THE ROLES OF POSSIBLE SELVES IN IRANIAN EFL LEARNERS' L2 LEARNING MOTIVATION

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ABSTRACT

Motivation as one of the most important areas in language learning has been extensively investigated based on various models and theories. Recent motivational theories on L2 learning emphasized the importance of the possible 'selves' in motivating learners. This paper analyzes and compares the two constructs of Ought-to L2 self and Ideal L2 self in Iran EFL context, considering Dörnyei's (2009) L2 Motivational Self System as the main theoretical framework. Participants in this study are 216 B.A. senior students majoring in English. A questionnaire comprising seven motivational dimensions was used as the data collection device. Analysis of the results revealed that although both of these constructs are significant and may overlap, Ought-to L2 self construct mainly mediates for explaining Iranian EFL learners' motivation. Therefore, language learning motivation in unique context of Iran is greatly affected by extrinsic factors.

Keywords: Motivation, Possible Selves, Ought-to L2 Self, Ideal L2 Self.

INTRODUCTION

The role of motivation in language learning has been the focus of numerous researchers for many years. Started by Greeks, various figures suggested different theories for motivation through the history which gained attention and paved the way for other researchers to elaborate their own hypothesis. One of the main figures, who conducted lots of researches on second language motivation, was Gardner. Gardner (1985) stated that there are four elements in motivation which are "a goal, a desire to attain the goal, positive attitude toward learning the language, and effortful behavior to that effect". The concept of integrative motivation which was first introduced by Gardner and Lambert (1959) turned to a key factor in determining the effect of motivation on success in language learning.

Recently, the theoretical base of the integrative motivation has gone under challenges and new process model of language learning motivation overturned integrative model. One of the main reasons is that "integrative motivation did not offer any obvious links with the new cognitive motivational concepts that had been

emerging in motivational psychology and the label 'integrative' was rather limiting and did not make too much sense in many language learning environments". (Dörnyei, 2009, p. 10).

Dörnyei (2005) suggested a new framework, Motivational Self System, which is made up of three components: Ideal L2 self, Ought-to L2 self, and English learning experience. Ideal L2 self is the L2-specific facet of one's Ideal self, Ought-to self concerns the attributes that one believes one Ought to possess to meet expectations and to avoid possible negative outcomes and L2 learning experience which concerns situated, executive motives related to the immediate learning environment and experience (Dörnyei, 2009).

The educational environment of Iran negatively affects all the motivational orientations. It is also demonstrated that in Iran the dominance of traditional approaches and conservative policies of foreign language teaching decrease all levels of motivation (Kiani, Mahdavy, & Samar, 2012). In the same vein, poor textbooks, lack of facilities and appointing untrained teachers are other components of English as a Foreign Language (EFL)

programs in Iran that exacerbate this tragedy. Therefore, L2 learning experience that deals with immediate learning environment would be excluded from the focus of this study and merely possible selves will be scrutinized as the main sources of motivation in such a context.

In contrast with Ideal L2 self which is more internalized, idealistic, and imaginative, Ought-to L2 self is more external and realistic. According to Ushioda (2009) Ought-to L2 self include attributes, such as various duties, obligations, or expectations one Ought to fulfill to avoid possible unwanted results. For instance, when language learners try to learn language to meet their families, friends, and teachers' expectations, this external motivator is Ought-to L2 self.

In this paper, the prime concern is comparing and analyzing the role of Ought-to L2 self and Ideal L2 self constructs to explore the main source of L2 learning motivation for Iranian EFL learners and gaining a better insight of Iranian learners' internal and external sources of motivation supported by evidence.

1. Literature Review

Since motivation has been brought under investigation, different perspectives has been dominant through the history. The concept of motivation investigated in different periods and its origin goes back to ancient Greeks. According to Pakdel (2013), "the ancient Greeks presumed three components, the body's desires, pleasures, and pains (senses and efforts of will and spirit) in a hierarchical arrangement for the first theoretical justification of the motivational activities" (p. 240). The efforts of philosophers like Plato, Aristotle, and Socrates contributed to develop human motivation theory which focused not only on body desires, pleasures, and pains, but also human desires for truth, wisdom, intrinsic joys, spirit, and reason. Now, in what follows various main views towards motivation including mechanistic, cognitive, and process oriented are examined briefly.

1.1 Mechanistic View of Motivation

Mechanistic view of motivation was developed with the impact of behaviorism school of thought. There are several known figures with their proposed theories which nourished this view. McDougall (1871-1938) was one of the pioneers of instinct motivation. The instinct motivation of McDougall consists of three parts: perception, behavior, and emotion. McDougall listed seventeen instincts in 1932, including hunger, rejection of particular substances, curiosity, escape, pugnacity, sex, maternal/paternal instinct, gregariousness, self-assertion, submission, construction, acquisition, crying out or appeal, laughter, comfort, rest or sleep, and migration (McDougall, 1932).

Another main figure of this view, Skinner (1945-1974) proposed a theory of motivation which is known as "radical behavior" (private events) that was widely accepted and followed by others. The central point of this theory refers to physical occurring of the events which have effects on behavior. According to Skinner, all motives and thoughts are private (Skinner, 1974). Rotter (1954) in his social theory believed that there is a relationship between environment and person. Therefore, we should consider these two elements before we know about complete behavior. He held that personality is composed of elements that the individuals use them for replying to certain circumstances. Hence, personality and behavior can always be altered. So, based on this methodology language learning is habit formation and the focus was on training for performance.

Because of overreliance on some unconscious concepts, such as instinct, desire, and need, along with irrelevance of reward system and habit formation to human learning especially in educational context brought mechanistic view under serious questions.

1.2 Cognitive View of Motivation

The advent of cognitive approaches started in the sixties was a revolutionary shift in motivation view. One of the initiators in cognitive psychology is Piaget who suggested cognitive developmental theory assuming motivation as an interior unconscious effort leading to more complicated and discriminated development of mental structures. In such a perspective what individuals think about themselves and environment affect their behavior. Concepts such as goal, attitude, level of aspiration,

emotion, and individual differences came into consideration. Pintrich and Schunk (1996) focused on incorporation of cognitive concept in theories of motivational psychologists which stated that instead of stimulus and reinforcement, learners' beliefs, cognition and value are main factors in achieving the goal.

Accordingly, cognitive approaches are more pertinent to educational context. Applying to the specific area of language learning, for instance, Gardner (2001) in his integrative approach categorized integrative orientation as interest in foreign languages and attitudes toward the L2 community, reflecting the individual's willingness and interest in social interaction with members of other groups. There are various cognitive theories and models, each of which gained attention and prominence in their corresponding time periods, but enumerating them is beyond the scope of this paper.

1.3 Process Oriented View of Motivation

Process model of motivation which is the main concern of this research has been developed in the recent years. It is formulated exclusively for language learning process, regarding the deficiencies of previous motivation models including their insufficient and limited attention to motivational sources, directed behavior and underestimating the dynamic nature of motivation. As Pintrich and Schunk (1996) define motivation, 'Motivation is the process whereby goal-directed activity is instigated and sustained'.

As one of the primary works, Dörneyi and Ottó (1998) drew up a process model consisted of three stages, the first stage called preactional stage deals with generating motivation needs based on individual selection of goal, the following stage is actional stage which rely on maintaining the motivation needs is called executive motivation, and the third one is post actional stage based on "retrospective evaluation of how things went". Later, in his book, 'The Psychology of the Language Learner', Dörnyei (2005) proposes a new, broad construct of L2 learning called the L2 Motivational Self System. He presents his concept of the L2 Motivation Self System as a reframing of Gardner's (2001) concept of the integrative

motive. Using Structural Equation Modeling (SEM), Dörnyei and Csizér (1998) found that Integrativeness subsumes all other factors in Gardner's model, even instrumentality. Based on these results, Dörnyei and Csizér suggest that integrativeness represents a broader construct than Gardner's (2001) definition would suggest. Dörnyei (2005), and Dörnyei and Csizér (2002) goes on to propose that Integrativeness can be interpreted as an idealized view of the L2 self, as presented in the L2 Motivational Self System. This construct is composed of three dimensions: The Ideal L2 self, the Ought-to Self, and the L2 Learning Experience. The Ideal L2 self refers to the future self image that represents the attributes that someone would ideally like to possess, Ought to self which refers to the future self image that represents attributes that one believes Ought to possess. Drawing on possible selves theory, it involves L2 learning experiences and situation – specific motives related to immediate learning environment and experience, but as already explained, L2 learning experience that is the third component of this construct, dealing with immediate learning environment, is excluded from the focus of this study because it cannot be counted as a source of motivation in such a unique context.

L2 motivational self system has been the framework of a number of studies which examined sources of motivation, affecting factors, comparing and aligning other motivational models to this construct to discover the essence of motives. Kim (2009) in his case study research, linking Vygotskian sociocultural theory and action theory (Kim, 2009, 2012; Vygotsky, 1978, 1987) to Dörnyei (2005, 2009) L2 motivational system, by analyzing the obtained interview data from four Korean adult English as a second language students found that for facilitating L2 learners' ESL learning, students' ought-to L2 self needs to be internalized by the learners and transformed to their Ideal L2 self. Besides, their sense of participation raise when their initial L2 learning motive is integrated with a specific learning goal.

In a comparative study on the L2 motivational self system among Japanese, Chinese, and Iranian learners of English conducted by Taguchi, Magid, & Papi (2009),

findings confirmed that integrativeness can be labelled as Ideal L2 self while this possible self in a foreign language context enjoys an increased explanatory power on the intended effort. In Iran context, there was a high correlation between instrumentality-promotion and the Ought-to L2 self. So, it constitutes the major motive to learn English.

Islam, Lamb, and Chambers (2013) carried out their research on Pakistani undergraduate students' motivation to learn English among 1000 students in different institutions of the province of Punjab. Confirming the validity of the L2 motivational self system in that particular context by considerable empirical support, they found that the strongest predictor of learning effort are the Ideal L2 self and learning experience. In addition, national interest revealed to make a strong contribution to the Ideal L2 self.

2. Method

2.1 Participants

A total of 216 Iranian EFL learners (94 males & 122 females) from five universities located in two different cities (Mashhad & Rasht) of Iran participated in this research. All the participants are senior students majoring in Teaching English as a Foreign Language (TEFL), Literature and Translation that already passed the national university entrance test. They spent a couple of years learning English, so they were proficient in language skills. Participants' ages ranged from 22 to 49.

2.2 Instruments

Dörnyei's (2005, 2009) L2 motivational self system theory was utilized as the theoretical framework to design the data collection device. For gathering the data, a Likert scale type questionnaire with 33 items (see Appendix) measuring the learners' attitudes about Ideal L2 self (12 items) and Ought-to L2 self (21 items) constructs was administered to 216 EFL learners. Items pertaining to various dimensions of possible selves scattered randomly under each domain. A summary of the motivational variables discussed in this paper can be found in Table 1. The responses ranged from 1 (strongly disagree) to 5 (strongly agree). All items of the data collection device

Variables of Items	Number	Sample Item
Ideal L2 self	8	My ideal self generates an intense motivational Drive
Instrumental Purposes	2	I strongly believe that learning English makes me rich.
Culture Interests	2	I love the thought of living abroad and communicating In English fluently with the locals.
Ought to L2 self	7	My role models who can communicate easily and successfully in English are strong motifs for my hardwork.
Instrumental Purposes	9	Being able to understand English speaking-films, videos, TV, or radios makes me motivated.
Cultural Interests	2	Being able to learn new culture makes me motivated.
Expectations of Others	3	Gaining the approval from my peers/teachers/ family/boss is surely one of the main sources of motivation to learn English.

Table 1. Motivational Variables Information

fine tuned with the aid of pilot testing the questionnaire with small sample of 12 participants that constitute a representative of the final sample with its aforementioned features. At the end, participants were asked to report any difficulty or problem encountering in understanding each item.

2.3 Procedure

In order to have a more realistic representative sample of current Iranian EFL learners population, the author collected the data from the students of five universities (both state and private universities) with different methods of admission, qualities of educational systems, ranks, equipment, course contents, etc. For designing the questionnaire was the author counseled with the experts in the field. Also several interview sessions with successful and highly motivated learners were arranged. Finally, according to the generated factors the items of the questionnaire was developed. The questionnaire distributed among B.A. last term students of Ferdowsi University of Mashhad (Literature), Guilan University of Rasht (TEFL), Binalood higher education Institute of Mashhad (Translation), Islamic Azad University of Mashhad (TEFL), and Payam Noor University of Rasht (Translation) which were chosen for this purpose. Arrangements were made with the relevant teachers to allocate 25 minutes of their class time for administration session in advance. Respondents were asked to fill the questionnaire carefully.

There were brief explanations of the concepts of Ideal L2 self and Ought-to L2 self for the purpose of clarification. While responding to the questions any information needed was supplied by the author, however.

3. Data Analysis and Results

In the present study, the obtained data were analyzed by using SPSS 21.0. For checking internal consistency, reliability statistics were run and the items lowering overall Cronbach's alpha value were eliminated. For Ideal L2 self construct comprising 12 items, Chronbach's alpha reliability is 0.839, while for 21 Ought-to L2 self items 0.835. Table 2 presents the descriptive statistics of seven motivational variables of possible selves.

Table 2 represents descriptive statistics of seven motivational variables of possible selves. The mean value of whole sample ranges from 2.83 to 4.52 on a 5-point scale. Participants indicated high level of inclination (more than 3) towards majority of the 32 factors under investigation that states the importance of possible selves' role in learning a foreign language in Iran, where the context is not applicable for bearing this burden. Comparing these two constructs in Table 2, it is evident that Ought-to L2 self domain produced higher numbers regarding respondents' preferences with general mean value of 3.88. Within this domain, the difference is not significant. So, whereas Ought-to L2 self scores' (i.e following a role model) mean value is considered to be the highest (4.00), Instrumental- Promotion is the lowest (3.82). Cultural interest (3.94) and Expectation of others (3.84) constitute other dimensions.

Overall mean of Ideal L2 self construct is 3.66, encompassing three scales of Ideal L2 self (3.67), Instrumental-Promotion (3.40), and Cultural interest (3.86). Cultural interest (i.e thought of living abroad and communicating in English fluently with the locals) scored high numbers in both domains, emphasizing the importance of this aspect among Iranian EFL learners.

A closer look at the data obtained and examining critical items of each domain in a more detailed way, for the first item which directly addresses Ideal L2 self (My Ideal self generates an intense motivational drive in me), 52% of

Variables	Whole Sample	Males	Females
Ideal L2 self	3.47	3.65	3.29
	4.04	3.93	4.15
	3.66	3.61	3.71
	3.85	3.81	3.89
	2.93	2.89	2.97
	3.84	4.14	3.54
	3.76	3.64	3.88
	3.85	3.91	3.79
Instrumental Purposes	2.88	3.20	2.56
	3.93	3.96	3.90
Culture Interests	3.78	3.53	4.03
	3.94	3.89	3.99
Ought to L2 self	3.80	3.61	3.99
	4.40	4.11	4.69
	4.07	3.93	4.21
	4.33	4.24	4.42
	3.44	3.27	3.61
	4.04	4.12	3.96
	3.95	3.87	4.03
Instrumental Purposes	4.37	4.41	4.33
	4.15	4.24	4.06
	4.52	4.68	4.36
	4.02	4.05	3.99
	3.33	3.49	3.17
	3.85	3.89	3.81
	3.60	3.54	3.66
	2.83	2.77	2.89
	3.73	3.71	3.75
Cultural Interests	4.16	4.04	4.28
	3.72	3.83	3.61
Expectations of Others	3.97	3.92	4.02
	3.53	3.55	3.51
	4.01	3.94	4.08

Table 2. Descriptive Information of Motivational Variables

respondents claimed the vision of their Ideal self motivated them. In terms of financial aspects of learning English, only 32% of the participant thought that learning English would make them rich! Nevertheless, 78% of them believed that English will be used in their future career. The vision of studying abroad, Living in an English speaking country, spoken and written communications, also talent and inner feeling are other intrinsic sources of motivation that more than 65% of respondents declared it is true about them.

Within Ought-to L2 self scales, the most motivating factor for respondents in this research, as 89% stated, is revealed to acquire the ability to understand English speaking films, TV, or radios. The self confidence and self esteem generated by speaking in English with others 88%, getting the chance of meeting new people from different parts of the world and communicate 85%, high level of

satisfaction caused by expressing themselves in English 83% constitute other important factors.

3.1 Comparing Across Genders

Table 2 demonstrates the scores of the seven motivational dimensions broken down by genders. The data set discloses some notable points. Both genders yield greater tendency to extrinsic factors, but considering the pattern of scores given to Ought-to L2 self scale, it is interesting that females gave higher scores to all measuring items. It indicates that female learners are more inspired by factors like following a role model, proudness and satisfaction coming from the self expression and friends success. On the other hand, male respondents scored higher on most of Instrument-Promotion scale items (except for receiving rewards and punishment) such as finding the chance of meeting new people, being able to understand English speaking media and getting a good job.

Ideal-L2 self domain is also suggesting systematic differences between genders in terms of Cultural interest and Instrumental-Promotion dimensions. Female respondents scored higher the former (4.01), implying that Iranian female EFL learners possess favorable disposition towards cultural assimilation. Instrumental-Promotion dimension on this domain similar to its correspondent on Ought-to L2 self domain, scored higher (3.58) by male participants.

4. Discussion

The paper provides empirical insights about the nature of possible selves as sources of motivation in Iran context. Based on the results of this research, there were not any meaningful discrepancy between four dimensions of Ought-to L2 self. This fact along with higher scores of this domain incorporates the eminence of this possible self. If we compare the role of Ideal L2 self and Ought-to L2 self in motivating Iranian EFL learners and pushing them towards language learning, Ought-to L2 self or extrinsic factors dominate. In the unique context of Iran, grounded on different variables such as cultural factors, conservative policies and even financial issues we can give prominence to Ought-to L2 self construct. In this regard,

Ueki and Takeuchi (2012) in their study on L2 motivational self system in a Japanese EFL context found that Ideal L2 self has a stronger impact on motivated learning behavior of Japanese learners.

Factors concerning inner feeling of satisfactory and self-confidence rooted from meeting expectations and instrument for promotion turned out to be remarkably effective. As Taguchi et al. (2009) concluded, there was a relatively high correlation between instrumentality-promotion and the Ought-to L2 self in Iran. As a case in point, English is a required component of academic life, in this regard, for getting a good job having a higher degree is necessary. Moreover, at the moment most of companies and employers require an English language proficiency degree separately for hiring applicants. It is also needed for promotion, even for those who are already employed. Attaining promotion will elevate one's socio-economic status and bring honor to one's self and close relatives. Nevertheless, international degrees of English language knowledge is an obligatory element for enrolling in post graduate education in Iran. It is the language of science and a vehicle for gaining knowledge of the world, so whoever knows it will build an excellent reputation.

The role of English language knowledge has got so prominent that even affected Iranian young people's life up to the point that sometimes the selection of a future spouse depends on socio-economic status or educational level considered by parents of the potential spouse. Nowadays, because of financial crisis and reduction in Iranian currency value caused by various factors, Iranian parents tend to send their children abroad to continue education and live preferably in English speaking countries. Pertaining to this issue, Iranian EFL learners showed a positive disposition for cultural accommodation.

All these mentioned reasons prompted extrinsic factors brought into attention as active motivators. In such a situation with imposed tough conditions, it is circumstances that determine what are the pushing forces. In the final run, based on the findings we can claim

in Iran context, Ought-to L2 self is more prominent among possible selves and serves as the main source of motivation for Iranian EFL learners to learn English.

Conclusion

The present study examined the two constructs of Ought-to self and Ideal L2 self in Iran context. The findings of this research suggest that even though both of these constructs are crucial and sometimes overlap to some degree (as defined by Csizér and Dörnyei (2005) in explaining the concepts of internalized and non-internalized instrumentality), Iranian learners showed acute awareness of extrinsic factors. Therefore, Ought-to L2 self construct is more applicable for explaining Iranian EFL learners' source of motivation.

As pointed out before, the results of this study are contextually and culturally specific. According to MacIntyre, Mackinnon, and Clément (2009), the various culture-bound definitions of self might affect the motivational properties of possible selves and researchers must attend to "cross cultural variation" (Dörnyei & Ushioda, 2009, p. 352) in possible selves. In the context of Iran we can leave behind L2 learning experience as a source of motivation by resorting to aforementioned reasons including traditional approaches, conservative policies of foreign language teaching, lack of facilities and appointing untrained teachers which are important elements of EFL programs in Iran.

Although the survey has not been on stratified random sampling process and with a large population, it is difficult to assume that the claims made based on results would be untrue in the unique context of Iran. Depending on circumstances, sometimes we may have a confliction between one's desires and actual reality which leads one to attend in a situation that current conditions and context determine what would be motifs and pushing forces. It is identified that circumstances create internal desire of fulfilling external incentives like achieving goals, meeting expectations, and attaining higher socio-economic status, therefore establish greater motives to learn.

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Appendix

Questionnaire Items used to Analyze Ideal L2 Self and Ought-to L2 Self Constructs

1. My ideal self generates an intense motivational drive in me.
   The ideal self refers to future self-image that represents the attributes that someone would ideally like to possess (i.e. representation of hopes, aspirations or wishes).
   I strongly disagree ☐ I disagree ☐ Neither agree nor disagree ☐ I agree ☐ I strongly agree ☐

2. I strongly believe that learning English makes me rich.
   I strongly disagree ☐ I disagree ☐ Neither agree nor disagree ☐ I agree ☐ I strongly agree ☐

3. Thinking of studying in a university where all courses are taught in English is very motivating.
   I strongly disagree ☐ I disagree ☐ Neither agree nor disagree ☐ I agree ☐ I strongly agree ☐

4. I imagine myself using English in my future career.
   I strongly disagree ☐ I disagree ☐ Neither agree nor disagree ☐ I agree ☐ I strongly agree ☐

5. In my dreams I see myself in situations where I am speaking English with foreigners.
   I strongly disagree ☐ I disagree ☐ Neither agree nor disagree ☐ I agree ☐ I strongly agree ☐

6. I love the thought of living abroad and communicating in English fluently with the locals.
   I strongly disagree ☐ I disagree ☐ Neither agree nor disagree ☐ I agree ☐ I strongly agree ☐

7. I always imagine myself speaking English like native speakers of English.
   I strongly disagree ☐ I disagree ☐ Neither agree nor disagree ☐ I agree ☐ I strongly agree ☐

8. I can imagine myself in my mind writing English e-mails/letters fluently.
   I strongly disagree ☐ I disagree ☐ Neither agree nor disagree ☐ I agree ☐ I strongly agree ☐

9. The vision of becoming a fluent English speaker increases my self confidence and self esteem.
   I strongly disagree ☐ I disagree ☐ Neither agree nor disagree ☐ I agree ☐ I strongly agree ☐

10. I feel that I'm very much talented for learning English.
    I strongly disagree ☐ I disagree ☐ Neither agree nor disagree ☐ I agree ☐ I strongly agree ☐

11. An inner feeling for learning language pushes me forward to learn English.
    I strongly disagree ☐ I disagree ☐ Neither agree nor disagree ☐ I agree ☐ I strongly agree ☐

12. The vision I have for my goal, intensely stimulates my sense of competition and dominance.
    I strongly disagree ☐ I disagree ☐ Neither agree nor disagree ☐ I agree ☐ I strongly agree ☐

13. My role models who can communicate easily and successfully in English are strong motifs for my hard work.
    The ought-to self (13-43) refers to the future self image that represents attributes that one believes one ought to possess (representation of someone's sense of personal or social duties, obligations or responsibilities).
    I strongly disagree ☐ I disagree ☐ Neither agree nor disagree ☐ I agree ☐ I strongly agree ☐

14. Finding the chance of meeting new people from different parts of the world makes me motivated.
    I strongly disagree ☐ I disagree ☐ Neither agree nor disagree ☐ I agree ☐ I strongly agree ☐

15. Being able to learn new culture makes me motivated.
    I strongly disagree ☐ I disagree ☐ Neither agree nor disagree ☐ I agree ☐ I strongly agree ☐

16. Being able to learn about what is happening around the world makes me motivated.
    I strongly disagree ☐ I disagree ☐ Neither agree nor disagree ☐ I agree ☐ I strongly agree ☐

17. Being able to understand English speaking-films, videos, TV, or radios makes me motivated.
I strongly disagree □   I disagree □   Neither agree nor disagree   □   I agree   □   I strongly agree   □

18. Being able to express myself in English makes proud and extremely satisfied.
I strongly disagree □   I disagree □   Neither agree nor disagree   □   I agree   □   I strongly agree   □

19. Gaining the approval from my peers/teachers/family/boss is surely one of the main sources of motivation to learn English.
I strongly disagree □   I disagree □   Neither agree nor disagree   □   I agree   □   I strongly agree   □

20. The importance of English language fluency in getting a good job generates an intense motivational drive in me.
I strongly disagree □   I disagree □   Neither agree nor disagree   □   I agree   □   I strongly agree   □

21. If I learn English Language Skills successfully, I will sure be able to prove myself to others as an able person.
I strongly disagree □   I disagree □   Neither agree nor disagree   □   I agree   □   I strongly agree   □

22. Studying abroad is the main source of motivation for me to learn English.
I strongly disagree □   I disagree □   Neither agree nor disagree   □   I agree   □   I strongly agree   □

23. Attaining higher social respect and recognition generates an intense motivational drive in me.
I strongly disagree □   I disagree □   Neither agree nor disagree   □   I agree   □   I strongly agree   □

24. Speaking in English language generates a feeling of self confidence and self esteem.
I strongly disagree □   I disagree □   Neither agree nor disagree   □   I agree   □   I strongly agree   □

25. My friends' success in learning English generates an intense motivational drive in me.
I strongly disagree □   I disagree □   Neither agree nor disagree   □   I agree   □   I strongly agree   □

26. The excitement of finding a new identity by learning a new language makes me motivated.
I strongly disagree □   I disagree □   Neither agree nor disagree   □   I agree   □   I strongly agree   □

27. I can become quite motivated by meeting people's expectations of me.
I strongly disagree □   I disagree □   Neither agree nor disagree   □   I agree   □   I strongly agree   □

28. Meeting very successful English learners makes me more determined to prove: yes, I can too!
I strongly disagree □   I disagree □   Neither agree nor disagree   □   I agree   □   I strongly agree   □

29. Hope to receive rewards makes me keep on and try harder.
I strongly disagree □   I disagree □   Neither agree nor disagree   □   I agree   □   I strongly agree   □

30. The fear that I'm going to be punished for failure makes me keep on and try harder.
I strongly disagree □   I disagree □   Neither agree nor disagree   □   I agree   □   I strongly agree   □

31. Receiving recognition for my efforts in learning English motivates me to continue striving to enhance the world around me.
I strongly disagree □   I disagree □   Neither agree nor disagree   □   I agree   □   I strongly agree   □

32. Being better than my classmates in my achievements and commitment to excellence makes me feel not only honored, but motivated.
I strongly disagree □   I disagree □   Neither agree nor disagree   □   I agree   □   I strongly agree   □

33. Making my parents and teachers proud through hardwork increases my dedication to learning.
I strongly disagree □   I disagree □   Neither agree nor disagree   □   I agree   □   I strongly agree   □

Note:*items originally developed for this study

ABOUT THE AUTHOR

Hamid Mousavi is working as a Lecturer in the Department of English Language at Binaloud Institute of Higher Education, Iran. Also, he is the chief translator of Tarjom.ir translation website. He received his Master's Degree in Teaching English as a Foreign Language from the University of Guilan, Iran. His research interests include Individual Differences in Language Learning and Critical Discourse and Power Relations in Teaching.