

RETHINKING L2 MOTIVATION RESEARCH: THE 2×2 MODEL OF L2 SELF-GUIDES

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THE L2 MOTIVATIONAL SELF SYSTEM



- **Ideal L2 Self:** The L2 speaker one ideally would like to become (hopes, aspirations).
- **Ought-to L2 Self:** The L2 speaker one ought to become (duties, obligations).
- **L2 Learning Experience:** Situation specific motives related to the immediate learning environment and experience.

EMPIRICAL STUDIES



✓ **Ideal L2 Self:**

- **Strongly predicts motivated behavior** (Csizér & Kormos, 2009; Kormos & Csizér, 2014; Papi, 2010; Papi & Teimouri, 2012, 2014; Ryan, 2009; Taguchi, Magid, & Papi, 2009; Teimouri, 2016; You & Dörnyei, 2014)
- **Achievement** (Dörnyei & Chan, 2013)
- **Proficiency** (Lamb, 2012)

✓ **Ought-to L2 Self:**

- **Weakly predicts motivated behavior** (e.g., Moskovsky, Assulaimani, Racheva, & Harkins, 2016; Papi, 2010; Papi & Teimouri, 2012, 2014; Ryan, 2009; Taguchi et al., 2009; Teimouri, 2016; You & Dörnyei, 2014)
- **Does not predict motivated behavior** (e.g., Csizér & Kormos, 2009; Papi & Teimouri, 2012)
- **Does not predict achievement** (e.g., Al-Hoorie, under review; Dörnyei & Chan, 2013)
- **Not a valid construct** (Csizér & Lukács, 2010; Kormos & Csizér, 2008; Lamb, 2012; Ryan, 2009)

L2MSS SCALES



- Taguchi, Magid, & Papi (2009)
- Ryan (2005)
- Lamb (2012)
- Teimouri (2016)

ISSUES WITH OUGHT-TO L2 SELF SCALES



1) Imbalanced standpoints

Own vs. Others (Higgins, 1987)

2) Mixed regulatory focus of the scale

Promotion vs. Prevention (Higgins, 1987, 1997)

3) Issues with Intended Effort

Hypothetical

Promotion bias

TAGUCHI ET AL. (2009)

STANDPOINTS



- ❖ **Ideal L2 Self:** All items are from the **Own** standpoint:
 - **Own:** *I can imagine a day when I speak English as if I'm a native speaker of English.*

- ❖ **Ought-to L2 Self:** Items are from both the **Own** and **Other** standpoints:
 - **Own:** *It will have a negative impact on my life if I don't learn English.*
 - **Other:** *My parents believe that I must study English to be an educated person.*

TAGUCHI ET AL. (2009)

REGULATORY FOCUS



- ❖ **Ideal L2 Self = Promotion-focused and sensitive to the presence or absence of positive outcomes**
 - *I can imagine a day when I speak English like a native speaker of English.*

- ❖ **Ought-to L2 Self = Prevention-focused and sensitive to the presence or absence of negative outcomes**
 - **Prevention:** *It will have a **negative impact** on my life if I don't learn English.*
 - **Promotion:** *Studying English is important to me in order to **gain** the approval of my peers/teachers/family/boss.*

TAGUCHI ET AL. (2009)

RESULTS



❖ Ideal L2 Self □ Intended Effort

Japan: 7% ($r = .27, p < .001$)

China: 19% ($r = .44, p < .001$)

Iran: 10% ($r = .31, p < .001$)

❖ Ought-to L2 Self □ Intended Effort

Japan: 3% ($r = .17, p < .001$)

China: 4% ($r = .20, p < .001$)

Japan: 1% ($r = .12, p < .001$)

RYAN (2005)

STANDPOINTS



- ❖ **Ideal L2 Self:** All items are from the **Own** standpoint.
- ❖ **Ought-to L2 Self:**
 - **Own:** *It is necessary to learn English because it is an international language.*
 - **Other:** *Others will be disappointed if I failed to learn German.*

REGULATORY FOCUS

- ❖ **Ideal L2 Self: Promotion**
- ❖ **Ought-to L2 Self:**
 - **Prevention:** *Others will be disappointed, if I failed to learn German.*
 - **Promotion:** *In order to become more knowledgeable, I have to know English/German.*
 - **No regulatory focus:** *For people living around me it is important to learn German.*

RYAN (2005)

RESULTS



Csizér and Lukács's (2010) study of 237 Hungarian students' motivation to learn English and German simultaneously:

- ❖ **Ideal English Self** \square **Intended Effort** ($\beta = .56$ and $.58, p = < .001$)
- ❖ **Ideal German Self** \square **Intended Effort** ($\beta = .69$ and $.71, p = < .001$)
- ❖ **Ought-to L2 Self** was dropped from the analyses due to lack of reliability

LAMB (2012)

STANDPOINTS



- ❖ **Ideal L2 Self:** All items are from the **Own** standpoint.
- ❖ **Ought-to L2 Self:**
 - **Own:** *I need English to avoid failing my exams.*
 - **Other:** *If I fail to learn English, I'll be letting other people down.*

REGULATORY FOCUS

- ❖ **Ideal L2 Self: Promotion**
- ❖ **Ought-to L2 Self:**
 - **Prevention:** *Young Indonesians are obliged to learn English well.*
 - **Promotion:** *Do you feel you have to study English well to be a good pupil?*
 - **No clear regulatory focus:** *Learning English is necessary because people surrounding me expect me to do so.*

LAMB (2012)

RESULTS



Lamb's (2012) study of 527 English learners in Indonesia:

- ❖ **Ideal L2 Self** \square **Intended Effort** ($\beta = .25, p = < .01$)
- ❖ **Ought-to L2 Self** was dropped from the analyses due to insufficient reliability

TEIMOURI (2017)



- ❖ Hypothesized that **Ideal L2 Self** and **Ought-to L2 Self** must be bifurcated into the **Own/Other** standpoints.

STANDPOINTS

- ❖ **Ought-to L2 Self:**

- **Own:** *I must learn English otherwise I would be considered as an illiterate in the society.*
- **Other:** *I must learn English; otherwise the others think of me as a weak student.*

REGULATORY FOCUS

- ❖ **Ought-to L2 Self/Own:**

- **Promotion:** *I must learn English, otherwise I will have difficulties finding a job in the future.*
- The rest of the items were prevention-focused.

TEIMOURI (2017)



- ❖ Hypothesized that **Ideal L2 Self** and **Ought-to L2 Self** must be bifurcated into the **Own/Other** standpoints.

STANDPOINTS

- ❖ **Ideal L2 Self/Own & Other** = All promotion-focused items.
- ❖ **Ideal L2 Self:**
 - ❖ **Own:** *I can imagine myself speaking English like a native speaker.*
 - ❖ **Other:** *I can imagine a day that my teachers/classmates at school/university respect my knowledge of English.*

TEIMOURI (2016)

RESULTS



- Teimouri's (2017) study of 524 high school students in Iran:

❖ **Ideal L2 Self** □ **Intended Effort** ($\beta = .46, p = < .001$)

❖ **Ought-to L2 Self/Own** □ **Intended Effort** ($\beta = .15, p = < .001$)

❖ **Ought-to L2 Self/Other** □ **Intended Effort** ($\beta = .10, p = < .05$)

❖ Additional issue: **Intended Effort**

ISSUES WITH INTENDED EFFORT



- **Hypothetical:**

- Learners' intention may not match their actual motivated behavior.
- Intentions are influenced by optimism, which is a characteristic of promotion-focused individuals (e.g., Hazlett, Molden, & Sackett, 2011).

- **Promotion bias:**

- **Items are concerned with maximizing gains**

- *"If an English course was offered in the future, I would like to take it"* (Csizér & Kormos, 2009; Taguchi et al., 2009).
- *"I would like to study English even if I were not required"* (Taguchi et al., 2009).



THIS STUDY

L2 Selves with clear regulatory domains and standpoints are proposed

		<i>Standpoint</i>	
<i>Regulatory Domain</i>		Ideal L2 Self/Own	Ideal L2 Self/Other
		Ought-to L2 Self/Own	Ought-to L2 Self/Other

SELF-GUIDES QUESTIONNAIRE



Ideal L2 Self/Own	<p>1. I can imagine a day when I speak English like a native speaker of English.</p> <p>7. I can imagine a day when I speak English fluently with international friends/colleagues.</p> <p>18. I can imagine a day when I write effectively and read fluently in English.</p> <p>20. I can imagine a day when I use English effectively to communicate with people from all around the world.</p>
Ideal L2 Self/Other	<p>2. My family hopes that one day I will speak English fluently.</p> <p>8. My family will be proud of me if one day I master the English language.</p> <p>14. It is my parents' hope that one day I will speak English fluently.</p> <p>21. The people who are important to me hope that one day I will master the English language.</p>
Ought-to L2 Self/Own	<p>2. If I don't improve my English, it will have a negative impact on my future.</p> <p>10. If I don't work on my English, I will fail in my future career.</p> <p>12. If I don't work on my English, I will fail in my social life.</p> <p>16. If I don't work on my English, I will fail in school/university.</p>
Ought to L2 Self/Other	<p>5. If I don't learn English, I will disappoint my parents/teachers.</p> <p>11. My family puts a lot of pressure on me to learn English.</p> <p>35. I will lose the support of my family if I fail to learn English.</p> <p>30. Other people will criticize me if I don't improve my English skills.</p>

THIS STUDY: MOTIVATED BEHAVIOR



- Motivated Behavior scale related to current effort is used:

3. I work hard at studying English.

9. I spend a lot of time studying English.

15. I put a lot of effort in studying English.

22. I constantly think about my English learning activities.

28. I think that I am doing my best in studying English.

31. Studying English is very important to me these days.

SELFGUIDES DIFFERENT STRATEGIC INCLINATIONS



❖ **Promotion:**

- **An eager strategy**, associated with a promotion focus, is used to maximize gains and minimize non-gains through taking advantage of every opportunity that may result in positive outcomes.

❖ **Prevention:**

- **A vigilant strategy**, associated with a prevention focus, is utilized to minimize losses and maximize non-losses through avoiding choices that may result in negative outcomes.

THIS STUDY: STRATEGIC INCLINATION



- Vigilant and Eager L2 Behavior are used to predict qualitatively different regulatory orientations:

Eager: *To improve my English, I seek out opportunities to interact with native speakers of English.*

Vigilant: *I will use English only when I am sure it is correct.*

RESEARCH QUESTIONS



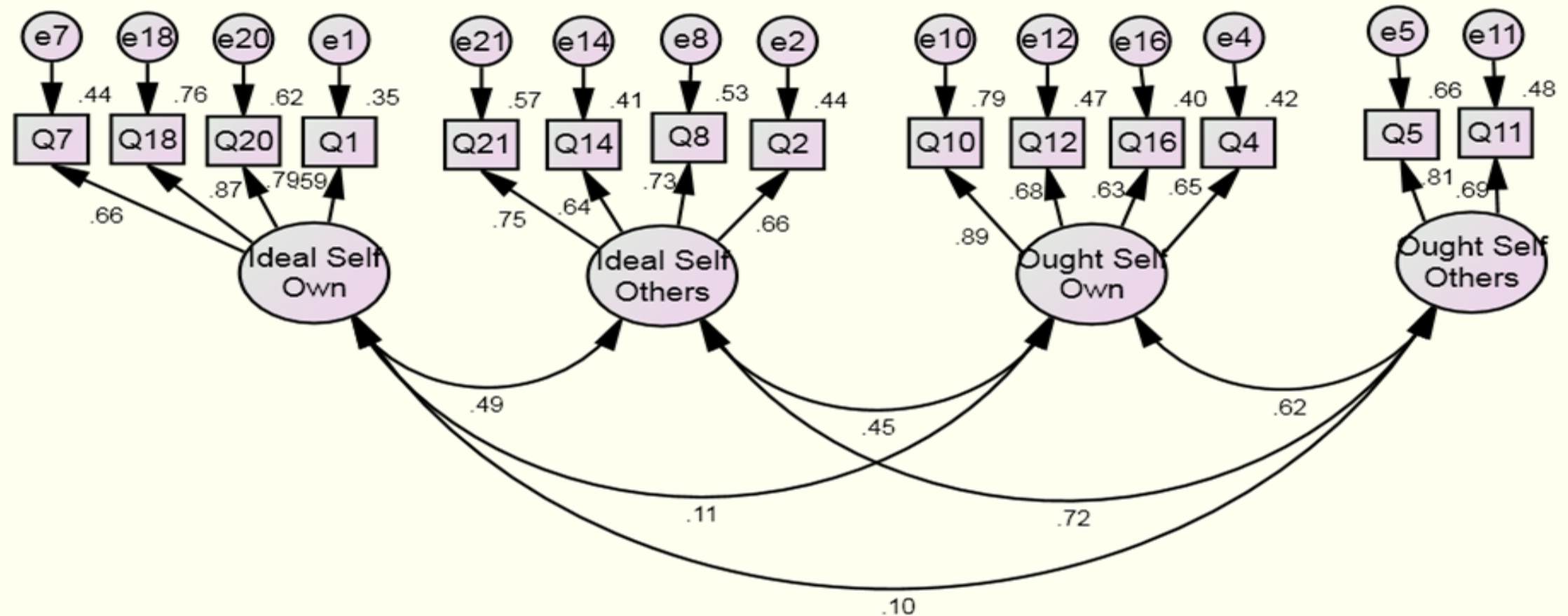
1. Is the 2X2 model of L2 self-guides better represented by data than the models with two (Dörnyei, 2009) or three (Teimouri, 2017) self-guides?
2. Do the Ought L2 Self scales (Own & Other) predict a comparable amount of variance in Motivated Learning Behavior as the Ideal L2 Self scales (Own & Other)?
3. Do the self-guides with a promotion (Ideal L2 Self Own & Other) versus prevention regulatory focus (Ought L2 Self Own & Other) predict eager versus vigilant strategic inclinations, respectively?



METHODS

- 257 international university students (109 male and 145 female)
- 17 to 45 years old with a mean of 26.65 (SD = 5.31)
- 50 different nationalities and 27 different native languages
- Length of residence in the U.S: 29 months on average
- Qualtrics

RESULTS: CONFIRMATORY FACTOR ANALYSIS (AMOS 18)



EFA RESULTS FOR STRATEGIC INCLINATIONS	Eager	Vigilant	<i>h</i>
I communicate with different people to improve my English	.68	--	.46
To improve my English, I seek our opportunities to interact with native speakers of English	.67	--	.44
I put myself in situations where I can frequently use English to interact with others	.77	--	.62
I take advantage of every chance I get to use English in my classes	.78	--	.68
To improve my English, I frequently ask questions and volunteer answers in my classes	.64	--	.42
I take advantage of every opportunity to use my English	.87	--	.76
To improve my English, I make friends with those who don't speak my native language	.63	--	.39
I use English only when I am sure it is correct	--	.53	.26
I don't speak English too much to avoid making mistakes	--	.55	.37
I speak English only when I have to	--	.58	.50
I speak English in my classes only when I have to	--	.67	.54
I avoid speaking in English when I feel someone is going to judge me.	--	.68	.44
M(SD)	3.47 (.81)	2.59 (.80)	
Cronbach's Alpha	.88	.76	
Variance (49%)	36.8%	12.2%	



DESCRIPTIVES FOR MOTIVATED BEHAVIOR & SELF-GUIDES

Variables	M(SD)	Cronbach's Alpha
Motivated Behavior	4.07(1.08)	.86
Ideal L2 Self/Own	4.94(.83)	.81
Ideal L2 Self/Other	4.36 (1.12)	.79
Ought-to L2 Self/Own	3.90 (1.21)	.80
Ought-to L2 Self/Other	2.76 (1.28)	.72

RESEARCH QUESTION



- Is the 2X2 model of L2 self-guides better represented by data than the models with two (Dörnyei, 2009) or three (Teimouri, 2017) self-guides?

RQ1: CFA RESULTS: COMPARISON TESTED MODELS



		RMSEA	CFI	TLI		AIC	BCC
	105.8/71**	.04	.97	.96		201.8	207.8
Dichotomous Model A (Dörnyei, 2005; 2009)	380.8/76***	.13	.76	.67	275.00**	526.5	531.8
Trichotomous Model (Teimouri, 2016)	440.5/74***	.14	.72	.61	334.7**	470.8	476.5
Dichotomous Model B (Own vs. Other)	548.5/76***	.16	.64	.50	442.7*	634.4	639.7

RESEARCH QUESTION 2



- ❑ Do the Ought L2 Self scales (Own & Other) predict a comparable amount of variance in Motivated Learning Behavior as the Ideal L2 Self scales (Own & Other)?

RQ2: SELF-GUIDES MOTIVATED BEHAVIOR



	B	Std. Error	Beta	t	95% CI
(Constant)	.58	.36		1.64	[-.12, 1.3]
Ideal L2 Self/Own	.25	.07	.19	3.56***	[.11, .39]
Ideal L2 Self/Other	.14	.06	.14	2.19*	[.01, .26]
Ought-to L2 Self/Own	.33	.05	.37	6.48***	[.23, .43]
Ought-to L2 Self/Other	.14	.05	.16	2.54*	[.03, .24]

RESEARCH QUESTION 3



- ❑ Do the self-guides with a promotion (Ideal L2 Self Own & Other) versus prevention regulatory focus (Ought L2 Self Own & Other) predict eager versus vigilant strategic inclinations, respectively?

EAGER STRATEGIES



	B	Std. Error	Beta	t	95% CI
(Constant)	1.30	.30		4.32***	[.71, 1.89]
Ideal Self Own	.46	.06	.47	7.69***	[.34, .57]
Ideal Self Other	-.08	.05	-.11	-1.45	[-.18, .03]
Ought Self Own	.04	.04	.06	.91	[-.05, .12]
Ought Self Other	.04	.05	.06	.81	[-.05, .13]

VIGILANT STRATEGIES



	B	Std. Error	Beta	t	95% CI
(Constant)	2.78	.32		8.67***	[2.15, 3.41]
Ideal Self Own	-.21	.06	-.22	-3.38**	[-.34, -.09]
Ideal Self Other	.11	.06	.15	1.90	[-.004, .22]
Ought Self Own	.09	.05	.14	1.99*	[.001, .18]
Ought Self Other	.02	.05	.03	.34	[-.08, .11]

DISCUSSION: THE 2X2 MODEL



		<i>Standpoint</i>	
<i>Regulatory Domain</i>		Ideal L2 Self/Own	Ideal L2 Self/Other
		Ought-to L2 Self/Own	Ought-to L2 Self/Other



DISCUSSION

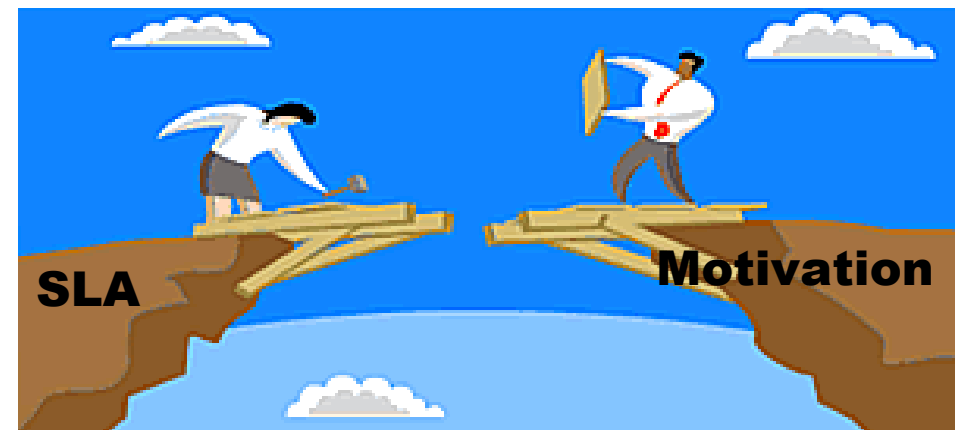
- The 2X2 Model is a better model than the alternatives
 - Regulatory focus matters
 - Standpoint matters
 - Motivated behavior measure matters
- Oughts can be strong motivators
- Self-guides with different regulatory orientations predict qualitative differences in L2 behavior and use.

FUTURE DIRECTIONS

MOTIVATION AS QUALITY



- Regulatory focus □ motivational strategies, self-regulation, learning styles and strategies, task preference and engagement, linguistic characteristics and performance.
- The interaction between trait-like and more state-like motivational orientations (Dörnyei & Ryan, 2015)
 - Chronic versus L2-specific regulatory focus
- Moving beyond descriptive studies of L2 motivation and employing rigorous motivational interventions
- Regulatory fit studies link...



LIMITATIONS



- Participants were international students and were not learning English in an instructional setting (EFL vs. ESL context)
- Questionnaire limitations
- Ought L2 Self/Other scale can be improved:
 - ❖ *“If I fail to learn English, my family/teachers/advisor will lose confidence in me”* (Papi et al., 2018).
 - ❖ *“If I fail to learn English, I will have to face my family’s disapproval and blames”* (Papi et al., 2018).

THANK YOU!

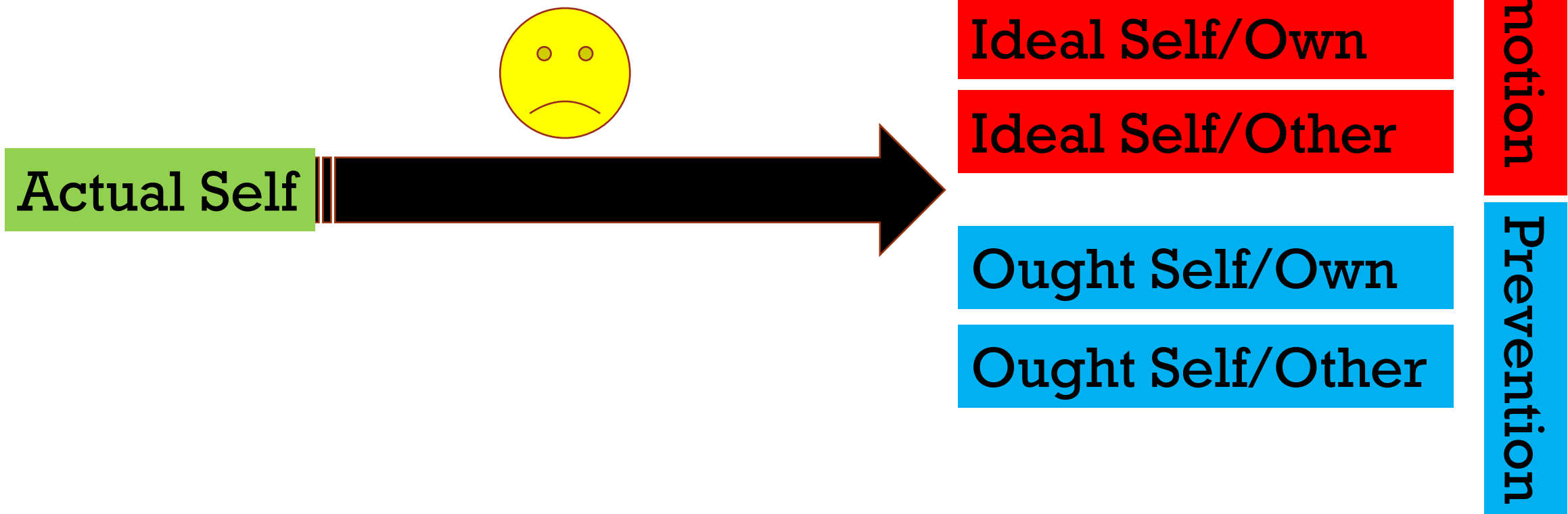
Questions and Comments?

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SELF-DISCREPANCY THEORY (HIGGINS, 1987)



REGULATORY FOCUS THEORY (HIGGINS, 1997)



Promotion
system

Prevention
system





THE PROMOTION SYSTEM

- Individuals in a promotion focus are concerned about the survival needs of **nurturance** (e.g., nourishment, growth) and higher level needs for **accomplishments**, **advancement**, **ideal selves**, and **gains**.



THE PREVENTION SYSTEM

- Individuals in a prevention focus are concerned about the survival needs of **security** (e.g., **protection, safety**), fulfilling their **responsibilities, duties, and ought selves** and preventing **losses and failures**.

INTERCORRELATIONS



	Motivated Behavior	Ideal Self Own	Ideal Self Other	Ought Self Own
Ideal Self Own	.30***			
Ideal Self Other	.43***	.36***		
Ought Self Own	.52***	.11*	.36***	
Ought Self	.42***	.07	.55***	.46***
Other				

Note. * $p < .05$, *** $p < .001$.

INTERCORRELATIONS



	Ideal Own	Ideal Other	Ought Own	Ought Other
Vigilant L2 Use	-.15*	.13*	.18**	.16*
Eager L2 Use	.44***	.12	1.0	.06

Note. * $p < .05$, ** $p < .01$, *** $p < .001$.

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