The Relationship Between L2 Motivational Self System and Self-Regulated Learning Strategies Among Thai Undergraduate Students
ความสัมพันธ์ระหว่างระบบแรงจูงใจภาษาที่สองของตนเองกับกลยุทธ์การกำกับตนเองในการเรียนรู้ของนักศึกษาไทย

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Abstract

The present study investigated the relationship between Dörnyei (2005)'s L2 motivational self system components and self-regulated learning strategies. A questionnaire was administered to a group of second-year undergraduate students at Nakhon Phanom University. To this end, a Pearson correlation coefficient and a standard multiple regression analysis were implemented. The results of the correlation analysis showed that among the components of L2 motivational self system, criterion measure and ideal L2 self were moderately correlated with self-regulated learning strategies. The results of the standard multiple regression analysis also revealed that criterion measure was the strongest predictor of self-regulated learning strategies.

Keywords: L2 motivational self system; Motivation; Self-regulated learning strategies

บทคัดย่อ (Abstract)

งานวิจัยนี้ศึกษาความสัมพันธ์ระหว่างระบบแรงจูงใจภาษาที่สองของตนเอง (L2 motivational self-system) กรอบแนวคิดของ Dörnyei's (2005) กับกลยุทธ์การกำกับตนเองในการเรียนรู้ (Self-regulated learning strategies) ผู้วิจัยเก็บข้อมูลกับนักศึกษาชั้นปีที่ 2 ที่กำลังศึกษาที่มหาวิทยาลัยนครพนมด้วยแบบสอบถามจำนวน 2 ชุด สถิติที่ใช้ในการวิเคราะห์ข้อมูลคือการวิเคราะห์ค่าสหสัมพันธ์เพียร์สัน (Pearson correlation coefficient)

และการวิเคราะห์ถดถอยพหุคูณ (Standard multiple regression analysis) ผลการศึกษา
พบว่าจากองค์ประกอบทั้งหมดของระบบแรงจูงใจภาษาที่สองของตนเอง (L2 motivational self-system) องค์ประกอบด้านเกณฑ์การวัดผล (Criterion measure) และองค์ประกอบด้านตัวตนในอุดมคติเกี่ยวกับการใช้ภาษาที่สอง (Ideal L2 self) มีความสัมพันธ์ในระดับปานกลางกับกลยุทธ์การกำกับตนเองในการเรียนรู้ ผลการศึกษายังพบว่าองค์ประกอบด้านเกณฑ์การวัดผล (Criterion measure) คือตัวแปรพยากรณ์ (Predictor) ของความสำเร็จในการใช้กลยุทธ์การกำกับตนเองในการเรียนรู้ (Self-regulated learning strategies)

คำสำคัญ (Keywords): ระบบแรงจูงใจภาษาที่สองของตนเอง; แรงจูงใจ; กลยุทธ์การกำกับตนเองในการเรียนรู้

Introduction

In the globalized era, English language plays a crucial role in the world society as English language has been used as a lingual franca for communication between speakers with different first languages. In particular, English language is regarded as the official working language of the Association of Southeast Asian Nations (ASEAN). To meet this requirement, English has been taught in schools, colleges and universities as a compulsory subject in Thailand and its neighboring countries. Not surprisingly, many EFL students wish to become more successful in learning English language for various reasons such as obtaining good grades, being able to use English in daily life, getting a good job in the future, etc. Hence, one of the most crucial roles of teacher is to define and apply the construct of motivation in the classroom.

According to Gardner (1985) and Dörnyei (1998), motivation is said to have a vital role affecting language learning and has a positive effect on language achievement. In general terms, Gardner and Lambert (1972) define motivation as the effort which learners put into learning a second language as a result of their needs or desire to learn it. It is supposed that the effort learners are willing to expend to know a language can help them in the acquisition of a second language. Moreover, it is hoped that an understanding of English language learning motivation can help students become more successful in learning English language and help English teachers to find ways of shaping and stimulating students' motivation to learn English language and design the course suitable for students' motivation.

Motivation has become a central area of research and theoretical work in language learning due to its importance. Over decades, the study of motivation has tried to discover the determining factors that motivate students to learn an L2 and how teachers can increase the level of motivation in their students. The modern motivational theory is the L2 motivational self system. In recent years, many researchers have investigated L2 learning motivation from the perspective of the L2 motivational self system in different contexts (e.g., Papi & Teimouri, 2014; Rajab et al., 2012; Lamb, 2012; Islam et al., 2013; Papi, 2010; Darling & Chanyoo, 2018) The L2 motivational self system (Dörnyei, 2005, 2009) consists of three components: the ideal L2 self, the ought-to self and the L2 learning experience. The first component, Ideal L2 self concerns the L2 specific facet of one's ideal self, that is, if we would like to become speakers of an L2, the ideal L2 self can be a powerful motivator since we would like to reduce the discrepancy between our actual and ideal selves. The second component, ought-to L2 self involves the attributes individuals believe they ought to possess in order to avoid possible negative outcomes. Accordingly, such perceived duties, external expectations, and obligations, which are imposed by external factors such as parents, peers, or environment, may bear little resemblance to the individual's own desires and wishes. Finally, the last component, L2 learning experience concerns situation-specific motives related to the immediate learning environment and experience such as the positive impact of success or the enjoyable quality of a language course for an L2 learner.

Regarding to human psychology, self-regulated learning also plays a crucial role in a second language acquisition (Zimmerman & Schunk, 2001). Self-regulated learning refers to processes whereby learners activate and sustain their cognitions, affects, and behaviors that are oriented systematically toward the attainment of their goals (Zimmerman & Schunk, 2001). Boekaerts and Corno (2005) claim that self-regulated of learning takes place if students direct their own learning. According to Afflerbach et al. (2008), self-regulated learning (SRL) strategies can be defined as deliberate, goal-directed attempts that manage and control the efforts of self-regulated learners. Pintrich et al. (1991) suggest three classifications of SRL strategies, including cognitive strategies,

metacognitive strategies, and resource management strategies. Cognitive strategies relate to learners' use of basic and complex strategies for the processing of information from texts or lectures (Garcia & Pintrich, 1995). Metacognitive strategies refer to learners' knowledge and self-regulation of their own cognition through cognitive learning activities such as planning and monitoring (Pintrich, 1999). Finally, resource management strategies concern how learners take control of their own learning environment such as time management and help seeking. Thus, students who display more adaptive self-regulated learning strategies demonstrate better learning and higher motivation for learning (Pintrich, 2000).

From the abovementioned, it can be concluded that L2 motivational self system and self-regulated learning strategies are important components in achieving success in English language learning. Therefore, the present study investigates the relationship between L2 motivational self system components and self-regulated learning strategies among Thai undergraduate students. The findings can benefit English language teachers in designing materials, activities and curriculum in accordance with learners' motivational types to help them become more successful in learning English language.

Research Questions

1. Is there any significant relationship between L2 motivational self system components and self-regulated learning strategies components among undergraduate students?

2. Which components of L2 motivational self system can be predicted by undergraduate students' self-regulated learning strategies?

Research Methods

1. Participants

The participants are 58 undergraduate students (25 males and 33 females), who are currently studying in semester 1 academic year 2020 at Nakhon Phanom University by using a purposive sampling method.

2. Materials

There are two questionnaires used in the present study.

1. L2 motivational self system questionnaire

To measure participants' L2 motivational self system, a large-scale attitudinal questionnaire adapted from Papi (2010), Taguchi et al. (2009) and Islam et al. (2013) is used in the present study. This questionnaire evaluates learners on a six-point Likert scale (range from strongly agree to strongly disagree). The Cronbach Alpha value was calculated to show the inter-reliability of items. The questionnaire contains a large number of items measuring many variables including three main components of L2 motivational self system along with some variables as follows:

Criterion measures (α = .65): Seven items measured the learners' intended efforts toward learning English.

Ideal L2 self (α = .75): Seven items concerned with the first component of L2 motivational self system.

Ought-to L2 self (α = .66): Six items measured the attributes that one believes one ought to possess (i.e., various duties, obligations, or responsibilities).

Attitude toward learning English (α = .60): Six items measured situation-specific motives related to the immediate learning environment and experience.

Integrativeness (α = .38): Three items measured one's desire to integrate into L2 community.

Hence, the questionnaire consists of 5 variables and 29 Likert-scale items. The items are in affirmative type and are translated into Thai language in order to avoid misinterpretation.

2. Motivated strategies for learning questionnaire (MSLQ)

In order to gather the require data, the motivated strategies for learning questionnaire (MSLQ), developed by Pintrich et al. (1991) was employed. The MSLQ consists of 50 items with a seven-point Likert scales ranging from not at all true of me to very true of me. The questions involve students' use of different cognitive (α = .92), metacognitive (α = .90), and resource management strategies (α = .83).

3. Data collection

The L2 motivational self system questionnaire and the motivated strategies for learning questionnaire (MSLQ) were administered in one session, due to time restriction during semester 1, academic year 2020. Before distributing the questionnaires to the partcipants, the researcher explained the purposes and directions of the questionnaires so that the students could complete both papers more accurately. They were also informed that their answers would be used only for research purposes.

4. Data analysis

To examine the relationship between L2 motivational self system components and self-regulated learning strategies components, the collected data was analyzed using SPSS 23.0 computer program. Pearson product-moment correlation was employed to analyze the correlation. P value was calculated to determine the significance of 'r' at 0.05 level. Meanwhile, a standard multiple regression analysis was run in order to find out the predictors of self-regulated strategies.

Research Results

1. Relationship between L2 motivational self system and SRL strategies

After collecting the data, descriptive and interpretive statistics were used to analyze them. The type of correlation used in this study was Pearson correlation coefficient. The correlation coefficient is summarized in the table below.

Table 1 Correlation analysis of L2 motivational self system and SRL strategies

L2 motivational self system	SRL strategies	Cognitive strategies	Metacognitive strategies	Resource management strategies
Criterion measure	.526**	.347**	.494**	.439**
	.000	.008	.000	.001
Ideal L2 self	.329*	.241	.279*	.265*
	.012	.068	.034	.044

Ought-to L2 self	-.197	-.081	-.048	-.350**
	.138	.548	.718	.007
Attitude to	.241	.204	.086	.256
learning English	.068	.125	.052	.052
Integrativeness	.288*	.201	.327*	.176
	.028	.131	.012	.187

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

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

As shown in Table 1, the criterion measure which is the learners' intended efforts toward learning English, with a correlation of about (r = .526), at 0.01 level of significance, showed the strongest relationship with SRL strategies at the first place. In terms of the components of SRL strategies, the criterion measure, showed moderate positive correlations: first with metacognitive strategies (r = .494), at 0.01 level of significance, second, with resource management, (r = 439), at 0.01 level of significance, and third, with cognitive strategies (r = .347), at 0.01 level of significance. It can be concluded that L2 learners with intended efforts toward learning English were stronger in terms of their SRL strategies: They benefited more from metacognitive and resource management strategies, and to lesser degree from cognitive strategies.

At the second place, the key component of L2 motivational self system, ideal L2 self, showed a small correlation of about (r = .329), at 0.05 level of significance, with SRL strategies. In terms of the components of SRL strategies, ideal L2 self revealed small positive correlation with metacognitive strategies (r = .279), at 0.05 level of significance and resource management strategies (r = .265), at 0.05 level of significance. However, this variable showed no significant relationship with cognitive strategies. It implied that L2 learners with stronger visualization of their ideal selves were better at their SRL strategies. Similar to criterion measure, these learners benefited more from metacognitive strategies than resource management.

At the third place, integrativeness, showed a small positive correlation about (r = .288), at 0.05 level of significance, with SRL strategies. Regarding SRL strategies components, integrativeness showed a small positive correlation only with metacognitive strategies, in which (r = .327), at 0.05 level of significance.

This variable showed no significant relationship with cognitive strategies and resource management strategies. This finding implied that learners with more desire to integrate into L2 community were more willing in terms of metacognitive strategies. Finally, attitude to learning English showed no significant relationship with SLR strategies (along with its components). Similarly, no significant relationship was found between ought-to L2 self and SRL strategies (along with its components).

   2. Predictors of SRL strategies

   To address the predictors of SRL strategies, a standard multiple regression analysis was run to find out the predictors of SRL strategies.

Table 2 Standard multiple regression of L2 motivational self system and SRL strategies

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.116	.755		2.803	.007
Criterion measure	.508	.160	.446	3.171	.003
Ideal L2 self	.064	.140	.062	.454	.652
Ought-to L2 self	-.163	.095	-.198	-1.710	.093
Attitude to learning English	.154	.127	.151	1.216	.229
Integrativeness	.003	.102	.004	.026	.979

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

   As shown in Table 2, the results of the regression analysis showed that there was only one variable, criterion measure, with the largest beta value of .446, P <.05, was regarded as the strongest predictor of self-regulated learning strategies. Thus, it has been apparently that learners with intended effort towards learning English may take more advantages from SRL strategies.

Research Discussion

The objective of the present study aimed to investigate the relationship between L2 motivational self system and self-regulated learning strategies of undergraduate students. The results of the Pearson-product moment correlation coefficient revealed that among the components of L2 motivational self system, learners' intended effort towards learning English showed the strongest relationship with SRL strategies, followed by ideal L2 self, with moderate positive correlation with SRL strategies. Also, a small positive correlation between integrativeness and SRL strategies; nonetheless, to lesser degree with SRL strategies. As to Taguchi et al. (2009) and Dörnyei and Csizer (2002) suggested that criterion measure, attitude, and integrativeness correlate highly with the ideal L2 self. To illustrate, L2 learners who make more intended effort towards learning English, show more positive desire in L2, and possess more integration toward L2 community have stronger actualized image of their ideal selves. The results are also harmonious with Csizer and Kormos (2009); Taguchi et al. (2009). They found that learners with intended effort towards learning L2 and the ideal L2 self had a positive influence on language learning motivation, the factor that can increase SRL in L2 learning process. Similarly, Zimmerman (2000) found that when students are intended to learn, they are more likely to devote the necessary time and energy needed to learn and apply appropriate SRL skills, and when students are able to successfully employ self-regulated strategies, they are often more motivated to accomplish learning tasks. Furthermore, the results are parallel to Kormos and Csizer (2014), who found that the ideal L2 self had a strong direct relationship with motivated behavior. This suggested that learners with positive self-related beliefs can make use of self-regulated strategies in their L2 learning.

Regarding attitude to learning English which showed no significant relationship with SRL strategies. This variable involves situation-specific motives related to the immediate learning environment and experience. According to Dörnyei (2001a: 12), "people will only be motivated to do something if they expect success", and the way in which people interpret past successes and failures could also determine their future behavior. It can be interpreted that if

learners expect to succeed in their language learning, they will be more likely to enjoy their experience, which can contribute to their achievement.

Furthermore, the results of the study revealed that ought-to L2 self had a negative correlation with SRL strategies. This suggested that external factors such as obligations from parents or friends had no impact on the use of SRL strategies. In contradiction to Lamb (2012)'s study, he found that motivation to learning English of the young adolescents in Indonesia were heavily driven by social motives, such as making their parents and peers proud of them, serving the local community and advancing interests of their country; their motivation to learning English was therefore not purely driven by personal ambitions. The result is also contrast to Rattanaphumma (2016), who found that undergraduate students from an international university in Thailand perceived that they ought to learn English in order to fulfill their parents' expectations. Peers, neighbors, and bosses also perceive those who are competent in English as an educated person who can access to new information resources and introduce innovation.

Finally, regarding the predictors of SRL strategies, the results of the regression analysis revealed that criterion measure was the strongest predictors of SRL strategies. It can be concluded that L2 learners with more intended effort towards learning English may gain more benefit from SRL strategies. The result of the study is in line with that of Zimmerman and Schunk (2008) who claimed that L2 learners with higher motivated behavior benefit more from SRL strategies.

Conclusion

Based on the findings of the study, there are moderate positive correlation between L2 motivational self system (criterion measure, ideal L2 self, and integrativeness) and SRL strategies. It can be concluded that English learners have more intended effort to learning English, their idealized self-image, as well as their desire to integrate into L2 community, may obtain more benefit of SRL strategies. In contradiction, attitude to learning English and ought-to L2 self showed no significant relationship with SRL strategies, undergraduate students' attitude to learning English and obligations from parents, friends, or environment may have no influential effect on their use of SRL strategies.

Furthermore, the result revealed that criterion measure was the strongest predictor of SRL strategies, it can be indicated that learners with intended effort towards learning English more take more benefits of SRL strategies.

One of its limitation is that it could also be done qualitatively since L2 motivational self system and SRL strategies with mixed method approach can give us more accurate pictures. Besides, the other limitation is the small number of participants. It is recommended that recruiting a larger number of participants can possible make more outspoken in the generalization of the results.

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