Attitude and Motivation in learning English as a foreign language: a correlative study from the socio-educational and L2 Motivational self system perspectives

Suaad Ebrahim Gatus•

Mohamed Rohaim Egdura•

_____

Abstract

The main objective of this study was to describe and examine English language learning motivation of Libyan secondary school students. In this study, 134 students participated by completing a questionnaire reflecting their attitude and motivation towards learning English. Both motivational theories; socio-educational by Gardner and L2 motivational self system by Dornyei were applied in order to determine the extent to which the variance or accordance between the two perspectives apply in the Libyan context. The results have shown that Libyan students have relatively high motivation and positive attitudes towards learning English. The study also found that ideal L2 self component in Dornyei's L2 Motivational self system appropriately applies in the Libyan EFL context as it correlated better with students' intended effort, attitude towards learning English and language achievement more than integrativeness did. Eventually,

Lecturer in English Department/ Arts and Science College Missallatta, Almergeb University •

Lecturer in English Department/ Arts and Science College Missallatta, Almergeb University •

significant differences were found between male and female learners in terms of their motivational orientations which could lead to broader understanding of the motivational variables that could result in enhanced English language achievement.

Introduction

Motivation has been of a high interest for research within the domain of psychology of second language learning. An exceptional flow of the amount of research related to L2 motivation has been observed during the last decade making it the most dominant issue within the field of second language acquisition (Boo, Dornyei & Ryan, 2015). Language motivation is considered as one of the most critical factors for successful performance in both second or foreign language (Gardner & Lambert, 1972; Dornyei, 1997, 2009; Cheng & Dornyei, 2007; Tuan, 2012) because it functions as the mechanism that initiates a learning drive and then it forces that drive to continue throughout the learning process (Dornyei, 1997) until achieving a satisfying outcome (Gardner, 1985; Mitchell & Myles 1998). Therefore, students with strong learning motivation could achieve better compared to those with lower levels of motivation.

Without a doubt, EFL classroom factors, including the language teacher's role, are important in motivating learners and affecting their success or failure in language learning. Yet, there is an urgent need from the part of educators and teachers to diagnose the extent of language

motivation that language students possess and bring into language classroom. Besides, it is fundamental to understand the orientation of students' motivation to better develop classroom practices that better achieve more successful language learning. As far as the Libyan context of English language learning is concerned, the Libyan educational system is mainly a rote learning setting. It mainly focuses on the mental storage of discrete and unrelated items that have been arbitrarily presented preventing the establishment of meaningful relations with existing cognitive structures (Brown, 2007). It is also a teacher-centred and exam-oriented situation. Students generally could be unmotivated to learn a foreign language when their learning is associated to external needs like passing exams or fulfilling a degree and when there is no social context where they can experience the usefulness of the learnt skills (ibid.). Direct contact with native speakers of English is unusual in Libya due to political and security issues which minimise the chance of contact with English language and culture. Also, English language is a foreign language in Libya which results in decreasing the amount of exposure to the target language. Besides, admission to colleges and getting a job in Libya rarely requires having a certificate in English language which could attribute to students' low pursuits to perform well in English classes. Therefore, for the teachers to contribute to learners' success, they need first to consider the mentioned surrounding circumstances to better understand their students' motivational orientations and then to employ the most appropriate and effective teaching practices that help create and sustain motivated and competent language learners.

Rational

Being teachers of English gave us the chance to observe students' enthusiasm and excitement which were apparent at early stages of English language learning. Nonetheless, this interest starts to fade away by the progress throughout English classes. Teachers generally complain about having reluctant students who persist to pay attention or participate into classroom activities. This, from a personal point of view, could be attributed to the pressure of preparing for exams. Teachers tend to focus on linguistic issues that are related to instructions and objectives of examinations on the expense of other aspects of language mastering such as providing enough exposure and practice of language throughout authentic classroom activities. Therefore, the observed deteriorated students' language performance could be attributed to change in learners' motivation that was modified from a desire to learn and use the language to a pursuit to pass exams. Therefore, this study targets investigating Libyan students' attitude and motivation towards English language learning by correlating the socio-cultural and motivational self system theories and identifying which components from those two perspectives could lead to better language achievement.

Research questions

The present study was conducted to validate the application of Dornyei's L2 Motivational self system instead of Gradner's motivation socio-

cultural theory within the EFL Libyan context. This study therefore attempts to find answers to the following questions:

1. What are the attitude and motivation levels of Libyan secondary school students towards learning English language?

2. To what extent does ideal L2 Self variable from L2 Motivational Self System equate for Integrativeness variable from Socio-education theory in the Libyan context?

3. To what extent does instrumality correlate with ideal L2 and ought-to L2 selves in the Libyan context?

4. Is there a significant difference between male and female Libyan secondary school students in regard to their motivational orientation?

Significance of the study

This study is believed to be of a considerable significance as it targets shedding light on language motivation as a neglected aspect related to English language learning in the Libyan context where cognitive aspects of learning dominate classroom practices leaving too little attention for the critical impact of affective factors on language learning and achievement. This study provides language teachers and researchers with initiative outlook towards language motivation and its influence on language achievement. Searching ELT related publications (at least the resources the researches have managed to have a hand on) reveals that this study in the Libyan background is a vital addition to research within the domain of language motivation.

Literature review

Among the many affective factors that influence second/foreign language learning, motivation stands as one of the most significant predictor (Brown, 2007, Bernaus & Gardner, 2008). Dornyei (2005) argues that attitude and motivation play an important role towards successful second/foreign language learning. Students naturally differ in the type and the amount of motivation towards the goals of their actions. The nature and focus of motivation varies among students as they might be highly motivated to do, for example, their homework, or to participate in activities to appeal their interest and curiosity, whereas others are motivated to approve their teachers or parents. Some students are motivated to learn new skills because they perceive their potential value and utility, or because these skills help accomplish a good grade (Ryan and Deci, 2000).

Defining motivation

Within the field of second/foreign language acquisition, having a clear-cut definition of motivation is quite arguable and difficult (Dornyei, 2001, Gardner, 2010). Dornyei, (2009: 117) comments, "Although 'motivation' is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of the concept". Researchers still do not agree upon its components, classification, and the various roles it plays while learning another language. To start with, Gardner, who is one of the

founders of research within the field of second language motivation, defines L2 motivation as "the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (Gardner, 1985:10). Motivation here is conceptualized to include three components, motivational intensity, desire to learn the language, and an attitude towards the act of learning the language. Ellis (1994:715) defines motivation as "the effort which learners put into learning a L2 as a result of their need or desire to learn it". The accomplishment of 'need' implies being rewarded, requires making choices and it should be interpreted in a social context making the concept of need in some way belong to the three schools of thought; the behavioural, the cognitive and the constructivist (Brown,2007). Dornyei and Otto (1998), due to the changing nature of needs and desires, describe motivation as an example of a variable that "is not static but dynamically evolving and changing in time" (p. 43). Hence, they defined motivation as "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out" (Dornyei & Otto, 1998:64). Ushioda (2008) argues that motivation "concerns what moves a person to make certain choices, to engage in action, and to persist in action" (p. 19). A motivated individual is described as "one who wants to achieve a particular goal, devotes considerable effort to achieve this goal, and experiences satisfaction in the

activities associated with achieving this goal" (Mitchell & Myles 1998:19).

Despite the mystery surrounding the term motivation and the numerous attempts to define it, researchers seem to agree that motivation is concerned with the direction and amount of human behaviour related to a selected actions, the persistence that accompanies it and the efforts expended on it (Dornyei, 2001). Likewise, Gardner, (2010) identified the main characteristics of a motivated individuals to include; effort in attaining a goal, show persistence, focus on tasks that are necessary to achieve the goals, have a strong desire to reach their goal, enjoy the activities necessary to achieve their goal, encouraged to seek their goals, and eventually can expect their success and failure. He adds that when these individuals accomplish some degree of success, they display self-efficacy which implies being self confident about their achievements. They have motives for their behaviour (Ibid.).

Theories on motivation

In the area of language learning motivation, the issue, as Dornyei (2009) asserts, is not the shortage of theories to explain motivation but rather the wealth of theories and models that have been provided. Nonetheless, these theories failed to terminate the controversy weaved around the subject of matter (Dornyei, 2003). Research into language learning motivation mirrors a complex and various approaches and disciplines towards more solid understanding of the studied subject. However, this

study is interested mainly in two motivation-related theories; socio-educational theory and motivational self system theory.

Socio-educational theory of motivation

One of the very well-known and significant theories that can be considered as a corner stone of research into language learning motivation was first initiated by the Canadian social psychologists Gardner and Lambert, (1972) that targeted examining the impact of attitude and motivation on language learning success. Afterwards, Gardner's (1985) has proposed his *socio-educational theory of motivation* which utilises a measuring instrument including different attitudinal and motivational scales in what Gardner called the AMTB (Attitude / Motivation Test Battery). The theory proposed motivation to flow into two main orientations: integrative and instrumental, with greater emphasis on the former orientation. The integrative orientation reflects the learner's desire and effort to learn the language of a valued L2 community in order to be integrated in the target language culture and community. The instrumental motivation, on the other hand, refers to more functional objectives for learning the language such as getting a better job, a higher salary or passing an examination. Furthermore, according to Higgins, (1998 (cited in Taguchi, Magid, & Papi, 2008)), instrumality aspect was further subcategorised into either preventing, regulations related to duties and obligations such as passing exams, or promoting; regulations related to personal goals for achieving success like having good salary jobs.

The question that has received a considerable amount of researchers' interest is whether integrative or instrumental motivation leads to more successful language learning. Gardner (2007) placed emphasis on the important role of integrative motivation in second language learners' performance. In contrast, when considering a foreign language context where there is no sufficient exposure, or even there is no exposure at all, to the target language, it is the instrumental motivation that achieves more successful language learning. Oxford (1996) states that instrumental motivation is meaningful for learners who have limited access to the target language culture. Dornyei (1990) as well supported the previous point of view that instrumental motivation and the learner's need for achievement are more important than the integrative motivation in EFL context. Afterwards, the concept of integrativeness was criticised by Dornyie (2003) who states that the motivation dimension illustrated by the term integration is not applicable in foreign language situations where there is no real integration involved. Within the same stream of views, Vaezi (2008) states that students frequently select instrumental reasons more than integrative reasons for the study of foreign language. In addition, Cook (1991) explained that second/foreign language learning does not require choosing either integrative or instrumental motivation. Both types are important. A learner might learn the target language well with an integrative motivation or with an instrumental one, or possibly with both.

L2 Motivational Self System

Another recent theory in the field of language learning motivation is L2 Motivational Self System Theory, proposed by Dornyei (2005), who argues that the main driving force of language learning is the students' future image of themselves as successful users of the language. This theory was established out of three elements: the Ideal L2 self, the Ought-to L2 self and the L2 Learning experience. Dornyei defends his theory as it can explain motivational initiatives in various learning contexts including ones that lack or have little contact with the target language native speakers.

The Ideal L2 Self presents the ideal image that a learner would like to be like in future. It is a powerful motivator because the discrepancy between the present and ideal future image would be decreased. Dornyei (2005) considers Ideal L2 self as a construct that includes both integrativeness (a learner that has an image of being competent in English to integrate into L2 community) and instrumality (a learner targets studying at an internationally high-ranked university in which L2 is the median of courses).

The ought-to L2 self represents the attributes, like obligations, duties, responsibilities, etc., one ought to possess in order to meet expectations and avoid potential negative results (Dornyei, 2009). For instance, if a learner targets pleasing his language teacher, his/her learning is motivated via the Ought-to L2 self. Considering Higgins' (1998) distinction of instrumality, ideal L2 self is more related to instrumality-promotion while

ought-to L2 self is more related to instrumality-prevention (cited in Kim, 2008 & Taguchi, Magid, & Papi, 2008).

The L2 Learning experience concerns the "situated and executive motives related to the immediate learning environment and experience" (Dornyei, 2009:29). Motivated behaviour is strongly influenced by situation-specific motives like teaching materials, the language teacher, the classmates, etc. This dimension is not related to the self-image, but rather to the learning environment. Since improving learners' outcome throughout having adequate learning environment, this creates the link between L2 learning experience and intrinsic motivation.

Previous studies used L2 Motivation Self System

Papi, (2012) examined the relationship between teachers' use of motivational strategies and students' motivated behaviour in EFL context of Iran using Dornyei's theory of Motivational Self System. They used a questionnaire and classroom observation as the main data collecting instruments. The results indicated a significant relationship between teachers' motivational practice and students' motivated behaviour. No difference was found between high motivated and low motivated groups in terms of their ideal L2 selves. They also found low-motivated groups had stronger ought to L2 selves.

Taguchi, Magid, & Papi, (2008) conducted their study with wide population from three distinct cultural contexts; China, Japan and Iran, to examine the validity of applying Motivational Self System to explain

learners' language motivation in diverse cultural contexts. They found that integrativeness can be re-interpreted in a broader frame of the ideal L2 Self as both concepts correlated positively with each other. They also found that instrumality-promotion correlated more highly with ideal L2 self than instrumality- prevention. In contrary, instrumality-prevention correlated more highly with ought to L2 self than instrumality-promotion.

Calvo (2015) conducted a study to examine the impact of motivation on Spanish students' achievement using the theoretical frame of L2 Motivation self System. She sought the relationship between the three dimensions of the frame and students' achievement. The study found that both idea L2 self and learning experience were positively correlated with each other and with achievement while ought-to L2 self was negatively correlated with idea L2 Self, learning experience and achievement. This study therefore asserted the impact of students' ability to visualise themselves as L2 speakers on their language learning.

Research Methods

Participants

This study targeted students who are taking the final year at secondary school level. This is attributed to the high potential of their awareness of the consequences of performing well in English Language, first to pass their final exams and get their diplomas and second because they are approaching entry into high educational levels at universities and institutions. The total number of participants in this study is 134 students including 36 male and 98 female students. English is taught as a

compulsory subject in school curriculum for three hours a week distributed into four meetings a week. Passing English exam is obligatory as well as other curricula subjects in order to get diploma. Participant students come from identical cultural backgrounds and have similar learning environment in terms of learning courses and materials and assessment procedures.

Instrument

This study used the quantitative approach to collect data. It used a questionnaire which was adapted from Taguchi, Magid, & Papi, (2008) and translated it into Arabic language, which is mother language of the targeted population. It consisted of two main parts. The first part consists of items about participants' background information including gender and self-rated English proficiency level. The second part of the questionnaire consisted of items measuring participants' attitudes and motivation towards learning English. The items targeted measuring the integrativeness, instrumality (promotion/prevention), effort and attitudes towards learning English, Ideal L2 self, Ought to L2 Self, and Learning experience. The questionnaire items were on four-points likert scale type. Although the questionnaire used by Taguchi, Magid, & Papi, (2008) was highly reliable, the reliability of the adapted questionnaire used by the present study was measured again and found to be highly reliable (Cronbach alpha $\alpha = 0.819$).

Data analysis

The collected data were computed and analysed using SPSS version 21. Correlations were calculated to identify the strength and direction of the

linear possible relationships between the examined variables. Significance of correlation was determined at P< 0.05. Additionally, correlation values $(0.3 \leq R \leq 0.5)$ is considered meaningful while value $(R \geq 0.6)$ indicates that the correlated variables relatively measure identical items (Dornyei, 2007).

Results and discussion

1. Attitude and motivation level of Libyan secondary school students

Computing the mean for each motivational variable (Table 1) reveals that the participant students have relatively high attitude towards learning English as a foreign language (mean= 3.24). Participants also appear to be relatively motivated to learn English (mean= 2.94). Considering each of Gardener's and Dornyei's motivational perspectives, figures indicate that participant students are highly motivated to learn English Language irrespective of the motivational orientation from which motivation level was approached and examined.

	mean	
Attitude towards learning English	3.24	
Intended Effort to learn English	3.17	
Socio-educational Theory	integrativeness	3.357
	Instrumality- prevention	2.459
	Instrumality- promotion	3.267
	Total	3.0278
L2 Motivational Self System	Ideal L2 Self	3.207
	Ought to L2 Self	2.414
	Learning Experience	2.922

	Total	2.8475

Table (1): mean of attitude and each of motivational theories

The three variables of ideal L2 self, attitude towards learning English and intended effort have scored high means respectively (3.2, 3.2, 3.2). According to Dornyei (2005), when learners have strong Ideal L2 self, they will have positive attitudes towards language learning and they will exhibit greater effort towards that objective as well. The more positive attitudes towards the target language the learner has, the broader the idealization of L2 self is, and the opposite as well is true. In addition, since key factor of success is the effort exerted during learning activities, learning a foreign language requires good deal of hard work. Results (Table 2) reveal that there is a high significant positive correlation between attitude and intended effort.

2. *Integrativeness vs. Ideal L2 Self*

Statistical measures reveal that both integrativeness and ideal L2 self; as the main constructs in socio-cultural theory and motivational self system theory, scored high means (3.4, 3.2 respectively). Bearing in mind that students in the Libyan context lack contact with native English speaking community, scoring such a high mean by integrativeness variable was not expected. Running correlative tests between integrativeness and ideal L2 self (Table 2) reveal that there is a statistically significant correlation between the tested variables. This coordinates with Taguchi, and colleagues' (2008) findings although it did not achieve as high correlation value as it did in the mentioned study. However, according to Dornyei, (2007), the found value represents a meaningful relationship. Therefore,

this study adds an empirical evidence for replicating integrativeness with Ideal L2 Self in EFL context.

	Integrativeness	Ideal L2 Self	Effort to learn English	Attitude
Ideal L2 Self	.337**	1.000		
Intended effort to learn English	.061	.510**	1.000	
Attitude towards learning English	.248**	.645**	.746**	1.000
English proficiency Level	.070	.212*	.052	.125

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table (2): Correlations of ideal L2 Self and integrativeness with Intended effort and attitude

In order to determine whether integrativeness or ideal L2 self applies more appropriately in the Libyan EFL context, they were correlated with learners' intended effort, attitude towards learning English and English proficiency levels. Results (Table 2) demonstrate that the three variables correlate more significantly with ideal L2 self than they do with integrativeness. Figures reveal that integrativeness does not show significant correlation with intended effort and English language proficiency. Nonetheless, attitude towards learning English correlated significantly with integrativeness, but it was not as strong as its correlation with ideal l2 self. These two latter results could be interpreted as giving bonus for the appropriateness of utilising ideal l2 self to investigate EFL learners' motivation as Dornyei encourages rather than using integrativeness as Gardner has supposed. The found results indicate

911

the possibility of partially replicating the Hungarian study with the Libyan context as this study provides an empirical evidence for the validity of replacing integrativeness with the ideal L2 self first because both orientations positively correlate to each other. Second, replacing integrativeness with ideal L2 self seems to work better as ideal L2 self correlates much better with intended effort, attitude towards learning English and language proficiency level than integrativeness did.

3. Correlating instrumality with ideal and ought to L2 selves

The statistical results presented in Table (3) show the correlation results between the two aspects of instrumality with ideal L2 self and ought-to L2 self. Initially, preventional and promotional aspects of instrumality have insignificant negative correlation (R= - 0.092). The variance, though the correlation value was not very meaningful (Dornyei, 2007), it indicates that both aspects of instrumality represent separate identities. Therefore, this study provides support for Higgins' (1998) division of instrumality.

	Instrumality (prevention)	Instrumality (promotion)	Ideal L2 Self	Ought to L2 Self
Instrumality (promotion)	-.092	1.000		
Ideal L2 Self	-.186*	.629**	1.000	
Ought to L2 Self	.136	.185*	.137	1.000

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table (3): Correlations between instrumality with ideal and ought-to L2 selves

The findings also reveal that ideal L2 self has a significant positive correlation with instrumality-promotion. The correlation was quite strong

(R= 0.629) indicating a strong and positive relationship between ideal L2 self and instrumality-promotion which streams in accordance with Higgins (1998 (cited in Taguchi, Magid, & Papi (2008) & Kim, (2008)),who stated that instrumality-promotion is related to the ideal L2 self as it regulates positive objectives of being professionally and personally competent in the target language. However, it is critical to bear in mind that correlation tests do not examine a causative relationship but a linear relationship between the tested variables. Therefore, it cannot be told which variable affects the other. Simultaneously, ideal L2 self has a significant negative correlation with instrumality-prevention indicating that any of those two variables increases, the other decreases, and vice versa.

On the other hand, ought-to L2 self does not have a significant correlation with instrumality-prevention despite both of the latter variables scored the lowest means (Table 1). This indicates that Higgins' distinction does not apply to this study who stated that instrumality-prevention is related to the ought-to L2 self as it controls negative results associated with the duties and obligations that individuals understand they have towards others (Taguchi, Magid, & Papi, 2008; Kim, 2008). On the contrary, it correlated significantly with instrumality-promotion. This flows in accordance with Taguchi, and colleagues' (2008) study which was conducted in three different contexts; China, Japan and Iran. Libyan participant students' ought-to L2 selves could be positively reinforced throughout promotion rather than prevention. Understanding this unexpected finding necessitated reconsidering the questionnaire items that measured

instrumality-promotion and ought-to L2 self in the context of the present study. The items focused on the promotion that students could gain by learning English language represented in being more acknowledgeable individuals, getting better jobs in future and pursuing in postgraduate studies. The participant students' ought-to L2 self seems to be positively strengthened throughout promotion aggravated throughout the belief of learning English to engage in further postgraduate studies and getting better jobs. The shift in the Libyan educational orientation reflects the openness to the learning English language as a key for success in other educational, political, commercial, social and technological domains.

Furthermore, correlation tests have revealed another interesting finding which the significant negative relationship between ideal L2 self and instrumality-prevention. Scoring a moderate mean (2.5) by instrumality-prevention variable, Libyan learners of English seem to be not much affected or directed by obligations towards other individuals in their communities.

4. *The extent to which male and female students have significant differences in terms of their attitudes and motivation in English language learning.*

In terms of gender, analysis of variance (ANOVA test) was operated to examine the extent to which male and female learners significantly vary in terms of their motivational-oriented variables and their self-reported English proficiency levels. Results reveal that female learners significantly outperform their male counterparts ($p < 0.01$). In addition, Female learners have significantly higher attitudes towards learning

English and ideal L2 selves (p< 0.05). Simultaneously, female learners have significantly lower instrumality-prevention and ought-to L2 selves than male learners (p< 0.01). Therefore, successful foreign language learning in Libyan EFL context could be associated with having high levels of attitude towards the target language and ideal l2 selves as well as having low levels of instrumality-prevention and ought-to L2 selves.

ANOVA Test	F	Sig.
Intended effort to learn English * gender	2.494	.117
English proficiency level * gender	29.270	.000
Integrativeness * gender	1.694	.195
Instrumality-prevention * gender	8.504	.004
Instrumality-promotion * gender	3.516	.063
Attitude towards learning English* gender	3.907	.050
Ideal L2 self * gender	3.941	.049
Ought-to L2 self * gender	21.144	.000
Learning Experience * gender	.088	.768

Table (4): test of variance between male and female learners in terms of motivation-related variables

Conclusion

Based on the found results, it can be concluded that Libyan learners of English have high attitude and motivation towards learning English despite lacking the genuine opportunities to communicate with native English speaking community. The found results validate Dornyei's L2 motivational self system as it seems to work better in the Libyan EFL

context. Integrativeness could be replaced with ideal L2 self as it correlated more with learners' intended effort and attitude towards learning English as well as with their English language achievement. The study also found, against Higgins' assumption that ought-to L2 self correlates more with instrumality-promotion than with instrumality-prevention suggesting the possibility that ought-to L2 self in the Libyan context could be positively reinforced by promotion rather than prevention. Eventually, significant differences between male and female Libyan secondary students were found in terms of motivational variables and English language proficiency levels. This study found that learners with high levels of attitude towards the target language and Ideal l2 selves and lower levels of instrumality-prevention and ought-to L2 selves could result in enhanced English language achievement. Despite generalising the found results requires approaching wider population, the present study highly recommends operating Le motivational self system theory in order to better understand Libyan EFL learners' motivation.

Bibliography

Bernaus, M. and Gardener, R. (2008) 'Teacher Motivation Strategies, Student Perceptions, Student Motivation, and English Achievement', *The Modern Language Journal*, 92(3), pp. 387-401.

Boo, Z., Dörnyei. Z., and Ryan, S. (2015) 'L2 motivation research 2005–2014: Understanding a publication surge and a changing landscape', *System*, 55, pp. 147-157

Brown, H. D. (2007) *Principles of Language Learning And Teaching*. White Plains: NY Pearson Education.

Calvo, E. (2015) Language Learning Motivation: The L2 Motivational Self system and its Relationship with Learning Achievement. Unpublished study

Cheng, H. & Dornyei, Z. (2007) 'The Case of Motivational Strategies in Language Instruction: The Case of EFL Teaching in Taiwan' *Innovation in Language Learning and Teaching*, 1(1), pp. 153-174.

Cook, V. (1991) *Second Language Learning and Language Teaching*. London: Edward Arnold.

Dornyei, Z. (1997) 'Motivational factors in the second language attainment: A review of research in Hungary*', Acta Linguistica Hungraia*, 44, pp. 261-275.

Dörnyei, Z. (2009) 'The L2 Motivational Self System', In Z. Dörnyei and E. Ushioda (Eds.), *Motivation, language identity and the L2 self* Clevedon: Multilingual Matters, pp. 9-42.

Dörnyei, Z. (2007) *Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies*. Oxford: Oxford University Press.

Dörnyei, Z. (2005) *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum.

Dornyei, Z. (2003) Attitudes, orientations, and Motivations in Language learning: Advances in Theory, Research and applications. In Z. Dornyei (Ed.), Attitudes, orientations and motivations in language learning. Oxford: Blackwell, pp. 3-32

Dornyei, Z. (2001) *Teaching and researching motivation*. Harlow, England: Longman.

Dörnyei, Z. (1990) 'Conceptualizing motivation in foreign language learning', *Language Learning*, 40, 46-78.

Dörnyei, Z. and Otto, I. (1998) Motivation in action: A process model of L2 motivation. Working Papers in Applied Linguistics (Thames Valley University, London) 4, pp. 43_69.

Dörnyei, Z. and Ushioda, E. (Eds.). (2009) *Motivation, language identity and the L2 self.* Clevedon: Multilingual Matters.

Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford UP.

Gardner, R. C. (2010) *Motivation and second language acquisition. The socio-educational model*. New York: Peter Lang Publishing, Inc.

Gardner, R.C. and Lambert, W.E. (1972) *Attitudes and motivation in second-language learning*. Rowley, Massachusetts: Newbury House Publishers.

Gardner, R.C. (1985) *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation.* London: Edward Arnold.

Gardner, R.C. (2007) 'Motivation and second language acquisition', *Porta Linguarium*, 8, pp. 9-20.

Higgins, E. T. (1998) 'Promotion and prevention: Regulatory focus as a motivational principle', *Advances in Experimental Social Psychology*, 30, pp. 1–46.

Kim, T. Y. (2008) The Sociocultural interface between idea self and ought-to self: A case study of two Korean students' ESL motivation. In Z. Dörnyei and E. Ushioda (Eds.), *Motivation, Language Identity and the L2 Self* . Buffalo, NY: Multilingual Matters, pp. 274-294.

Mitchell, R. and Myles, F. (1998) *Second Language Learning Theories*. London: Hodder Headline Group.

Oxford, R. (1996) 'New pathways of language learning motivation', In R. Oxford (Ed.) *Language learning motivation: The new century*. Honolulu: University of Hawaiʾi, Second Language Teaching and Curriculum Center, pp. 1-9.

Papi, M., (2012) 'Teacher Motivational Practice, Student Motivation, and Possible L2 Selves: An Examination in the Iranian EFL Context', *Language Learning*, 62 (2), pp. 571-594.

Ryan, R.M. and Deci, E. L. (2000) 'Intrinsic and Extrinsic Motivations: Classic Definitions and new Directions', *Contemporary Educational Psychology,* 25, pp. 54-67.

Taguchi, T., Magid, M., Papi, M. (2008) 'The L2 Motivational Self-System amongst Chinese, Japanese, and Iranian learners of English: a Comparative Study. In Z. Dörnyei, and E. Ushioda (Eds.), *Motivation, Language Identity and the L2 Self*. Buffalo, NY: Multilingual Matters, pp. 66-97.

Tuan, L. T. (2012) 'An Empirical Research into EFL Learners' Motivation', *Theory and Practice in Language Studies*, 2(3), pp. 430-439.

Ushioda, E. (2008) Motivation and good language learners. In C. Griffiths (Ed.), *Lessons from good language learners*. Cambridge: Cambridge University Press, pp. 19-34.

Vaezi, Z. (2008) 'Language Learning Motivation among Iranian Undergraduate Students', *World applied Sciences Journal*, 5, pp. 54-61.