# The Influential Factors of English Motivational Self System

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**Abstract-- The study aims to explore the factors of English Motivational Self System influencing on intended efforts and learning achievement of high secondary school learners in Thailand context. 409 learners completed a questionnaire that consisted of fifteen variables ( Ideal English self, attitudes toward learning English, Ought- to English self, parental encouragement, instrumentality-prevention, English learning experience, appropriate teacher behaviors, increasing self-confidence, creating a pleasant classroom climate, increasing learner's goal-orientedness, promoting cooperation among the learners, promoting learner autonomy, encouraging positive self-evaluation, intended efforts, and learning achievement ). The study found that Ideal English self, parental encouragement, English learning experience and promoting learner autonomy affected on intended efforts while Ideal English self, Ought-to English self, promoting learner autonomy, and encouraging positive self- evaluation affected on learning achievement. These significant variables were guided to construct an instructional model.**

*Keywords ; L2 Motivational Self System; intended efforts; learning achievement; an instructional model*

## I. INTRODUCTION

The English language learning process utilizes various methods, techniques, and strategies to promote learners' ability to communicate. Motivation plays an important role in English language learning because learners can develop their efforts and persistence so that they will succeed. Especially, the L2 Motivational Self System promotes learners' responsibility and regulatory control of their own motivational disposition and they are agents in constructing knowledge [1]. Moreover teachers can enhance their curricula through self-motivation in

order that learners are able to successfully use English in their real life scenarios as well as in their higher education. Teachers will have to search for new ways to improve their instructions and the language learning motivation theory" that used in classroom where learners have more opportunity to do activities in out of school environment. The L2 Motivational Self System can empower the ability of English language learners to sustain language behavioral performance. From year 2005 – 2011 Thai high secondary school learners' proficiency level evaluated by The Ordinary National Educational Test (O-NET) was lower than forty percent [2]-[3]. According to the previous researches showed that learners lacked of motivation and had negative attitudes toward English. [4]-[7] These problems might be from teachers or learners so the Ministry of Education has been trying to solve the problems by having lots of projects to develop quality of learning and teaching. However, teachers themselves should develop their professionals to promote learners in learning a language and help them improve their English proficiency. The present research investigates the relationship between learners' motivation and intended efforts and learning achievement and aims to use the motivation based on the L2 Motivational Self System and self - motivated strategies to develop English teaching and learning.

## II. THEORETICAL BACKGROUND

### A. The L2 Motivational Self System

Over the past decade, motivation in L2 was revised and new approaches were generated to relate to the self-concept and L2 motivation. Dornyei [1]-[9] has combined theory of possible selves which means dreams or vision involved the learners to develop their own learning of the L2 and self theory and motivation theory to construct the L2 Motivational Self System consisted of three components (1) Ideal L2 self concerns about the L2 specific facet of one's Ideal self. The learner's vision

of oneself is an effective L2 speaker, (2) Ought - to L2 self which concerns the believe that ones ought to possess , desire to succeed ,and avoid possible negative outcomes. This is the social pressure coming from the learner's environment, and (3) L2 learning experience, which concerns situation – specific motives related to the immediate learning environment and experience in L2 by making a positive attitudes toward learning that was influenced by intrinsic and extrinsic motivation [1]-[9].

*B. Theoretical review*

Recent studies have shown that this dimemsion of the L2 Motivational Self System (a) transcends national and culture specific boundaries [10]-[11]-[12]-[13] (b) explains a noticeable portion of variance in learner's intended efforts [12]-[13]-[14] , and (c) presents the relationship between learners motivated behavior (intended efforts) and this future L2 self – guides with framework of the L2 Motivational Self System [15].

Thus the researcher chooses the L2 Motivational Self System and self motivational stratrgies to solve the learners' problems that learners do not like to study English.This study also has other independents variables namely, attitudes toward learning English, parental encouragement, appropriate teacher behaviors, increasing self – confidence, creating a pleasant classroom climate, increasing learners' goal orientedness, promoting cooperation among the learners, promoting learner autonomy , and encouraging positive self evaluation.[16],[17]

*C. The Objectives*

1) To investigate the factors of English Motivational Self System influencing learner's intended efforts and learning achievement.

2) To investigate the correlation between intended efforts and learning achievement.

D. Hypothesis

1) There is no significant factors of English Motivational Self System namely, Idea English self, Ought – to English self , and English learning experience that influence intended efforts.

2) There is no significant factors of English Motivational Self System namely, Ideal English self, Ought – to English Self , and English learning experience that influence learning achievement.

3) There is no significant correlation between intended efforts and  learning achievement.

III.   METHODOLOGY

*A. Defination*

1) Ideal English self representing an ideal image of the kind of English user one aspires to be in the future [8]-[15].

2) Attitudes toward English measuring situating – specific motives related to immediate learning environment and experiencen [16].

3) Ought – to English self measuring the English related attributes that one believes he/she ought to be responsible for the study [8].

4) Parental encouragement examining active and passive parental roles [12]-[15].

5) Instrumentality - prevention measuring the regulation of duties and obligations such as studying English in order to pass an examination [12].

6) English learning experience assessing the learners'attitudes toward langugae learning experience [1]-[15].

7) Appropriate teacher behaviors measuring frequently teachers roles done in the classroom have a motivation influence on learners, which make' teacher behavior a powerful motivational tool [6]-[7].

8) Increasing self – confidence measuring how frequently teachers play in generating and  do spirit in the learners [6]-[7].

9) Creating a pleasant classroom climate measuring how frequently teachers support learners a psychologically safe classroom climate and they feel that they are protected from ridicule and embarrassment [6]-[7].

10) Increasing learners' goal orientedness measuring how frequently teachers design a learning agreement, or   specific subgoals that lead to larger ones [6]-[7].

11) Promoting cooperation among the learners measuring how frequently teachers promote group cohesiveness and set group norms [6]-[7].

12) Promoting learner autonomy measuring how frequently teachers provide learners with the opportunity to exercise autonomy in the practice of learning [6]-[7].

13) Encouraging positive self-evaluation measuring how frequently teachers give regular strategies feedback [6]-[7].

14) Intended efforts assessing learner's motivated behaviors towards learning English [12].

15) Learning achievement deriving learners'grade point in English basic course of secondary school learners in the semester 1/2011.

*B. Participants*

The multi stages samplings were employed to select the subjects by devided forty-five high secondary schools into four groups depending on the school size. Eleven schools were drawn from twenty-five percent in each size. The second stage in each class was selected from eleven schools by drawing and the samplings were in eleven classrooms, including 409 respondents.

*C. Instrument*

A questionnaire consisted of two parts was used to collect data. Part I, mainly seeks for respondents' personal information and a grade point in semester 1/2011. Part II, the questionanaire was created by the researcher based on three previous studies [12]-[15]-[16]. It included 111 items by using six – point Likert scales in which six indicated Strongly Agree and one indicated Strongly Disagree and six showing Very Much and one showing Not At All anchoring each and of the scale.These items were comprised of three aspects : (1) Ideal English self (2) Ought – to English self, and (3) English learning experience Then they were translated into Thai language by the researcher and Thai teacher. Three experts in curriculum and psychology fields were asked to edit them. Then the questionnaire was piloted on fifty learners similar to the target samples.

*D. Procedure*

The survey was employed and the data were collected by the researcher from 409 learners in eleven classrooms in February 2012. The researcher contacted eleven school directors to ask for learners paticipation and eleven teachers assisted the researcher in collecting data.

*E. Data analysis*

All the data obtained were analysed with SPSS version 11.5. For the first research objective, the multiple regression analysis were used to describe the strength and direction of the linear relationship between two variables. The second objective, the simple regression analysis was used to do, too. In assessing,Pearson Product Moment Correlation Coefficients were computed between each independent variable and dependent variable. All acceptable significance level was deemed to be $p < 0.05$

First, a reliability analysis was run to check the Cronbach Alpha internal consistency reliability coefficients of the three aspects of items measuring the main variables, and based on a post hoc item analysis some items were excluded from further analyses. The reliability of all the items, the Cronbach alpha was 0.97. And the Cronbach alpha in each variable was in details.(e.g., Ideal English self $\alpha$ = 0.88, attitudes toward English $\alpha$ = 0.76, Ought – to English self $\alpha$ = 0.83, parental encouragement $\alpha$ = 0.85, Instrumentality – prevention $\alpha$ = 0.80, English learning experience $\alpha$ = 0.91, appropiate teacher behaviors $\alpha$ = 0.90, increasing self-confidence $\alpha$ = 0.88, creating a pleasant classroom climate $\alpha$ = 0.88, increasing learners goal – orientedness $\alpha$= 0.85, promoting coorperation among the learners $\alpha$ = 0.87, promoting learner autonomy $\alpha$ = 0.90, encouraging positive self – evaluation $\alpha$ = 0.84 and intended efforts $\alpha$ = 0.92)

Second, these scales were then submitted to correlation analysis and the enter multiple and simple regression analysis (To compute multiple correlation). Mean , percentage, standard deviation were employed to analyse.

## IV. RESULTS

Table 1 Results of the multiple regression analysis of English Motivational Self System scales with intended efforts for high secondary school learners.

TABLE 1 Factors influence intended efforts

| Factors | b | SEb | β | R | t | Sig |
|---|---|---|---|---|---|---|
| Idea English self | 0.163 | 0.053 | 0.138 | 0.799 | 3.062 | 0.002 |
| Parental encourage ment | 0.291 | 0.048 | 0.263 | 0.799 | 6.019 | 0.000 |
| English learning experience | 0.352 | 0.044 | 0.390 | 0.799 | 8.075 | 0.000 |
| Promoting learner autonomy | 0.222 | 0.263 | 0.219 | 0.799 | 3.561 | 0.000 |

$R^2 = 0.639$  SE = 0.58   $p < 0.05$

It shows that there are four significant predictors which contributed 63.9 percent variance on intended efforts namely, Ideal English self ($\beta$= 0.138, p<0.01), parental encouragement ($\beta$= 0.263, p<0.01),English learning experience ($\beta$= 0.390, p<0.01), and promoting learner autonomy ($\beta$= 0.219, p<0.01).

Table 2 Results of the multiple regression analysis of English Motivational Self System scales with learning achievement for high secondary school learners.

TABLE 2  Fasctors influencd learning acheivement

| Factors | | | | | | |
|---|---|---|---|---|---|---|
| | b | SEb | β | R | t | Sig |
| Idea English self | 0.434 | 0.053 | 0.398 | 0.497 | 6.123 | 0.000 |
| Ought-to English self | 0.159 | 0.048 | 0.144 | 0.497 | -2.311 | 0.021 |
| Promoting learner autonomy | 0.002 | 0.044 | -0.281 | 0.497 | -3.176 | 0.002 |
| Encouraging positive self-evaluation | 0.004 | 0.263 | 0.209 | 0.497 | 2.859 | 0.004 |

$R^2 = 0.247$   SE = 0.775  $p < 0.05$

It shows that there are four significant predictors which contributed 24.70 percent variance on learning achievement namely, Ideal English self ($\beta = 0.398$, $p<0.01$), Ought-to English self ($\beta = 0.144$, $p<0.05$), promoting learner autonomy ($\beta = 0.281$, $p<0.01$), encouraging positive self-evaluation ($\beta = 0.209$, $p<0.01$).

Table 3 Results of the simple regression analysis of intended efforts scales with the learning achievement for high secondary school learners.

TABLE 3 Intended Efforts influencd learning acheivement

| Factors | | | | | | |
|---|---|---|---|---|---|---|
| | b | SEb | β | R | t | Sig |
| Intended Efforts | 0.126 | 0.045 | 0.136 | 0.136 | 13.034 | 0.006 |

$R^2 = 0.016$   SE = 0.871  $p < 0.01$

It shows that there is significant correlation between intended efforts and learning achievement ($\beta = 0.136$, $p<0.01$), That means intended efforts contributed 1.90 percent variance on learning achievement.

## V. DISCUSSION

As a result of the influencing of English Motivational Self System on intended efforts namely, Ideal English self, Ought-to English self, parental encouragement, and English learning experience confirms the results obtained in previous studies [10]-[12]-[14], while promoting learner autunomy , and encouraging positive self-evaluation affected on intended efforts that confirmed Cheng and Dornyei's work [16].

Learning achievement is influenced by Idea English self, encouraging positive self–evaluation, promoting learner autonomy , and Ought-to English self confirms Su and Wang's study[18] and Bernaus and Gardner [19]. that secondary school learners' motivation and English proficency are highly related

and reference [20] found that attitudes, motivation, expectancy in higher education , and parents encouragement were correlated with learning achievement at 0.01 level significance.

To look closer in some motivational strategies namely, attitudes toward English , appropiate teacher behaviors, increasing self-confidence, creating a pleasant classroom climate, increasing learners goal-orientedness,and promoting coorperation among the learners, there are no significant influence on dependent variables. This showed that whether motivational strategies were used sufficiently in the classroom  or not.

The result of this study will be constructed the instructional model of English Motivational Self System that promotes intended efforts and learning achievement for Thai learners.

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