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The L2 motivational self system profile of Greek adolescents

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The L2 motivational self system (L2MSS) theory (Dörnyei, 2005) has been the dominant theory in L2 motivation research for over a decade now, yet it has been scarcely investigated in the Greek education context. The present study explores the ideal L2 self, the ought-to L2 self, instrumentality promotion and instrumentality prevention aspects of Greek junior high school students (N=598) in relation to demographic variables such as gender, school grade, self-reported competence, extra language classes and parental educational level. The results indicated the following order of frequencies in the motivational variables in descending order: instrumentality promotion, ideal L2 self, ought-to L2 self, and instrumentality prevention. The anova results indicated that females and students who have higher perceived level of competence, attend extra language classes and whose parents' are more educated demonstrate statistically significantly higher scores in ideal L2 self and instrumentality promotion. The results are discussed in relation motivation enhancement teaching interventions. (151 words)

Key words: L2MSS, ideal L2 self, ought-to L2 self, instrumentality, gender, parental educational level, extra language classes.

1. Introduction

For many years research in L2 motivation has been dominated by the socio-educational model initially introduced by Robert Gardner and his associates (Gardner, 1985). Based on studies conducted within the bilingual dynamics of the Canadian context, Gardner reached the conclusion that the level of the L2 learner's integration in the target language community is the strongest determinant of learning motivation. In spite of the major significance the concept of integrativeness holds, it came in the spotlight of criticism. The main point of that criticism was that the concept of integrativeness requires and, in most cases, also assumes an identifiable and available L2 community. However, due to modern technological advancements, in addition to the gradual appearance of "World Englishes" (Kachru, 2005), contexts with no definite ethnolinguistic group or community of speakers have emerged, into which English language learners aim at integrating. As Ryan explains,

where global languages such as English are concerned, *“not only are notions of contact with an English-speaking community dissimilar to those envisaged by Gardner, but the concept of that community itself is an altogether more vague, abstract entity”* (Ryan, 2009, p. 124).

2. The L2 Motivational Self System

Growing dissatisfaction with the concept of intergrativeness due to the internationalization of English language brought about the need for a novel theoretical framework. Dörnyei (2005) proposed the L2 Motivational Self System (L2MSS) with the intention of accommodating various research avenues, within the modern trend of increased emphasis on the way L2 learners envision themselves in relation to language learning. Proponents of this theory, expect L2 learners to be motivated by the differentiation of their present selves and their future, ideal L2 selves. Having its roots in L2 motivation research and developments in modern psychology, the L2MSS has a solid theoretical basis, as it draws its paradigms mainly from the theory of possible selves (Markus and Nurius, 1986), the self-discrepancy theory (Higgins, 1987) and self-regulatory focus theory (Higgins, 1987).

Markus and Nurius' (1986) theory of possible selves focuses on the individuals' vision of themselves in the future. One's possible selves reflect hopes, fantasies and fears, forming a variety of possible life outcomes. In their study Markus and Nurius (1986, p. 954) divide possible selves into three main types, “ideal selves that we would like to become”, “selves we are afraid of becoming” and, finally, “selves that we could become”. The connection of possible selves to motivation is that, by creating an environment in which present selves can be assessed, behaviour aims at positive future outcomes and away from negative ones.

Higgins' theory of self-discrepancy (Higgins, 1987, 1998) focuses on the functions of certain possible selves. The theory has two main components, called Ideal Self, and Ought Self respectively. The former refers to the characteristics the learner would ideally like to master, while the latter relates to characteristics believed necessary to be mastered so as to fulfil certain expectations of their social environment. In this way the Ideal Self includes hopes, dreams and desires, while the Ought Self encompasses commitments and duties. Higgins argues that the learner behaves in a way perceived to decrease the distance between the present self and future Ideal and Ought Selves. The clearer the “future self-guides” are, the more capable learners become of regulating their behaviour towards the achievement of their hopes, dreams and wishes.

Higgins (1987) also proposes that regulation of human behaviour is based on a balance between a promotion focus, with which people are capable of anticipating future gain or pleasure and a prevention focus, which enables them to anticipate future loss or pain, resulting from their actions. Depending on their dominant focus, individuals may display one of two types of regulatory orientation, a promotional or a preventional one. The former is associated with accomplishment, advancement and the achievement of desirable future results, whereas, the latter relates to safety, security and the aversion of unwanted effects (Higgins, 1987, 1997; Higgins, Shah, & Friedman, 1997).

Apart from the aforementioned developments in the fields of motivation theories and psychology, Dörnyei also based his new conceptualization on his own empirical research on L2 learners' motivation (Dörnyei, Csizér & Németh, 2006). Data found by studying a large sample of High School students in Hungary, supported an interpretation of learners identifying with an internal image of an “L2-speaking self” rather than an external reference

group. Thus, the main aspects of integrativeness (Gardner, 1985) with a specific L2 reference group were incorporated into the ideal L2 self construct.

2.1. The principal components of L2MSS

The L2MSS contains three components: the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience. The *Ideal L2 Self* represents the image the L2 learner would ideally like to become in the future, a desirable future self. It functions as a powerful learning motivator based on the individual's will to lessen the distance between the actual present and the ideal future self. The *Ought-to L2 Self* is the L2-specific facet of one's ought-to self. It is much less internalized than the ideal self and may motivate the individual towards learning the second language, in order to fulfil expectations of significant others and avert unwanted consequences.

The *L2 learning experience* refers to the learner's attitudes toward the process of L2 learning and is influenced by features inherent in the environment where the learning takes place. Such features include the curriculum, the L2 teacher, the peer group, and the teaching materials (Dörnyei, 2005). This aspect of the L2MSS has been shown to have a very strong effect on motivated behaviour (Csizér and Kormos, 2009; Taguchi *et al.*, 2009). The reason for this is that "for some language learners the initial motivation to learn a language does not come from internally or externally generated self images but rather from successful engagement with the actual language learning process" (Dörnyei, 2009, p. 29). In comparison to the Ideal and the Ought-to L2 selves, which are judged to be more stable conceptions of motivation, the L2 learning experience is thought to be more situation-specific.

Within this model, Dörnyei (2005, 2009) also proposed two aspects of the traditional instrumentality concept: *instrumentality promotion* and *instrumentality prevention*. The first one concerns motivation with an achievement focus, such as learning English to pursue higher education and the second one describes motivation with an avoidance focus, such as studying so as not to disappoint one's parents. It is important to differentiate between promotional and preventional instrumentality, as the former has been found to be strongly associated with the Ideal L2 Self, while the latter to the Ought-to L2 Self, with the two aspects presumably constituting the occupational/ employment perspectives of the two future selves (Taguchi *et al.*, 2009).

2.2. Application of the L2MSS

Ever since the L2MSS was proposed by Dörnyei (2005, 2009), it has drawn the attention of many researchers. Boo *et al* (2015) highlight an "unprecedented boom" in L2MSS research studies in the 2005-2015 decade, especially in East Asia and Japan in contrast to the North American context of the social-psychological period with Gardner's socio-educational model (Al-Hoorie 2017).

As several recent studies have shown, the L2MSS is applicable across different countries such as Hungary (Kormos and Csizér 2008; Csizér and Lukács, 2010), Japan, China, and Iran (Taguchi *et al.*, 2009, Papi, 2010), Saudi Arabia (Al-Shehri, 2009), Sweden (Henry, 2009), Indonesia (Lamb, 2012), and Pakistan (Islam, Lamb & Chambers, 2013) as well as in relation to other foreign languages (FL) such as German (Busse, 2013). The present study constitutes an attempt to explore the L2MSS in the Greek context, which, to the best of our knowledge,

has not been researched yet. Moreover, the originality of the study also lies in the fact that it focuses on the adolescent population of junior high school which is highly underrepresented in L2MSS research; only 20% of studies have focused on this age group (Boo *et al.*, 2015: 151).

According to research conducted so far, the Ideal L2 Self seems to be the most powerful component of the L2MSS. From an early point in the system's development it was evident that key dimensions of motivation, such as integration, attitude towards L2 speakers or motivated learning behaviour were interrelated. Thus, it comes as no surprise that many studies have shown it to be a strong determinant of learning attitudes and outcomes (e.g., Csizér & Lukács, 2010; Islam *et al.*, 2013; Papi, 2010; Ryan, 2009; Taguchi *et al.*, 2009). In many of those studies the Ideal L2 Self was the most powerful motivator of all the variables studied (e.g. Al-Shehri, 2009; Ueki & Takeuchi, 2012) and displayed the strongest influence on intended effort (e.g. Papi, 2010). These findings are also in alignment with the established literature in motivation psychology, which assumes that the more self-internalized and intrinsic a motive is, the more effort individuals make towards its achievement (e.g., Noels *et al.*, 1999).

There are numerous reports on the basis of which the Ought-to L2 Self applies significantly less effect on the motivation of the individual compared to the Ideal L2 Self (Islam *et al.*, 2013; Papi, 2010; Taguchi *et al.*, 2009). The Ought-to L2 Self increases anxiety, a fact that possibly explains its secondary role in producing positive L2 learning results (Papi, 2010). Nevertheless, there are cases of L2 learning contexts, such as the Asian, or certain learner subgroups within a context, where the Ought-to L2 Self has a major impact on motivation (You & Dörnyei, 2016). This phenomenon may be related to the intense presence of extrinsic/aversion factors in these contexts, such as strong family influence and pressure for professional success in Asian cultures (Taguchi *et al.*, 2009), or subgroup-specific conditions that do not favour the formation of a detailed and vivid Ideal L2 Self-image (Ueki & Takeuchi, 2012).

Based on the self-regulatory focus theory (Higgins, 1987) and viewing the Ideal and the Ought-to L2 Selves as two ends of a motivational continuum, Dörnyei made a prediction about learners' regulatory focuses. He estimated that learners with a more powerful Ideal L2 Self would demonstrate a promotional regulatory focus and appreciate the transition to positive results, while learners with more powerful Ought-to L2 Self would display a preventional regulatory focus and be under pressure to avert the consequences of not fulfilling their obligations and what is generally expected of them (Dörnyei, 2009b). Taguchi *et al.*, (2009) support that Instrumentality Promotion has a stronger correlation with the Ideal L2 Self than Instrumentality Prevention. Conversely, Instrumentality Prevention has a stronger correlation with the Ought-to L2 Self than Instrumentality Promotion. Depending on their dominant Instrumentality type, L2 learners were categorised into groups according to their focus, namely promotional and preventional, and studied separately with the help of cluster analysis (Papi & Teimouri, 2014). The results revealed that the ideal L2 self and instrumentality promotion related to motivated behaviour for the promotion-focus as well as the prevention-focus group. On the other hand, the ought-to L2 self and instrumentality prevention related to motivated learning behaviour only for the prevention-focus group. Thus, the consideration of motivational types in the research of L2 motivation has been recognized as important.

Overall, different future selves and instrumentality foci took priority in learners' motivation in the diverse geographical areas studies due to cultural and social reasons. Since the L2MSS model of motivation has not adequately been studied in the Greek EFL context, the present study aspires to contribute to the literature and spur further research.

3. Methodology

3.1. Aim and research questions of the study

The purpose of the research is to explore the L2MSS of learners towards EFL learning. The study will focus on the following research questions:

- (a) What is the L2MSS of Greek adolescent EFL students in terms of *Ideal L2 Self, Ought-to Self, Instrumentality Promotion, Instrumentality Prevention*?
- (a) How do the components of the learners' L2MSS differ in relation to gender, school grade, and self-reported level of competence?
- (a) How do the components of the learners' L2MSS differ in relation to demographic variables such as extra language classes and their parental educational background?

3.2. Participants

598 students of second and third grade (49.3% males and 50.7% females) from five public high schools in Rethymnon, Crete took part in the study. The method of cluster or stratified random sampling was employed, according to which a number of schools is selected at random to participate in the study and all students of the selected schools are considered as participants (Dörnyei, 2007). The choice of schools was semi-random with a view to representing students of all the social and learning backgrounds of the county of Rethymnon.

Gender		Certificate holders		Extra classes		Educational level		
							Fathers'	Mothers'
Male	294 49.4%	0	289	no	83	primary	66	38
Female	301 50.6%	B1	97	private tutoring	157	compulsory	91	63
Not stated	3	B2	172	FL school	358	secondary	212	201
Grade		C2	40			post secondary	84	102
2 nd	260					HE	129	168
3 rd	335							

Table 1. Demographic characteristics of the participants.

The majority of the participants belong to the 14 (N= 236) and 15 (N= 323) age. According to data from the local Bureau of Secondary Education, the students who participated in the survey constituted 25.41% of 2nd graders, 33.70% of 3rd graders, of the respective grades for

the school year 2017-2018 (598 in total out of 2028 2nd and 3rd grade High School students). It could be claimed that the distribution of the participants is quite even and representative of the sample in terms of its distribution across the students' grade and gender.

Concerning the participants' extra language classes, the vast majority of the students (86.2%) attend English Language Courses after school as well. More specifically, 83 students of the sample (13.8%) learn English at school only, 157 students (26.3%) have private lessons and 358 students (59.9%) attend a private English language school. Students were asked to state the language certificates they hold according to which their self-reported language competence was defined. Table 1 summarises the demographic characteristics of our participants.

3.3. Instrument

The data collection instrument used in this study was the Greek version of the L2MSS questionnaire by Taguchi *et al.* (2009) (see Appendix A). The choice of a questionnaire was based on evidence of it being a useful research tool in various studies. It is also known to be relatively easy to assemble, versatile and capable of gathering large amounts of data in a quick manner and a readily processable form (Dörnyei, 2007). The choice of the specific questionnaire was made on the grounds that it is a tried and reliable research instrument and this would render the results comparable to studies in other educational contexts. Boo *et al.* (2015:153) found that despite the effort to introduce novel instruments in the L2MSS research, the questionnaire still remains the most widely used one.

Since there was no minimum level requirement for the participants' English competence, the questionnaire was administered in Greek, so all students would be able to understand it and answer accordingly. The Greek translation was piloted with 5 EFL adolescent students to check the wording of each item and then checked by a Greek language teacher. The questionnaire consisted of two distinct parts.

The first one concerned the gathering of information about the participants' L2 MSS and specifically the four scales of Ideal L2 Self, Ought-to L2 Self, instrumentality promotion and instrumentality prevention (Taguchi *et al.* (2009). There was a total of 20 items, equally divided among the 4 scales (5 items for each one). Each item was given in the form of a statement using a 6-point Likert-like scale from agree strongly-6 or disagree strongly-1. The second part of the questionnaire concerned the collection of demographic data, such as age, gender, parents' educational level and the English language certificates they hold.

3.4. Procedure

After the second author visited the five public high schools of the Rethymnon prefecture schools to inform the headmasters about the nature and aim of the research, permission was granted to carry out the research in each of the schools on agreed upon dates. The questionnaires were to be completed during the English language course in the presence of the second author, so that any possible queries could be clarified when necessary. Participation in the research was anonymous and voluntary, with students being willing to participate in the process and the English language teachers eager to assist. The completion of the data collection process took about three months from January to March 2018.

3.5. Data Analysis

The data obtained from student responses were processed statistically with the use of IBM SPSS® version 24 statistics software. Principle component analysis was run on the questionnaire items to check the internal consistency of its Greek translation. Compound variables were formed based on the factors. Reliability was checked through computation of Cronbach's alpha test. The compound variables were later used in the analyses of variance (anova) as dependent variables against which to measure the effect of the independent factors (gender, self-perceived level of competence, extra classes and parents' educational level). Significance level was set at 0.05.

4. Results

Principle component analysis with Varimax rotation on the twenty items of the L2MSS questionnaire indicated four factors with Eigenvalues higher than 1. The Kaiser-Meyer-Olkin (KMO) and Bartlett's test of sphericity indicated significant adequate sampling. Three items (No 13, 14, 15) loaded on two factors and were removed from the analysis. The current factor solution can still indicate towards the original scale labels but with slightly different item combinations. It explains 55.16% of the total variance. The internal consistency of the factors, as checked by Cronbach α test, was acceptable. Table 2 presents the current factor solution (only loading above .40 are reported), means, standard deviation and Cronbach α of the factors.

Factor one aggregates items signifying the learners' *ought-to L2 self* (5 items). It indicates the external attitudes or pressure that the learners receive in their language learning efforts; what the social environment, the others, the parents will think of them if they have or do not have English language competence. Two items (No 12, 16) from the original prevention scale loaded on this factor. They both refer to more generalized attitudes that the learners seem to be well aware of.

Factor two indicates the learners' *ideal L2 self* (5 items). Apart from the items of the original ideal L2 self scale, one item (3) from the instrumentality promotion scale also loads on this factor. It refers to international travelling and it was interpreted by the participants as a lifestyle choice rather than a career prospect possibly due to their age.

Factor three refers to *instrumentality promotion* with an emphasis on the future professional career of the learners (5 items). All five items indicate rather distant professional prospect for our adolescent participants. One item (No 4) from the original prevention scale loaded on this factor. It was probably the long-term career prospect that led it to this factor rather than the possibility of failure in it. One item (No 2) from the original ought-to scale also loaded on this factor. It indicates the family attitude for career success which also includes English language competence. Factor four indicates *instrumentality prevention* (2 items). Only two items from the original scale loaded on this factor emphasizing proximal undesirable situations that the learners wish to avoid: failing language certificate exams and getting a low mark in the subject.

The principle component analysis performed here points to the directions that the same scale labels used in the original questionnaire can also apply in the Greek adolescent population. The fact that certain items loaded on different factors can be attributed to their

different interpretation by our participants both because of their age and their cultural background, which are as previously mentioned, under-researched.

	F1	F2	F3	F4	Mean (SD)
10. Learning English is necessary because people surrounding me expect me to do so.	.778				2.77 (1.39)
12. Studying English is important to me because, if I don't have knowledge of English, I'll be considered a weak student.	.699				2.80 (1.45)
16. Studying English is important to me because I don't like to be considered a poorly educated person.	.678				3.22 (1.62)
6. I have to study English, because, if I do not study it, I think my parents will be disappointed with me.	.666				2.65 (1.52)
18. Studying English is important to me because other people will respect me more if I have a knowledge of English.	.650				2.49 (1.43)
5. I can imagine myself living abroad and having a discussion in English.		.831			4.25 (1.60)
1. I can imagine a situation where I am speaking English with foreigners.		.768			4.66 (1.32)
9. I imagine myself as someone who is able to speak English.		.749			4.68 (1.30)
3. Learning English is important to me because I would like to travel internationally.		.663			4.84 (1.33)
17. The things I want to do in the future require me to use English.		.450			4.55 (1.41)
4. I have to study English; otherwise, I think I cannot be successful in my future career.			.710		4.31 (1.44)
19. Studying English can be important to me because I think it will someday be useful in getting a good job.			.659		5.08 (1.20)
11. Studying English is important to me because English proficiency is necessary for promotion in the future.			.658		4.73 (1.27)
7. It is important for me to learn English, because with English I will be able to work anywhere in the world.			.595		4.89 (1.25)
2. My parents believe that I must study English to be an educated person.			.403		4.59 (1.33)
8. Studying English is necessary for me because I don't want to get a poor score or a fail mark in English proficiency tests.				.743	3.59 (1.56)
20. I have to study English because I don't want to get bad marks in it.				.828	3.04 (1.63)
Total variance explained: 55,16%					
Mean total	2.79 (1.07)	4.60 (1.01)	4.72 (.84)	3.32 (1.43)	
Cronbach α	.767	.779	.667	.745	

Table 2. Factor solution of the L2MSS questionnaire, Cronbach α , Means and (SD) of the factors.

After compound variables were computed based on the factors produced in the principle component analysis, analysis of variance (anova) was performed. The anova test with the motivational factors as dependent variables indicated statistical significant differences in factor two and three on the independent variables of gender ($F_2=f(1:594)15.674, p=.000$), $F_3=f(1:594)15.360, p=.000$) and self-reported level of competence ($F_2=f(3:597)28.814,$

$p=.000$), $F3=f(3:597)5.344$, $p=.001$). The independent variable of grade indicated statistical significant differences for factor one, $f(1:597)10.711$, $p=.001$.

	F1	F2	F3	F4
Gender				
Male	2.84 (1.08)	4.43* (1.10)	4.59* (.92)	3.23 (1.44)
Female	2.74 (1.06)	4.75* (.89)	4.86* (.72)	3.40 (1.41)
School grade				
2 nd	2.95* (1.03)	4.61 (.97)	4.76 (.82)	3.43 (1.36)
3 rd	2.66* (1.08)	4.58 (1.05)	4.69 (.87)	3.22 (1.47)
Self-reported competence according to certificates held				
0	2.82 (1.11)	4.23* (1.10)	4.58* (.94)	3.41 (1.45)
B1	2.79 (.94)	4.81* (.88)	4.84* (.75)	3.32 (1.36)
B2	2.74 (1.11)	4.94* (.78)	4.82* (.77)	3.20 (1.41)
C2	2.77 (.84)	5.22* (.58)	4.99* (.50)	3.06 (1.43)
Extra classes				
No	2.53* (1.11)	3.56* (1.11)	4.09* (1.10)	3.26 (1.48)
Private tutoring	2.78* (1.14)	4.72* (.90)	4.71* (.83)	3.25 (1.47)
Language schools	2.85* (1.02)	4.78* (.90)	4.87* (.72)	3.36 (1.40)
Father's educational level				
Primary	2.69 (.91)	3.90* (1.16)	4.42* (.87)	3.29 (1.39)
Compulsory	2.72 (1.26)	4.38* (1.10)	4.63* (1.03)	3.24 (1.59)
Secondary	2.80 (1.12)	4.57* (.98)	4.68* (.86)	3.30 (1.40)
Post-secondary	2.83 (.95)	4.84* (.71)	4.82* (.68)	3.41 (1.37)
HE	2.85 (.99)	5.00* (.88)	4.93* (.75)	3.36 (1.39)
Mother's educational level				
Primary	2.58 (1.11)	3.82* (1.17)	4.34* (.99)	3.06 (1.43)
Compulsory	2.71 (1.09)	4.46* (.99)	4.75* (.80)	3.43 (1.40)
Secondary	2.76 (1.10)	4.46* (.98)	4.63* (.91)	3.16 (1.44)
Post-secondary	2.85 (1.07)	4.75* (.89)	4.81* (.74)	3.44 (1.48)
HE	2.88 (1.01)	4.91* (.93)	4.85* (.79)	3.45 (1.34)

* $p<0.05$

Table 3. Means and (SD) in the four motivation factors in relation to independent variables.

To further illustrate the differences between students of different self-reported competence in the two school grades, cross tabulation was performed. Crosstabs analysis of school grades and certificate holders indicated statistically significant differences ($\chi^2= 3:47.747$, $p=.000$). There are more certificate holders among 3rd grade students (56.2%) and they hold higher percentages in B2 (37.2%) and C2 level certificates (9.2%) compared to 2nd graders (43.6% certificate holders: B2=17.9%, C2=3.4%).

For the variable of extra classes statistical significant differences were indicated for the first three factors ($F1=f(2:594)2.968$, $p=.050$), $F2=f(2:594)57.297$, $p=.000$), $F3=f(2:594)29.721$, $p=.000$). The Tukey HSD post-hoc analyses indicated statistically significant differences in favour of the students who attend extra classes, whether in private tutoring or in a language school. The post hoc analysis is used when the variable (extra classes in this case) has more than two groups (here: no extra classes, private tutoring, classes in private language schools) in order to indicate which specific groups differ significantly.

The anova results indicated statistical significant differences in factors two and three for the independent variables of mother's ($F2=f(4:576)12.290$, $p=.000$), $F3=f(4:576)3.719$, $p=.005$) and father's educational level ($F2=f(4:581)16.298$, $p=.000$), $F3=f(4:581)4.661$, $p=.001$). The post-hoc analyses indicated that zero-certificate holders differ significantly from all the other groups in factor two-ideal L2 self and factor three-instrumentality promotion. Means and standard deviations for all the variables are presented in table 3.

5. Discussion

The discussion will focus on answering the research questions set in the methodology section.

5.1. The L2 MSS of Greek adolescent EFL students in terms of Ideal L2 Self, Ought-to Self, Instrumentality Promotion, Instrumentality Prevention.

The order of frequencies for the Greek adolescent EFL learners is, in descending order, instrumentality promotion ($M=4.72$), ideal L2 self ($M=4.60$), instrumentality prevention ($M=3.32$) and ought-to L2 self ($M=2.79$). Similar order of frequencies was indicated in Teimouri's (2017) Iranian adolescents, although the strength of the means is lower in our participants. Moreover, Teimouri (2017) distinguishes between the own and other standpoints for the ideal and ought-to L2 factors. In our case, although the ideal L2 self is solely from the own standpoint, the ought-to factor aggregates both the own (No12, 16) and the other (No10, 6, 18) standpoints and the means for these items is higher for the former (i.e. the own).

The internal consistency of the L2MSS questionnaire was partially validated in the Greek adolescent population. The labels of the original scales can still be sustained in our factor solution, despite the fact that there are different combinations of items in them. The two items (12, 16) from the prevention scale which load on the ought-to factor indicate the own standpoint; the one item (2) from the original ought-to scale which loads on the promotion factor indicates the importance of parental influence for this age group; and the fact that the two items of the instrumentality prevention factor refer to failing language exams and getting low marks indicates our adolescents wish to avoid solely proximal risks. On the positive side, Greek students do not feel these risks as daunting as their Chinese

counterparts in You and Dörnyei (2016), where instrumentality prevention was the most powerful motivator.

Overall, the Greek adolescents' L2MSS seems to be on the positive side as instrumentality promotion and ideal L2 self prevail but not as strong or developed as in other countries. Appropriate teaching interventions (see section 5.4) could assist towards this direction.

5.2. The effect of gender, school grade, and self-reported level of competence on L2MSS factors

Greek female students demonstrated significantly higher ideal L2 selves and instrumentality promotion than their male classmates. Similar findings have been found in many other L2MSS studies in diverse cultural contexts (Dörnyei & Csizér 2002, Csizér & Dörnyei, 2005; Ryan, 2009). The female construction of self-image extends to the specific domain of L2 motivation with more openness to communication with people of other cultures and travelling (Henry, 2011). Moreover, female students scored higher in instrumentality prevention while males in ought-to L2 self. This could support Henry's (2011) claim that gender differences are more likely to manifest "in the content of feared selves". However, in the present study differences in the feared selves did not reach the significance level.

2nd grade students indicated significantly higher (albeit relatively low overall) ought-to selves compared to 3rd graders. Their scores in the other factors, although non-significant, are still higher than 3rd grade students. Initially, this was a puzzling finding. Only after the crosstabs analysis with the certificates they hold was run, did its meaning become apparent. 3rd graders having succeeded in language certificate exams may feel that they have fulfilled the expectations of their environment regarding language learning. After all, the Greek society is known for its emphasis on language certificates (Angouri, Mattheoudakis & Zigrika, 2010). In our case, 2nd grade students are possibly in the process of preparing for them and thus feel that they are still struggling to meet such expectations. In this effort, they try to visualise themselves as speakers of English, the benefits it may have in the long run together with the potential disappointment they wish to avoid.

Self-reported level of competence, measured according to the certificates that the participants hold, also indicated significant increase in ideal L2 self and instrumentality promotion: the motivation scores increased for higher certificate holders. This is an important finding given the fact that the L2MSS variables are most often associated with intended effort for learning rather than actual achievement in English language learning (Al-Hoorie, 2017). In the Greek context of secondary education ideal L2 self is positively associated with accomplishments in English. On the contrary, ought-to and instrumentality prevention decreased in frequency, which further substantiates this claim. This finding could also be related to the geographic location of the study, Crete, which is an extremely popular tourist destination. Our participants may more easily anticipate the benefits of English language learning and visualise themselves as speakers of English as an international language not only for social contact but for future professional purposes. Moreover, English may be more readily accessible to them than in other Greek provinces.

5.3. The effect of demographic variables on L2MSS factors.

In a similar vein, ideal L2 self, instrumentality promotion as well as ought-to significantly increased when students attend extra language classes. Such classes whether privately or in

a language school, may assist learners in visualising themselves as English speakers and realising the benefits of foreign language learning but they seem to increase the pressure from the environment towards this direction. Moreover, high parental educational level also significantly increases ideal L2 self and instrumentality promotion. Parental influence is generally stronger for this age group and it seems that the more educated the parents are, the more they can project the benefits of a positive L2 self image to their children and possibly they are willing to invest in supplementary language classes for them. Similar results were also indicated in Iwaniec's (2018) study of adolescent Polish students.

5.4. Teaching implications

Teaching interventions based on the L2MSS model have been relatively few in the literature (Dörnyei 2019). The scarce cases involve adult populations: Magid and Chan in the UK and Hong Kong, Sampson (2012) in Japan and Safdari (2019) in Iran. They all report positive results in the motivational force of the students and a more plausible vision of the ideal L2 self post intervention. It would be particularly interesting to develop or adapt teaching interventions for the adolescent population in Greece. Dörnyei (2001) proposed a four step cycle of motivational teaching practice with a) creating basic motivational conditions, b) generating initial motivation, c) maintaining and protecting motivation, and d) encouraging positive retrospective self-evaluation. More recently, Hadfield and Dörnyei (2013) proposed a six-step plan for successful teaching interventions which may extend over a term or a year:

- (a) Creating a vision (e.g. future alternatives)
- (a) Strengthening the vision (e.g. future photo album)
- (a) Substantiating the plausibility of the vision (unrealistic expectations)
- (a) Transforming the vision into action (e.g. goal-setting, study plans, self-regulation strategies, success recipes, roadmaps)
- (a) Keeping it alive (e.g. reality checks)
- (a) Counterbalancing the vision (e.g. what if scenarios, overcoming possible barriers)

Such teaching interventions would constitute valuable additions in the motivating learners literature (Dörnyei 2019) which has not been extensively documented. Moreover, they would aptly manipulate the teaching context to improve the L2 learning experience (the third component of L2MSS) for the students.

5. Conclusion

The present study investigated the L2MSS profile of Greek adolescent students in terms of ideal L2 self, ought-to self, instrumentality promotion and prevention. The motivational variables were checked against the independent variables of gender, grade, self-reported competence, extra language lessons and parental educational level. The results demonstrate higher scores in the positive instrumentality promotion and ideal L2 self while lower ones in instrumentality prevention and ought-to L2 self. Instrumentality promotion and ideal L2 self scores were higher for female students, those with higher self-reported competence, those who attend extra language classes and those whose parents are more educated. This is the first attempt to depict the L2MSS profile of Greek adolescents and as such it may constitute the basis for future teaching interventions to enhance the future self images of teenage students. A limitation of the present study is that despite the large scale quantitative data that it is based on, it does not provide any qualitative insight into the participants' view of

their future L2 self images. It would be worth investigating that especially in cases of extreme positive and negative cases of adolescents' future L2 self images.

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Appendix A: Questionnaire

Σε αυτό το μέρος, θα ήθελα να εκφράσεις πόσο συμφωνείς ή διαφωνείς με τις ακόλουθες δηλώσεις, απλά κυκλώνοντας ένα νούμερο από το 1 έως το 6.. Παρακαλώ μην παραλήψεις κανένα στοιχείο.

Διαφωνώ κάθετα	Διαφωνώ	Διαφωνώ ελαφρώς	Συμφωνώ ελαφρώς	Συμφωνώ	Συμφωνώ απόλυτα
1	2	3	4	5	6

π.χ. Εάν διαφωνείς κάθετα με την ακόλουθη πρόταση, κάνε αυτό:

Μου αρέσει η ροκ μουσική πάρα πολύ.	1V	2	3	4	5	6
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- Μπορώ να φανταστώ μια κατάσταση κατά την οποία μιλάω στα Αγγλικά με ξένους.
- Οι γονείς μου πιστεύουν ότι πρέπει να μάθω αγγλικά ώστε να γίνω μορφωμένος άνθρωπος.
- Το να μάθω αγγλικά είναι σημαντικό για εμένα επειδή θα ήθελα να ταξιδέψω στο εξωτερικό.
- Πρέπει να μάθω αγγλικά, διαφορετικά, πιστεύω ότι δεν θα μπορέσω να επιτύχω στην μελλοντική μου καριέρα.
- Μπορώ να φανταστώ τον εαυτό μου να μένει στο εξωτερικό και να κάνει συζήτηση στα αγγλικά.
- Πρέπει να μάθω αγγλικά, επειδή, αν δεν το κάνω, πιστεύω ότι οι γονείς μου θα απογοητευτούν από εμένα.
- Είναι σημαντικό για εμένα να μάθω αγγλικά επειδή με τα αγγλικά θα μπορώ να δουλέψω οπουδήποτε στον κόσμο.
- Είναι σημαντικό για εμένα να μάθω αγγλικά επειδή δεν θέλω να πάρω χαμηλή βαθμολογία, ή να αποτύχω στις εξετάσεις γλωσσικής ικανότητας των Αγγλικών.
- Φαντάζομαι τον εαυτό μου ως κάποιον ο οποίος είναι ικανός να μιλάει Αγγλικά.
- Είναι σημαντικό να μαθαίνω αγγλικά, επειδή οι άνθρωποι του περιβάλλοντός μου αυτό περιμένουν από εμένα.
- Είναι σημαντικό για εμένα να μαθαίνω αγγλικά, επειδή η γνώση των αγγλικών των αγγλικών είναι σημαντική για την μελλοντική ανέλιξη.
- Είναι σημαντικό για εμένα να μαθαίνω αγγλικά, επειδή αν δεν έχω γνώση αγγλικών θα θεωρηθώ αδύναμος μαθητής.
- Όποτε σκέφτομαι την μελλοντική μου καριέρα, φαντάζομαι τον εαυτό μου να χρησιμοποιεί αγγλικά.
- Οι γονείς μου με ενθαρρύνουν να πηγαίνω σε επιπλέον μαθήματα αγγλικών μετά το σχολείο (π.χ. σε Κέντρα Ξένων Γλωσσών).
- Τα αγγλικά μπορεί να είναι σημαντικά για εμένα, επειδή πιστεύω ότι θα τα χρειαστώ για επιπλέον σπουδές στον τομέα μου.
- Το να μάθω αγγλικά είναι σημαντικό για εμένα, επειδή δεν μου αρέσει να με θεωρούν άτομο χαμηλού μορφωτικού επιπέδου.
- Τα πράγματα που θέλω να κάνω στο μέλλον απαιτούν να χρησιμοποιώ Αγγλικά.
- Το να μάθω αγγλικά είναι σημαντικό για εμένα, επειδή οι άλλοι θα με σέβονται περισσότερο αν έχω γνώσεις αγγλικών.
- Το να μάθω αγγλικά είναι σημαντικό για εμένα, επειδή πιστεύω ότι κάποια μέρα θα είναι χρήσιμο για να βρω μια καλή δουλειά.
- Πρέπει να μάθω Αγγλικά, επειδή δεν θέλω να πάρω κακό βαθμό σε αυτό το μάθημα.

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