



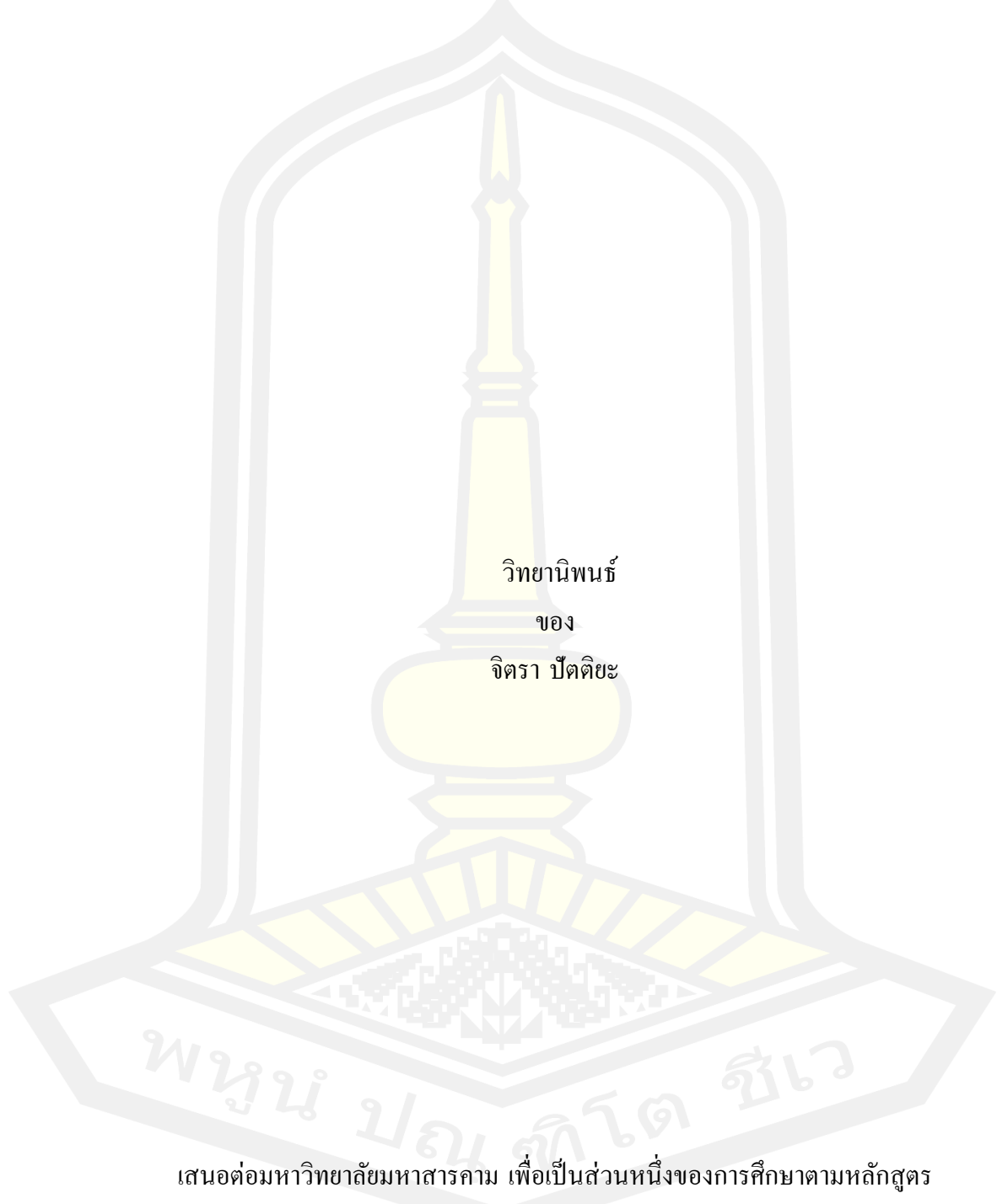
Exploring the Roles of L2 Motivational Self System in English Learning  
Achievement of Thai High School Learners

Jitra Pattiya

A Thesis Submitted in Partial Fulfillment of Requirements for  
degree of Master of Education in English Language Teaching  
August 2022

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การสำรวจบทบาทของกรอบแนวคิด L2 Motivational Self System ต่อผลการเรียนภาษาอังกฤษ  
ของนักเรียนไทยระดับมัธยมศึกษา



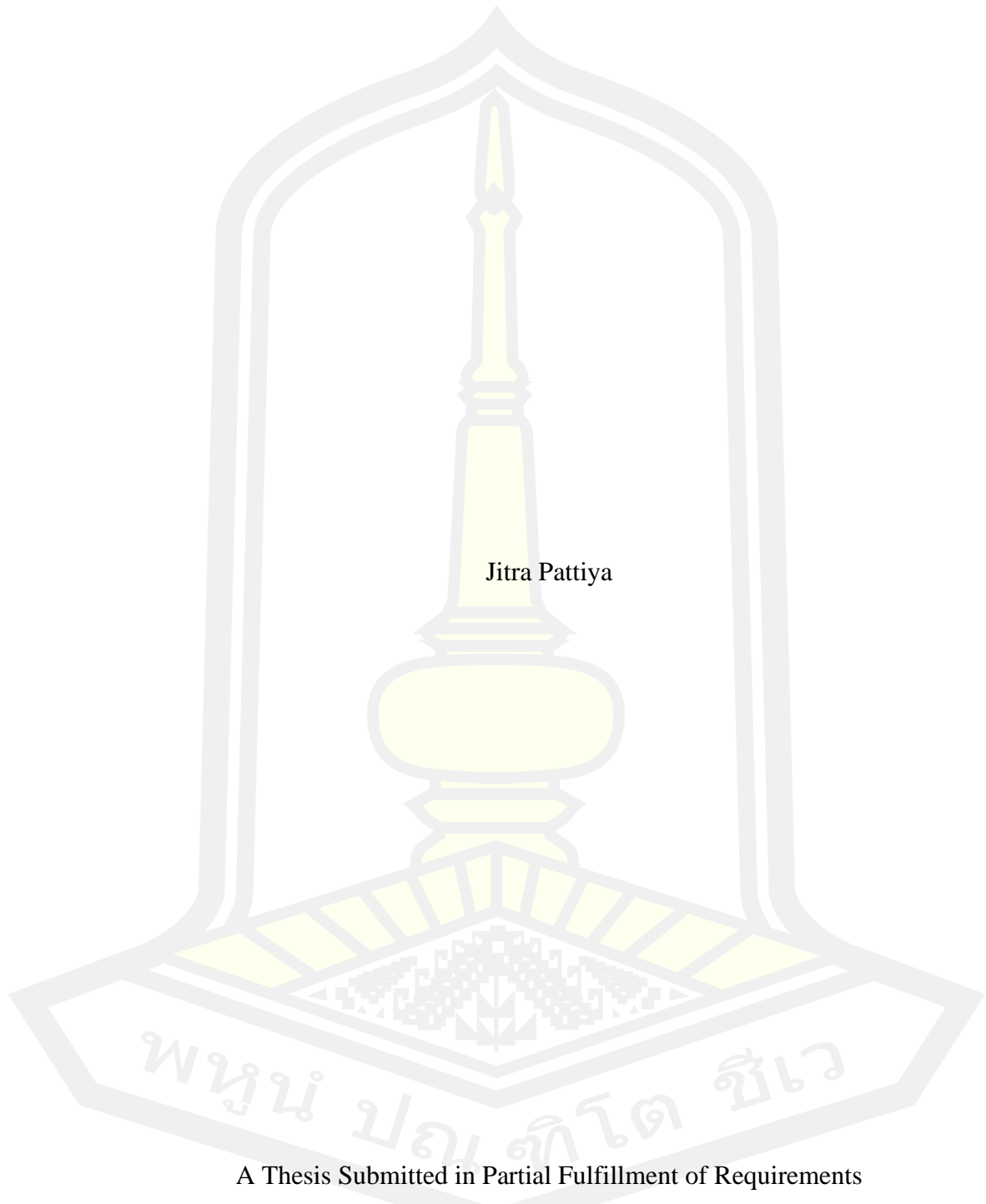
วิทยานิพนธ์  
ของ  
จิตรา ปัตติยะ

เสนอต่อมหาวิทยาลัยมหาสารคาม เพื่อเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร  
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ลิขสิทธิ์เป็นของมหาวิทยาลัยมหาสารคาม

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August 2022

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### ABSTRACT

This research investigated the roles of L2 Motivational Self System (L2MSS) in English learning achievement of Thai high school learners and success in learning English of Thai high school students. L2MSS consisted of ideal L2 self, ought-to L2 self, and L2 learning experience. Participants included one hundred and twenty twelfth-grade students, selected through the random sampling method, from four typical EFL classes at a local secondary school. Data were collected through a questionnaire and in-depth interviews, conforming to a mixed-method study format. The questionnaire attempted to identify different characteristics of the participants, a prime example of Thai EFL students, and the interviews were conducted to ascertain the perceptions of Thai high school learners on L2 Motivational Self System in their English learning achievement, and success in learning English. The findings from the questionnaire indicated that the ideal L2 self was the most important factor, followed by the L2 learning experience, whereas the ought-to L2 self was the least powerful. Moreover, the interview results suggested that both high and low achievers appeared to have more or less the same goals in learning English. Further research should be conducted to investigate the acquisition/learning processes of the participants in both groups and those in different educational contexts.

Keyword : L2 Motivational Self System (L2MSS), ideal L2 self, ought-to L2 self, learning experience, English learning achievement

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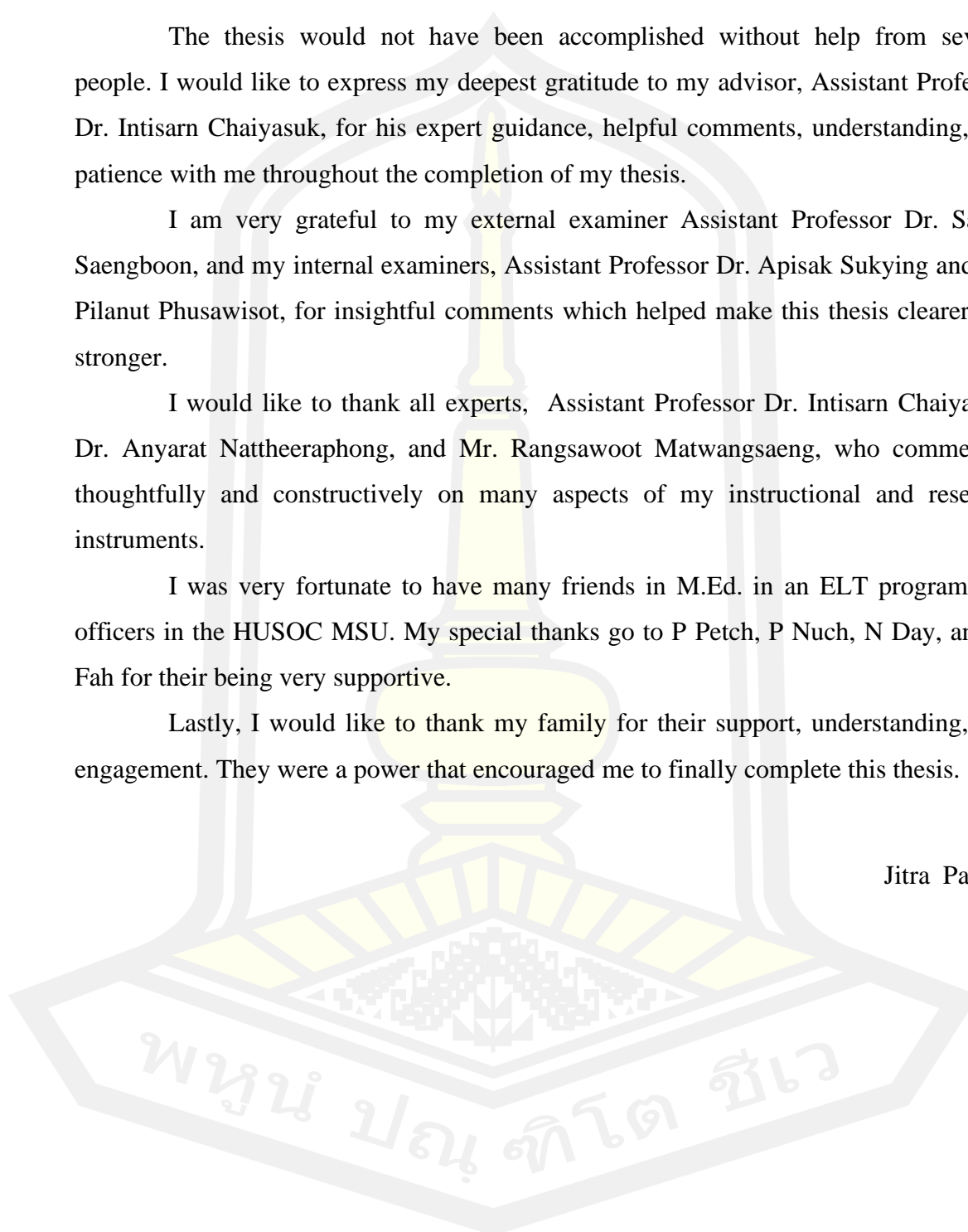
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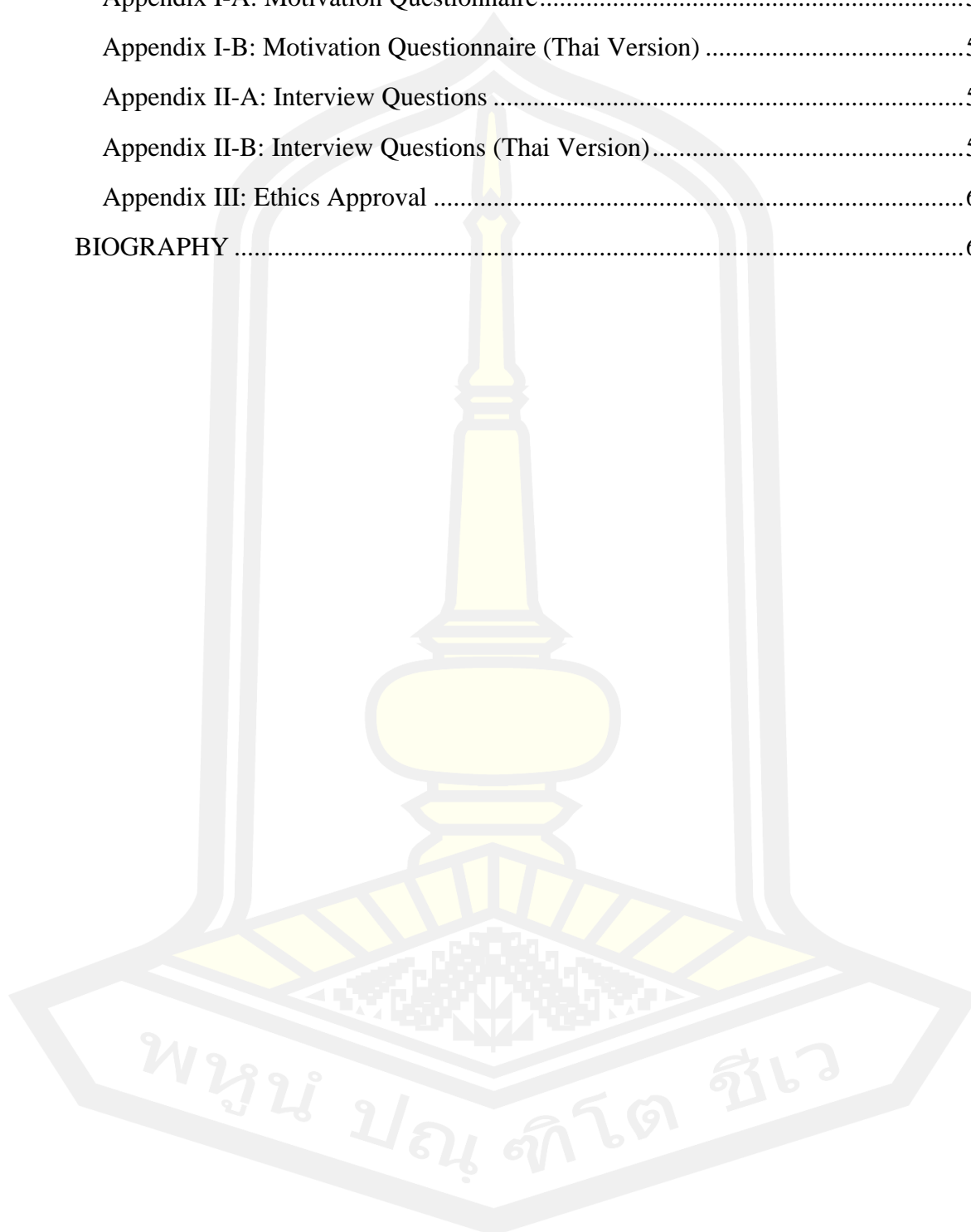
## TABLE OF CONTENTS

	<b>Page</b>
ABSTRACT.....	D
ACKNOWLEDGEMENTS.....	E
TABLE OF CONTENTS.....	F
List of Tables .....	I
List of Figures .....	J
CHAPTER I INTRODUCTION.....	1
1.1 Background and Rationale of the Study .....	1
1.2 Significance of the Study .....	2
1.3 Purposes of the Study .....	3
1.4 Research Questions.....	3
1.5 Scope of the Study .....	3
1.6 Definition of Terms .....	4
1.7 Outlines of the Thesis .....	4
CHAPTER II LITERATURE REVIEW .....	6
2.1 Motivation.....	6
2.1.1 Definition of Motivation .....	6
2.1.2 Milestones of Motivation Studies.....	6
2.1.3 Motivation in the Language Learning Context .....	10
2.2 Motivation Theories in Second Language Learning .....	10
2.2.1 The Social Psychological Period.....	10
2.2.2 The Cognitive-Situated Period .....	10
2.2.3 L2 Motivational Self-System (L2MSS) .....	11
2.3 Learners' English Learning Achievement .....	12
2.4 Related Studies .....	12
2.4.1 Studies on L2MSS.....	13

2.4.2 The Studies of L2MSS with Language Learning Achievement.....	14
2.5 Summary of the Literature Review.....	14
CHAPTER III RESEARCH METHODS.....	16
3.1 Participants of the Study.....	16
3.2 Research Design.....	17
3.3 Research Instruments.....	18
3.3.1 Questionnaire.....	18
3.3.2 Interview.....	19
3.4 Data Collection.....	21
3.5 Data Analysis.....	21
CHAPTER IV RESULTS.....	23
4.1 Research Question 1.....	23
4.1.1 Ideal L2 Self.....	25
4.1.2 Ought-to L2 Self.....	27
4.1.3 L2 Learning Experience.....	29
4.2 Research Question 2.....	31
4.2.1 Ideal L2 Self.....	31
4.2.2 Ought-to L2 Self.....	34
4.2.3 L2 Learning Experience.....	34
CHAPTER V DISCUSSION AND CONCLUSION.....	39
5.1 Discussion.....	39
5.1.1 The Characteristics of Thai High School EFL Learners.....	39
5.1.2 The Thai High School Learners' Perceptions on L2 Motivational Self System in Their English Learning Achievement.....	41
5.2 Conclusion.....	42
5.3 Implications.....	43
5.4 Limitations.....	44
5.5 Recommendations for Further Studies.....	45
REFERENCES.....	46

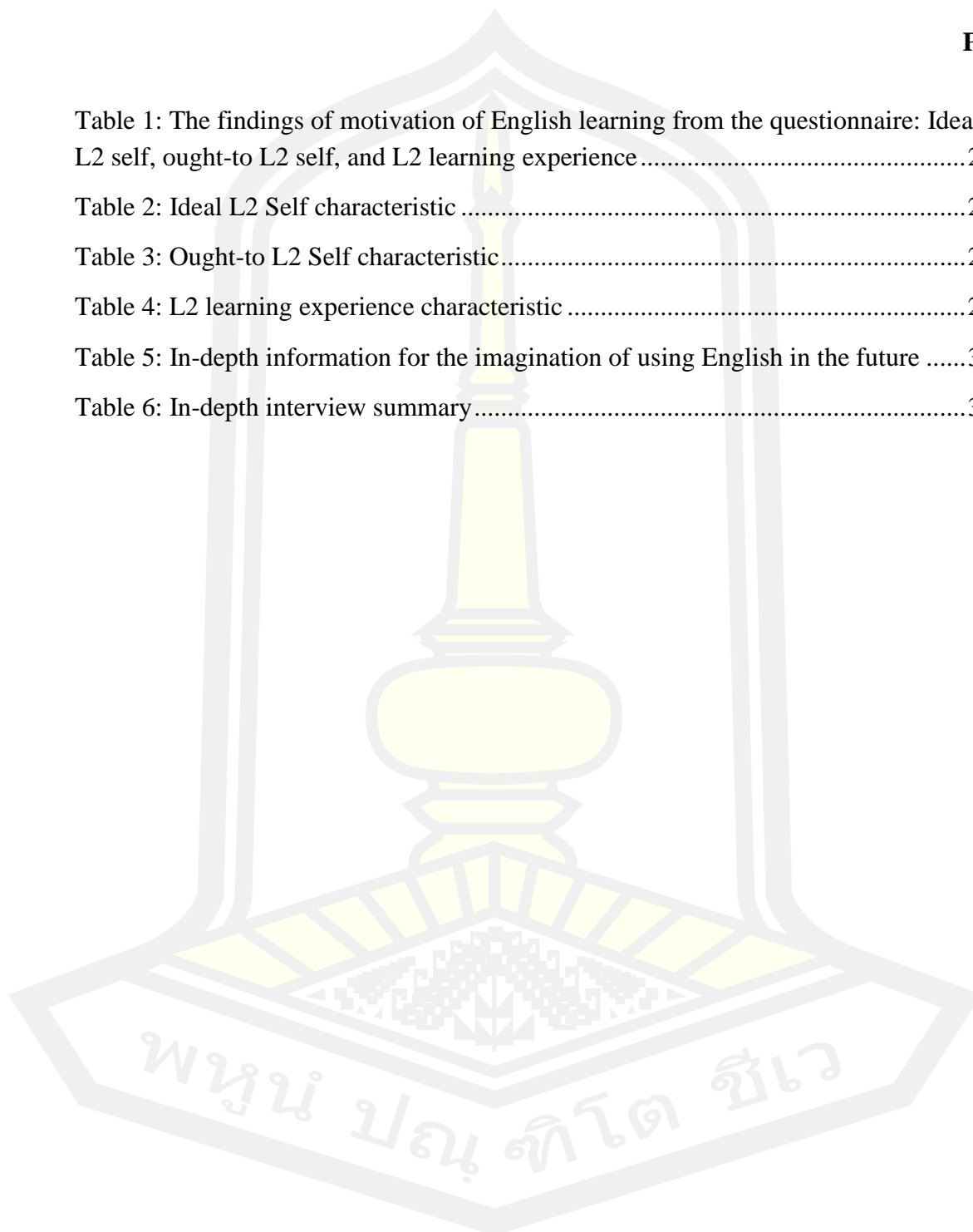


APPENDIXES .....	51
Appendix I-A: Motivation Questionnaire.....	52
Appendix I-B: Motivation Questionnaire (Thai Version) .....	55
Appendix II-A: Interview Questions .....	58
Appendix II-B: Interview Questions (Thai Version).....	59
Appendix III: Ethics Approval .....	60
BIOGRAPHY .....	63



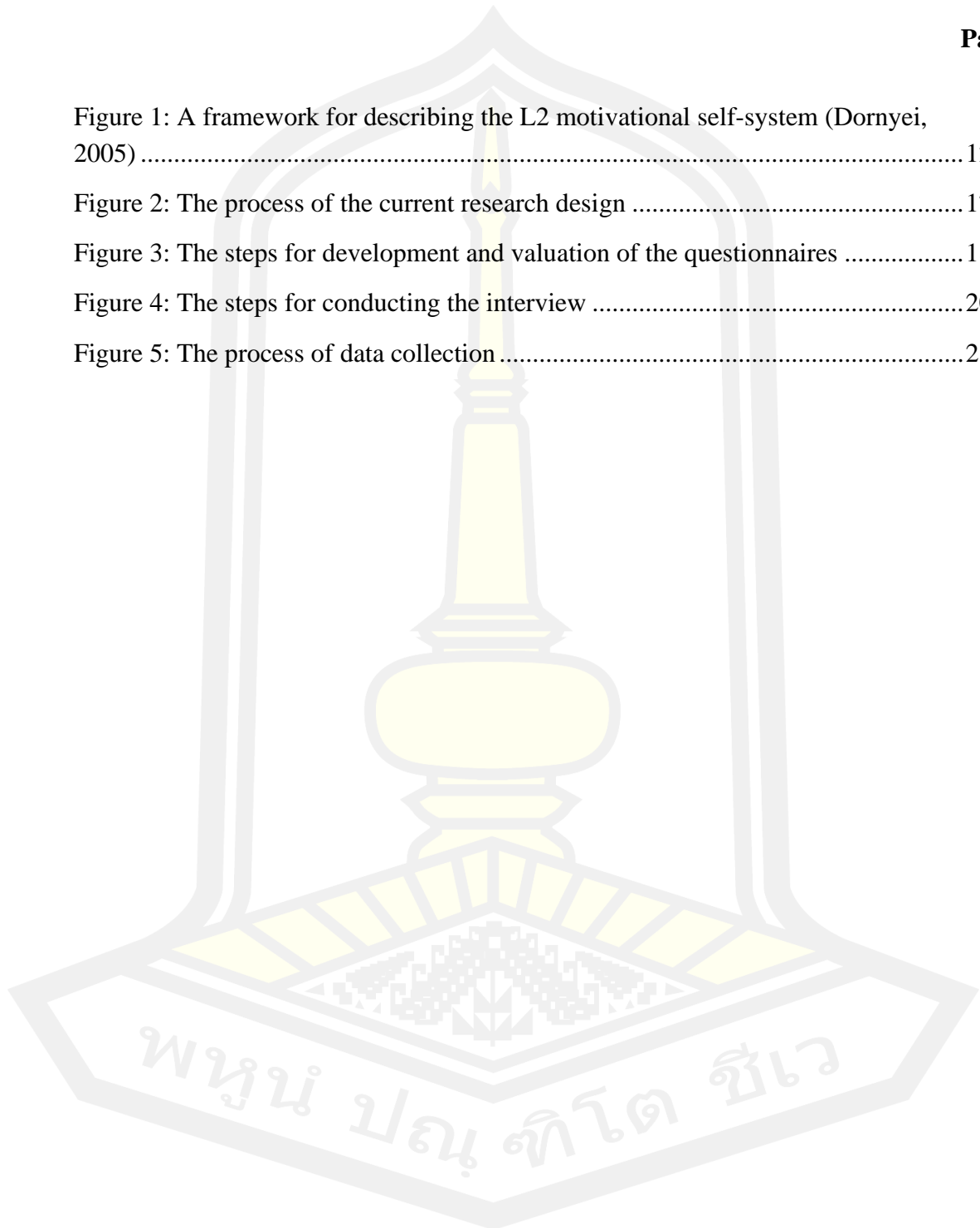
## List of Tables

	<b>Page</b>
Table 1: The findings of motivation of English learning from the questionnaire: Ideal L2 self, ought-to L2 self, and L2 learning experience .....	23
Table 2: Ideal L2 Self characteristic .....	25
Table 3: Ought-to L2 Self characteristic.....	27
Table 4: L2 learning experience characteristic .....	29
Table 5: In-depth information for the imagination of using English in the future .....	32
Table 6: In-depth interview summary.....	37



## List of Figures

	<b>Page</b>
Figure 1: A framework for describing the L2 motivational self-system (Dornyei, 2005) .....	12
Figure 2: The process of the current research design .....	17
Figure 3: The steps for development and valuation of the questionnaires .....	18
Figure 4: The steps for conducting the interview .....	20
Figure 5: The process of data collection .....	21



# **CHAPTER I**

## **INTRODUCTION**

This chapter introduces the current study, which investigated the roles of L2 Motivational Self System (L2MSS) in English learning achievement of Thai high school learners. and success in learning English of Thai high school students. There are seven main sections as follows: the background of the study, the significance of the study, purposes of the study, research questions, scope of the study, the definition of terms, and outline of the thesis.

### **1.1 Background and Rationale of the Study**

Motivation refers to “why people decide to do something, how long they are willing to sustain the activity, and how long they are going to pursue it” (Yunus & Abdullah, 2011). Motivation is a fundamental feature of successful learning. According to Estudis, Anglès, and Espanyol (2015), without motivation, even gifted individuals cannot accomplish long-term goals, whatever the curriculum and whomever the teachers are. Motivation has a crucial influence on learning. Ntoumanis (2000) studied a self-determination approach to understanding motivation in physical education. The findings emphasize the importance of perceived competence and intrinsic motivation in compulsory physical education. Among the factors influencing students’ learning, motivation is thought to be an important reason for different achievements. (Choosri & Intharaksa, 2011). Therefore, good motivation learning can provide a good achievement in any learning.

Motivation is a key term that language teachers use when they describe successful learners. Mastering a second language (L2) is a tedious process during which students’ motivation to continue is a key determinant factor in foreign language learners’ success. “The elements of motivation include attitude, desires, and willingness of the learners to put their efforts into learning the second language, and generally, motivation is one of the main reasons for success and failure in learning the second language” (Richards & Schmidt, 2002, p. 343). Therefore, motivation plays a psychological role in students’ English learning achievement, and it would be impossible to learn a language without motivation. According to Yu-mei (2009), motivation is one of several important factors that may influence students’ English

achievement. Since motivation plays such an important role in English learning achievement, there are a lot of studies about motivation so that the result could be used to enhance the language learners' success.

According to previous studies, despite motivation being proved as an important factor in the success of English language learning, there is relatively little data-supported research in the field of English teaching in Thailand, especially on the relationship between motivation and achievement, especially at the secondary level. Besides, a study in a Cambodian context by Laohawiriyanon (2019) revealed that the ought-to L2 self was the case among low achievers; this has inspired the researcher to seek the answer to whether the ought-to L2 self, which does not appear to be significant in other contexts, as it plays a key role in the Thai context as the family is known to play an important role in Thai Children's lives in general and in education in particular. Moreover, with little mix-method research and a new framework, the L2 motivational self-system, had been studied. This current study is designed to deal with this issue to fill these gaps. This present study was conducted based on a model of the L2 Motivational Self System (L2MSS) because this construct is comprehensive in that it comprises learners' ideal and ought-to self as well as the learning experience. The study's approach can help increase knowledge and understanding of the relationship between motivation and learners' English learning achievement. The outcome of this study can contribute to more awareness of the importance of motivation and how to increase the high school students' motivation to help them succeed in their studies. Moreover, it can solve the problem of unmotivated learners and low achievers in an English learning classroom.

### **1.2 Significance of the Study**

This study will practically and theoretically beneficial to the researchers, teachers, guardians, school policymakers, and learners.

1. For researchers, it can improve and expand the researcher's knowledge.
2. For teachers, it can be a reference for teaching strategies, classroom management, and lesson plans that are responsive to their students' different needs.

3. It can be a guideline for guardians to promote their children's L2 motivation.
4. For the school policy maker, it may contribute to planning and implementation.
5. For learners, it can increase their learning achievement.

### **1.3 Purposes of the Study**

The study has the following purposes:

1. To investigate the characteristics of Thai high school learners.
2. To investigate the perceptions of Thai high school learners on the L2 Motivational Self System in their English learning achievement.

Based on the purposes of this study, the research questions seek to answer are as follows.

### **1.4 Research Questions**

This study aims to address the following research questions:

1. What are the characteristics of Thai high school EFL learners?
2. What are Thai high school learners' perceptions of the L2 Motivational Self System in their English learning achievement?

### **1.5 Scope of the Study**

The research was a mixed-method design to investigate the characteristics of Thai high school EFL learners and to explore the roles of Thai high school learners' perceptions of the L2 Motivational Self System in their English learning achievement. The participants of the study consisted of 120 twelfth-grade students from four classrooms at a secondary school in the academic year 2021 in Mahasarakham province of Thailand. They were selected by simple random sampling. The researcher hopes that the findings of this study provide information about the English language learning motivation types and the differences between high and low achievers students. Then, it would be useful for teachers to design the lesson plan and classroom management, which is in line with the learner's motivation, and finally, it helps to increase the learner's achievement.

## 1.6 Definition of Terms

The operations and definitions of the key terms used are defined as follows:

**Motivation** refers to the combination of attempts plus desire to achieve the objective of learning the language plus desirable attitudes towards learning the language. That is, the motivation to learn a second language refers to the extent to which the individual works or tries to learn the language because of a desire to do so and the contentment experienced in this task. Effort alone does not indicate motivation. The motivated person spends effort towards the aim, but the person expending effort is not inevitably motivated.

**Learner's English Learning Achievement** refers to the English examination results obtained by learners for three years, which would divide learners into two groups: the high achievers and the low achievers.

**L2 Motivational Self System** refers to a theory that is made up of three components: Ideal L2 self which is a clear image of what the learner would like to become, ought to L2 self which is the belief that they are grateful to meet external expectations and to avoid possible disagreeable results. Learners study English to satisfy their families, and the L2 learning experience refers to the immediate learning situation and experience. Curriculum, L2 teachers, friends, the pleasure of the learning environment, and the teaching materials might strongly influence learners' motivation.

**Thai high school learners** refer to students studying in the final grade of a secondary school.

## 1.7 Outlines of the Thesis

The thesis consists of three chapters:

**Chapter 1** presents the background of the study, the significance of the study, the purposes of the study, research questions, the scope of the study, the definition of terms, and the outline of the proposal.

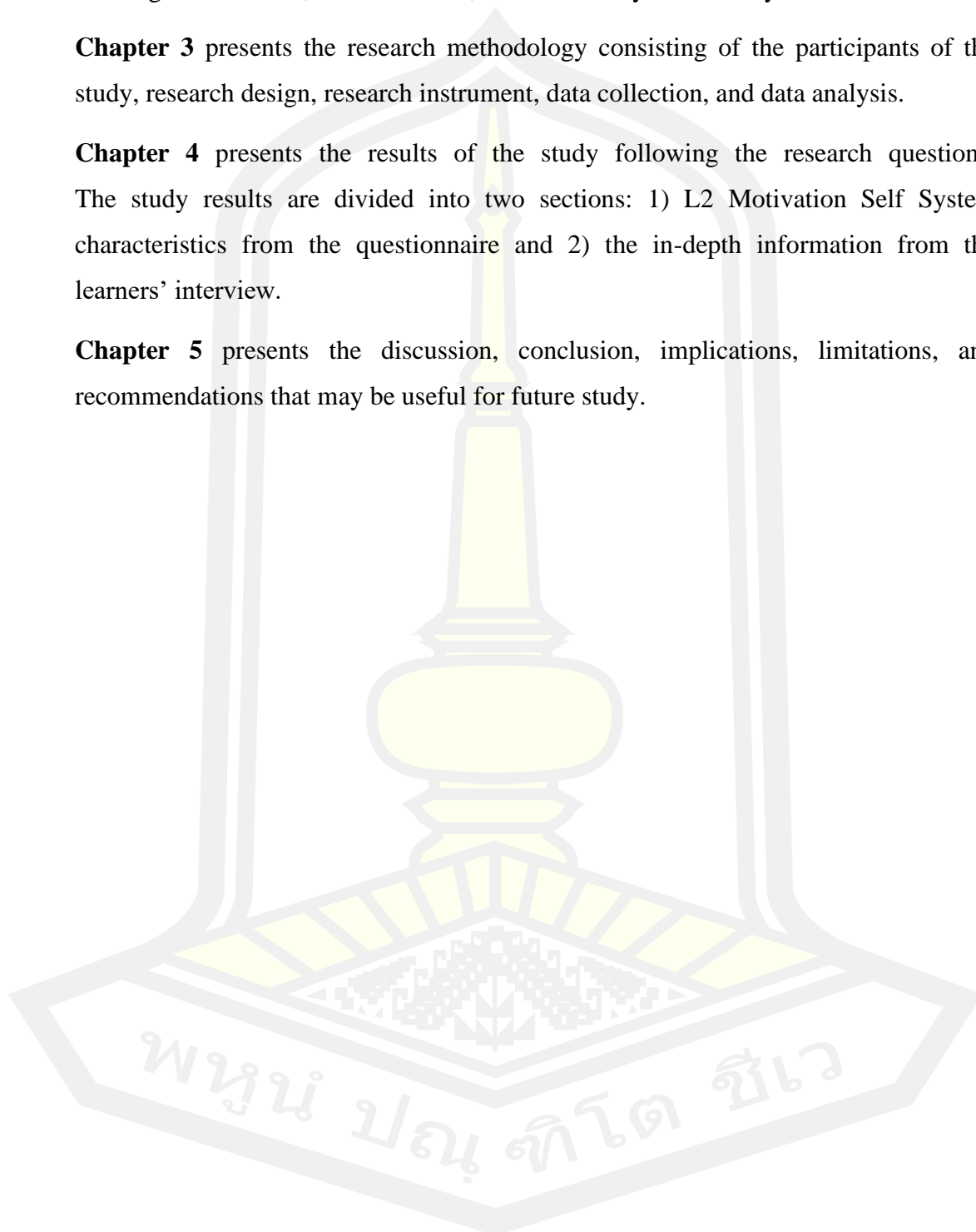
**Chapter 2** presents the literature review in the area of the current study. There are six main sections as follows: motivation, types of motivation, motivation theories in

second language learning, L2 motivational self-system framework and language learning achievement, related studies, and a summary of the study.

**Chapter 3** presents the research methodology consisting of the participants of the study, research design, research instrument, data collection, and data analysis.

**Chapter 4** presents the results of the study following the research questions. The study results are divided into two sections: 1) L2 Motivation Self System characteristics from the questionnaire and 2) the in-depth information from the learners' interview.

**Chapter 5** presents the discussion, conclusion, implications, limitations, and recommendations that may be useful for future study.





## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the researcher presents the literature review in the area of the study. There are six main sections as follows: the motivation, the types of motivation, the motivation theories in second language learning, the L2 motivational self-system framework and language learning achievement, the related studies, and the summary of the literature review.

#### **2.1 Motivation**

Motivation is a key factor in language learning. It is a kind of supportive effort to reach the goal of learning. Learners make some effort in their studies to reach their goals in their learning.

##### **2.1.1 Definition of Motivation**

The word motivation has been defined in different ways by different educators and researchers in different areas. “Motivation is a combination of the learner’s attitude, desires, and willingness to expend effort to learn the second language. It is generally considered to be one of the primary causes of success and failures in second language learning” (Richards & Schmidt 2002, p. 343). “Motivation is intentional and directional. It is intentional since it refers to the persistence of actions and personal choices. It is also directional, which implies that there is a driving force to attain a specific goal” (Nel, Gerber, Van Dyk, Haasbroek, Schultz, Sono, & Werner, 2001). Motivation, therefore, involves attitude, desires, and willingness to put intentional and directional efforts and to behave in some way at a particular time to learn the second language to achieve a specific goal.

##### **2.1.2 Milestones of Motivation Studies**

Over the years, many researchers have proved that motivation is one of the key factors for learners to learn languages. Students with optimum motivation have potential because they have adaptive attitudes and strategies, such as maintaining intrinsic interest, goal setting, and self-monitoring (Nicholls, 1989). The research and knowledge base in the field of motivation continues to increase and improve.

Over the past 50 years, several educators and researchers in foreign language or second language (L2) teaching have suggested that motivation is one of the factors that impact students' achievement in learning a foreign language (Gardner & Lambert, 1992; Dörnyei, 2005; Yu & Downing, 2012). Research on L2 motivation can generally be divided into three periods (Dörnyei & Ushioda, 2011).

The initial period of motivation studies (social psychological period) started from 1959-1990 on Gardner and Lambert's work (1959-1990). Gardner (1985, 2010) defined motivation as a combination of the desire, positive attitudes, and effort to learn the language. In this period, motivation was influenced by two main elements that are integrative and instrumental motivation. The former refers to the person's desire to learn a language because they would like to be a member of the target language community. The latter means people aim to improve their English skills to reach certain goals, such as increasing their income and improving their English skills, increasing their income and having more educational and professional opportunities. However, the division of motivation into two types has been ignored in recent years, as it is considered too general (Lalleman, 1996).

Then in the 1990s, the acceptable work in this era was Deci and Ryan's (1985) self-determination approach. Ryan and Deci (2000) described three types of motivation intrinsic and extrinsic motivation. Firstly, intrinsic motivation is typically defined as students' engagement in actions for their own sake and without coercion, such as satisfaction, a sense of competence, learning, interest, and challenge. Secondly, extrinsic motivation occurs when learners engage in activities for external reasons (for the sake of external sources), such as good grades, praise from others, special treats, and certificates or material rewards. Pressure from someone is another form of extrinsic motivation. This construct is about the intrinsic force, meaning the reasons to learn the language is within the person, and extrinsic motivation refers to learners learning for the sake of external sources such as good grades or praise from others.

Most recently, Dörnyei (2005), professor of psycholinguistics, outlined the basis of a new approach to conceptualizing L2 learning motivation within a "self" framework. This model is known as the L2 Motivational Self-system (L2MSS). It is rooted in

‘self-research’ in psychology. It consists of three dimensions, namely 1. Ideal L2 Self, 2. Ought-to L2 Self, and 3. L2 Learning Experience.

*The ideal L2 self* refers to the characteristics that someone would like to possess (Dörnyei, 2010). It is the ideal image of the L2 user whom the person wishes to be. Suppose the person we would like to become speaks a second language. In that case, we can speak about an ‘ideal L2 self, which is a dominant motivator to decrease the language gap between our authentic and ideal selves.

*Ought-to L2 Self* refers to the characteristics that a person believes they should possess. For example, if a person wants to please their parents, they try to learn English.

*L2 learning experience* refers to the situational and environmental aspects of the language learning process as well as one’s subjective learning experience (Dörnyei, 2005). Thus, curriculum, teachers, peer groups, and different learning experiences would impact learners’ motivation to learn English.

To summarize, the L2 Motivational Self System (L2MSS) suggests that there are three main sources of the motivation to learn a foreign/second language, including the ideal image the learner wishes to become (ideal L2 self), pressure coming from the learner’s situation (ought-to L2 self) and positive learning experiences (L2 learning experiences).

Lately, some researchers have investigated L2 learning motivation from the perspectives of different contexts. Arda and Doyran (2017) found from an analysis of the young learners’ and teenagers’ attitudes towards English language learning of third-grade and seventh-grade students that both groups had positive attitudes towards learning, but the seventh graders were not fully satisfied with the materials and activities of the lessons and the attitudes of their teachers. Yunus and Abdullah (2011) conducted a study by using questionnaires to ask 160 students in a Hulu Langet school. They found that factors of self-efficacy or acceptance of competence and effort affected the students’ motivation level most. However, the researchers suggested that interviewing, in addition to the only questionnaire, would provide a

better and more in-depth understanding of the factors that played a key role in affecting students' motivation to learn English.

In recent years, many researchers have examined L2 learning motivation from the viewpoint of the L2MSS in diverse areas. Their studies have also supported the validity and applicability of the theory. Most studies have focused on investigating the relationship between the dimensions of the L2 motivational Self-System framework and other measurement criteria such as learners' motivated behavior, L2 achievement, or language choice (Papi & Teimouri, 2014). Darling and Chanyoo (2018) researched 'Relationships of L2 Motivational Self-System Components and Willingness to Communicate in English among Thai Undergraduate Students.' The findings revealed that the ideal L2 self was the strongest influence of the L2MSS components, followed by the L2 learning experience and the ought-to L2 self. A study in a Cambodian context by Laohawiriyanon (2019) revealed a significant correlation between the Ideal L2 Self and language proficiency which was found among high achievers. In contrast, a significant correlation between the ought-to L2 Self and the L2 Learning Experience was the case among low achievers. The researchers suggested that future studies should consider other factors such as age and gender to examine whether these factors would influence students' motivation to learn English.

Subekti (2018) researched 'L2 Motivational Self System and L2 Achievement: A study of Indonesian EAP Learners'. The researcher found that the three components of L2MSS were not consistently correlated with learners' achievement, which contradicted some previous studies. However, the researcher suggested for future studies that mixed-method studies should be done, and actual proficiency should be utilized, rather than the students' self-report.

Choosri and Intharaksa (2011) conducted a questionnaire and in-depth interviews to study the relationship between motivation and students' English learning achievement of the second-year vocational certificate level Hatyai technical college students in Thailand. This study was based on Gardner and Lambert's theory (1959). The findings revealed that instrumental motivation was found to have more impact on students than integrative one. The suggestion is that the research should be conducted

by using a different framework, especially one which is new, like the L2 motivational self-system framework (Dörnyei, 2005).

### **2.1.3 Motivation in the Language Learning Context**

Motivation is usually accepted as leading to learners' success or failure when learning a foreign language (Gardner & Lambert, 1972; Oxford, 1996; Dörnyei, 2001).

Because of its critical role in language learning, language researchers have been attracted to investigate the effects of diverse types of motivation on language learning and to find new ways to develop greater motivation among learners (Gardner & Lambert, 1972; Gardner, Lalonde, Moorcroft, & Evers, 1987; Spolsky, 1989; Dörnyei, 1998; Gardner, Masgoret, Tennant, & Mihic, 2004; Dörnyei & Ushida, 2011).

## **2.2 Motivation Theories in Second Language Learning**

In this section, the three periods of motivation contributing to the development of the motivation theories are given:

### **2.2.1 The Social Psychological Period**

Gardner and Lambert labeled the idea of integrative and instrumental motivation (integrative more than instrumental) during 1959-1990. There are two types of motivation in language learning. The first one is integrativeness, in which the concept is the attention to learning the second language to come closer to the other language community. The learner's goal is to be a member or similar to that community and contribute to the learned language. Another kind of motivation is instrumental motivation which refers to the learner being interested in language learning on account of its users, such as in academic achievement and career progress.

### **2.2.2 The Cognitive-Situated Period**

In this period, self-determination and self-confidence are introduced. It is Deci and Ryan's Self Determination Approach which is based on intrinsic and extrinsic motivation. This is Clemen's model of Linguistic self-confidence. Intrinsic motivation is the performance of an activity for its satisfaction rather than for others. The kind of motivation comes from within the person. It is the learners' goal. Extrinsic motivation

refers to behavior that is driven by external rewards such as praise, grades, and money.

### **2.2.3 L2 Motivational Self-System (L2MSS)**

The ideal L2 self deals with characteristics someone would ideally like to possess (Dornyei, 2010). It is what an individual would like to become. It represents the ideal image the learner would like to have in the future. For instance, if one would like to become fluent L2 speakers who interact with international friends, the image that this person would create of oneself as a fluent speaker might act as a powerful motivator since it would reduce the discrepancy between the actual and the ideal self (Papi, 2010). If the person we would like to become speaks an L2, the “ideal L2 self” is a dominant motivator to learn the L2 due to the desire to diminish the gap between our actual and ideal selves.

The ought-to L2 self is concerned with the attributes that someone believes one ought to possess to meet the expectation and avoid negative consequences (Dornyei, 2009). Responsibilities, obligations, and supposed duties are the features that control this aspect. For example, if a person would like to satisfy their teacher, family, or superior with their language effortlessness, the ought-to L2 self is the chief motivator for their learning. This element can be linked to extrinsic motivational factors since the wish to be satisfied or praised by others is the reason to have good language learning achievement.

The L2 Learning experience concerns the situational and environmental aspects of the language learning process and one’s subjective learning experience (Dornyei, 2005). Situation-specific reasons such as the curriculum, the L2 teacher, the peer group, and the teaching materials can influence motivated behavior (Papi, 2010). This aspect is related to the situation in the learning process. It is from the enjoyment of the learning situation. This dimension is associated with intrinsic motivation because the acceptable environment or situation leads to learners’ motivation or positively impacts success.

According to the features of the L2 motivational factors reviewed above, we can summarize the features of the L2 Motivational Self system framework that there are three main causes of the motivation to learn a second language: the learner’s vision of

themselves as an effective L2 speaker, the social pressure coming from the learner's surrounding, and the positive learning experiences as shown in Figure 1.

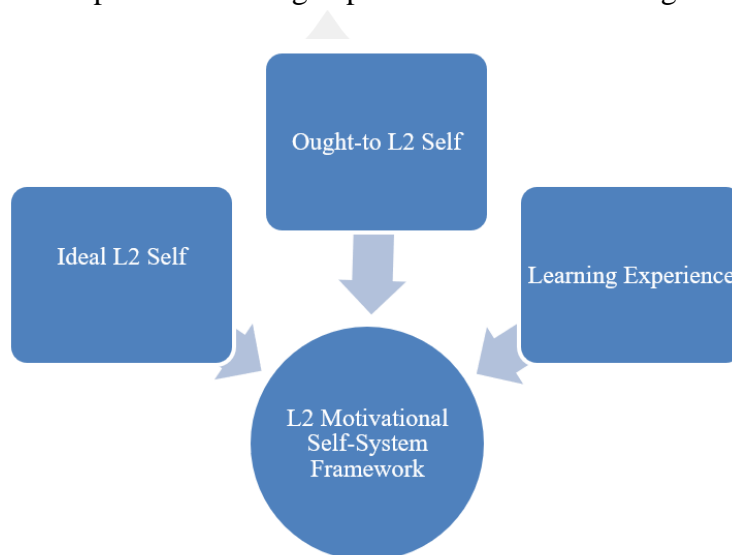


Figure 1: A framework for describing the L2 motivational self-system (Dornyei, 2005)

### 2.3 Learners' English Learning Achievement

The learners' achievement can be measured by the quantity of academic content that the learners can learn in a particular period. The educators specify the standards or goals of the achievement to make learners reach them. The achievement assessment is done by frequently checking learners' progress and comprehension.

There are some studies about learners' English learning achievement. Choosri and Intharaksa (2011) found that instrumental motivation impacts students' English learning achievement more than college students in Thailand. So, we should seek the answer about the significant relationships between motivation and students' achievement in the lower level, that is, a secondary school in Thailand, to enhance and know how to improve the learner's achievement.

### 2.4 Related Studies

The related studies discussed in this section will be divided into two groups: the studies of L2MSS with other criteria and the studies of L2MSS with language learning achievement.

#### **2.4.1 Studies on L2MSS**

Some studies have been conducted to find the associations between student motivation and other student-related variables. Darling and Chanyoo (2018) found from research among Thai undergraduate students that the ideal L2 self was the strongest influence of the L2MSS components, followed by L2 learning experience and the ought-to L2 self on willingness to communicate in English. In 2018, another study explored English as a foreign language (EFL) students' motivation conducted by Roshandel, Ghonsooly, and Ghanizadeh. The findings showed that the ideal L2 self was the most powerful predictor of L2 self-efficacy or the individuals' beliefs about their capabilities.

The anti-ought-to self is mainly associated with the context, which is opposed to the "submissive" relationship of the ought-to self, as found by Thomson; the constant changes in the psychological features of self while learning the language are explained in his findings.

Yang, Jin-Suk, Kim, and Tae-Young (2011) conducted a study of the L2 Motivational Self System and perceptual learning styles of Chinese, Japanese, Korean, and Swedish students and found that this study provides evidence that the creation of ideal L2 selves plays a pivotal role in sustaining motivated L2 behavior. Magid (2013) conducted a study on applying the L2MSS to motivate elementary school English learners in Singapore. The findings show that after participating in the workshop program, 90% of the students became more motivated to learn English, more confident in their English, and had more positive attitudes toward learning English.

Irgatoğlu (2021) studied the L2 Motivational Self System and Learning Approaches of High School Students. The findings show that the level of L2MSS is moderate and the most frequently reported sub-category of L2MSS is L2 Learning Experience. In terms of proficiency, students with higher grades tend to have an Ideal L2 Self motive than unsuccessful students. Also, the students with high levels of Ideal L2 self tend to use deep learning strategies.



#### **2.4.2 The Studies of L2MSS with Language Learning Achievement**

There have been some researchers studying the L2MSS with language learning achievement. One study found that the components of the L2MSS were a good predictor of the learners' intended learning efforts, but these components were not consistently correlated with L2 achievement. The findings also can be given as evidence that self-reported motivation does not always have behavioral consequences (Moskovsky, Assulaimani, Racheva, & Harkins, 2016).

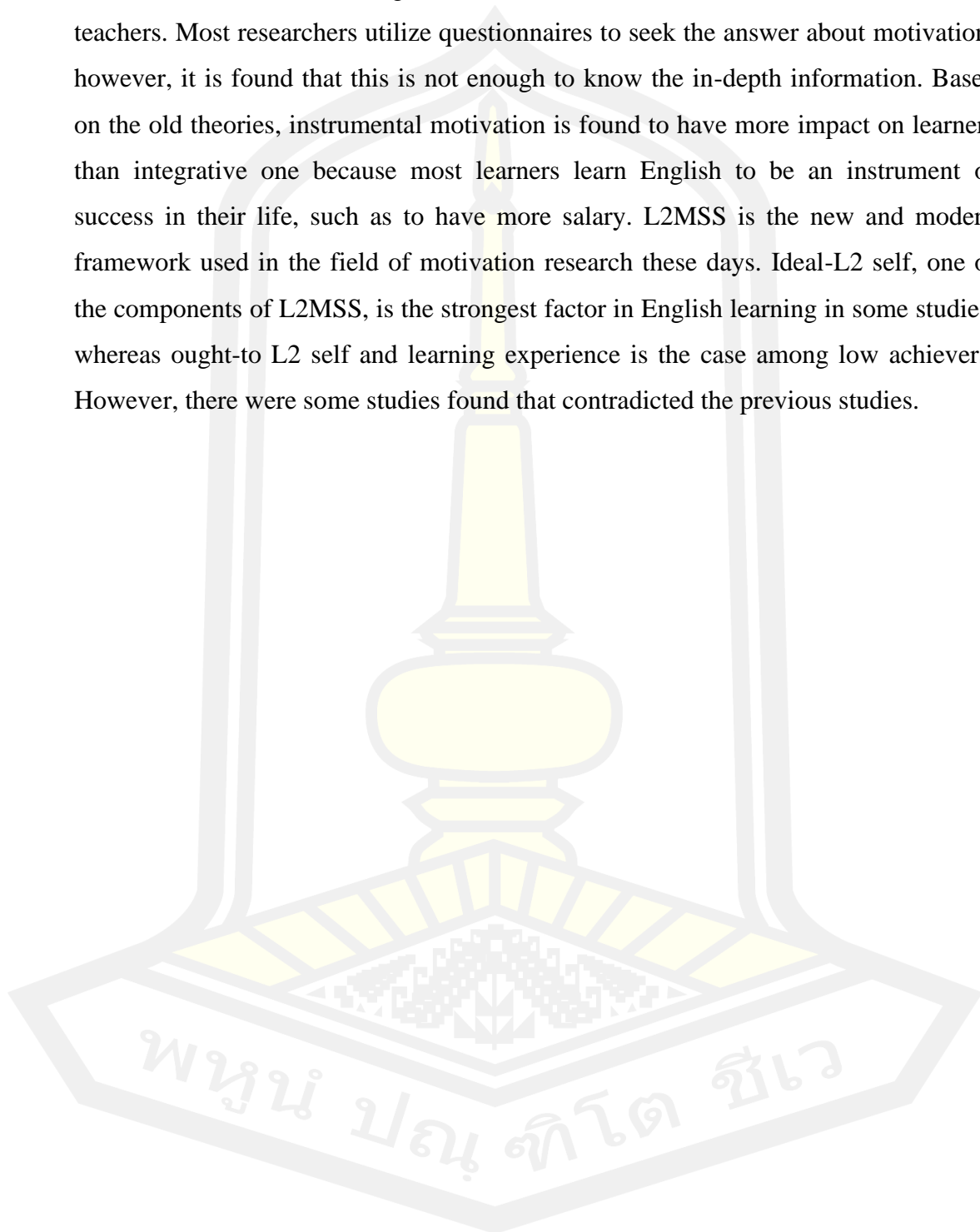
In 2019, the findings of a study into the L2MSS of low and high achievers in a Cambodian context revealed a significant correlation between the ideal L2 self and language proficiency which was found among high achievers. In contrast, a significant correlation between the ought-to L2 self and the L2 learning experience was the case among low achievers (Laohawiriyanon, 2019). However, there was another study about the relationship between the L2 Motivational Self System and L2 achievement of Indonesian EAP learners. The findings revealed Ideal L2 Self and L2 Learning Experience did not have significant relationships with achievement. Even ought-to L2 self and achievement correlated negatively. It was also found that, despite many experts' support on L2MSS's strength in predicting L2 learning, the participants' L2MSS could not be a strong predictor of their achievement. (Subekti, 2018).

Poonlarp (2021) researched "Examining the Effect of "L2 Motivational Self-System on L2 Achievement of Students at a Thai University. The findings showed that the ideal L2 self and L2 learning experience had positive and significant relationships with L2 achievement L2 learning experience was the strongest predictor of L2 achievement.

#### **2.5 Summary of the Literature Review**

Many researchers found that motivation is a key component of language in language teaching and learning. Some reasons lead to motivated learners and unmotivated learners, including both within and outside the students. Some learners learn English because they think it is fun and believe they can perform it. Some learn because of others, such as their families, peers, and teachers. Others would like to learn since they have very good experience in learning. Most young learners have positive

attitudes towards learning. Some students were not fully satisfied in the English classroom due to the teaching materials and activities of the lessons as well as the teachers. Most researchers utilize questionnaires to seek the answer about motivation; however, it is found that this is not enough to know the in-depth information. Based on the old theories, instrumental motivation is found to have more impact on learners than integrative one because most learners learn English to be an instrument of success in their life, such as to have more salary. L2MSS is the new and modern framework used in the field of motivation research these days. Ideal-L2 self, one of the components of L2MSS, is the strongest factor in English learning in some studies, whereas ought-to L2 self and learning experience is the case among low achievers. However, there were some studies found that contradicted the previous studies.



## **CHAPTER III**

### **RESEARCH METHODS**

This chapter presents the research methodology, consisting of the study participants, research design, research instrument, data collection, and data analysis. The design of this study was made to establish the practical pedagogical implications to achieve the study's objectives. The study findings are expected to make those concerned in education able to increase motivation and support learning for the learners. Mixed methods were used with triangulation across various data collection methods to improve the study's credibility. The qualitative data were received from the interview, and the quantitative data were gathered from online survey questionnaires.

#### **3.1 Participants of the Study**

One hundred and twenty twelfth-grade students from four classes at a secondary school in the academic year 2021 in Maha Sarakham Province of Thailand were selected as participants of the study. They are studying in the second semester of the academic year 2021. Two classrooms were composed of students who had high achievement scores, getting a score of English within 80-100 points, and the students in the other two classrooms had low achievement scores getting a score of English less than 70 points based on their English results when they were in tenth and eleventh-grade. The researcher investigated the perceptions of Thai high school learners on the L2 Motivational Self System in their English Learning Achievement. Also, since the participants are in the top grade of the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), which is the requirement of learning English for twelve years, this could ensure that they have been familiar with English language learning in different ways and knew what motivates them in learning. Besides, they are in the final grade of secondary school and are going to prepare to continue their study at the university level, so they have, to some extent, the motivation to learn English. Moreover, according to their ages and experiences, it can be assured that they can understand the questions in the questionnaire in the Thai version and be able to answer an online questionnaire during the Covid-19 situation. In addition, they are mature enough to provide information in the form of an in-depth interview. However, their English proficiency is mixed and different. They all have different styles of

learning English. Therefore, these were the reasons why they were selected as the participants in this study. The study covers one semester of the academic year 2021, lasting two months.

### 3.2 Research Design

This research was a mixed-methods study where triangulation across multiple data collection methods enhanced the credibility of the study. The quantitative data were obtained from online survey questionnaires, while the qualitative data were gathered from interviews.

The research design presenting the processes of the current study can be summarized as shown below:

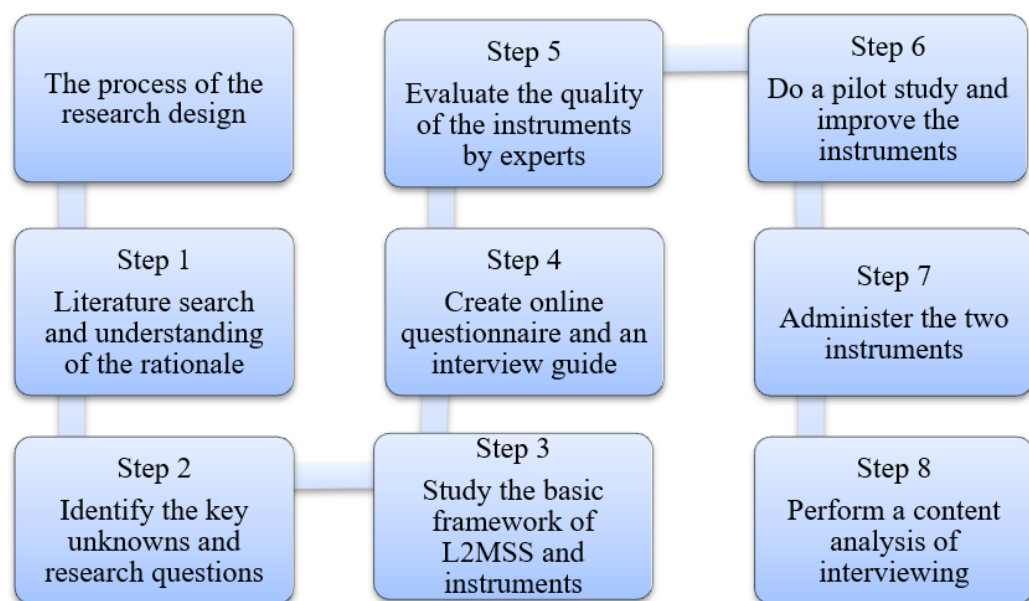


Figure 2: The process of the current research design

The researcher starts by searching for literature and trying to understand the rationale in the field of motivation. Then the key unknowns and research questions are identified. Subsequently, the researcher studies the basic framework of L2 motivational self-system or L2MSS from the related documents and questionnaire survey with follow-up interviews or retrospection. Then, the online questionnaire and an interview guide are created, followed by three experts evaluating the quality of the

instruments. The pilot study is performed, and then the instruments are revised and updated. Finally, the content analysis is performed.

### 3.3 Research Instruments

Two research instruments are used in this step; a questionnaire for answering the first research question which is, ‘Based on L2 Motivational Self System, what are the characteristics of Thai EFL learners?’ and an interview to answer the second research question which is ‘How do these characteristics relate to the learners’ English language achievement?’. There are the processes of constructing and assessing the research instruments as follows:

#### 3.3.1 Questionnaire

A questionnaire was employed to gather data to investigate learners’ motivation toward English language learning. The questionnaire was adapted from L2MSS questionnaire items from a study L2 Motivational Self System and L2 achievement of the Indonesian EAP learners (Subekti, 2018). At the end of the questionnaire, the respondents were asked to go through their responses with an interviewer. The steps for the development and valuation of the questionnaire are as follows:

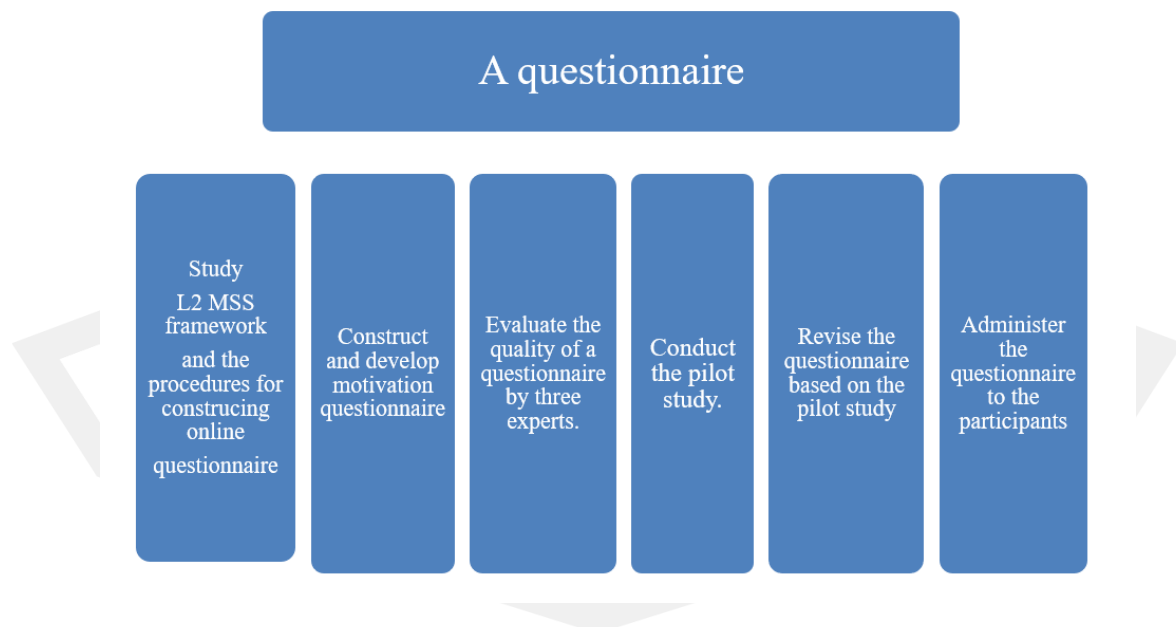


Figure 3: The steps for development and valuation of the questionnaires

A questionnaire was employed to gather data to investigate learners' motivation toward English language learning. From Figure 2, the steps for developing and assessing the questionnaire were as follows: Step 1: The researcher studied the L2 MSS framework and the procedures for constructing the online questionnaire.

Step 2: The questionnaire was constructed. The items in the questionnaire were written in Thai and rated by using the Likert scale indicating the following level of agreeing: the most, moderate, less, and the least, respectively. Step 3: The quality of the instruments was evaluated in terms of objectivity and validity by three experts. The experts rated each item according to the objectives of the statements and how the respondents understood the questions by rating on the evaluation form. Then, the Index of Item-Objective Congruence (IOC) was calculated by scoring the answers as follows: The item is appropriate = 1 Not sure = 0 The item is not appropriate = -1 Step 4: The pilot study was conducted with a group of students who were similar in terms of educational background and language proficiency. Step 5: The questionnaire was revised based on the information gained from the pilot study. Step 6: The questionnaire was administered to the participants.

### **3.3.2 Interview**

The qualitative method of inquiry to be described in this study was conducted. The interview was used to receive in-depth information from the learners. This instrument is utilized to answer the second research question: How do these characteristics relate to the learners' English language achievement? The steps for conducting the questionnaire are described as follows:

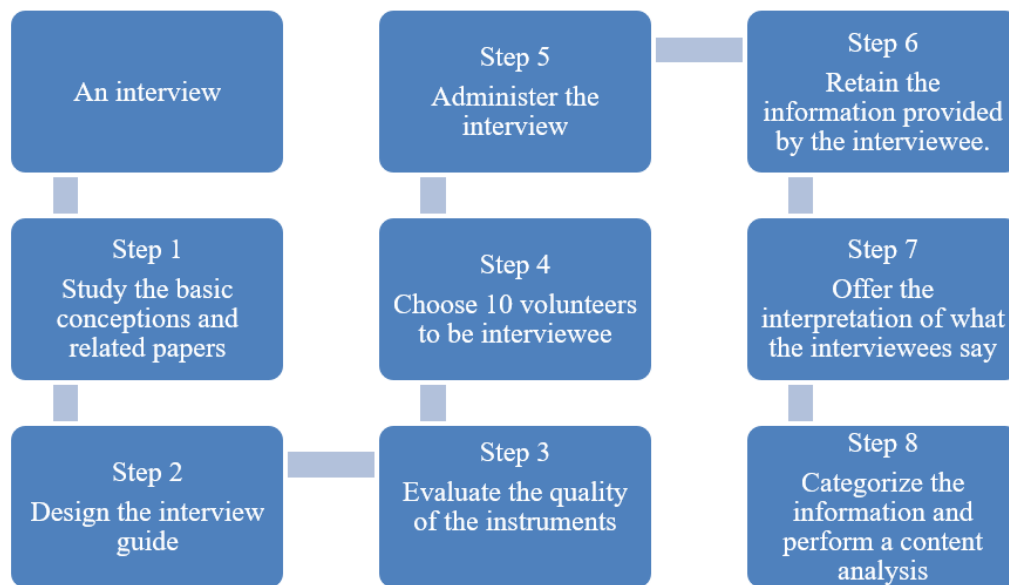


Figure 4: The steps for conducting the interview

From Figure 3, the steps for development and assessment of the interview were as follows: Step 1: The researcher studied the basic concepts and the related documents and evaluation. Step 2: The interview was constructed. The items in the interview were written in Thai Step 3: The quality of the instruments was evaluated in terms of objectivity and validity by three experts (see appendix). The experts rated each item according to the objectives of the statements and how the respondents understood the questions by rating on the evaluation form. Then, the Index of Item-Objective Congruence (IOC) was calculated by scoring the answers as follows: Step 4: 10 participants were selected from 10 participants who were accepted to be the volunteers by marking at the end of the questionnaire. Ten interviewees were divided into two groups, high achievers and low achievers, based on their English scores. Step 5: The interview was administered. Step 6: The researcher retains the information provided by the interviewees. Step 7: The researcher offered the interpretation of what the interviewees said. Step 8: The researcher categorized the information and performed content analysis.

### 3.4 Data Collection

The data was collected through online questionnaires and interviews. The data collection took place over two months. The interview was conducted through audio calling during the students' free time due to covid 19 situation. The interview was conducted with the participants individually during their lunch or preparation period in a different classroom, using the semi-structured interview. Each interview was audio recorded for accuracy and lasted between 10-20 minutes. The data collection presenting the processes of the current study could be summarized as follows:

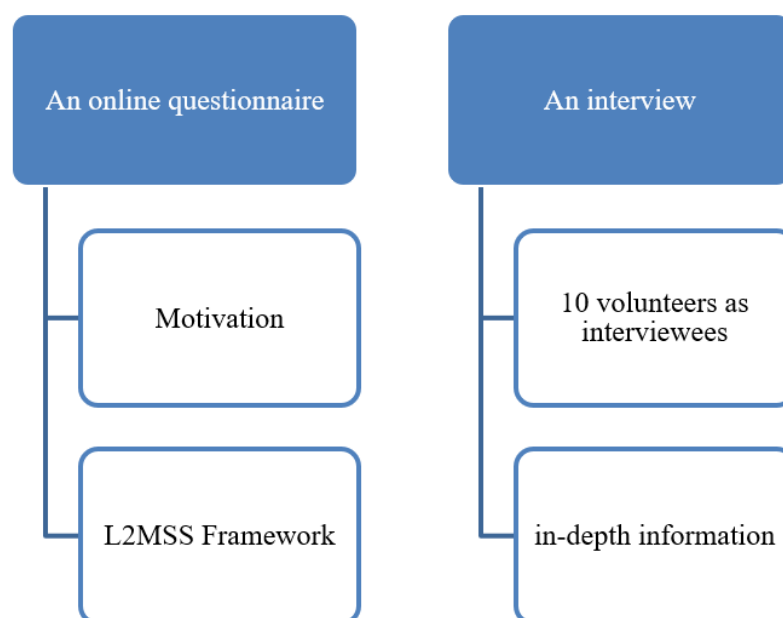


Figure 5: The process of data collection

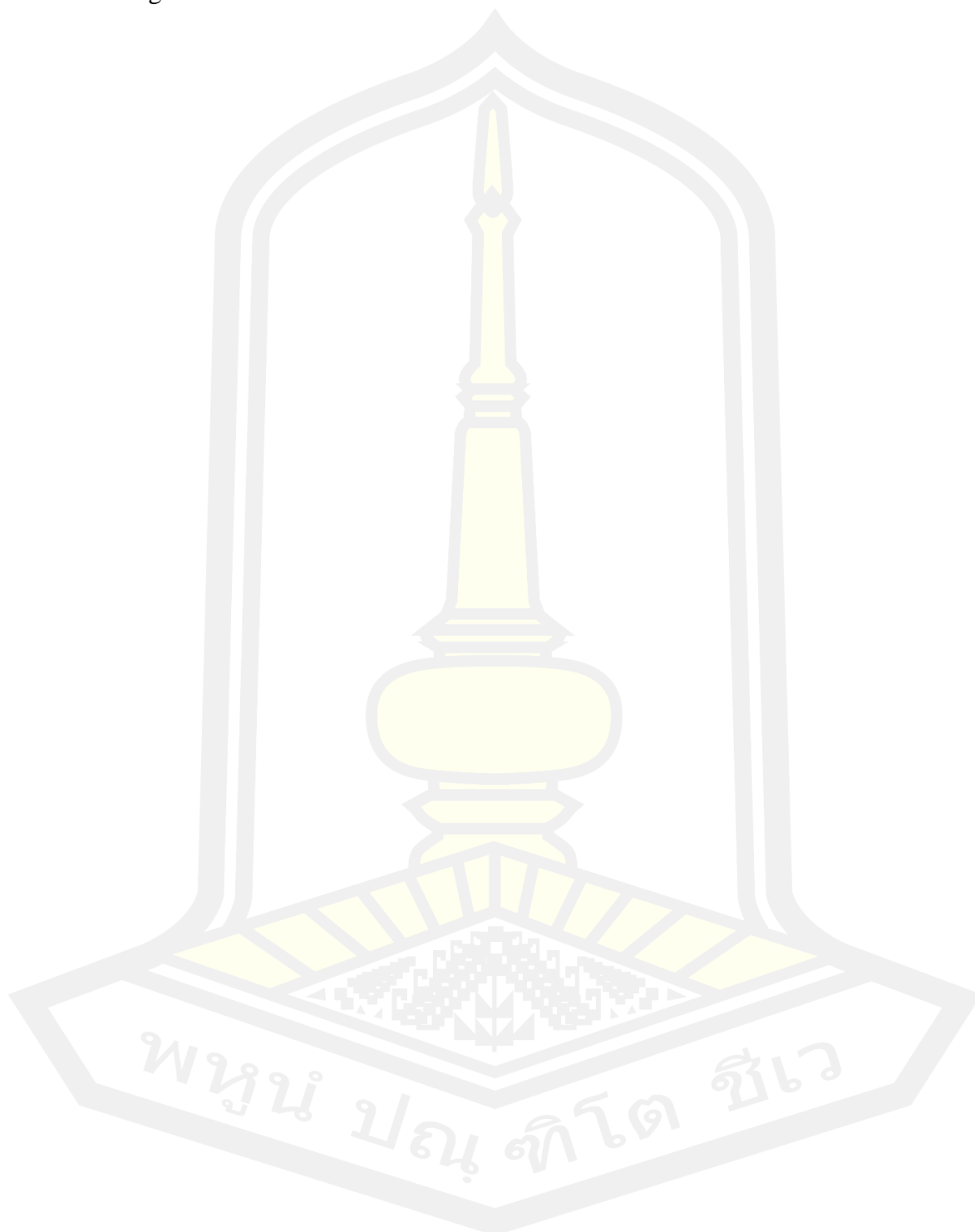
The L2 motivational self-system framework questionnaires are applied to the participants. Ten respondents were selected as the interviewees for the in-depth information.

### 3.5 Data Analysis

For the first research question, the data was obtained from the questionnaires and analyzed using percentages in order to identify the three components of L2MSS (ideal L2self, ought-to L2 self, and L2 learning experience) among the EFL learners. The data was collected from interviewing ten high and low achievers participants for the second research question. The collected data was transcribed, categorized, and themes



were developed. Data from the interview explored the roles of L2MSS in English learning achievement.



## CHAPTER IV

### RESULTS

This chapter presents the results of the study following the research questions. The purposes of this study were to investigate the motivation of learners towards English language learning based on the L2 Motivation Self System and to investigate the perceptions of Thai high school learners of the L2 Motivational Self System in their English learning achievement. The findings were therefore divided into two parts according to the research questions' answers: What are the characteristics of Thai high school EFL learners? from the questionnaire, and What are Thai high school learners' perceptions on L2 Motivational Self System in their English learning achievement? from the in-depth information from the learners' interview.

**4.1 Research Question 1:** What are the characteristics of Thai high school EFL learners? The first part, the findings of the characteristics of English learning based on L2MSS: Ideal L2 Self, Ought-to L2 Self, and L2 learning experience, is presented below.

Table 1: The findings of motivation of English learning from the questionnaire: Ideal L2 self, ought-to L2 self, and L2 learning experience

No.	Statement	Strongly agree	Agree	Disagree	Strongly Disagree
<b>Ideal L2 Self</b>					
1.	I can imagine myself living abroad, having a discussion in English, and using English effectively to communicate with locals	22.4	62.9	13.8	0.9
Sub-total of Strongly agree and Agree		85.3			
2.	I can imagine a situation where I am speaking English with international friends or foreign colleagues.	23.3	66.4	9.5	0.9
Sub-total of Strongly agree and Agree		89.7			
3.	I can imagine myself writing English e-mails fluently.	27.6	55.2	15.2	1.7
Sub-total of Strongly agree and Agree		82.8			
4.	Whenever I think of my future career, I can imagine myself using English as if I were a native speaker of English	25.0	54.3	19.8	0.9
Sub-total of Strongly agree and Agree		79.3			

No.	Statement	Strongly agree	Agree	Disagree	Strongly Disagree
5.	The things I want to do in the future require me to use English.	51.7	40.5	6.9	0.9
Sub-total of Strongly agree and Agree		92.2			
6.	I imagine myself studying in a university where all my courses are taught in English.	19.0	52.2	20.7	5.2
Sub-total of Strongly agree and Agree		71.2			
<b>Ought-to L2 Self</b>					
7.	I consider learning English important because my parents and people I respect think that I should do it to be an educated person.	15.5	45.7	28.4	10.3
Sub-total of Strongly agree and Agree		61.2			
8.	I study English because people around me think it is important.	33.6	52.6	10.3	3.4
Sub-total of Strongly agree and Agree		74.2			
9.	It will have a negative impact on my life if I do not learn English.	21.6	52.6	24.1	1.7
Sub-total of Strongly agree and Agree		74.2			
10.	Learning English is necessary because people surrounding me expect me to do so.	21.6	60.3	13.8	4.3
Sub-total of Strongly agree and Agree		81.9			
11.	Studying English is important to me because other people will respect me more if I have knowledge of English.	17.2	49.1	29.3	4.3
Sub-total of Strongly agree and Agree		66.3			
12.	If I fail to learn English, I will be letting other people down.	6.9	36.2	38.8	18.1
Sub-total of Strongly agree and Agree		43.1			
<b>L2 Learning Experience</b>					
13.	I really enjoy learning English and the atmosphere of my English class.	27.6	58.6	12.1	1.7
Sub-total of Strongly agree and Agree		86.2			
14.	I find learning English very interesting and I like the activities done in my English classes.	27.6	63.8	7.8	0.9
Sub-total of Strongly agree and Agree		91.4			
15.	I like English because of my English teachers.	11.2	69.2	15.5	4.3
Sub-total of Strongly agree and Agree		80.4			
16.	My classmates in my English class help me	31.0	63.8	4.3	0.9

No.	Statement	Strongly agree	Agree	Disagree	Strongly Disagree
	understand English better.				
Sub-total of Strongly agree and Agree		94.8			
17.	The books in my English class suit my needs.	9.5	66.4	21.6	2.6
Sub-total of Strongly agree and Agree		75.9			
18.	The level of difficulty with materials helps me improve my English.	27.6	43.8	16.0	12.6
Sub-total of Strongly agree and Agree		71.4			

Table 1 above presents the three main components of the motivation to learn English: Ideal L2 Self, Ought-to L2 Self, and L2 learning experience of the learners. Eighteen questions were used as determinants.

#### 4.1.1 Ideal L2 Self

For Ideal L2 Self-statements used to study the characteristics of the learners, the researcher categorized the data into three themes; ideal image for being a good communicator, ideal image for work, and ideal image for studying, as is shown in Table 2.

Table 2: Ideal L2 Self characteristic

No.	Statements	Characteristic
1.	I can imagine myself living abroad, having a discussion in English, and using English effectively to communicate with locals	the ideal image for being a good communicator
2.	I can imagine a situation where I am speaking English with international friends or foreign colleagues.	
3.	I can imagine myself writing English e-mails fluently.	
4.	Whenever I think of my future career, I can imagine myself using English as if I were a native speaker of English.	the ideal image for work
5.	The things I want to do in the future require me to use English.	
6.	I can imagine myself studying in a university where all of my courses are taught in English.	the ideal image for studying

From Table 2, the ideal L2 self for effective L2 learners can be described into three characteristics: ideal image for being a good communicator, ideal image for work, and ideal image for studying. The results from the questionnaire are presented below.

### ***Ideal Image for Being a Good Communicator***

From the three items (items 1 to 3) indicating the characteristic of the ideal image for being good a communicator, the highest response to “strongly agree” and “agree” was seen in item 2 *“I can imagine a situation where I am speaking English with international friends or foreign colleagues”* for 89.7%. Item 1, *“I can imagine myself living abroad, and having a discussion in English and using English effectively communicating with locals,”* was reported for 85.3%. Moreover, the statement for item 3 stated that *“I can imagine myself writing English e-mail fluently.”* The learners responded to this characteristic with 82.8%. This results in the learners mostly imagining that they could interact with international friends. They would like to be an L2 fluent speaker.

### ***Ideal Image for Work***

Items 4 to 5 were used to investigate the ideal L2 self-related to the ideal image for work. The first statement that showed the highest response to “strongly agree” and “agree” was item 5, *“The things I want to do in the future require me to use English,”* for 92.2%. The learners also responded to item 4, *“Whenever I think of my future career, I can imagine myself using English as if I were a native speaker of English,”* for 79.3%. This shows that the learners consider English as it would be necessary and important for their work in the future.

### ***Ideal Image for Studying***

There was one item that fell into this characteristic (item 6). For this item, the learners responded to “strongly agree” and “agree” with 71.2%, *“I can imagine myself studying in a university where all of my courses are taught in English.”* It results that the learners had an image of themselves learning English would in a university or college.

According to analyzing the data of ideal L2 self-presented above in 4.1.1, 4.1.2, and 4.1.3, which consists of ideal image for being good communicators, ideal image for work, and ideal image for studying, it indicated that the characteristic of Thai high school EFL learners for learning L2 was mostly seen for “ideal image for work”. It indicates that L2 will be necessary for them in their future career because it would be used in situations they face. Also, they imagined themselves as an “ideal image for

being a good English communicator.” To imagine themselves as fluent L2 speakers was an essential motivator to improve their L2 ability. Finally, the characteristic of the learners was the “ideal image for studying.” It was one of the characteristics that the learners would like to improve their English for their higher education level.

#### 4.1.2 Ought-to L2 Self

For the second component of L2MSS, Ought-to L2 Self, six items were used in the questionnaire regarding the social pressure coming from the learners’ surroundings. The researcher categorized the six items based on the framework’s concept of study into three themes; responsibility, obligation, and supposed duty. The category is presented as follows.

Table 3: Ought-to L2 Self characteristic

No.	Statements	Characteristic
7.	I consider learning English important because my parents and people I respect think that I should do it to be an educated person.	responsibility
8.	I study English because people around me think it is important.	obligation
9.	It will have a negative impact on my life if I do not learn English.	
10.	Learning English is necessary because people surrounding me expect me to do so.	supposed duty
11.	Studying English is important to me because other people will respect me more if I have knowledge of English.	
12.	If I fail to learn English, I will be letting other people down.	

From Table 3, the data in ought-to L2 self were characterized into three themes: responsibility, obligation, and supposed duty. They were employed to study the characteristics that the learners believed they should possess or the surrounding factors for having good language. The results from the questionnaire are shown below.

#### **Responsibility**

Item 7, “*I consider learning English important because my parents and people I respect think that I should do it to be an educated person,*” is used to study the learners’ learning motivation. This item was responded by learners to “strongly agree” and “agree” for 61.2%. This item identifies that the learners put their effort into learning because it was considered an important feature to be studied.

### ***Obligation***

Two items (items 8 to 9) were used to study learners' motivation relating to obligation. The first statement that the learners mostly responded to, "strongly agree" and "agree," was item 8, "*I study English because people around me think it is important,*" for 86.2%. Also, item 9, "*I will have a negative impact on my life if I do not learn English,*" was answered by 74.2% of the learners. This shows that the learners' motivation for L2 learning was also influenced by "obligation."

### ***Supposed Duty***

The item 10 to 12 were employed to investigate the ought-to L2 self for supposed duty. The first statement responded by the learners was item 10, "*Learning English is necessary because people around surrounding me expect me to do so.*" The learners responded to this item with 81.9%. Moreover, item 11, "*studying English is important to me because other people will respect me more if I have knowledge of English,*" responded to 66.3%. It shows that expectations from people could support learners to have motivation in learning English. In addition, the learners thought that having knowledge of English could be their power to deal with people. However, in item 12 response, "*If I fail to learn English, I will be letting other people down,*" the learners responded to "disagree" for the highest percentage. It was responded to 38.8%. This indicates that their failures couldn't cause disappointment to the people surrounding them.

From the ought-to L2 self, the questionnaire (items 7 to 12) presented in Table 1.2 was created to investigate Thai EFL learners' characteristics in learning English in terms of responsibility, obligation, and supposed duty. The most influential factor for learners to learn English was "obligation." The importance of English, which was other people's perspectives, could motivate them to learn L2. The second factor for L2MSS was the learners learned English for the reason that it was a "supposed duty." These significances that other people also expected them to learn and master English. The least impact of the learners' characteristics in learning L2 was for "responsibility." It implies that learning English was considered a "should do" for people surrounding them; parents, or people they respected.

### 4.1.3 L2 Learning Experience

The last part of the questionnaire in Table 3 was to study the characteristics of the learners from an L2 learning experience. It was about situational and environmental factors that could cause learners' motivation to learn English. Six items were used in this feature (items 13 to 18). The characteristics of the learning experience on L2MSS on their learning experience were identified into five themes: learning atmosphere, learning activity, teacher, classmate, and teaching material presented in Table 4.

Table 4: L2 learning experience characteristic

No.	Statements	Characteristic
13.	I really enjoy learning English and the atmosphere of my English class.	learning atmosphere
14.	I find learning English very interesting, and I like the activities done in my English classes.	learning activity
15.	I like English because of my English teachers.	teacher
16.	My classmates in my English class help me understand English better.	classmate
17.	The books in my English class suit my needs.	teaching material
18.	The level of difficulty of materials helps me improve my English.	

Table 4 above presents L2 learning experience characteristics for five themes; atmosphere, learning activity, teacher, classmate, and teaching material. The findings of each theme are shown as follows.

#### ***Atmosphere***

The learners responded to the statement with “strongly agree” and “agree” to item 13 in the questionnaire that examined the “learning atmosphere” for 86.2%. The item stated, “*I really enjoy learning English and the atmosphere of my English class.*” It can be said that the enjoyment and atmosphere of the learning process in class could positively impact L2 learners' motivation.

#### ***Learning Activity***

There was one item used in this characteristic. Item 14, “*I find learning English very interesting, and I like the activities done in my English classes,*” presented the feature related to the learning activity. The learners responded to this statement with 91.4%. It means learning activities played roles in supporting L2 learning for the learners.



### ***Teacher***

One of the factors related to L2 learning motivation was “teacher.” “Teacher” for learning motivation factor was responded by the learners for 80.4% in item 15 “*I like English because of my English teachers.*” It resulted that teachers could affect learners’ learning motivation in class.

### ***Classmate***

The classmate also investigated whether it is related to the L2 learning experience. In item 16, “*My classmates in my English class help me understand English better,*” was responded by the learners 94.8%. This can indicate that “classmate” was the most important factor for learners’ L2 learning motivation.

### ***Teaching Material***

The “teaching material” characteristic was observed through items 17, “*The books in my English class suit my needs,*” and 18, “*The level of difficulty of materials helps me improve my English.*” The learners responded to item 17 for 75.9% while they responded to item 18 for 71.4%. This shows that teaching materials less affected the learners’ motivation in learning L2 compared to other characteristics.

In the L2 learning experience for learners’ L2MSS ((items 7 to 12) presented in table 1.3, the factor that influenced learners’ the most was “classmate” for the reason that learners could learn better with classmate support or help. Also, they were motivated to learn by “learning activity.” They had more motivation to learn with interesting activities in class. Furthermore, the third factor from the L2 learning experience that could support their learning motivation was found in the “learning atmosphere” because they had a positive attitude towards English. The fourth motivation factor for L2 learning was related to “teacher.” Teachers could be one of the components that the learners got motivated. Lastly, “teaching material” was the last influenced factor for L2 learning motivation in learners’ L2MSS. The book used in class and the difficulty level of the book could affect the characteristics of the learners in learning L2.

According to the three components of L2MSS, ideal L2 self, ought-to L2, and L2 Learning experience presented in table 1 were related to the characteristics of Thai high school learners in L2 learning motivation. The ideal L2 self shows that the

characteristic of the learners in L2 learning could be more motivated by their “ideal image for work,” “ideal image for being a good English communicator,” and “ideal image for studying,” respectively. For ought-to L2 self, the characteristics of the L2MSS learning component were found for “obligation,” “supposed duty,” and “responsibility” correspondingly. Also, L2 learning experiences that supported their learning motivation related to their “classmate,” “learning activity,” “learning atmosphere,” “teacher,” and teaching material,” respectively.

Having answers to research question number 1, the remaining section will provide in research question number 2.

#### **4.2 Research Question 2:** What are Thai high school learners’ perceptions on L2 Motivational Self System in their English learning achievement?

To investigate the perceptions of the L2 Motivational Self System in their English learning achievement?, the findings from the semi-structured interview were used. Ten participants who were high achievers and low achievers participated in the in-depth information interview to examine motivation in learning English. The data were divided into three components based on L2MSS; ideal L2 self, ought-to L2 self, and L2 learning experience. The results are shown below.

##### **4.2.1 Ideal L2 Self**

For the first component, ideal L2 self, the questions that fell into this category consist of questions 1, 2, and 3. The characteristics of the ideal L2 self in this study were “ideal image for work,” “ideal image for being a good communicator,” and “ideal image for study.” For learners’ “ideal image for being good English communicators,” question number 1 was used “Have you ever imagined yourself using English in the future?”. Both high and low achievers shared the same motivational perspectives that they imagined themselves using English in the future. It resulted that thinking of being a good English speaker was the characteristic of learners who had high and low achievements. From the question asked, the answers of the learners are shown in Table 5 below.

Table 5: In-depth information for the imagination of using English in the future

**Question 1:** Have you ever imagined yourself using English in the future?

Participant	1	2	3	4	5	6	7	8	9	10
Achievement	H	H	H	H	H	L	L	L	L	L
Answer	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES

\*H = high achiever, L = low achiever

Table 2 shows some examples from the recording of question 1 below.

*“... Yes, I have. I would like to travel to many countries. I’ve been to some countries, and I could communicate with foreigners, and they understood what I was trying to say...”*

(Participant 3, high achiever)

*“... Yes, I have. I always imagined that I could speak English when I traveled to some countries without any guide ...”*

(Participant 7, low achiever)

Question number 2, “What efforts do you make to perform well in this class?” identified the characteristic of having an “ideal image for study” as learning motivation. It was concerned about the efforts that supported good performances in class, or it could be referred to as education. From the learners’ effort to make them perform well in class, both high and low achievers had similar ways of improving and learning English. They made efforts to perform well in class by paying attention to studying in class, asking teachers when they didn’t understand, learning from online platforms, and attending tutorial classes. The in-depth information from some participants’ recordings is shown below.

*“...I concentrate on the lesson taught in class and also review some lessons after class. I also attend tutorial courses sometimes...”*

(Participant 1, high achiever)

*“...I always pay attention to the teacher in class. I often ask the teacher when I don’t understand or know the answers ...”*

(Participant 3, high achiever)

*“...I will focus on studying in class and learn some vocabulary from online platforms. I sometimes ask the teacher when I don’t understand in class...”*

(Participant 8, low achiever)

*“...I pay attention when I study in class. I also attend a tutorial class...”*

(Participant 9, low achiever)

Question number 3, “Do you think English knowledge will help you in finding a good job in the future?” referred to the ideal L2 self L2MSS characteristic for “ideal image for work.” From the in-depth information, the learners provided, most believed that getting a good job required good English skills. Their motivation came from their thought for a future career as a powerful influence. There was no different answer between high and low achievers. The learners’ answers from the interview are as follows:

*“...I agree with this statement because English knowledge is very important now. If I can speak or communicate in English, I have more opportunities to get a good job...”*

(Participant 2, high achiever)

*“...Yes, I do. Having good English skills is the most important requirement that the employers are looking for if they need to hire the employees ...”*

(Participant 5, high achiever)

*“...Yes, I do. If I can communicate in English, I will have more opportunities to find a good job...”*

(Participant 6, low achiever)

*“...Yes, I do. It is the key to having a good job because English is very important for many interesting jobs for me...”*

(Participant 10, low achiever)

### 4.2.2 Ought-to L2 Self

For the second component, ought-to L2 self, question 4, “What do people surrounding you think about your English learning?” was asked to study the characteristics of L2MSS learning that controlled this aspect. The characteristics in this feature comprised responsibility, obligation, and supposed duty”. High and low achievers mostly showed their reasons for “obligation.” This indicates that they agreed with what people around them considered English as an important subject to be learned or a skill to be practiced. It could be the L2MSS for the learners’ characteristics. The examples below are from participants 3, 5, 6, and 8.

*“...English is considered the most important L2 for Thai people. My teachers, parents, and others always tell me about the importance of English learning... ”*

(Participant 3, high achiever)

*“...I’ve been learning English since I was young. People around me think that English is an important subject to learn... ”*

(Participant 5, high achiever)

*“...Yes. My parents always explain to me why I have to study English. They also tell me that English is used around the world. So, it’s a very important language... ”*

(Participant 6, low achiever)

*“...Everybody surrounding me consider that English is very important. That’s the reason why I have to study English. However, I’m not good at English... ”*

(Participant 8, low achiever)

### 4.2.3 L2 Learning Experience

For the third component, the L2 learning experience, questions 5, “What do you think about your English class (teachers, materials, classmates)?” and 6, “What do you like about how we learn in class?” were employed for studying the characteristics of this feature. This L2 learning experience characteristic is referred to as “teacher,” “teaching material,” and “classmate.” The recordings of question 5 explained what they think about their English class in three aspects: teacher, materials, and classmates. Both high and low achievers seemed to have positive attitudes towards

their English teachers. In terms of teaching materials, many effective and useful materials were employed to teach students. Lastly, classmates were an important key for students in learning English because they were more comfortable asking their friends than the teacher. The answers from the learners below were provided by participants 2, 4, 6, and 7:

*“(teacher) The teacher uses easy words and phrases to make students understand...”, “...(materials) The teacher mostly uses clips and online materials to support the book used in class...”, “...(classmates) The classmates are very important to help me when I need help...”*

(Participant 2, high achiever)

*“(teacher) The teacher is nice and has high energy in class. She often tells a story by easy vocabulary to the students...”, “...(materials) Many VDOs and online teaching materials are used in class...”, “...(classmates) The classmates are the coworker in class to make my English learning successful...”*

(Participant 4, high achiever)

*“(teacher) The teacher is nice and friendly. The teacher often tries to explain difficult vocabulary by using easier words instead...”, “...(materials). The teacher usually presents Youtube teaching VDOs to support the content learned in class, and also many online materials and games...”, “...(classmates) I will ask my friends first if I don’t understand something in class...”*

(Participant 6, low achiever)

*“(teacher) The teacher is kind and makes me feel comfortable. The teacher motivates students by giving rewards...”, “...(materials) Many teaching materials are used in class such as VDOs, Powerpoints, games, and online materials...”, “...(classmates) Classmates who are good at English often help me when I ask for help...”*

(Participant 7, low achiever)

Question 6, “What do you like about how we learn in class?” was also used to investigate the learners’ L2MSS characteristics from the L2 learning experience. From the in-depth interview, both groups of learners like teaching materials in class the most. It seems that teaching materials could make English classes more motivating and pleasant. The below excerpts are from the answers provided by participants 1, 2, 7, and 9:

*“...I like teaching materials in class because the teacher often uses various materials to support the course book. It makes the class more enjoyable...”*

(Participant 1, high achiever)

*“...I like to listen to the English stories and VDOs that the teacher presents in class. It is related to the contents taught in class. ...”*

(Participant 2, high achiever)

*“...I like the materials used in class because it’s more interesting than the book. Also, the teacher often gives rewards to the students. ...”*

(Participant 7, low achiever)

*“...I enjoy learning in groups. Moreover, I like watching VDO clips or movies that are related to what the teacher teaches in class. ...”*

(Participant 9, low achiever)

According to the interview, the last question was used to study whether learners would like to express more about learning motivation. Question 7, “Is there anything you would like to speak more about your motivation in learning English?” was provided to ask both groups of learners. The learners’ responses show the indifferent motivation in learning English from both high and low achievers. It indicates that most of them learned English for the reason that they expected to get a good job both in Thailand and other countries. Being good at English is the first requirement for finding jobs at present. Moreover, they also had the motivation to learn English to pursue their study at higher levels. Some extracts from the interview are shown below:

*“...One of the reasons why I have the motivation to learn English is that I would like to work in some countries where I could use English to communicate. It’s my expectation...”*

(Participant 4, high achiever)

*“...The motivation in learning English for me is that English is important for university students. Also, I would like to have the opportunity to work in the USA...”*

(Participant 5, high achiever)

*“...I want to improve my English skills because it will be great if I can go abroad. I want to speak English with foreigners fluently...”*

(Participant 8, low achiever)

*“...I like Hollywood actors. So, it’s the reason to develop my English skills. Importantly, I want to get a good job...”*

(Participant 10, low achiever)

From the semi-structured interview with seven questions, high and low achievers participated in the interview. Their ideas towards learning motivation for ideal L2 self, ought-to L2 self, and L2 learning experience can be summarized whether they shared the same or different ideas in Table 6 below.

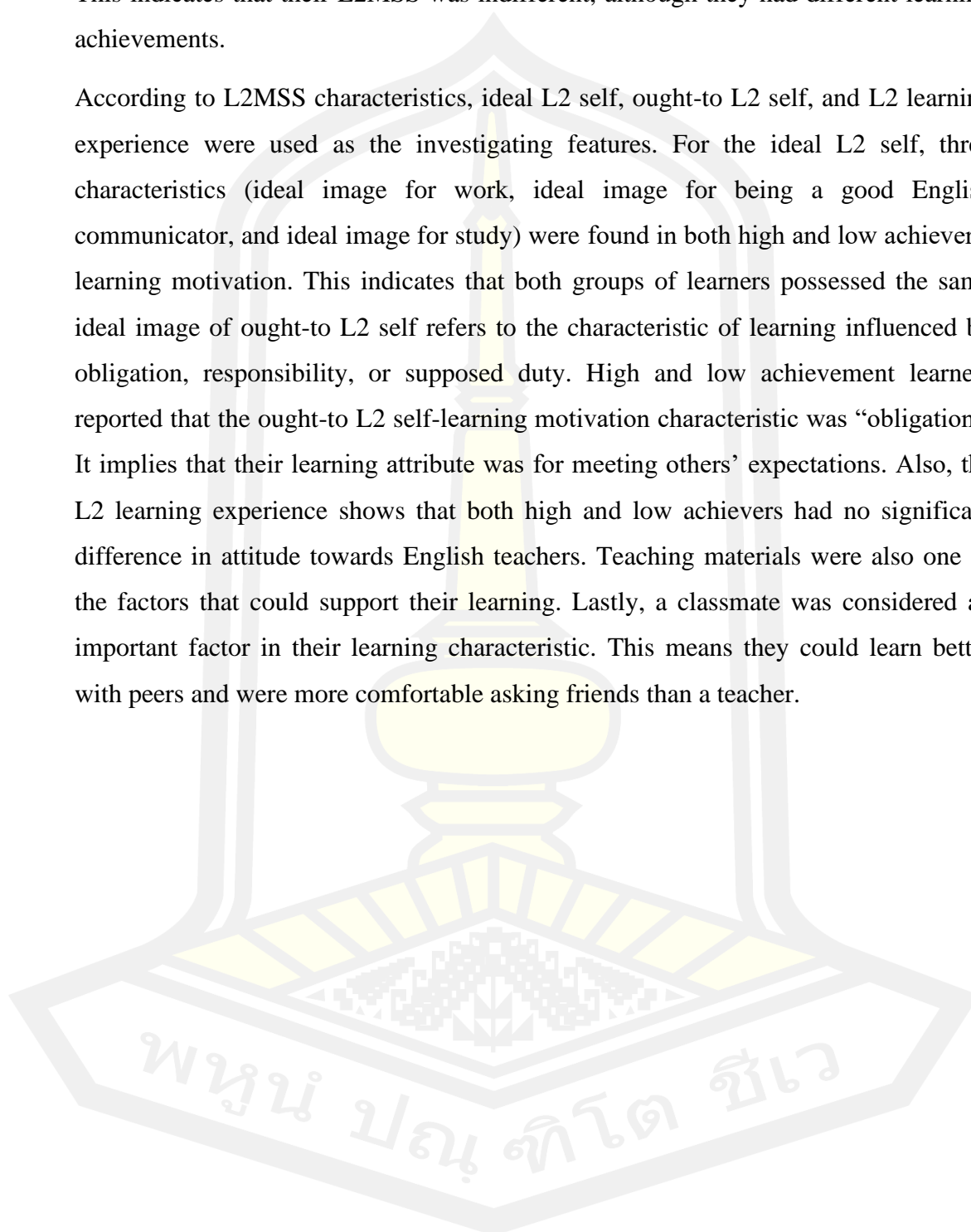
Table 6: In-depth interview summary

Question	Statement	Share same ideas	Share different ideas
1	Have you ever imagined yourself using English in the future?	√	
2	What efforts do you make to perform well in this class?	√	
3	Do you think English knowledge will help you in finding a good job in the future?	√	
4	What do you like about how we learn in class?	√	
5	What do you think about your English class (teacher, materials, classmates)?	√	
6	What do you like about how we learn in class?	√	
7	Is there anything you would like to speak more about your motivation in learning English?	√	



From Table 6, high and low achievers shared the same ideas for all seven questions. This indicates that their L2MSS was indifferent, although they had different learning achievements.

According to L2MSS characteristics, ideal L2 self, ought-to L2 self, and L2 learning experience were used as the investigating features. For the ideal L2 self, three characteristics (ideal image for work, ideal image for being a good English communicator, and ideal image for study) were found in both high and low achievers' learning motivation. This indicates that both groups of learners possessed the same ideal image of ought-to L2 self refers to the characteristic of learning influenced by obligation, responsibility, or supposed duty. High and low achievement learners reported that the ought-to L2 self-learning motivation characteristic was "obligation." It implies that their learning attribute was for meeting others' expectations. Also, the L2 learning experience shows that both high and low achievers had no significant difference in attitude towards English teachers. Teaching materials were also one of the factors that could support their learning. Lastly, a classmate was considered an important factor in their learning characteristic. This means they could learn better with peers and were more comfortable asking friends than a teacher.



## CHAPTER V

### DISCUSSION AND CONCLUSION

This chapter presents the discussion, conclusion, implications, limitations, and some recommendations which may be useful for future study.

#### **5.1 Discussion**

According to the results of the study, it can be concluded that the students had L2 Motivational Self System for English language learning in three components; Ideal L2 Self, Ought-to L2 Self, and L2 learning experience. The English language achievement was also investigated in relation to English language motivation. Hence, the discussion section is divided into two main parts; the motivation of learners towards English language learning based on the L2 Motivational Self System and the L2 Motivational Self System characteristics of Thai EFL learners related to the learners' English language achievement as follows.

##### **5.1.1 The Characteristics of Thai High School EFL Learners**

The findings revealed that L2 learner motivation of the learners was related to L2MSS. The three components of L2MSS consisted of ideal L2 self, ought-to L2, and L2 learning experience. From the questionnaire used in the study, the ideal L2 self was shown as the strongest influence of the L2MSS, followed by the L2 learning experience and the ought-to L2 self. Their intrinsic control plays the most influential factor in learning motivation.

For the ideal L2 self category characteristics, the ideal image for being a good English communicator, the ideal image for work, and the ideal image for studying were determined. "Ideal image for work" was found as the strongest influence on ideal L2 self characteristics. Their ideal image mostly shaped it for what they would like to do and would like to have in the future, which could be related to their career or workplace. The second characteristic was found to be the "ideal image for being a good English communicator." It shows that they wished for themselves to be fluent in English to motivate them to learn. This referred to language ability that they imagined having the capacity to speak and communicate. For the last characteristic, the ideal L2 self cause, the "ideal image for studying," played a role in learning motivation. To be

able to use English effectively for study or for higher education level affected learners' ideal learning motivation. Their learning in a university and overseas needed good English skills. It indicates that the ideal L2 self was a powerful motivator for learners' future careers, English communication, and education.

The second influential characteristic of the motivational learning factor was the L2 learning experience. The L2 environmental aspects in the classroom are categorized into five characteristics of learning motivation. It consisted of a learning atmosphere, learning activity, teacher, classmate, and teaching material. Learning with classmate support or peer group was the first motivational factor for learning. This shows that their motivation could be supported by learners' learning comfortable. Also, the second learning characteristic was that the learners were motivated if they were provided with interesting activities. The learning atmosphere could be an important effective learning experience for the learner. This suggests that an enjoyable learning atmosphere leads to learners' motivation. One of the motivational factors found that teacher was also a dominant motivator in L2MSS. The teacher could make a positive impact on the learners' motivation. Moreover, teaching material could cause L2 learning motivation. The learners preferred to learn from books that suited their needs. They could have motivation in learning if the difficulty level of the book used in class was appropriate. This L2 learning experience; classmate, learning activity, learning atmosphere, teacher, and teaching material indicate the learners' learning motivation.

The last component that influences the learner's learning motivation is the ought-to L2 self. The expectations in terms of responsibilities, obligations, or duties seemed to be less important keys to their learning motivation. The category was presented as responsibility, obligation, and supposed duty. The characteristic of the learners in this component was that they considered English learning an obligation they should do. This is indicated by people surrounding them, though that English is important. In addition, learning English was considered a supposed duty that they had to do for other expectations. Lastly, responsibility was one of the impact characteristics for the learners in learning English. It resulted from that obligation, supposed duty, and responsibility could be the ought-to L2 self-learning characteristics for L2 learners' motivation.

From L2MSS components, the results of the study showed that the ideal L2 self (ideal image for work, ideal image for being a good English communicator, and ideal image for studying) was the most influential characteristic for the learners. The learners' L2 learning experience (learning atmosphere, learning activity, teacher, classmate, and teaching material) could also support learning motivation characteristics. The ought-to L2 self (responsibility, obligation, and supposed duty) had the least impact on learning motivation characteristics. This was consistent with Darling and Chanyoo's (2018) study, which investigated the relationships between L2 motivational self-system components and willingness to communicate in English among Thai undergraduate students. The results of the study yielded that the ideal L2 self was the strongest cause of the L2MSS components, L2 learning experience, and ought to L2 self, respectively. In the next part, there will be a discussion on how the characteristics relate to the learners' English language achievement.

### **5.1.2 The Thai High School Learners' Perceptions on L2 Motivational Self System in Their English Learning Achievement**

In ideal L2 self-learning characteristics, high and low achievers were asked three questions to investigate the perceptions of the L2 Motivational Self System in their English learning achievement. The results showed that both high achievers and low achievers imagined themselves as someone who could speak English. The results showed that the ideal L2 self could be perceived by the learners who had high or low achievement. To study the efforts of learning from high and low achievers, there was no difference in what they did in class. They concentrated in class, asked the teacher when they were having problems, learned from online platforms, and some learners in both groups attended the tutorial course to improve themselves. The results implied that high and low achievers had similar ways of developing their L2 learning. Moreover, the learners who had high or low English achievements believed that good English skills could provide good jobs in the future. This indicated that English was also important for high and low achievers to find good jobs.

According to the L2 learning experience, the learners were asked to study the perception of their learning achievement in three aspects; teacher, materials, and classmates. From the interview result, most of the learners from high and low

achievers had a positive attitude toward their teachers in terms of teaching performance. Therefore, the teacher could lead learners' learning motivation. Also, the teacher applied teaching materials and online platforms in their learning activities. Classmates were one of the important factors for high and low achievers because they were more comfortable asking their friends before asking teachers. It resulted that the high and low achievers had a positive attitude toward their L2 learning experience. The L2 learning experience that could motivate them the most was teaching materials because they were the factors in making L2 classes more motivating and enjoyable. This indicates that the L2 learning experience could create identical motivation for the learners who got high and low learning achievements.

For ought-to L2, self-learning motivation characteristics, responsibility, obligation, and supposed duty were formed. Both high and low achievers reported in the interview that this feature related to "obligation." Most of them considered English as the subject to be learned because people surrounding them thought it was important.

According to the investigation of the Thai high school learners' perceptions of the L2 Motivational Self System in their English learning achievement., the results of the study show that both high and low achievers imaged themselves as persons who could speak English, and most of them had a positive attitude on English learning experience, and considered English as the important subject due to family, and people surrounding them. The findings revealed that the ideal L2 self was the strongest influence of the L2MSS components, followed by the L2 learning experience and the ought-to L2 self. This was in agreement with the study of Darling and Cnanyoo (2018), who researched "Relationships of L2 Motivational Self System components and Willingness to Communication English among Thai Undergraduate Students.

## **5.2 Conclusion**

This research aimed to investigate the characteristics of Thai EFL learners and how the characteristics of Thai EFL learners relate to the learners' English language achievement. The research design was a mixed-method study in which the quantitative data were gathered from an online questionnaire while the qualitative data were collected from semi-structured interviews.

The results from the online survey questionnaire studying the characteristics of Thai high school EFL learners based on L2MSS consisting of ideal L2 self, ought-to L2 self, and L2 learning experience showed that the ideal L2 self was the most important factor in motivating them to learn English. Three characteristics were found in these components; ideal image for work, ideal image for being a good English communicator, and ideal image for studying. This shows their beliefs about their abilities in having English skills. The L2 learning experience was the second component that affected their L2 learning motivation. The learners' learning motivation characteristics are related to the learning atmosphere, learning activity, teacher, classmate, and teaching material. Moreover, the ought-to L2 self was the component they considered the weakest influence on their L2 learning. It consisted of responsibility, obligation, and supposed duty. The result of the study indicated that the ideal L2 self or ideal image that they would like to have and to be in the future was the dominant motivator for learners to learn L2.

In terms of the result of the semi-structured interview, it was used to investigate the relationships between L2MSS components and the learners' English language achievement. High and low achievers perceived the same ideal image of using English in the future. Both groups of learners also had similar efforts in learning and developing English in class. In addition, they had no difference in perceiving the importance of English skills for getting good jobs. The environmental aspects comprising teachers, materials, and classmates supported both high and low achievers in the classroom as teaching materials played an important role. Also, they believed that English skill was one of the strongest requirements in getting their dream jobs.

### **5.3 Implications**

Based on the findings of this study, it is possible to determine the success of motivated high performers. If motivation is not necessarily the component that connects with learning accomplishment, then poor achievers can be helped to succeed.

These findings may help teachers in focusing on the factors that have been demonstrated to be more important for pupils to increase their language learning success.

Family or guardians can help learners develop a more positive picture of themselves as effective language learners.

According to the results from this study, both high and low achievers showed comparable L2MSS. They have no difference in the ideal L2 self. Their L2 learning experience was seen positively. Besides, they reported the ought-to L2 self without any difference. It implies that motivation is not always the factor that is significant for learning achievement.

Based on the findings of this study, it is possible to determine if high performers are motivated. If motivation is not necessarily the component that is associated with learning accomplishment, then poor achievers can be helped to succeed.

These findings may help teachers in focusing on the factors that have been demonstrated to be more important for pupils to increase their language learning success. Family or guardians can help learners develop a more positive picture of themselves as effective language learners.

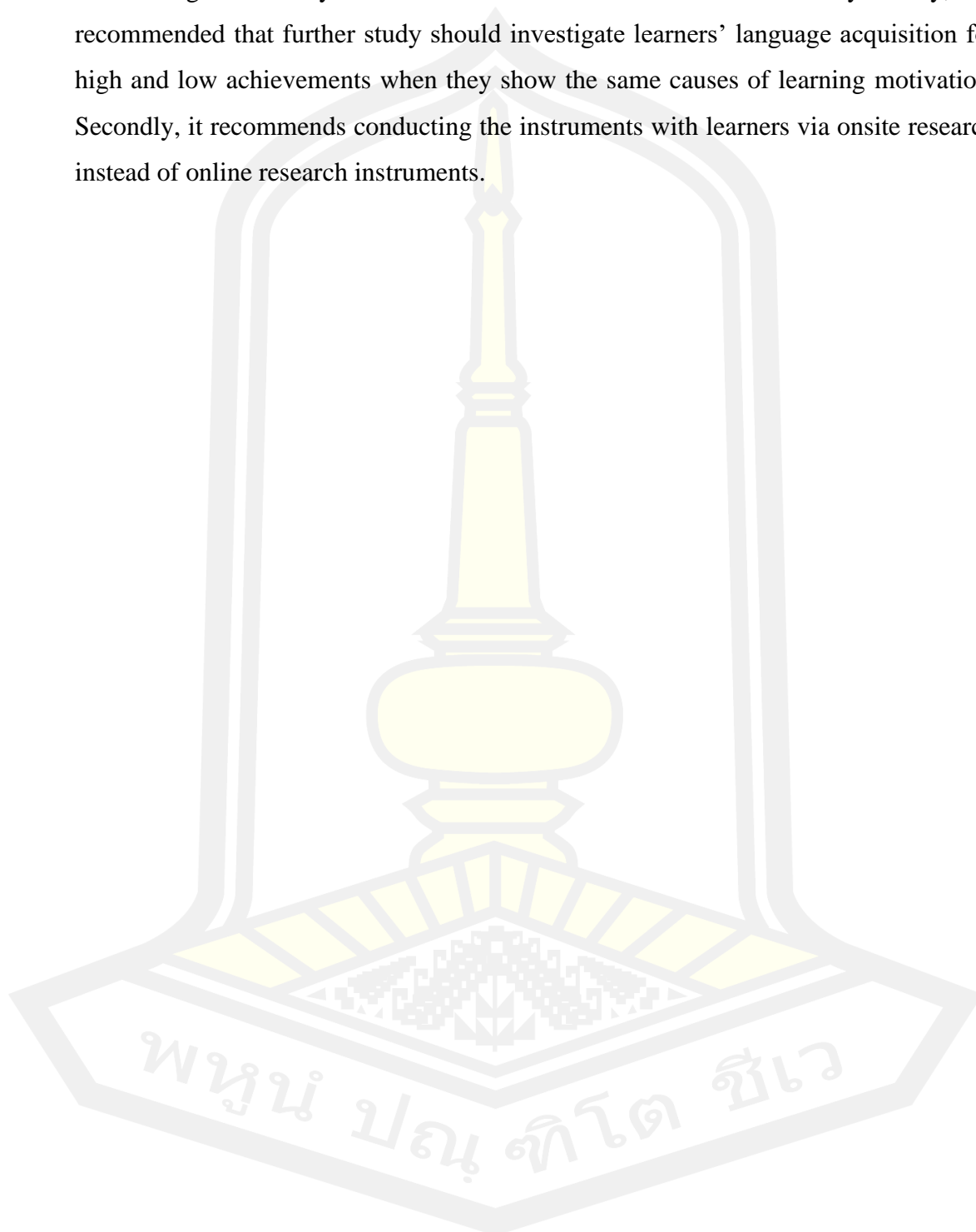
At the school policy level, the importance of motivation for learning English should be educated to teachers. Therefore, teacher training or training courses should be available so that teachers should consider these factors when designing English language lesson plans and can be well-informed with new and effective teaching methods. Besides, learning activities in the English classroom should be an interesting topic for learners. In addition, the learning atmosphere should be important to improve the student's motivation. Motivational strategies should be included; for example, the teacher can let the learners do group work or work in pairs because classmate is one of the important factors for learners to have high motivation. Also, some rewards or praise should be added more in language class.

#### **5.4 Limitations**

Based on the results of the study, it is important to acknowledge a limitation that may affect the outcomes of the study. For example, the findings suggest that high and low achievers have similarities in L2MSS learning characteristics. It may relate to the online instrument due to Covid 19 Situation.

### **5.5 Recommendations for Further Studies**

The finding of the study showed some recommendations for further study. Firstly, it is recommended that further study should investigate learners' language acquisition for high and low achievements when they show the same causes of learning motivation. Secondly, it recommends conducting the instruments with learners via onsite research instead of online research instruments.





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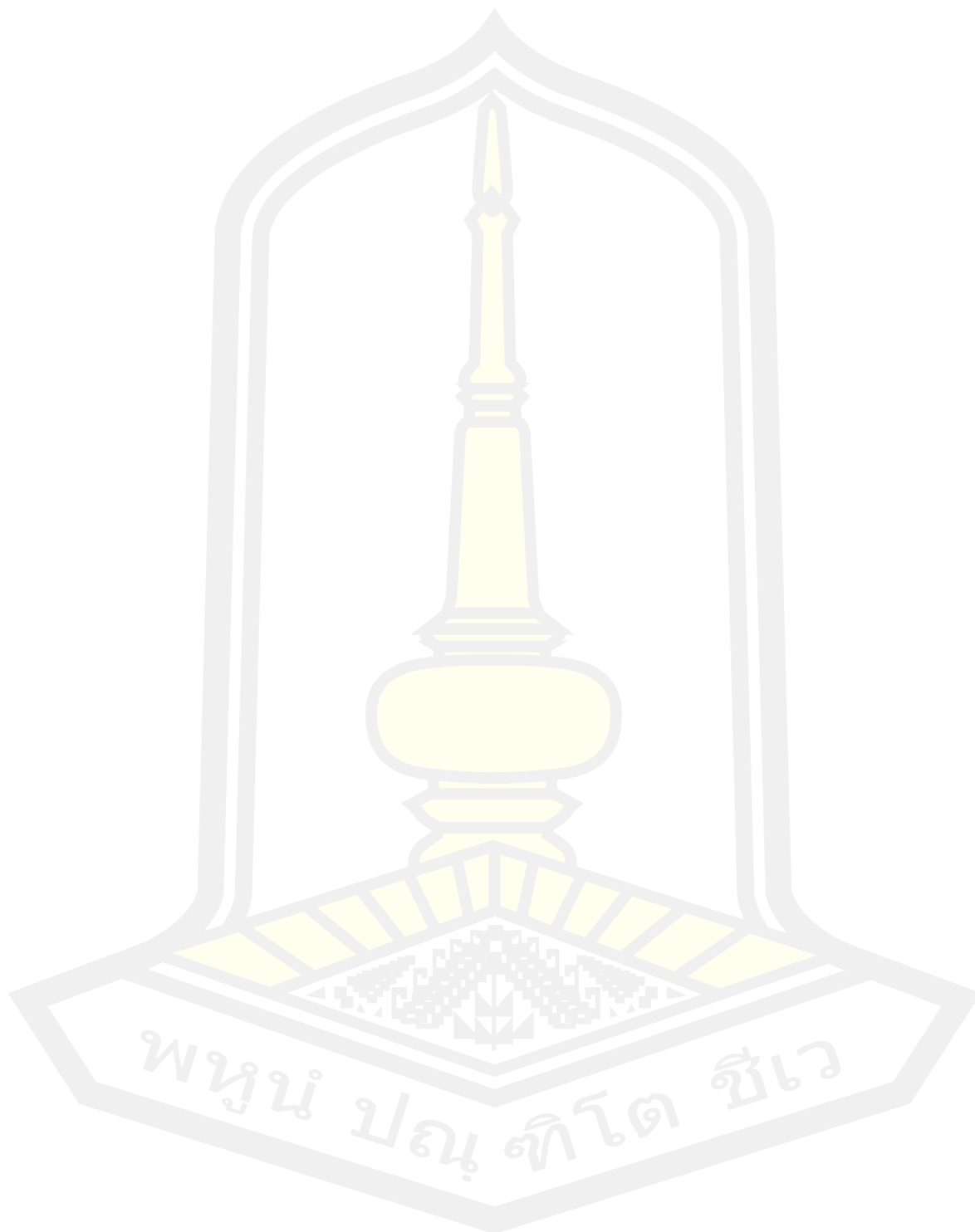
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**APPENDIXES**



### **Appendix I-A: Motivation Questionnaire**

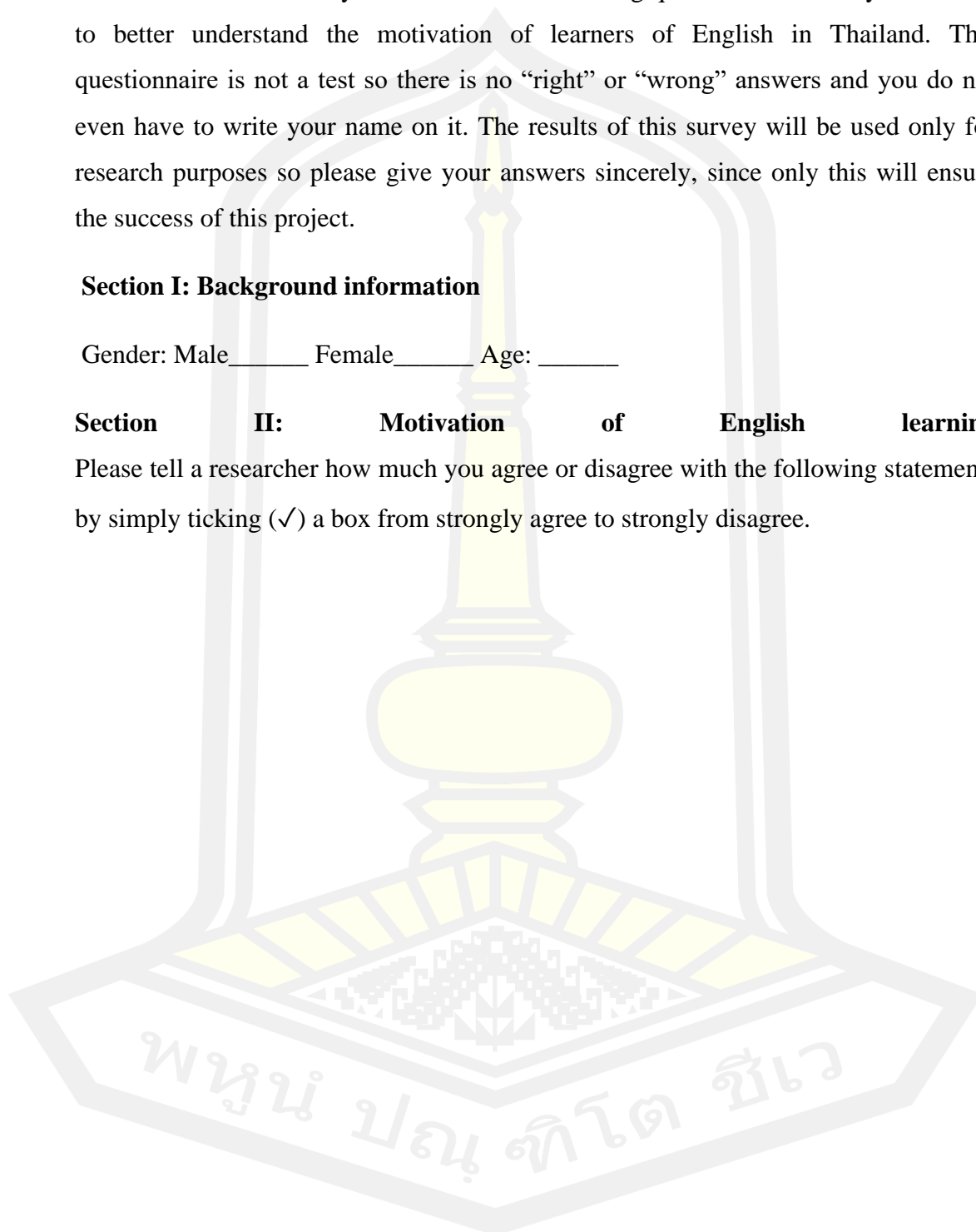
A researcher would like you to answer the following questions in a survey conducted to better understand the motivation of learners of English in Thailand. This questionnaire is not a test so there is no “right” or “wrong” answers and you do not even have to write your name on it. The results of this survey will be used only for research purposes so please give your answers sincerely, since only this will ensure the success of this project.

#### **Section I: Background information**

Gender: Male \_\_\_\_\_ Female \_\_\_\_\_ Age: \_\_\_\_\_

#### **Section II: Motivation of English learning**

Please tell a researcher how much you agree or disagree with the following statements by simply ticking (✓) a box from strongly agree to strongly disagree.



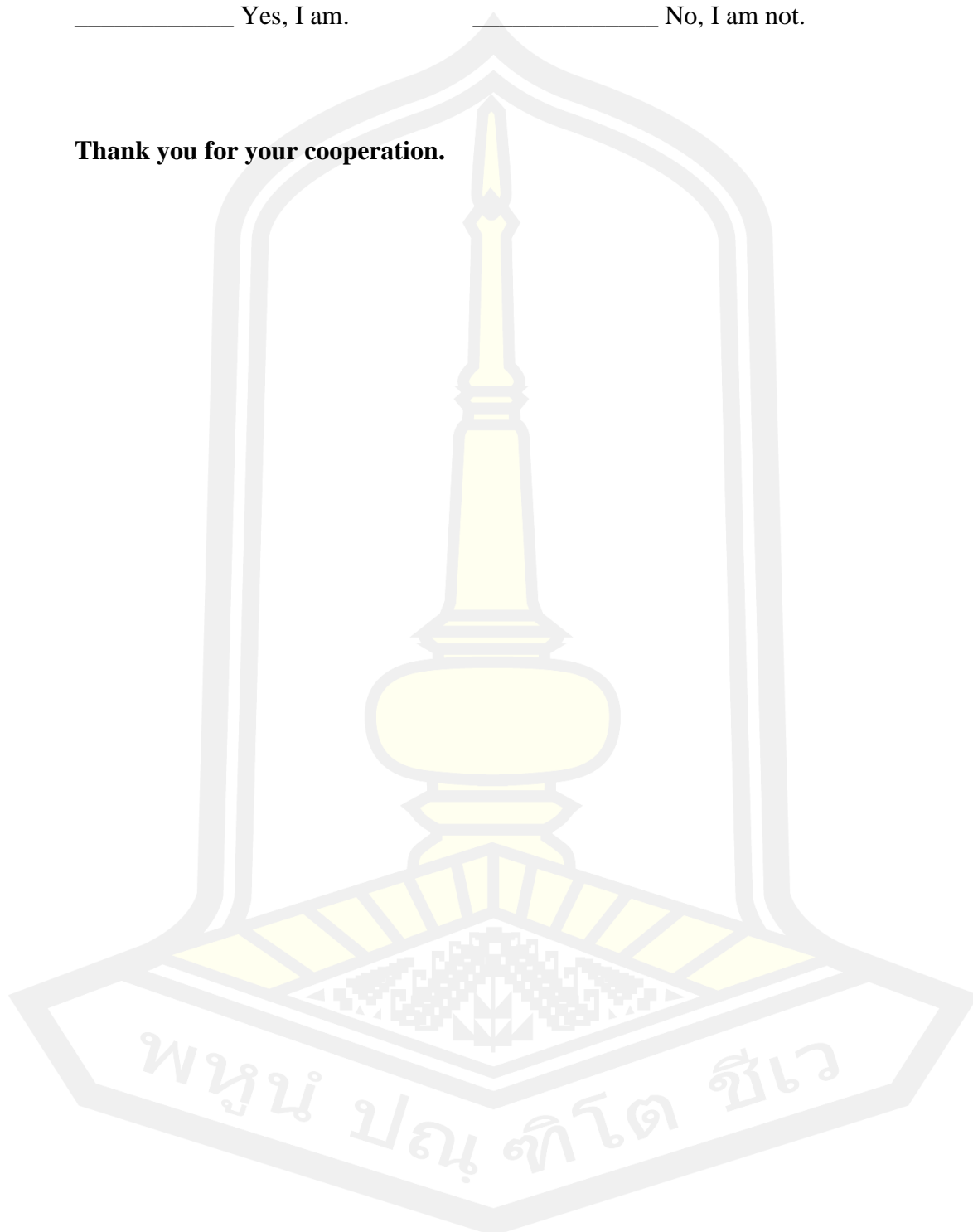
No.	Statement	Strongly agree	Agree	Disagree	Strongly Disagree
<b>Ideal L2 Self</b>					
1.	I can imagine myself living abroad, and having a discussion in English and using English effectively for communicating with locals				
2.	I can imagine a situation where I am speaking English with international friends or foreign colleagues.				
3.	I can imagine myself writing English e-mail fluently.				
4.	Whenever I think of my future career, I can imagine myself using English as if I were a native speaker of English				
5.	The things I want to do in the future require me to use English.				
6.	I can imagine myself studying in a university where all of my courses are taught in English.				
<b>Ought-to L2 Self</b>					
7.	I consider learning English important because my parents and people I respect think that I should do it to be an educated person.				
8.	I study English because people around me think it is important.				
9.	I will have a negative impact on my life if I do not learn English.				
10.	Learning English is necessary because people around surrounding me expect me to do so.				
11.	Studying English is important to me because other people will respect me more if I have knowledge of English.				
12.	If I fail to learn English, I will be letting other people down.				
<b>L2 Learning Experience</b>					
13.	I really enjoy learning English and the atmosphere of my English class.				
14.	I find learning English is very interesting and I like the activities done in my English classes.				
15.	I like English because of my English teachers.				
16.	My classmates in my English class help me understand English better.				
17.	The books in my English class suit my needs.				
18.	The level of difficult of materials helps me improve my English.				



Are you willing to be interviewed for in-depth information or not?

\_\_\_\_\_ Yes, I am. \_\_\_\_\_ No, I am not.

**Thank you for your cooperation.**



## Appendix I-B: Motivation Questionnaire (Thai Version)

### แบบสอบถามแรงจูงใจในการเรียนภาษาอังกฤษ

นักวิจัยต้องการคำตอบจากคำถามต่อไปนี้ในแบบสำรวจเพื่อที่จะได้เข้าใจดีขึ้นเกี่ยวกับแรงจูงใจของผู้เรียนภาษาอังกฤษในประเทศไทย แบบสอบถามนี้ไม่ใช่แบบทดสอบ ดังนั้นจึงไม่มีคำตอบประเภท “ถูก” หรือ “ผิด” และนักเรียนไม่จำเป็นต้องเขียนชื่อลงบนแบบสอบถาม ผลของการสำรวจนี้จะนำไปใช้เพื่อวัตถุประสงค์ในการวิจัยเท่านั้น กรุณาให้คำตอบตามความเป็นจริง เพื่อความมั่นใจได้ว่าโครงการนี้จะประสบความสำเร็จ กรุณาแจ้งให้นักวิจัยทราบว่านักเรียนมีความเห็นด้วยหรือไม่เห็นด้วยกับประโยคคำถามต่อไปนี้โดยการทำเครื่องหมาย (✓) ที่ช่องว่าง โดยมีระดับจากเห็นด้วยอย่างยิ่ง ไปจนถึงไม่เห็นด้วยอย่างยิ่ง

ข้อ	ข้อความ
1.	โปรแกรม <input type="checkbox"/> 1. ภาษาอังกฤษรวมถึง SEM Gifted และอื่น ๆ <input type="checkbox"/> 2. ปกติ
2.	กำลังศึกษาระดับมัธยมศึกษา <input type="checkbox"/> ชั้นปีที่ 4 <input type="checkbox"/> ชั้นปีที่ 5 <input type="checkbox"/> ชั้นปีที่ 6
3.	เพศ <input type="checkbox"/> ชาย <input type="checkbox"/> หญิง
4.	ภาษาหลักที่ใช้สื่อสารในชีวิตประจำวัน .....
5.	คุณเรียนภาษาอังกฤษนานเท่าไร? <input type="checkbox"/> น้อยกว่า 5 ปี <input type="checkbox"/> 5-10 <input type="checkbox"/> 10-15 ปี <input type="checkbox"/> มากกว่า 15 ปี
6.	คุณเคยไปประเทศที่ใช้ภาษาอังกฤษเป็นภาษาหลักในการสื่อสาร หรือไม่ ? <input type="checkbox"/> เคย <input type="checkbox"/> ไม่เคย

ส่วนที่ 2 แบบสอบถามความคิดเห็นของนักเรียนระดับมัธยมศึกษาเกี่ยวกับแรงจูงใจในการเรียนภาษาอังกฤษ  
กรุณาแจ้งให้นักวิจัยทราบว่า นักเรียนมีความเห็นด้วยหรือไม่เห็นด้วยกับประโยคกล่าวต่อไปนี้โดยการทำ  
เครื่องหมาย (✓) ที่ช่องว่าง โดยมีระดับจากเห็นด้วยอย่างยิ่ง ไปจนถึงไม่เห็นด้วยอย่างยิ่ง

ข้อ	รายการพิจารณา	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
Ideal L2 Self					
1.	ฉันสามารถจินตนาการได้ว่าตัวเองเรียนที่ต่างประเทศ มีการอภิปรายกันเป็นภาษาอังกฤษและใช้ภาษาอังกฤษได้อย่างมีประสิทธิภาพในการสื่อสารกับคนในท้องถิ่น				
2.	ฉันสามารถจินตนาการถึงสถานการณ์ที่ฉันกำลังพูดภาษาอังกฤษกับชาวต่างชาติกับเพื่อนหรือเพื่อนร่วมงานที่เป็นชาวต่างชาติ				
3.	เมื่อใดก็ตามที่ฉันคิดถึงอาชีพในอนาคตของฉัน ฉันจินตนาการได้ว่าตัวเองกำลังพูดภาษาอังกฤษกับเพื่อนหรือเพื่อนร่วมงานที่เป็นชาวต่างชาติได้ราวกับว่าฉันเป็นเจ้าของภาษาอังกฤษ				
4.	สิ่งที่จะต้องการทำในอนาคตนั้นจำเป็นต้องใช้ภาษาอังกฤษ				
5.	ฉันสามารถจินตนาการได้ว่าตัวเองกำลังเรียนอยู่ในมหาวิทยาลัยที่ทุกหลักสูตรที่ฉันเรียนนั้นเป็นภาษาอังกฤษทั้งหมด				
6.	ฉันสามารถจินตนาการได้ว่าตัวเองเขียนอีเมลเป็นภาษาอังกฤษได้อย่างคล่องแคล่ว				
Ought-to L2 Self					
7.	ฉันเรียนภาษาอังกฤษเพราะว่าคนรอบตัวฉันคิดว่าภาษาอังกฤษนั้นสำคัญ				
8.	การเรียนภาษาอังกฤษนั้นจำเป็นเนื่องจากคนที่อยู่รอบ ๆ ตัวฉันคาดหวังให้ฉันเรียนภาษาอังกฤษ				
9.	ฉันถือว่าการเรียนภาษาอังกฤษเป็นเรื่องสำคัญเนื่องจากพ่อแม่ของฉันและคนที่ฉันนับถือเชื่อว่าฉันต้องเรียนภาษาอังกฤษจึงจะเป็นคนที่มีการศึกษา				
10.	หากฉันไม่เรียนภาษาอังกฤษ ฉันจะได้รับผลกระทบทางลบต่อชีวิตของฉัน				
11.	การเรียนภาษาอังกฤษเป็นสิ่งสำคัญสำหรับฉัน เพราะคนอื่น ๆ จะเคารพยกย่องฉันมากขึ้นหากฉันมีความรู้ภาษาอังกฤษ				
12.	หากฉันล้มเหลวในการเรียนรู้ภาษาอังกฤษแล้ว ฉันก็จะทำให้คนอื่น ๆ ผิดหวัง				

ข้อ	รายการพิจารณา	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
L2 Learning Experience					
13.	ฉันชอบบรรยากาศในชั้นเรียนวิชาภาษาอังกฤษของฉันและฉันมีความสุขกับการเรียนภาษาอังกฤษจริงๆ				
14.	ฉันพบว่าการศึกษาภาษาอังกฤษนั้นเป็นที่น่าสนใจมากและฉันชอบกิจกรรมที่ทำในชั้นเรียนภาษาอังกฤษของฉัน				
15.	ฉันชอบภาษาอังกฤษเพราะว่าฉันชอบครูผู้สอน				
16.	เพื่อนร่วมชั้นในชั้นเรียนภาษาอังกฤษของฉันช่วยให้ฉันเข้าใจภาษาอังกฤษได้ดีขึ้น				
17.	เนื้อหาของหนังสือในชั้นเรียนภาษาอังกฤษของฉันสอดคล้องกับความต้องการของฉัน				
18.	ระดับความยากของเนื้อหาช่วยให้ฉันพัฒนาภาษาอังกฤษของฉัน				

ผู้ตอบแบบสอบถามยินยอมเป็นผู้ให้สัมภาษณ์ข้อมูลเพิ่มเติมหรือไม่

\_\_\_\_\_ ยินยอม \_\_\_\_\_ ไม่ยินยอม

ขอขอบคุณทุกคนที่ให้ความร่วมมือตอบแบบสอบถาม



**Appendix II-A: Interview Questions****Personal background**

Which school do you attend?

Which year are you in?

How old are you?

**Information on English language competence**

How long have you been learning English?

Have you passed a language examination?

How was your score of English exam for 3 years?

**Students' motivation in learning English**

Have you ever imagined yourself using English in the future?

What efforts do you make to perform well in this class?

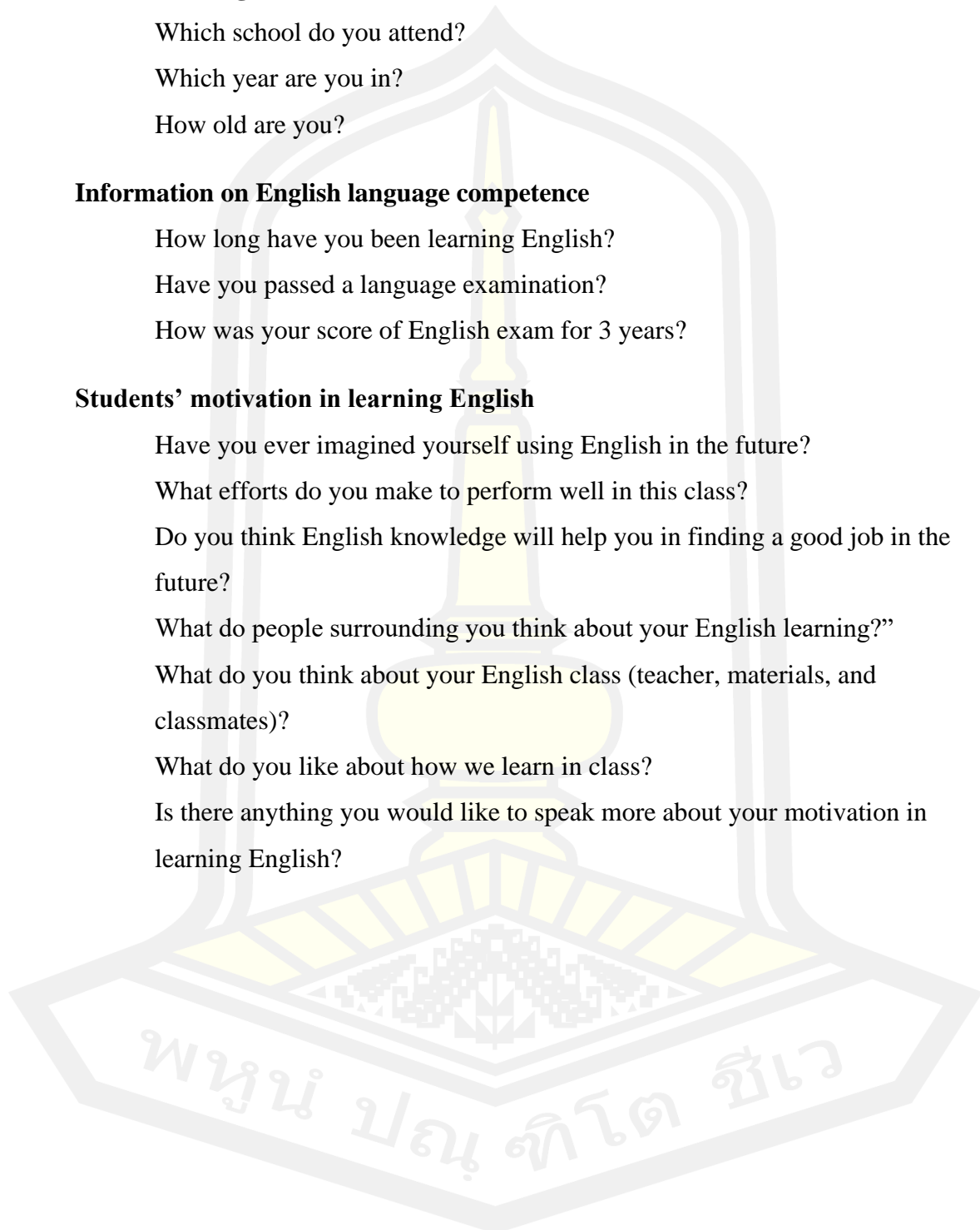
Do you think English knowledge will help you in finding a good job in the future?

What do people surrounding you think about your English learning?"

What do you think about your English class (teacher, materials, and classmates)?

What do you like about how we learn in class?

Is there anything you would like to speak more about your motivation in learning English?



## Appendix II-B: Interview Questions (Thai Version)

### คำถามสัมภาษณ์

#### ข้อมูลพื้นฐาน

- นักเรียนเข้าศึกษาที่โรงเรียนใด
- นักเรียนเรียนอยู่ในระดับชั้นใด
- นักเรียนอายุเท่าใด

#### ข้อมูลเกี่ยวกับความสามารถทางด้านภาษาอังกฤษ

- นักเรียนได้เรียนภาษาอังกฤษมานานเพียงใดแล้วคะ
- ผลการเรียนภาษาอังกฤษของนักเรียนเป็นอย่างไรบ้างคะ
- คะแนนสอบระดับชั้นม.ปลายวิชาภาษาอังกฤษของนักเรียนเป็นอย่างไรบ้างคะ

#### แรงจูงใจของนักเรียนในการเรียนภาษาอังกฤษ

- นักเรียนคิดเห็นอย่างไรกับการนิเทศภาพตัวเองใช้ภาษาอังกฤษในอนาคต
- ช่วยเล่าสิ่งที่คุณนักเรียนทำเพื่อให้มีผลการเรียนภาษาอังกฤษดีให้ฟังหน่อยค่ะ
- นักเรียนคิดว่าภาษาอังกฤษมีผลต่ออนาคตการทำงานอย่างไรบ้างคะ
- คนรอบตัวหรือคนใกล้ชิดที่คุณนักเรียนมีความเห็นอย่างไรกับการเรียนภาษาอังกฤษคะ
- นักเรียนมีความคิดเห็นอย่างไรเกี่ยวกับชั้นเรียนภาษาอังกฤษคะ(ครู สื่อการเรียน เพื่อนร่วมชั้น)
- นักเรียนมีความคิดเห็นอย่างไรเกี่ยวกับวิธีการเรียนภาษาอังกฤษของเราในชั้นเรียนคะ
- มีความคิดเห็นใดใหม่คะที่นักเรียนต้องการเพิ่มเติมเกี่ยวกับแรงจูงใจในการเรียนภาษาอังกฤษคะ

พูน ปณ ทิโต ชิว

### Appendix III: Ethics Approval



## บันทึกข้อความ

ส่วนราชการ กองส่งเสริมการวิจัยและบริการวิชาการ มหาวิทยาลัยมหาสารคาม 1758

ที่ อว 0605.1(9)/1912

วันที่ ๑ พฤษภาคม 2565

เรื่อง ขอส่งหนังสือรับรองจริยธรรมการวิจัยในคน

เรียน คณะคณบดีมนุษยศาสตร์และสังคมศาสตร์

ตามที่นิสิตในสังกัดของท่านได้ยื่นโครงการวิจัยเพื่อขอรับการพิจารณาจริยธรรมการวิจัยในคน จำนวน 1 เรื่อง ดังนี้

1. ความสัมพันธ์ระหว่างกรอบแนวคิด L2 Motivational Self System และผลการเรียน ภาษาอังกฤษของนักเรียนไทยระดับมัธยมศึกษา : Relationship between L2 Motivational Self System and English Learning Achievement of Thai High School Learners. (No.167/65)

บัดนี้ คณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัยมหาสารคาม ได้พิจารณาโครงการวิจัย ข้างต้นบนพื้นฐานด้านจริยธรรมการวิจัยในคนแล้ว เมื่อวันที่ 27 เมษายน 2565 พร้อมทั้งมีมติอนุมัติรับรอง โครงการวิจัยแบบยกเว้น (Exemption Review) ตามเอกสารใบรับรองจริยธรรมการวิจัยในคนที่ส่งมาพร้อม กันนี้ ทั้งนี้หากมีการเปลี่ยนแปลงใดๆ ในโครงการวิจัย ผู้วิจัยจักต้องยื่นขอรับการพิจารณาใหม่

จึงเรียนมาเพื่อโปรดทราบและดำเนินการต่อไป

(นางฉวีวรรณ อรรถเศรษฐ์)

เลขานุการคณะกรรมการจริยธรรมการวิจัยในคน  
มหาวิทยาลัยมหาสารคาม



คณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัยมหาสารคาม

เอกสารรับรองโครงการวิจัย

เลขที่การรับรอง : 148-167/2565

ชื่อโครงการวิจัย (ภาษาไทย) ความสัมพันธ์ระหว่างกรอบแนวคิด L2 Motivational Self System และผลการเรียนภาษาอังกฤษของนักเรียนไทยระดับมัธยมศึกษา

ชื่อโครงการวิจัย (ภาษาอังกฤษ) Relationship between L2 Motivational Self System and English Learning Achievement of Thai High School Learners.

ผู้วิจัย : นางสาวจิตรา ปัตติยะ

หน่วยงานที่รับผิดชอบ : คณะมนุษยศาสตร์และสังคมศาสตร์

สถานที่ทำการวิจัย : มหาวิทยาลัยมหาสารคาม

ประเภทการพิจารณาแบบ : แบบยกเว้น

วันที่รับรอง : 27 เมษายน 2565

วันหมดอายุ : 26 เมษายน 2566

ข้อเสนอการวิจัยนี้ ได้รับการพิจารณาและให้ความเห็นชอบจากคณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัยมหาสารคามแล้ว และอนุมัติในด้านจริยธรรมให้ดำเนินการศึกษาวิจัยเรื่องข้างต้นได้ บนพื้นฐานของโครงร่างงานวิจัยที่คณะกรรมการฯ ได้รับและพิจารณา เมื่อเสร็จสิ้นโครงการแล้วให้ผู้วิจัยส่งแบบฟอร์มการปิดโครงการและรายงานผลการดำเนินงานมายังคณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัยมหาสารคาม หรือหากมีการเปลี่ยนแปลงใดๆ ในโครงการวิจัย ผู้วิจัยจักต้องยื่นขอรับการพิจารณาใหม่

..... กตัญญู นางสาวจิตรา .....

(ผู้ช่วยศาสตราจารย์ เกสัชกรหญิงรัตวี สว่างจิตร์)

ประธานคณะกรรมการจริยธรรมการวิจัยในคน

มหาวิทยาลัยมหาสารคาม

ทั้งนี้ การรับรองนี้มีเงื่อนไขดังที่ระบุไว้ด้านหลังทุกข้อ (ดูด้านหลังของเอกสารรับรองโครงการวิจัย)



## Certificate of Approval

Approval number: 148-167/2022

**Title :** Relationship between L2 Motivational Self System and English Learning Achievement of Thai High School Learners.

**Principal Investigator :** Miss Jitra Pattiya

**Responsible Department :** Faculty of Humanities and Social sciences

**Research site :** Maharakham University

**Review Method :** Exemption Review

**Date of Manufacture :** 27 April 2022

**expire :** 26 April 2023

This research application has been reviewed and approved by the Ethics Committee for Research Involving Human Subjects, Maharakham University, Thailand. Approval is dependent on local ethical approval having been received. Any subsequent changes to the consent form must be re-submitted to the Committee.

*Ratree S.*

(Asst. Prof. Ratree Sawangjit)

Chairman

Approval is granted subject to the following conditions: (see back of this Certificate)



## BIOGRAPHY

<b>NAME</b>	Jitra Pattiya
<b>DATE OF BIRTH</b>	March 22, 1984
<b>PLACE OF BIRTH</b>	Nakhonpanom, Thailand
<b>ADDRESS</b>	555/101 Sivalee-Mahasarakham Tasongkon sub-district Muang Mahasarakham
<b>POSITION</b>	Teacher of English
<b>PLACE OF WORK</b>	Mahasarakham University Demonstration School (Elementary)
<b>EDUCATION</b>	2006 Bachelor of Arts (B.A.) in English, Nakhon Ratchasima Rajabhat University 2022 Master of Education (M.Ed.) in English Language Teaching, Mahasarakham University

