

The Effect of an L2 Motivational Program for New Junior College English Major Students: Focusing on How the Learners Changed

Eunbi Kwon*

Kwon, Eunbi. (2022). The effect of an L2 motivational program for new junior college English major students: Focusing on how the learners changed. *English Teaching*, 77(4), 71-101.

This paper explores the L2 motivation of 11 students about to start studying English as junior college English majors. The participants took part in a ten-day L2 motivational program designed to help them with L2 skills and life on campus. To understand how they participated in the program, data gathered from online learning logs were coded using qualitative thematic analysis. Consequently, the participants shifted to embody 'none to something' qualities in terms of L2 selves and effort during the program. That is, they established self-images to believe in when using and learning English, which eventually developed into effort-driven attitudes and behavior. The students also set goals and plans according to their L2 selves created or revealed during the program. Although the program was comparatively short with a small number of participants entering a junior college, the findings indicate that an L2 motivational program for new adult students could be conducive to promoting and sustaining their effort, L2 selves, and motivation.

Key words: L2 motivational program, L2 selves, junior college English major students

*Author: Eunbi Kwon, Lecturer, Department of English, Hanyang Women's University; 200, Salgoji-gil, Seongdong-gu, Seoul, 04763, Korea; Email: ebkwon2728@gmail.com

Received 29 September 2022; Reviewed 18 October 2022; Accepted 1 December 2022



© 2022 The Korea Association of Teachers of English (KATE)

This is an open access article distributed under the terms of the Creative Commons Attribution License 4.0, which permits anyone to copy, redistribute, remix, transmit and adapt the work, provided the original work and source is appropriately cited.

1. INTRODUCTION

College entrance is a significant event for Korean students after a long and exhausting preparation both in and out of school. It may not be the same process for all high school students and graduates to prepare for college, but they might have one thing in common: They have a short time between getting accepted and actually starting college even though they could experience a lot at this point (Anderson, Goodman, & Schlossberg, 2012; Frazier & Hooker, 2006). In this way, soon-to-be new college students will benefit more if they receive an appropriate and systematic progress to adjust to their new learning environment and identity (Kwon & Chung, 2021). In other words, such progress eventually leads to sustaining the student satisfaction of staying in education.

In this respect, the quality of tertiary educational service is directly held accountable for keeping their students, as Korea has faced a reduction in the number of students due to an overall decline in population (Lee & Lee, 2021; Seol, 2022). This trend applies to junior colleges as well; however, their students have comparatively shorter time, compressed into two to three years, to prepare for their post-college life. It implies the intense pressure of having more dropouts in two- or three-year junior colleges than in four-year universities (Lee & Han, 2021). To fall into step, the English Department of L College in Seoul, with the assistance of its Center for Learning and Teaching, has been offering a 30-hour program for newcomers each year in mid-January since 2018. Its purpose is to prepare soon-to-be freshmen of the English Department with major relevant competencies (i.e., English for communication and English for the workplace) and improve their four language skills before their first semester in early March. It aims to familiarize new entrants with their new surroundings as well as motivate them to accomplish their personal and professional goals in the long term.

The researcher was assigned to teach the program from the beginning, although it had to be moved online in 2021 and 2022 due to the pandemic. The researcher received some recurring feedback from the participants at the end of each year's program. The most frequent comment was about how to convey the purpose of the program to the participants. Many recalled that the main reason for taking part was that they were contacted by their future school asking them to participate voluntarily if their personal schedule met with the program schedule. Then, they would decide to take it without specific reasons or expectations of learning and practicing English with other new students in the program. Rather, all they expected was to mingle with new friends and get tips for surviving college. Again, in retrospect, they believed that the purpose of the program should be consistently delivered and clearly understood by the participants themselves throughout the program, not only at its outset, to make the time spent in the program more meaningful.

Several studies have focused on the sources of student satisfaction (e.g., Lee & Han, 2021;

Seol, 2022) rather than the program itself or its outcomes that might increase student satisfaction. Thus, this paper primarily centers on the changes in new Korean junior college students whose major is to be English while taking a foreign language (English) (hereafter L2) motivational program adopting the L2 motivational self system as a way of boosting student satisfaction. Although there have been several studies on L2 motivation in the Korean context, there has not been much research conducted to cover all aspects of this paper (i.e., new entrants to a junior college, junior college English major students, and an L2 motivational program). For example, languaging activities were applied to younger students (e.g., T.-Y. Kim, 2015), whereas the most comparable L2 motivational program for adult students has taken place outside of Korea (e.g., Magid & Chan, 2012) (cf. Nguyen, 2021).

L2 motivation research might be of more value if it underscored the capability of actually cultivating it in real practice (Kim, 2018). Also, it would be worth focusing on what could be fostered in what way during an L2 motivational program to reveal what might be discovered before, during, and after the program. Hence, this paper explores the degree of L2 motivation of soon-to-be junior college English majors over the course of a ten-day program designed to help them promote L2 selves, set goals, and learn English.

2. LITERATURE REVIEW

2.1. L2 Motivational Self System

Cultivating L2 motivation takes as much time as L2 learning since it is a journey (Dörnyei & Ushioda, 2009, 2011). In this process, multiple factors (e.g., cognitive, social, and affective factors) become pertinent to one's overall L2 learning. Dörnyei (2005, 2009a) reconceptualized L2 motivation with the psychological term 'possible selves' into 'L2 motivational self system.' Possible selves were initially described in Markus and Nurius (1986) as "individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming, and thus provide a conceptual link between cognition and motivation" (p. 954). Also, the ability to regulate behavior could be understood as "developing a system of positive self-relevant thoughts that can regulate behavior [which] may well depend on helping them create for themselves a broader context of specific positive possibility in the domain of concern" (p. 966).

Dörnyei (2009b) maintained that "the imagery and sensual components of possible selves approximate what people actually experience when they are engaged in motivated or goal-directed behaviour" (p. 213). Additionally, the L2 motivational self system has been applied to numerous L2 learning environments for "its simplicity and adaptability to different contexts" (Csizér, 2019, p. 87). The capacity within the new model tackles the validity of

Gardner's integrativeness (Gardner, 1985) in the L2 learning context in which integration seems not quite clear (Lamb, 2004; Ryan, 2009; Ushioda, 2011). Consequently, understanding L2 motivation more contemporarily called for a system that could represent it as complex and dynamic instead of dwelling on traditional dichotomies (e.g., integrative/instrumental orientation or intrinsic/extrinsic motivation).

The L2 motivational self system has three main components—ideal L2 self, ought-to L2 self, and L2 learning experience. The centrality of ideal and ought-to L2 self is on the future given that these two concepts can also be defined as future self-guides for regulating behaviors. In other words, ideal L2 self portrays the desire the learner would like and strives to become in L2 learning. For example, it might indicate the learner herself speaking fluent English in future events such as a trip to England. In contrast, ought-to L2 self indicates obligations and duties projected from learners' significant others that they would want to avoid such as failure in an exam or to get a job promotion due to a lack of L2 abilities. It is similar to "a condition where our self-concept matches our personally relevant self-guides" (Higgins, 1987, p. 321). Each 'self' involves L2 specific identities intricated in the learner's present and future L2 learning since the system reflects "a dynamic, forward-pointing conception that can explain how someone is moved from the present towards the future" (Dörnyei, 2009b, p. 213). The final component is called L2 learning experience which is learners' direct and holistic experience including teachers and their styles, classmates, or curriculum, and so on. More recently, this concept has received attention to view it in a broader context as engagement (Dörnyei, 2019). To better apply the L2 learning experience and dynamic nature of L2 motivation, the third concept could be understood "as the perceived quality of the learners' engagement with various aspects of the language learning process" (p. 26).

Studies exploring the effect of the L2 motivational self system have been conducted in Korea as well. However, most studies investigating high school students [are limited because only Grades 10 or 11 were recruited as an alternative to the fact that Grade 12 students were preparing to take the college scholastic ability test (hereafter CSAT) (e.g., Cho, 2016; Song & Kim, 2017). Still, high school students are considered to "be more sensitive to social pressures and arguments about the usefulness of English" (Song & Kim, 2017, p. 101). Cho (2016) investigated 109 Grade 10 high school students and 72 university students to discover that the ideal L2 self was significant in affecting L2 learning experience and the criterion measure (i.e., intended effort). This comparative analysis underlined that the younger students showed intended effort that was more in relation with L2 learning experience and less with ideal L2 self. Also, those who were in college better accepted their ought-to L2 self. There was a weak link between ought-to L2 self and intended effort among university students while there was a negative one among high school students. It seemed easier for the older students to internalize ought-to L2 self because they were able "to discern and

personalize external goals” (p. 45).

In S. Kim (2015), 29 university students participated in an interview to display “lack of meaningful purpose, lack of improvement and success experiences, and lack of self-determination” (p. 29). As adult students, the majority acknowledged that English plays a crucial role in seeking immediate employment in Korea regardless of one’s college major. Those who had a stronger ought-to L2 self referred to “themselves mainly as test-takers” without constructing any specific ideal selves, whereas those who had a weaker ought-to L2 self visualized themselves as using “English for their professional career” thus having a strong ideal L2 self (p. 47). Similarly, Yoo and Shin (2016) reported on university students’ dilemma of learning English. That is, their ideal L2 self was shaped toward the desire to speak fluent English while their ought-to L2 self leaned toward the duty of preparing for TOEIC exams. It was noted that two different selves clashed with each other only to confirm further that they easily shifted to match either what one personally wanted or what the society wanted from them (p. 124) (cf. Peker, 2020).

Additionally relevant to the present paper, some studies have delved into the L2 motivational trend across different school grades. Kim (2012a) pointed out that L2 motivation fluctuated throughout elementary and secondary education since it decreased in middle school and sharply increased in high school when preparing for the CSAT. Korean students could keep studying English without having any concrete ideal or ought-to L2 selves, not to mention L2 motivation (Kim, 2012b). Also, Zhan and Wan (2016) probed L2 motivation of Chinese students whose major was not English and their possible L2 selves through interviews and diaries. The study emphasized the role of goals and plans because new college students would benefit if they were provided with “guidance on learning strategies, access to English learning materials, analysis of individual’s strengths and weaknesses in English learning, and feedback on the feasibility of the plan” (p. 48). As such, adult students might generate “a well-rounded, full-fledged ideal L2 self which is both personally agreeable and professionally successful” (Magid, 2009, p. 83).

2.2. L2 Motivational Activities and Programs

When it comes to L2 motivation, learners might go through “continuous fluctuation as it is adapted to the ever-changing parameters of the context” and could occur even in one single L2 class (Dörnyei & Ryan, 2015, p. 84). Accordingly, L2 practitioners have strived to boost L2 motivation in many ways.

Prominent in the Korean context were motivational languaging activities. Such activities were conceptualized from the fact that some Korean learners of English tend to learn English with little motivation or by external influences from others rather than willingly by the learners themselves (T.-Y. Kim, 2015, p. 148). Through motivational languaging activities,

L2 learners could recognize what is personally meaningful to them in their L2 learning as well as tap into their cognitive skills and affective domain by using the target language to solve complex tasks. For example, a written activity T.-Y. Kim (2015) used was to have elementary and middle school students watch a video of Korean people considered to be ideal English speakers and write what they thought about them; and similarly, a verbal activity was to hold group discussions after watching the video. The participants were able to identify what mattered in their English learning and construct an ideal L2 self in the mixed-methods study of administering a questionnaire and conducting action research. Additionally, Lee and Kim (2019) investigated the effect of three-week-long motivational languaging activities (i.e., written and verbal) on high schoolers. The study confirmed that these activities were conducive to reinforcing the L2 learners' ideal L2 self, instrumentality (promotion), and motivated behavior.

In Magid and Chan (2012), university students were investigated with their responses to a questionnaire and interview. Students of Chinese heritage language in the UK and Hong Kong participated in motivating programs designed to promote imagery skills, visions, and a concrete ideal L2 self. The programs were quite different in nature in that the one in the UK was voluntary while the one in Hong Kong was compulsory and credit-bearing. However, both programs were considerable assets to learning English, not to mention greater L2 motivation and ideal L2 self, by developing scripted or guided activities (e.g., list of goals or ideal-self trees). Moreover, the programs helped the learners build confidence and accomplish more detailed goals in their English learning by offering sessions for language counseling.

Comprehensively, Hadfield and Dörnyei (2013) called for necessary stages in motivating learners. Fostering visions and ideal L2 self should precede prompting ought-to L2 self because “there will need to be some kind of a vision of what the ideal future self is” to identify between what is achievable, achievable but more long-term goals, very hard to achieve, and not really achievable (p. 12). Once the ideal L2 self is in existence, the vision of the ideal L2 self should become realistic and achievable as a possible L2 self. This step should “involve breaking down and prioritising goals into short-term and long-term goals” and “analyse and discuss critically their original visions in order to end up with a revised vision that is realistic and practically achievable” (p. 32). Then, their possible L2 selves should be considered with “the possible consequences of not achieving the desired outcome” and probable difficulties on its way (p. 47) to finally go “through the process of bringing the vision of the ideal self into harmony with the ought-to self” (p. 71). Ultimately, further required steps—“mapping the journey” and “enhancing the vision and keeping the vision alive”—should incorporate “creating an initial vision” with “a number of reality checks, to test whether the vision of an ideal L2 self is in fact achievable in practice” and sustainable for actualization (p. 8).

2.3. Research Question

As there has been limited literature on investigating new students who would major in English in a junior college and their L2 motivation, this paper incorporates an L2 motivational program during a pre-semester period. It also aims to discover the degree of L2 motivation that new students may reveal while participating in a ten-day program designed to help them deal with L2 selves, come up with goals and plans, and learn English as new college entrants. Thus, the paper is guided by one research question: To what extent does an L2 motivational program influence soon-to-be junior college English majors' L2 motivation?

3. METHODOLOGY

3.1. Participants

Administrative assistants of the English Department individually contacted and recruited possible candidates for the program in early January 2022. In return, 18 female students over 18 years old and accepted by L college through the first round of early admission accepted the invitation and took part in the program.

Eleven out of 18 students who did not miss a day in the ten-day program and who voluntarily completed all learning logs were selected for the study. Even though ages varied (i.e., between 19 and 21 in Korean age), all the final participants graduated from a general high school and had not had any prior tertiary education. Also, the overall academic performance, including English proficiency level, was diverse. However, it could be estimated by the average school grades ranging from 3 to 6, with only one student having spent a year in Canada in elementary school (i.e., Participant A).

To understand a bit more about the final participants, they were in the same Zoom classroom when the researcher initiated a casual conversation to build rapport with the first 18 students on Day 1 of the program. This conversation was to understand the participants and their backgrounds before implementing the concepts of L2 selves, which were inextricably connected to the purpose of the program.

The researcher also asked some questions and received answers via private messages in the chat room so that the participants could give more private and candid responses. The first question asked: Why did you choose to study English here? Strikingly, none of the participants had detailed plans, and some of them had only continued learning English passively up until the start of the program merely for college entrance (i.e., amotivated) (Kim, 2012b).

This was followed by the second question: 'You will start a new chapter in college soon.

What would you like to become as you will learn English as your major in a junior college?’ All responses were independent of learning English or becoming an English major student in a junior college. Rather, they did not have future images of themselves as L2 learners except for the superficial images of becoming college students. There were only two detailed answers (i.e., ‘I will work out hard to tone my abs’ from Participant D and ‘I want to go to Paris to try French sweets with my best friend’ from Participant A), whereas the others commented either ‘I do not know’ or ‘I will figure out once I start school in March.’ Here, the participants seemed to not care much about their new student identity or learning English in their new environment.

As there was not much L2-relatedness of themselves in the comments yet, the last question tapped into the ought-to L2 self side (i.e., Who do you think influences your English learning?). Similarly, the participants did not talk much about the influence from others except for the fact that they thought they would definitely need a TOEIC score.

Therefore, it could be concluded that the participants shared one thing in common that they were at the same point in their life of entering a junior college and becoming soon-to-be first-year English major students without much planned for their future. According to the researcher’s field note, it should also be considered that they were given almost two hours to elaborate on all three questions. Specifically, the participants realized that they neither had opportunities nor time to think about themselves as L2 learners prior to this program. Or, it could be said that any of their L2 selves, goals, or plans were not discovered or constructed yet at the time of the program.

3.2. Motivational Program

As the program in 2021 was equivalent of piloting with a similar cohort, the program in 2022 was organized by the teacher-researcher to facilitate the same yet revised motivational program structure. In this paper, she led an L2 motivational program for ten days using Zoom. Each day consisted of three class hours and two breaks in between (i.e., each hour had a 50-minute session with a ten-minute break). Considering that it was an online class, it seemed vital to set some class rules at the beginning of the program. The main rule was that the students and teacher (i.e., participants and researcher) should turn their cameras on. The camera was the tool for allowing interaction and building rapport in the program. The students were informed by the news at the time of this program of the possible reopening of face-to-face classes in March. Also, they completed daily class activities as pairs or small groups in breakout rooms with different partners each day in the hopes of meeting each other as new classmates in the spring. Lastly, since most students took class at home in general, they seemed to not have much trouble showing their faces even though two participants insisted on wearing caps during class. The students were also asked to virtually raise their

hands or send private messages to the teacher if they had any questions and encouraged to participate if they wanted to maximize the learning outcomes of the program. Once the rules were clearly delivered and agreed upon, Day 1 began with building rapport and asking questions prior to introducing the concept of L2 selves more in depth.

The program incorporated what the participants were expected to accomplish into one or two daily activities starting from Day 2. All activities were intended to motivate the participants to learn English as well as to help them practice the four language skills. Moreover, each day of the program followed a certain sequence based on the suggestions from Hadfield and Dörnyei (2013) and Magid and Chan (2012). This was to make the program an effective L2 motivational program by constructing the students' ideal L2 selves.

As Table 1 summarizes the program, its sequence postulates objectives, activities, and language foci for each day. That is, the main theme ran through fostering the participants' L2 selves as daily focus to be centered on and goals to be achieved. Then, each theme was reinforced by activities the participants could complete with the assistance of their peers and the teacher. By sharing and working together as pairs, small groups, and a whole class for the activities, the participants could also practice the four language skills with different language foci that matched each activity. Moreover, all reading passages were up to 165 words considering the participants' English proficiency.

A collection of activities was originally from Hadfield and Dörnyei (2013) from which the researcher selected eight activities and modified them for the context of the program of this paper (see Appendix for more detailed activities).

TABLE 1
Program Sequence

Day	Daily Focus (Goals)	Activity	Language Focus (Skills)
1	Introduction of the program		
2	Creation/Existence: Creating the vision	Future alternatives	present simple, would like to, want to (reading, speaking)
3–4	Plausibility/Elaborateness: Substantiating the vision	Reality check / Reality consensus	I think that..., will, will/won't be able to (reading, speaking, writing) / can, will; would like; how to give opinions and describe personality (reading, speaking)
5–6	Offsetting: Counterbalancing the vision	What if ... ?	present simple, be afraid of gerund (reading, speaking)
7	Harmony: Unifying the vision	Great expectations	present simple, should, ought to; expect to infinitive (reading, speaking)
8	Proceduralization: Mapping the journey	Taskmap / Time management	will (reading, writing, speaking) / I'd like to..., we

			could, shall we..., I think that... (speaking, writing)
9–10	Centrality: Enhancing the vision and keeping the vision alive	Letter from my future self	present simple, present continuous, present perfect, thank you for gerunds (writing, reading)

After introducing the program and creating a shared folder on Google Drive on Day 1, the participants were guided to accomplish a daily goal starting from Day 2. Each activity was prepared by the researcher-teacher and uploaded into the folder. Activity sheets were made into files so the participants could print them out or download before each class. The participants were given most of the first two hours and some of the last hour of each day to do the activities and share what they had learned with the class. In this step, the students were advised to use dictionaries and ask the teacher and each other for help in the process of completing class activities to participate in personalizing class materials. More importantly, the outcomes of each activity were shared as a whole class at the end of every day because “private visions of the future possible self should come into the public arena and be shared with and validated by others” for “learners’ sense of identity and self-worth” (Hadfield & Dörnyei, 2013, p. 14).

Once the participants were introduced to what an ideal L2 self meant at the start of Day 2, they could embark on the process of establishing it. To create the initial vision of themselves as L2 learners, an activity called ‘future alternatives’ was presented. In this activity, the participants could understand different ideal L2 selves by reading three passages about ‘my successful tourist self,’ ‘my global citizen self,’ and ‘my successful career self.’ As students were divided into three groups (i.e., Groups A, B, C) for each passage, they were also given several common statements that the writers of each text might make using ‘present simple, would like to, want to.’ Some of the statements included: English is the key to a successful career for me, I would like to speak English to communicate with people from different countries, and I want to enjoy my holiday with better English. Since each group member had the same passage and statements, they worked as a small group to find the correct statements for the passage they were assigned. Then, the participants were regrouped into six new groups by having one student from the first grouping of A, B, and C joins a new group. That is, one student from Group A could role play to tell the others about their ideal L2 self as if they were the writer of the text, followed by students from Groups B and C. Lastly, they were given time to talk about each group’s ideal L2 selves and which ones were most like their own as individual English learners. This way, the participants could practice reading and speaking using the language focus while thinking about their ideal L2 selves.

Days 3 and 4 emphasized the role of the ideal L2 selves that were created or observed during the program. Their visions were intended to be substantiated through reading, writing,

and speaking activities (i.e., reality check and reality consensus) so that the participants were able to practice using modals and asking about each other's different L2 selves. The participants were grouped as pairs this time to write about what they could and could not do during the first activity—Reality check. They sorted out their L2 selves as to what could be achieved and not. In this step, they made sentences about ten items (i.e., read novels or the newspaper, ask for and understand directions, buy train tickets, read street signs and labels, go shopping, give and exchange information, talk about culture and customs, make jokes, read a menu, order a meal) with 'I think that...' or 'I will...' or 'I will (not) be able to...' sentence structures. Also, it was an activity to prepare the participants for a further activity to do with other peers the following day. Reality consensus then helped the participants find out which different L2 selves would be easily achievable, possible but more long-term goals, very hard to achieve, and not really achievable. By ranking which selves were possible and which were not, they could also practice giving opinions and describing personality in this activity.

After each participant identified their own ideal L2 self and made it plausible, counterbalancing or offsetting it seemed essential. Examples of what might happen if they did not study English were discussed as a whole class first. It was to deal with fears and worries of not meeting the goals they set and look for possible solutions in the form of effort and plans. Then, the participants could make sentences regarding the consequences of not learning English and later talked about each other's sentences in small groups before coming back to the main room to put together what they feared and worried about. For example, sentences created were: 'If I do not study hard, I will not get a 4.5 out of 4.5.' or 'I am afraid of disappointing my parents if I do not study English hard here.'

Since the participants had fostered L2 selves, it was time to unify them. As a whole class, the researcher and participants discussed together what expectations the students might for themselves and from others in the college context. They could come up with nine sentences on their own in addition to nine general statements suggested by the original source (i.e., Hadfield & Dörnyei, 2013). By distinguishing one's English learning expectations and obligations, there was one general question in the worksheet for understanding who would expect what. The students filled out the activity sheet as pairs first and shared what they completed as small groups and then as a whole class.

Moreover, there were interactions between the researcher and participants (i.e., teacher and students) during the program. The researcher regularly assisted the participants in answering their questions (e.g., why English is important or how their goals could become more specific) similar to the counseling session in Magid and Chan (2012). To maximize the counseling portion of the session, Day 8 incorporated activities with individual counseling time. Hence, the researcher could understand what they hoped to accomplish in a more detailed manner while having them practice sentences using different modals for

setting goals and making plans as proceduralization.

The final activity was for the learners to send a letter to themselves for their learner identity and self-value. It was a modified activity where each individual learner appreciated the hard work needed for achieving their ideal L2 self by reading what they had accomplished in the activities done in the previous days. The researcher asked the participants to imagine their ideal L2 selves in the future and write eight to ten sentences to say thank you to themselves so they could move forward and actually become their ideal L2 self. Also, they were advised to write not only for gratitude, but to praise themselves for all the things covered in the program that meant something to them (e.g., setting goals and plans, overcoming shyness for group activities).

3.3. Learning Logs

As part of consolidating the program effect on the participants, they were instructed to produce learning logs for half an hour in the last session on several days throughout the program. In this paper, learning logs intended to help the participants understand what they learned over the course of the program and for the researcher to collect data.

Once the researcher-teacher gained some insight into the participants during a question-answer session on Day 1 before introducing L2 selves, she understood that they seemed to feel more comfortable giving their thoughts and opinions via private messages rather than raising their virtual hands and vocalizing. Also, at first the researcher-teacher had concerns about establishing a close rapport with the students considering the time given for the program which was relatively shorter than a regular semester. The key to handling such issues was to guide the participants to focus on their learning English in a ten-day event without the researcher being too intrusive (Curtis & Bailey, 2009).

Still, L2 learners possess their own learning histories “with idiosyncratic memories, emotions, dispositions, needs and desires” (Consoli, 2020, p. 121). Overall, the experiences lived by the L2 learners themselves seem to matter considerably in understanding their L2 learning as well (Hiver & Al-Hoorie, 2016). Dynamics in L2 motivation need to be highlighted because “variability and change are at the heart of all L2 motivation” (Hiver & Papi, 2019, p. 122).

Thus, this paper calls for a reflective practice of data collection. The researcher believed a questionnaire may be one-off or demanding if done multiple times over ten days and interviews a bit intrusive and take a long time for the participants. In this respect, learning logs were selected over questionnaires or interviews to understand the participants and their L2 motivation. The participants were asked to complete online learning logs as part of the program session for the researcher to investigate their L2 motivation during the program. Usually, keeping a diary is characterized as “a first-person account of a language learning or

teaching experience, documented through regular, candid entries in a personal journal and then analysed for recurring patterns or salient events” (Bailey, 1990, p. 215). Similar to learning diaries, the participants’ learning logs in this paper also included a couple of themes and questions about their daily learning and reflection to gain introspection and retrospection from their accounts. (Dörnyei, 2007; McDonough & McDonough, 1997).

Included themes and questions were relevant to daily objectives of the program (see Table 2). As the content of their learning logs were based on themes and questions, the participants were also guided to record what they learned and felt, activities that were personally motivational, and issues and questions raised. The participants were advised to write the logs in Korean as candidly as possible except for where they wanted to write about what they learned daily in either Korean or English.

TABLE 2
Learning Log Details

Day	Theme	Questions	Questions (General)
2	Creation/Existence: Creating the vision	Have you created or discovered your ideal L2 self? What does your ideal L2 self look like?	What did you learn today? How did you feel today? What do you think about today’s class?
3–4	Plausibility/Elaborateness: Substantiating the vision	What can you do now with your English and not?	What helped you participate during today’s program the most? What helped you participate during today’s program the least?
6	Offsetting: Counterbalancing the vision	What will happen if you do not study English? How will you feel about it?	Do you have any issues or questions regarding today’s class?
7	Harmony: Unifying the vision	Who wants you to learn English? Why do you think so?	
9–10	Centrality: Enhancing the vision and keeping the vision alive	What will you do in the future with English you learn in college? What does your ideal L2 self look like?	

3.4. Data Collection and Analysis

The L2 motivational program took place on ten weekdays between the 17th to 28th of January 2022. The participants were given 25 to 30 minutes at the end of the last session on seven days (i.e., Days 2, 3, 4, 6, 7, 9, 10) to write online learning logs, except for Days 5 and 8 which had longer counseling sessions. Online learning logs were electronically submitted in the Google Survey format. The participants were informed about the purpose of the

program and learning logs at the beginning of every class and the possibility that their logs may be used for research purposes with anonymity guaranteed. As keeping the logs was optional and secondary to this voluntary program, the researcher asked each participant for their consent one on one via Zoom on Day 1. The participants were informed that learning logs are a very helpful tool which will enable them to think in more detail about their English learning for their upcoming college life and identity as a language learner. The participants were also aware that they could withdraw from writing diaries whenever they wanted because it was entirely voluntary. The entries of all 77 learning logs from the 11 participants amounted to a corpus of approximately 37,919 Korean words.

Qualitative thematic analysis was the primary method in this paper because it aimed to discover patterns or themes that were predominant across learning log entries of multiple participants. Thus, ATLAS.ti 8 was the software chosen for finding the meaning in the data that were in depth, underlying, and frequent (Dörnyei, 2007). First and second cycle coding scheme was used in this study (Miles, Huberman, & Saldaña, 2014). Once the researcher processed and re-read learning log entries for initial patterns, they became meaningful and reappearing units to be the pattern codes. This step “is a way of grouping those summaries into a smaller number of categories, themes, or constructs” (Miles et al., 2014, p. 86).

After the researcher gained codes from three reappearing patterns across all 77 learning log entries, more well-described parts that were pertinent to the patterns were then selected and translated into English. Later a colleague, who is bilingual in Korean and English and has a master’s degree in English education and translation, crosschecked the parts and codes with the researcher to ensure the consistency of the data. The inter-coder percentage of agreement reached 96% at first. Then, the researcher and her colleague discussed some different results for a satisfactory level of inter-coder agreement which reached 100% for all the codes and themes in the end. Selected extracts were from the most well-described parts that will be presented for research purposes in the next chapter.

4. FINDINGS

4.1. The Participants Could See Their Desires to Learn English

Most participants mentioned little about goals and plans for their English learning as new junior college English majors before the program started and introduced the concepts of L2 selves. Participants F and E elaborated on their ideal L2 selves that were created or appeared during the program:

Extract 1:

I was too perplexed to plan for my future. I did not know what to do or start with. I really did not know anything, really. I was not prepared at all. Yet, I have got more positive and confident after yesterday's class. I can even think of myself studying and using English! (Participant F, Day 3)

Extract 2:

I usually gave up when I need to say things in English because I always found it difficult. However, I want to be more fluent and confident as I tried using more words and expressions in English with the girls during the speaking activity today. (Participant E, Day 3)

One common thing to note in both extracts is that they sound quite discouraged about their past selves probably due to the absence of ideal L2 selves. However, once the concept of ideal L2 self came into the program, Participant F exhibited her ideal L2 self hoping to use English fluently and confidently despite the fact that she had no specific ideal L2 self in the beginning, not to mention any goals or plans. Although she indicated setbacks in using English in the past, Participant E built her ideal L2 self by interacting with her new peers in class. The following entries comprehensively show how one of the participants developed her ideal L2 self throughout the program.

Extract 3:

I have been avoiding all possible situations where I need to study or use English. I do not know why but I always get cold feet. However, I would like to become a better English speaker and learner from now on. (Participant I, Day 2)

Extract 4:

I simply thought English is just an essential language in Korea before this program. However, I felt English is somewhat novel and very interesting as I am taking class. I decide to study English diligently because I really want to use it. (Participant I, Day 3)

Extract 5:

... I was finally able to set a goal today. My goal is to hold a conversation in English. (Participant I, Day 9)

Extract 6:

I hope to stay confident in handling the situations where I meet with foreigners and talk with them in English. Then, I have to study harder to do so. ... Also, I want to keep studying English with less anxiety. Since I hope to express what I want in English, I will try hard to communicate confidently and fluently. ... I think this program helped me free myself from fear of the new school environment and study English as an English major student. (Participant I, Day 10)

Participant I hoped to be better at studying and using English at first (Extract 3) and changed her view on English from something prerequisite to novel and interesting the next day (Extract 4). Based on her desire for using the L2, she then tried to incorporate a newly set end-goal with her ideal L2 self towards the end of the program (Extract 5) and finally expanded her ideal L2 self into her new identity of a junior college student majoring in English (Extract 6). Not only did Participant I figure out what she hoped to become in learning English, but she also maintained her ideal L2 self throughout the program. Her overall progress in her L2 learner identity and effort, not to mention her ideal L2 self, seemed to follow and developed with the sequence of the program. In this respect, the following extract represents how participants changed the way they saw themselves over the course of the program.

Extract 7:

Before the program, I found studying English very difficult. I was not confident when speaking English, but I practiced, made sentences, and share them with peers using a lot of the language here. It was a very meaningful time to think about my future self and how to study English. ... I have tried to study English every day even if it was a little bit since I started the program, and I will continue to study English. ... I am glad that I changed. (Participant H, Day 10)

Extract 8:

I am really proud of myself to have volunteered in this program. It is amazing that I am writing my last learning log. ... I am sure that I can handle more difficult things. That I understood the purpose of my English learning as an English learner. ... I was surprised that I had not planned much for my future, and this 'setting goals' was most difficult since I did not really have short-term and long-term goals before the program. Although there are still many things I need to wrap my head around, I think I could see a clearer picture of what I will

and can do with the plans and goals I set here for the next two years. (Participant B, Day 10)

Participant H appreciated the program for the changes in her L2 self, intended effort, and language use by actively taking part in it. Similarly, Participant B felt proud of herself for participating in the program and surprised by how much she changed in terms of goals and plans she came up with as an English learner. Overall, the participants could navigate their way to learn English with desired L2 selves during the program.

4.2. The Participants Could (Re)Define What Others Want for Their English

The participants were comparatively effortless in discovering an ought-to L2 self despite not having a concrete ideal L2 self, goals, or plans. As the program proceeded, they seemed to understand more specifically what others wanted from them in learning English.

Extract 9:

I want myself to have confidence while speaking English. It is why I need to study hard and focus on English, but my parents have a greater desire towards me that I need to study English that works better in society rather than increasing my confidence. ... My parents think my English should be socially advantageous. ... I do not feel any pressure from my desire of being good at and learning English, but when I have a hard time studying, I tend to listen to my parents since they have lived more years than I have. (Participant J, Day 4)

Participant J explained the opposing views on learning English. In her English learning, she seemed to have accepted her parents' desire (learning socially advantageous English) as much as her own (becoming a confident L2 learner and speaker). From the implicit nuance of 'when I have a hard time studying,' Participant J may have felt some sort of pressure from her parents even though she did not avoid or deny their word explicitly. Rather, Participant D expressed her pressure as:

Extract 10:

I am thinking of what it is like to become a translator or civil servant at Foreign Affairs. I have just had these dreams, but I already feel like losing them if I do not study English. Losing those opportunities. Then, English will become the pressure I have to bear. Very negative and unpleasant. ... So, I need to study

for TOEIC and TOEIC Speaking to minimize the possible bad outcomes.
(Participant D, Day 7)

Participant D's pressure for learning English was directly connected to losing opportunities. She then mentioned TOEIC and TOEIC Speaking, not as her goals or plans at this stage, but for avoiding undesirable outcomes. In this respect, her idea of TOEIC could be interpreted at the same time as what others want from her and the tool to another step for her future. Participants K and H expressed the instrumental nature of learning English (Gardner, 1985) quite explicitly:

Extract 11:

I want to study and be good at English while enjoying it at the same time. How fast I can do it is also important, but I want to study meticulously and step by step. Though, I think people around me want me to accomplish things, like getting good grades in tests such as TOEIC and TOEFL, in a short period of time. (Participant K, Day 4)

Extract 12:

The specific reason why I decided to major in English is because English is essential anywhere and everywhere these days. I have not really thought about my future yet, so I decided to study English in college. This might help outline my future eventually. (Participant H, Day 6)

Participant K talked about learning English for herself versus learning English for what others want. The former indicates enjoying as well as learning English itself, whereas the latter centers on learning English as a qualification and accomplishment. Participant H reflected on the sociocultural views in that English is necessary anywhere and everywhere despite her unplanned future. Micro-context-wise, some participants' ought-to L2 self appears to be relevant to their immediate learning environment.

Extract 13:

If there is anything you do not know when you learn English, sometimes you should ask your friends in class. I realized that I should be the one who can help like when you do group activities. Help each other and help the group. Not feeling nervous or embarrassed, just actively participating. (Participant C, Day 4)

By putting herself in others' shoes during the program, Participant C decided to participate

in class actively. She was aware of what others would expect from her as her peers in the same classroom, and vice versa, in anticipation of the college classroom in which she would be in soon. She figured out that learning English was in relation to making an effort for herself and others as well. Likewise, there are some mutual understandings between the learners and others.

Extract 14:

... Again, I do not think there is a huge difference, but I think it is important that I should speak for myself. To deliver my opinions to others. No matter what the situation is, it is more important that I focus on myself and my English learning because I am the one studying English at the moment. (Participant G, Day 4)

Extract 15:

My parents want me to communicate with foreigners by simply studying English hard. I feel like I can find some middle ground by working on English conversation more intensively so that I can learn those expressions and communicate freely using them. I know that what I think is most important, but I can respect and consider what others want from me when studying English. (Participant A, Day 4)

To denote the internalized ought-to L2 self found during the program, Participants G and A gave their thoughts on learning English for themselves and some external influences. Both seemed to be perceptive of what others want their English learning to be; nevertheless, it was the aspect of 'mutual respect.' Participant G was established as the learning agent in her own English learning and Participant A harmonized herself with her surroundings to agree with her English learning.

4.3. The Participants Could Endeavor to Study English With Determination

There are several mechanisms of making an effort among the participants. To start with, some students displayed dual hopes of avoiding negative outcomes and enjoying the process of learning English.

Extract 16:

I may not have good opportunities helpful for my future if I do not study English hard. I would be really sad if I lose them. ... I hope there is nothing I regret later. I want to study in a happy mood because I am doing it for myself.

For the better me. Not like forcing myself to study. Plus, it seems quite important to set goals that can be realistically accomplished, not something too far away. (Participant K, Day 7)

Participant K wrote about losing opportunities in life accompanied by a certain emotion, sadness, if she did not study English. She wanted to learn English for herself and enjoy the process of learning as well as reduce possible negative outcomes. Also, she entirely focused on herself and even smartly planned things out to achieve a tangible goal. Then, there were motivational shifts as the participants introspected on the last day.

Extract 17:

I was just like, 'I am finally going to college and will excel there anyway' before the program. Just like that. I just spent time meaninglessly. However, after spending two weeks here, I realized that I was really living without any plans or thoughts. I decided to study English from now on and make plans for my future. (Participant F, Day 10)

Extract 18:

... I think I can study English with curiosity rather than fear now. I learned what it feels like to achieve something by challenging in class every day. ... I had a hard time coming up with words and making sentences at first, but as I tried harder, it was getting easier and much more fun. It was most rewarding when I had the chance to share my future with others. It was amazing that I could change my attitude and mindset of studying English in a much better way. (Participant E, Day 10)

Extract 19:

It was really great that we got to share our future and plans in the Breakout Room. That we have different goals and dreams. ... At first, I was quite confused about what to do at this time, just before entering college. But now, I can figure out and plan what I should do more specifically. It is very important in life to study English steadily in this global era. Instead of not having any plans, it would be better to plan and prepare for the future. I think I may be influenced a lot by others as an English major. I need to know how to accept feedback and opinions that could help me. Receiving good feedback and not swayed by others' words because me and my thoughts are most important. I will continue to study English. I will not care about the speed of others since everyone has their own. I should study to be confident in myself and without

regrets. Because it is the path I chose, and I am the owner of my learning.
(Participant K, Day 10)

For example, coming up with a plan was a huge alteration for Participant F (Extract 1). By changing their attitude and mindset to become more of the agents of their own L2 learning, the extracts above portray how participants changed to show the self-directedness in their L2 learning and motivation. Further, Participant E praised the class activity where the class shared each other's future and described it as 'most rewarding'. Since more students indicated gradual changes in attitude, mindset, and motivation as the program proceeded, the last set of extracts point to the overall change in a single learner.

Extract 20:

I did not really think about what I am good at and not before the program, but now I can check how much I can do with my English skills. I can see how far I can and will go with much clearer directions of studying English.
(Participant G, Day 3)

Extract 21:

If I do not study English, I would doubt the reason why I chose to study English in college. I am interested in English and wanted to learn more about the language I can really use. If I forget why I came here and do not study English, it would be like giving up on myself because I know I have a lot of potential. It is most important that I am steady with my own goals and plans. I will easily procrastinate without them. I should think about what I can do right now, what I can achieve if I make effort, and what I want to do in the future. And set goals and plans for my future. (Participant G, Day 7)

Extract 22:

I could feel a sense of accomplishment and pride as I wrote down what I am trying to improve in my English skills and how my interest in English has changed over two weeks. My short-term plan is to focus on reading English texts to understand from words to paragraphs. My long-term plan is to work hard on class participation and assignments, be active in college, and get a job. I am quite diligent, but I also need to balance my plans and actual college life because there will be more things to do once the semester starts. (Participant G, Day 9)

Participant G did not really have images of herself as an L2 learner at the start, yet she

created goals and plans towards the end of the program. She came up with ‘why’ questions on her own and continued to question herself throughout the program to finally give shape to her English skills, goals, and plans. Eventually, she was able to put together her past, present, and future of learning English as a junior college student.

5. DISCUSSION

Candid responses received through online learning logs suggested that this study’s L2 motivational program could influence new junior college entrants of English major over the course of the program. In answering the research question of this paper (i.e., To what extent does an L2 motivational program influence soon-to-be junior college English majors’ L2 motivation?), three main themes associated with L2 motivation emerged. When it comes to their English learning, the participants discovered what they wanted and defined others’ views. They became determined to exert themselves as English majors by voluntarily participating in a ten-day program aimed to help them understand L2 selves, plan and make goals, and study English.

This paper demonstrated to what degree the L2 motivational program helped the participants shape their L2 motivation in learning English with respect to ideal and ought-to L2 selves. The program for new Korean junior college English major students might uphold the validity of the L2 motivational self system (Csizér, 2019) based on the findings that it also “motivated the participants to learn English by making their goals for learning English more clear and specific” and “break down large goals into more manageable ones, which motivated them to study English independently” (Magid & Chan, 2012 p. 121). As they would continue to study English, the program signified the development of participants’ intended effort and L2 motivation that changed throughout the program, not to mention that they were capable of developing goals and plans (cf. Kim, 2012b).

Most importantly, the program confirmed the ‘none to something’ aspect among the participants. It could be established that the focus of the program on facilitating L2 selves might benefit soon-to-be junior college English major students. In other words, the program could include counseling sessions and a series of necessary steps to guarantee the learners’ steady effort in their L2 learning process and progress, and ultimately for success (Magid & Chan, 2012). Such steps might involve setting goals and creating L2 selves, especially their ideal L2 self, and making action plans for the L2 learners to achieve what they desire in and for their future. This way, the ‘visionary pathway’ would be initiated with the L2 learners’ personal goals and appropriate plans along with the assistance of L2 teachers (p. 123).

The program began in January before their first official semester and marked another occasion for the participants to review what their English learning had been. It might be

conceivable that their introspection and retrospection from their learning logs, (Dörnyei, 2007; McDonough & McDonough, 1997) by participating in the program and working together with the teacher and their future classmates, planted the seeds of making an effort to learn English. It is worth noting that this program was an opportunity for the participants to carefully and repeatedly think about themselves as English learners (Higgins, 1987; Markus & Nurius, 1986). Likewise, they identified L2 selves which led them to initiate self-directed English learning (S. Kim, 2015).

The findings showed self-directedness and learner-driven characteristics among the participants in that they would desire to own their learning for the first time. Or it may indicate that they may have learned English in a teacher-driven and prescriptive manner with little or no room for realizing the meaning of learning English. In other words, the focus of learning was largely on sitting exams and attributed to the absence of concrete goals or plans before college (Kim, 2012a; Yoo & Shin, 2016). Additionally, it might be the initial problem of prompting an ideal L2 self in the first place. Interestingly, the participants implicated the widespread weight of standardized English tests and production over process even before starting college, in contrast to newly discovered desires for learning English within themselves.

Finally, the participants set goals and plans according to their L2 selves over the course of the program (T.-Y. Kim, 2015). Since future self-guides are future-oriented, they also postulate cognitive, emotional, visual and sensory aspects compared with goals that are only cognitive (Dörnyei, 2005, 2009a). In this respect, the program was the participants' stepping stone for becoming determined to make effort and own their learning with their newly set ideal L2 self and defined ought-to L2 self. However, there were some conceptual and experience worries, all of which led them to face the reality of learning English (Peker, 2020; Song & Kim, 2017). As their ought-to L2 self was associated with the learner's parents, Korean society, and soon-to-be classmates, they felt that they need to prepare for their future, whether it is for in-class activities or post-college life.

Even though the reality indicated the usefulness of English in preparing for one's future in Korea (e.g., getting a good score in TOEIC or TOEFL), the participants were able to differentiate how their English learning should develop instead of settling for what others want from them (cf. S. Kim, 2015; Yoo & Shin, 2016). Again, there was harmony as well as conflict because learning English is a marathon not a sprint. That is, they could determine what to focus more on for and by themselves rather than relying on what was projected onto them by others during and after the program (Cho, 2016). Nonetheless, they "should be able to turn possible negative consequences into positive ones by imagining better selves to get closer to or imagining worse selves to get away from" (Peker, 2020, p. 379) by participating in programs similar to the one presented in this study.

6. SUMMARY AND IMPLICATION

This paper investigated 11 new junior college English major students' L2 motivation in an L2 motivational program. The program intended to guide the participants to practice the four skills of English, set goals and plans, and understand or create L2 selves for their better L2 learning and college life. It was revealed in the learning logs that the participants could promote their newly set or redefined L2 selves and effort-driven attitudes over the course of the ten-day program. Regarding their futures, they could also come up with approachable and distant goals with appropriate plans.

Despite the participants' status as new students, in general their L2 learning seemed to be newly ignited or finally noticed. The ten-day program of this paper could then be regarded as encouraging in that it witnessed the shifted L2 motivation of the L2 learners. This paper may affirm that soon-to-be junior college students of English could get help from an L2 motivational program with a certain sequence (Hadfield & Dörnyei, 2013). Their endeavor to achieve their personal goals in the long run portrays that a comparatively short program could be engaging in promoting possible L2 selves and developing future goals and plans (Dörnyei, 2009b, 2019; Dörnyei & Ushioda, 2009, 2011). Such programs might tap into the affective domain of L2 learners different from most English courses offered during regular semesters which are only for improving linguistic abilities and skills (Cho, 2016; T.-Y. Kim, 2015).

Hence, one suitable recommendation should be made regarding the method of the program. Providing fluctuation is ubiquitous, it would be better if constant and consistent program provision is offered as the participants continue to stay in education for the next couple of years (Dörnyei & Ryan, 2015; Kim, 2012a; Lee & Han, 2021). The program could be integrated as an in-class set of activities within one of the courses considering the relatively short length of the program (Lee & Kim, 2019). To put it differently, their schedule may be packed with credit-bearing courses during the semester. The activities could be incorporated into their regular semester courses. It could be an ongoing update or review to solidify one's created L2 selves and support goals and action plans along with feedback (Zhan & Wan, 2016).

Despite the uniqueness of this study tapping into new junior college English major students' L2 motivation in an L2 motivational program prior to their first official semester, there are a few limitations. The findings and results might not be generalizable due to the fact that all the 11 participants in this study were female who graduated from a general high school. Thus, future research could be extended to including male students and having more participants of different secondary education backgrounds. Also, the researcher took on the role of the teacher of the L2 motivational program. Having two separate roles between the researcher and teacher may have different results if the researcher had asked the participants

about their L2 motivation as an outsider of the program. Finally, online learning logs were primarily used for data collection due to the nature of the program—being online and lasting ten days. There would be more fruitful research outcomes if future studies administer questionnaires and interviews as well as include follow-up progress checks for a longitudinal study. If the nature of the study becomes more extensive, it could show how the program influences the participants, who would be registered students of the research site after the program, regarding their L2 motivation fluctuations or goal attainment.

Although the L2 motivational program conducted in this paper was constrained to soon-to-be junior college English major students and lasting only ten days, the transferability or generalizability of this paper might be linked to the shared reality that many new college entrants face. Considering that such a program could be applicable to new students who would continue to learn English after entering college, L2 motivation is the key in this respect to sustain their L2 learning as well as guarantee their continuous education for the next few years. To enable this kind of L2 learning at the point where the students are transitioning to college students, whether it is a two- or three-year junior college or a four-year university, there are additional appropriate activities that might be adjustable for certain contexts and potential for curriculum development because the general sequence of the program is already set (Hadfield & Dörnyei, 2013). Moreover, the primary goal of such a program is to create and maintain one's ideal L2 self. In this manner, it should be noted that individual needs for L2 learning are unique and could be crafted or discovered in a program such as the one portrayed in this paper.

Therefore, it would be more hopeful if L2 motivational programs encourage L2 learners to keep facilitative L2 learning and explore the meaning of it more frequently throughout their college days because adult L2 learners' motivation could be better fostered through interactive programs as they continue along the journey of L2 learning (Anderson et al., 2012; Frazier & Hooker, 2006; Kwon & Chung, 2021; Magid, 2009). Given that it is significant to maintain one's L2 motivation and goals, this paper suggests the potential benefits of an L2 motivational program and need for its curriculum development and application to other contexts.

Applicable levels: Tertiary

REFERENCES

- Anderson, M. L., Goodman, J., & Schlossberg, N. K. (2012). *Counseling adults in transition: Linking Schlossberg's theory with practice in a diverse world* (4th ed.). New York: Springer.
- Bailey, K. M. (1990). The use of diary studies in teacher education programs. In J. C. Richards & D. Nunan (Eds.), *Second language teacher education* (pp. 215–226). Cambridge, England: Cambridge University Press.
- Cho, M. (2016). L2 motivational self system of Korean high school and university learners of English: A structural equation modeling approach. *Korean Journal of Applied Linguistics*, 32(1), 27–50.
- Consoli, S. (2020). Understanding motivation through ecological research: The case of exploratory practice. In R. J. Sampson & R. S. Pinner (Eds.), *Complexity perspectives on researching language learner and teacher psychology* (pp. 120–135). Bristol, England: Multilingual Matters.
- Csizér, K. (2019). The L2 motivational self system. In M. Lamb, K. Csizér, A. Henry & S. Ryan (Eds.), *Palgrave handbook of motivation for language learning* (pp. 71–93). Basingstoke, England: Palgrave.
- Curtis, A., & Bailey, K. M. (2009). Diary studies. *OnCUE Journal*, 3(1), 67–85.
- Dörnyei, Z. (2005). *The Psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum.
- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies*. Oxford, England: Oxford University Press.
- Dörnyei, Z. (2009a). The L2 motivational self system. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 9–42). Bristol, England: Multilingual Matters.
- Dörnyei, Z. (2009b). *The psychology of second language acquisition*. Oxford, England: Oxford University Press.
- Dörnyei, Z. (2019). Towards a better understanding of the L2 learning experience, the Cinderella of the L2 motivational self system. *Studies in Second Language Learning and Teaching*, 9(1), 19–30.
- Dörnyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited*. New York: Routledge.
- Dörnyei, Z., & Ushioda, E. (2009). Motivation, language identities and the L2 self: A theoretical overview. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 1–8). Bristol, England: Multilingual Matters.
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Harlow, England: Pearson Education Limited.

- Frazier, L. D., & Hooker, K. (2006). Possible selves in adult development: Linking theory and research. In C. Dunkel & J. Kerpelman (Eds.), *Possible selves: Theory, research and application* (pp. 41–59). New York: Nova Science.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London, England: Edward Arnold.
- Hadfield, J., & Dörnyei, Z. (2013). *Motivating learning*. Harlow, England: Longman.
- Higgins, E. T. (1987). Self-discrepancy: A theory relating self and affect. *Psychological Review*, 94(3), 319–340.
- Hiver, P., & Al-Hoorie, A. H. (2016). A dynamic ensemble for second language research: Putting complexity theory into practice. *Modern Language Journal*, 100(4), 741–756.
- Hiver, P., & Papi, M. (2019). Complexity theory and L2 motivation. In M. Lamb, K. Csizér, A. Henry & S. Ryan (Eds.), *Palgrave handbook of motivation for language learning* (pp. 117–137). Basingstoke, England: Palgrave.
- Kim, S. (2015). Demotivation and L2 motivational self of Korean college students. *English Teaching*, 70(1), 29–55.
- Kim, T.-Y. (2012a). The L2 motivational self system of Korean EFL students: Cross-grade survey analysis. *English Teaching*, 67(1), 29–56.
- Kim, T.-Y. (2012b). An analysis of Korean elementary and secondary school students' English learning motivation and their L2 selves: Qualitative interview approach. *Korean Journal of English Language and Linguistics*, 12(1), 67–99.
- Kim, T.-Y. (2015). Enhancing English learning motivation and creating English self through languaging activities in Korean elementary and secondary schools: A mixed-methods approach. *The Journal of Modern British & American Language & Literature*, 33(2), 147–175.
- Kim, T.-Y. (2018). Trends of recent research in English learning motivation: Focusing on Korean journal articles from 2000 to 2017. *Foreign Languages Education*, 25(2), 115–139.
- Kwon, E., & Chung, H. (2021). Exploring differences in psychological adjustment and predictors relating to latent profiles of college freshmen's life goals. *Studies on Korean Youth*, 32(4), 5–33.
- Lamb, M. (2004). Integrative motivation in a globalizing world. *System*, 32(1), 3–19.
- Lee, E.-J., & Lee, J.-H. (2021). Exploratory study on the determinants predicting student departure of freshmen: Focusing on the case of S University. *Journal of the Korea Contents Association*, 21(4), 317–330.
- Lee, J.-H., & Han, S.-I. (2021). A study on factors of increasing satisfaction with college education for freshmen in college. *Journal of the Korea Contents Association*, 21(3), 390–399.

- Lee, Y.-J., & Kim, T.-Y. (2019). The effect of languaging activity on Korean high school students' English learning motivation and metacognitive strategy use. *Secondary English Education, 12*(1), 25–51.
- Magid, M. (2009). The L2 Motivational self system from a Chinese perspective: A mixed methods study. *Journal of Applied Linguistics, 6*(1), 69–90.
- Magid, M., & Chan, L. (2012). Motivating English learners by helping them visualise their Ideal L2 Self: Lessons from two motivational programmes. *Innovation in Language Learning and Teaching, 6*(2), 113–125.
- Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist, 41*(9), 954–969.
- McDonough, J., & McDonough, S. (1997). *Research methods for English language teachers*. London, England: Arnold.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Thousand Oaks, CA: Sage.
- Nguyen, D. T. T. (2021). Investigating learners' English reading and writing skill enhancement using a framework of strengthening Ideal L2 Self for Vietnamese English-majored undergraduates. *Scholar: Human Sciences, 13*(2), 211. Retrieved on October 27, 2022, from <http://www.assumptionjournal.au.edu/index.php/Scholar/article/view/4913>
- Peker, H. (2020). Feared L2 self as an emerging component of the reconceptualised L2 motivational self system. *Eurasian Journal of Applied Linguistics, 6*(3), 361–386.
- Ryan, S. (2009). Self and identity in L2 motivation in Japan: The ideal L2 self and Japanese learners of English. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp.120–143). Bristol, England: Multilingual Matters.
- Seol, G. (2022). Analysis of factors that influence new entrants' university satisfaction level using a hierarchical linear model. *The Korean Educational Administration Society, 40*(1), 1–33.
- Song, B., & Kim, T.-Y. (2017). The dynamics of demotivation and remotivation among Korean high school EFL students. *System, 65*, 90–103.
- Ushioda, E. (2011). Language learning motivation, self and identity: Current theoretical perspectives. *Computer Assisted Language Learning, 24*(3), 199–210.
- Yoo, J., & Shin, D. (2016). Investigating Korean university students' English language learning experience and L2 selves. *English Language Teaching, 28*(3), 107–130.
- Zhan, Y., & Wan, Z. H. (2016). College students' possible L2 self development in an EFL context during the transition year. *English Language Teaching, 9*(1), 41–50.

APPENDIX

Activities

All activities were adapted from Hadfield and Dörnyei (2013) and tailored to the context of this paper.

Future Alternatives		
My successful tourist self	I am on holiday in California. My friend and I have rented a car and managed all the paperwork in English. We are driving through a town in San Francisco. I can read all the street signs easily and fluently. We stop and park the car to read the map because we have to find the restaurant. The map is not clear, so I ask a passerby for directions. Not only can she understand me, but I understand everything she says! At the restaurant, I can read the menu and order in English. When the meal comes, it is exactly what I thought I was ordering too! It's hot in the afternoon, so we go back to the Airbnb for a rest and then down to the beach. In the evening, the landlady invites us in for a drink, and I can chat with her easily and fluently. We talk about families, different customs, and food. I even make a joke!	
My global citizen self	I am interested in traveling and meeting people from other countries. I want to have many friends from different countries and use English to communicate with them no matter what country we come from. I like to speak English as much as possible. I see myself talking to my friends in English when we meet or on Facebook in the future. Also, I see myself being able to express my ideas. In the evenings, I watch English TV programs and movies or read English books. I am able to understand everything. I see myself traveling around the world and maybe working in different countries in the future. I can communicate with people and make friends everywhere I go.	
My successful career self	I see myself in the future with a higher degree in English. After graduating, I apply for a job with an international company. The job is very interesting and has a good salary, so there are a lot of applicants. However, I am well-prepared and confident, so I have no trouble speaking English at the interview. I see myself answering all their questions confidently and fluently at the interview. After the interview, I feel I have done well, though I am nervous about the outcome. The next day, the phone rings. The manager tells me I have been selected for the job. My first job will be in London, and later I will be posted to Sydney. I really enjoy my career with this company. I enjoy working in different countries with international colleagues and communicating in English in my work and daily life. I do well in my job and soon get a promotion.	
Statements	<p>English is the key to a successful career for me.</p> <p>I would like to speak English to communicate with people from different countries.</p> <p>I want to enjoy my holiday with better English.</p> <p>English is important in understanding a different culture.</p> <p>I would like to earn a good salary.</p> <p>I want to have an interesting job.</p> <p>I would like to chat a little with local people about simple things.</p> <p>I want to understand TV and films in English.</p> <p>I want to be able to communicate everywhere when I travel.</p> <p>English helps me make new international friends.</p>	
Reality Check		
My L2 self	My L2 self can	My L2 self can't
1. read novels or the newspaper		
2. ask for and understand directions		
3. buy train tickets		
4. read street signs and labels		
5. go shopping		

6. give and exchange information
7. talk about culture and customs
8. make jokes
9. read a menu
10. order a meal

Reality Consensus (Student's example)

Statements	My L2 self
1. Easily achievable: I can do this now.	I can read English texts. I can participate in class activities with confidence.
2. Possible short-term goals: I will be able to do this by the end of this program.	I will give a presentation in English with fewer mistakes. I will understand the menu and order meals in a restaurant.
3. Possible but more long-term goals: I would like to be able to do this in the future.	I would like to be understood when talking to professors in English. I would like to have simple personal and social conversations in English. I would like to speak English fluently and without hesitating.
4. Very hard to achieve: I do not think I will probably be able to...	I do not think I will probably be able to speak English with no mistakes.
5. Not really achievable (without much more time than you have): I do not think I will...	I do not think I will have conversations about politics in English.

What if ... ?

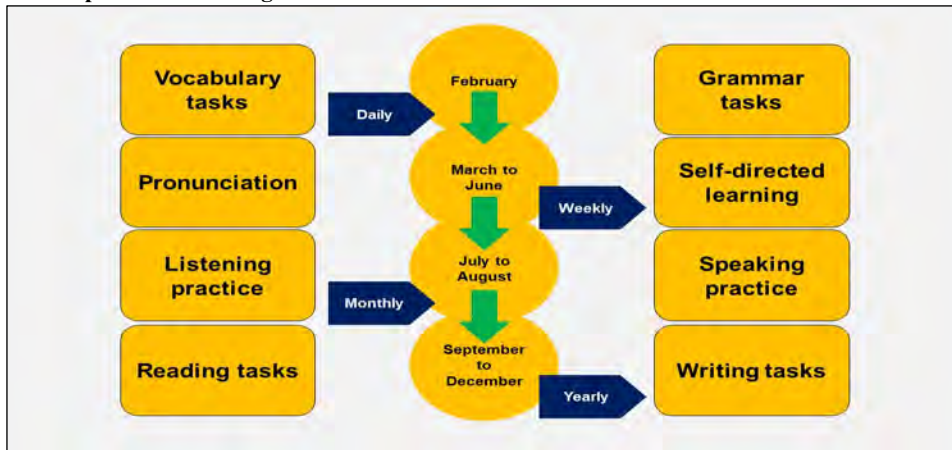
If I don't study hard enough, I won't get a good grade. I am afraid of being a disappointment to my family. They would feel they had wasted their money by sending me to college to study English. Because of poor results in my degree and because my English is not as good as it should be, I cannot find a good job in Korea or other places. I might have to take a boring job with a low salary or stay home too long before finding an actual job. Either way, I would feel unfulfilled and disappointed. If I have to take a job in Korea, I am afraid I will lose the opportunity to practice my English and become bad at speaking. I will lose the opportunity to work with an international company, travel, and make friends in other countries.	This is my holiday nightmare. We are driving along the highway and see a sign at one of the exits. It takes me so long to decode that we are well past the turnoff. We can't go to the town we want to go to. When we ask for directions, I cannot understand the reply. Since we cannot understand much, we feel rather frustrated as we are not getting as much from the visit as we could. Lunch follows in a restaurant. I order some meat successfully, I think, but when the meal arrives, it turns out to be fish! In the evening, the landlady of our holiday flat starts to chat, but I cannot understand a word she says and end up just nodding and smiling inanely. If I don't learn English, I would feel I had lost an opportunity to get the most out of my holiday and cannot understand the people and culture as well as if I could speak the language.
---	---

Great Expectations

Who expects you to ... ?	Me	Parents	Professors	Peers
come to class on time				
do your assignment(s) on time				
study hard for exams				
spend time learning vocabulary				
spend time learning grammar rules				
schedule time for self-directed learning				

-
- speak English in class
-
- concentrate in class
-
- do your best you can
-
- be organized when you study*
-
- work on a project together with your peers*
-
- get a good GPA*
-
- be good at speaking English fluently*
-
- do in-class tasks well in English*
-
- give a good speech in English*
-
- be able to read the English newspaper*
-
- check the different meanings of the words*
-
- enjoy studying English*
-

Taskmap and Time management



Letter from my Future Self (Students' examples)

To myself in the past, perhaps you don't know what I'm doing right now. I achieved dream that you wanted, so I'm in charge of the translation team at the company. I'm so happy to make money by doing what I like. The health you were worried about is perfect now. Don't worry. It's all the result of your effort. If you trust yourself and keep moving forward, your efforts won't betray you. I love you! A letter from you in the future

I know you had struggled sometimes when you studied English. Especially when you were in high school, while learning English classes that are for Korean SAT, you thought 'Is this what I wanted to learn in English?' and 'Is this the right path that I wanted to go?' Even though it was hard, I really want to thank you for not giving up. Because you didn't give up, you are learning English that you wanted to use in your real life. And you gained more confidence in English. I'll always support you so don't give up and believe yourself.

Hello, 20-year-old Me. Aren't you having a hard time in college? Studying English is not as easy as I thought. But I think I've developed into English skills that are envied by many people. There must have been a lot of hard times but thank you for challenging me until the end. You had a hard time writing English, but I'm glad that you were able to write less stressed out. It looks so happy to see you having fun talking to people from all over the world. I've been like that until now, but don't give up and think that you're the best at English and study English with confidence. Don't lose your sense of English by reading pop songs and articles. From. Future Me.