debe este interés?
3. ¿Cómo describiría el desempeño de estos estudiantes en su clase?
  - a. En relación con su cumplimiento de tareas y asistencia
4. ¿Cómo describiría la participación en clase de estos estudiantes?
5. ¿Ha notado si los alumnos han establecido metas para su aprendizaje de inglés?
  - a. ¿Por qué cree que los alumnos han o no han establecido metas?
6. ¿Ha notado el uso de estrategias de aprendizaje por parte de los alumnos?
  - a. ¿Cuáles?
  - b. ¿De qué manera este uso de estrategias modifica su motivación para aprender inglés?
  - c. ¿Por qué cree que los estudiantes usen estrategias de aprendizaje sin dirección del profesor?
7. ¿Cómo describiría el ambiente de aprendizaje en su salón de clases? ¿Cómo cree que esto influye en la motivación de estos alumnos?
8. ¿Cómo describiría la relación entre los alumnos del grupo? ¿Cómo cree que esto influye en la motivación de estos alumnos?
9. ¿Cómo describiría la relación entre usted y los alumnos? ¿Cómo cree que esto influye en la motivación de estos alumnos?
10. ¿Qué tanto influye el contexto socio-cultural de los estudiantes en su motivación?
11. ¿Ha notado la influencia de los padres de los estudiantes sobre su aprendizaje del inglés?
12. Para concluir, en una escala del 1 al 10, ¿qué tan motivados están los estudiantes de Sistemas Comerciales para aprender inglés. ¿Por qué?

## Appendix C

### *Consent form for student participants*

#### Hoja de autorización

Estimado participante, el presente formato es para aceptar formar parte del proyecto de tesis *An exploration of the possible selves as a motivational factor in English learning*. Debido al diseño cualitativo del proyecto, su participación se dará a través de dos entrevistas de aproximadamente una hora cada una.

Es importante mencionar que su participación es voluntaria, lo que significa que usted puede abandonar el proyecto en el momento que desee. De igual manera su participación será confidencial, lo cual se garantizará por el uso de un seudónimo para proteger su identidad en la presentación de los hallazgos de este trabajo. Además, en el proceso de la validación de los datos, se le presentará la información para que verifique que lo que se ha registrado sea lo que usted haya respondido y para eliminar cualquier comentario que no considere apropiado. Se le agradece mucho su colaboración.

Nombre del participante \_\_\_\_\_

Firma \_\_\_\_\_

Fecha \_\_\_\_\_

Seudónimo \_\_\_\_\_

## Appendix D

### *Consent form for teachers*

#### Hoja de autorización

Estimado participante, el presente formato es para aceptar formar parte del proyecto de tesis *An exploration of the possible selves as a motivational factor in English learning*. Debido al diseño cualitativo del proyecto, su participación se dará a través de una entrevista que durará aproximadamente 40 minutos.

Es importante mencionar que su participación es voluntaria, lo que significa que usted puede abandonar el proyecto en el momento que desee. De igual manera su participación será confidencial, lo cual se garantizará por el uso de un seudónimo para proteger su identidad en la presentación de los hallazgos de este trabajo. Además, en el proceso de la validación de los datos, se le presentará la información para que verifique que lo que se ha registrado sea lo que usted haya respondido y para eliminar cualquier comentario que no considere apropiado. Se le agradece mucho su colaboración.

Nombre del participante \_\_\_\_\_

Firma \_\_\_\_\_

Fecha \_\_\_\_\_