

## **Students' Motivation towards English Language Learning in Thai EFL Classrooms based on the Motivational Self-System Theory: A Case Study of Ave Maria School in Thailand**

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### **Abstract**

One of the most interesting areas in second and English-language teaching and learning has been the study of motivation. In this study, the L2 Motivational Self-System theory (Dörnyei, 2005) was adopted in the conceptual framework with the emphasis on learning experiences through the 5Ts of motivation in the classroom (Renandya, 2014). The purpose of this study were to: 1) investigate the levels of motivation towards English language learning among secondary students, and 2) identify the factors that affect the English language learning motivation of secondary school students. The participants consisted of 462 secondary students at Ave Maria School in Ubon Ratchathani Province, Thailand. An explanatory mixed-method design with quantitative and qualitative data was used in this study. The research results showed that the level of students' motivation towards English language learning among secondary students was high based on the three main components: Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience. Furthermore, the qualitative data brought to light the types of support that secondary students required, which were classified into five themes: Ideal L2 Self; Ought-to L2 Self; 5Ts of motivation in the classroom; Peers; and social media.

**Keywords:** Thailand EFL, L2 Motivational Self-System (L2MSS); Ideal L2 Self; Ought-to L2 Self; L2 Learning experience; 5TS of Motivation

### **Introduction**

In the 21<sup>st</sup> century, the world and society are growing rapidly. People can cross borders by communicating in every corner of the world due to the use of technology to connect all regions of the world together. For this reason, English has become an essential language to help people keep up with the various trends of this era. In Thailand, learners are supported to learn English in order to prepare themselves for growth within the ASEAN community and Thailand 4.0 policy, which

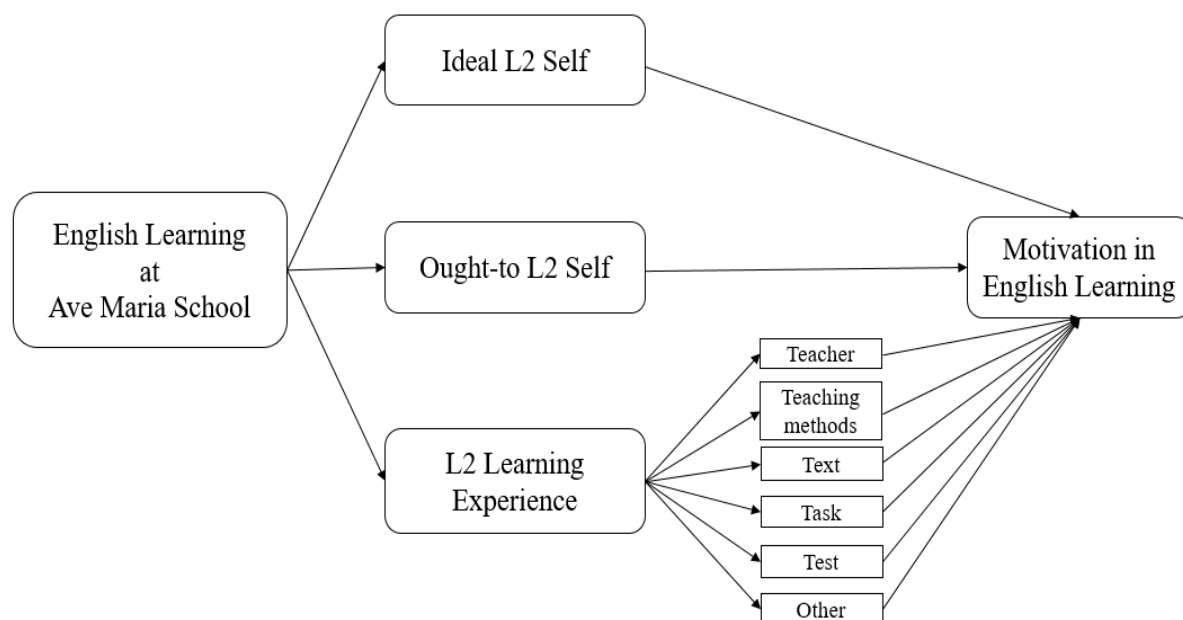
focuses on developing humans for quality knowledge through education, technology, and innovation. That is, people are able to communicate in English in their daily lives and professionally.

Thailand is in the expanding circle in accordance with the circle model of World Englishes by Kachru (1992). English is used and taught as a foreign language in the classrooms.

The English language is offered at all levels of Thai education, from kindergarten to university. Since the introduction of English teaching in Thai classrooms, the quality of English language teaching has been continuously improved. The Ministry of Thai Education has attempted to raise the quality of education and develop the potential of learners by promoting English competence in many ways. Such as improving the English language teaching curriculum based on the Common European Framework of Reference for Language (CEFR), focusing more on communication than grammar in teaching, establishing English or international programs, promoting teacher training, e.g. However, Thai people are still unable to communicate effectively in English and their level of English competence is quite low in comparison to other countries. Thailand was ranked 89<sup>th</sup> out of 100 countries in the world's largest ranking of the Education First English Proficiency Index (2020). There are many reasons why Thais use English ineffectively: learners rarely have opportunities to use English in daily life; inefficient pedagogical English; incompetent and poorly trained teachers; inadequately equipped classrooms and educational technology; and irresponsible learners (Geringer, 2003; Dhanasobhon, 2006; Noom-ura, 2013). Furthermore, based on interviews with teachers in Ave Maria School, it was found that students have no confidence in communicating in English, that lessons are so boring, and that they study English without goals. For all these reasons, the result is that learners are less motivated to learn English. Consequently, keeping learners motivated to learn a language is of paramount importance because motivation is a key factor influencing success in learning English (Gardner & Lambert, 1972; Renandya, 2014). Motivation is defined as the force that propels a person to make decisions, act, exert effort, and continue to act (Dörnyei & Ushioda, 2011). In the field of education, motivation is the most important factor affecting students' success or failure in language learning, and motivation can improve learners' ability to use English (Gardner & Lambert, 1972). Without motivation, the purpose of learning is difficult to achieve. Motivation leads learners to put more effort and energy into doing a task, even a difficult one, with enthusiasm and persistence until they achieve their tasks.

The aim of this study is to investigate the level of motivation towards English language learning and to identify the factors that affect the English learning motivation of secondary students. The study focus is on the motivation for English learning in Thai EFL classrooms based on Dörnyei's L2 Motivational Self-System theory (2005) at Ave Maria School, Thailand. There

are three components of L2MSS: Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience. The Ideal L2 Self and the Ought-to L2 Self are direct extensions of the possible selves and connect learners' motivation to their future visions. The L2 Learning Experience, on the other hand, differs from the two self-guided components and was added to demonstrate how students' experiences affect their learning motivation (Dörnyei & Ushioda, 2011). This theory has the power to describe second and foreign language learners' motivation clearly and comprehensively across all dimensions: personal, social, and learning experiences. Furthermore, this study also emphasized the specific factors in the classroom that were presented by Renandya (2014) as the “5Ts of Motivation Framework”: Teacher, Teaching methodology, Task, Text, and Test. Consequently, the conceptual framework of this study based on the L2 Motivational Self-System and 5Ts of Motivation Framework as shown in the figure below.



*Figure 1* The Conceptual Framework of Students' Motivation towards English Language Learning at Ave Maria School.

The following research questions related to this study will be explored:

1. What are the levels of motivation among secondary students towards English language learning?
2. What factors affect the English language learning motivation of secondary school students?

## Literature Review

Motivation theories have been used in a variety of fields, including second and English language acquisition. Motivation can lead learners to achieve their goals and dreams. The development of L2 motivation commenced with the socio-educational model (Gardner & Lambert,

1972). It consists of two concepts: instrumental and integrative motivation. Then, the perspective on motivation was driven by the cognitive theories, that related to personal abilities, possibilities, limits, previous accomplishments, and various aspects leading to goals (Dörnyei & Ryan, 2015), such as self-determination theory (Deci & Ryan, 2000), and attribution theory (Haider, 1958). Later on, Dörnyei and Ottó (1998) found that individual motivations have complex evolutionary developments. It is a non-constant feature, constantly fluctuating as it adapts to changing contexts, situations, and time. Over time, learners' behavior and the level of motivation may change, increase, or decrease. Moreover, the study of Dörnyei (1994, 2001b) focused more on motivation from a classroom perspective. This concept is linked to learners' attitudes (Gardner, 1985), learners' self-confidence, and learning situations. In 2005, Dörnyei began to propose the L2 Motivational Self-System, which consists of three components: Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience.

## **2.1 L2 Motivational Self-System**

As stated by Dörnyei (2014), the L2 motivational self-system (L2MSS) has three components.

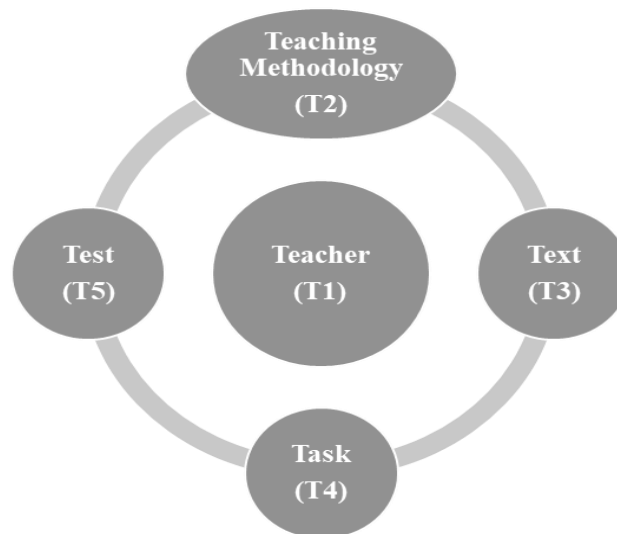
The Ideal L2 Self refers to the L2-specific facet of one's ideal self, which is the representation of all the attributes that a person would like to be, such as hopes, aspirations, and desires. The key point of one's ideal self is integrative motivation, which is defined by Gardner's theory (1996) as the desire of learners to learn any foreign language in order to enable themselves to communicate with native speakers. By allowing oneself to live in or become a part of the native speakers' society, language, and culture, a person would like to become proficient in the second language. In other words, learners' desired future vision is what they truly want to be, for instance, traveling, studying, and working abroad, and having foreign friends.

The Ought-to L2 Self refers to the attributes that one believes one ought to possess to avoid possible negative outcomes by acting on the wishes and desires of others. This self-image is particularly salient in some Asian countries, especially in Thailand. Students are often motivated to perform well to fulfill some family obligation or to bring honor to the family name, such as when they attempt to get good grades on exams to satisfy their parents.

The L2 Learning Experience is defined as the perceived level of engagement of the learner with various components of the learning process (Dörnyei, 2019). It involves the factors that surround learners and can enable them to learn English effectively, such as teachers, school context, teaching materials, learning tasks, and peers. This study emphasized the specific situation in the classroom proposed by Renandya, which was described below.

## 2.2 5Ts of Motivation Framework

5Ts of Motivation Framework related to L2 Learning Experience in the classrooms, were presented by Renandya (2014): Teacher, Teaching methodology, Text, Task, and Test. As shown in the figure below.



*Figure 2 5Ts of Motivation by Renandya (2014)*

Teacher plays a key role in encouraging learners to commit to continuous learning. Teacher's personal characteristics can have an influence on student motivation. Student-teacher rapport, utilizing insights from leadership models and conflict resolution that have directly impacted student learning in the classroom.

Teaching methodology refers to the pedagogy and management strategies employed in the classroom, that is to say, the ways of teaching, e.g., the Student-Centered Approach, Communicative Language Teaching, Task-based Language Learning, and Community Language Learning. There are various teaching methods, but none of them is the best. What is even more important is that teachers can understand how to teach deeply and can use those methods to attract and motivate students.

Text refers to language teaching materials that teachers use in the classrooms, including textbooks and accompanying materials or materials developed by teachers. The important role of materials is to keep learners motivated and interested in the lessons and to match the syllabus to learners' needs.

Task is a central element in language classrooms and serves a pedagogical purpose. To make English learning tasks more engaging and encouraging, tasks should have a clear and measurable outcome. Tasks need to be interesting and well-aligned with learners' skills and

experiences, e.g. application of project, problem-based learning, and goal-setting and progress checks.

Test serves as a learning tool to help learners see progress in their studies and encourages them to be more willing to study. There are many ways of using authentic assessment strategies that can be more encouraging and provide more beneficial information about student learning.

## **Research Methodology**

The methodology chosen for this study is sequential mixed method as described by Creswell (2009) as research in which the investigator employs both quantitative and qualitative approaches or methods in the data collection and data analysis process as well as the integration and in making inferences of the findings in one study or a program of inquiry.

## **Participants**

The participants in the current study were secondary students at Ave Maria School, Thailand, in the academic year 2021. The total number of secondary students in the academic year 2021 was 826. This study used an explanatory sequential mixed-method of data collection, so there were two groups of participants: survey respondents and interview participants. During the pandemic of COVID-19, convenience sampling was conducted for the survey questionnaire based on the principles of safety, fastness, and convenience. Purposeful sampling was used for the interviews in order to achieve a deeper and clearer understanding of the data. Thus, 18 interviewees were chosen based on the GPAs of 3 students from each class (grades 7-12) with high, middle, and low scores.

## **Instruments**

The questionnaire was adapted from Subekti (2018) and from Wang and Lee (2019), which was divided into two parts. The first part consisted of 27 items relevant to the L2 Motivational Self-System: Ideal L2 Self (9 items), Ought-to L2 Self (9 items), and L2 Learning Experience (9 items). The second part consisted of 20 items about the 5Ts of Motivation in the classroom: Teacher (4 items), Teaching methodology (4 items), Task (4 items), Text (4 items), and Test (4 items). The 5-Point Likert Scale was used in the questionnaire: 1- strongly disagree, 2- disagree, 3- neutral, 4- agree, and 5- strongly agree.

The items relevant to the L2 Motivational Self-System

1. I can imagine myself living abroad and having a discussion in English.
2. I can imagine myself living abroad and using English effectively for communicating with English native speakers.

3. I can imagine a situation where I speak English with foreigners.
4. I can imagine myself speaking English with international friends or colleagues.
5. I can imagine myself speaking English as if I were a native speaker of English.
6. Whenever I think of my future career, I imagine myself using English.
7. The things I want to do in the future require me to use English.
8. I can imagine myself studying in a university where all of my courses are taught in English.
9. I can imagine myself writing English emails fluently.
10. I study English because people around me think it is important.
11. Learning English is necessary because people around me expect me to do so.
12. My parents believe that I must study English to be an educated person.
13. I consider learning English important because people I respect think that I should do it.
14. I am motivated to learn English when teaching and instructional materials are varied, including print, electronic, oral & written ones.
15. There will be a negative impact on my life if I do not learn English.
16. Studying English is important for me because an educated person is supposed to be able to speak English.
17. Studying English is important for me because people will respect me more if I know English.
18. If I fail to learn English well, I will be letting other people down.
19. I like the atmosphere of my English classes.
20. I find learning English very interesting.
21. I always look forward to attending English classes.
22. I really enjoy learning English.
23. I like the activities in my English classes.
24. I like my English teachers because their classrooms teaching and activities are fun.
25. The classmates in my English class help me understand English better.
26. The materials in my English class suit my needs.
27. The content level and teaching materials of the English help me improve my English skills.

The items relate to the 5Ts of Motivation in the classroom

#### ***Teacher***

1. I am motivated to learn English when my English teachers are friendly and approachable. I can talk to him/her not only about schoolwork but also other things related to my personal and social life.



2. I am motivated to learn English when my English teachers treat every student fairly and does not practice favoritism.
3. I am motivated to learn English when my English teachers teach the lesson with enthusiasm and care.
4. I am motivated to learn English when my English teacher creates a low-stress classroom environment so I can participate without fear of losing face when I make mistakes.

### ***Teaching methodology***

5. I am motivated to learn English when my English teachers uses a variety of activities to keep me interested and engaged.
6. I am motivated to learn English when my English teachers use different teaching aids such as images, videos, songs and movements.
7. I am motivated to learn English when my English teachers carefully select and structure learning activities that support the attainment of lesson objectives.
8. I am motivated to learn English when my English teachers signal clearly when we are moving from one activity to another.

### ***Tasks***

9. I am motivated to learn English when my English teachers provide sufficient assistance before, during and after each task.
10. I am motivated to learn English when teachers assign us tasks that meet our different needs and interests.
11. I am motivated to learn English when my English teachers explain the linguistic, communicative or cultural value of the task clearly.
12. I am motivated to learn English when my English teachers encourage every student to be involved in the tasks.

### ***Text***

13. I am motivated to learn English when the materials used in class provide ample opportunities for me to learn what we really need or want to learn.
14. I am motivated to learn English when teaching and instructional materials are varied, including print, electronic, oral & written ones.
15. I am motivated to learn English when my teachers allow us to choose reading materials that we are interested in.
16. I am motivated to learn English when the texts used in the class do not contain too many words or expressions that are beyond my reach.



### ***Test***

17. I am motivated to learn English when teachers can provide feedback, guidance and advice to me and assess me on an on-going basis, rather than concentrating on a single day, week or end of the term.
18. I am motivated to learn English when my English teachers use marking rubrics that are carefully calibrated to avoid subjectivity.
19. I am motivated to learn English when my English teachers allow us to assess ourselves.
20. I am motivated to learn English when the teachers give me alternative assessments such as project work and other activities in the classroom, besides the examination.

Before distribution, the questionnaire was validated for the content using the Item-Objective Congruence (Rovinelli & Hambleton, 1977) by three qualified experts. The score of each item was greater than 0.5, which indicated that the questionnaire was acceptable. Then, to avoid any misunderstanding of the concepts and to guarantee the correct and comprehensive contents, the questionnaire was translated into Thai by using the procedure of back-translation (Brislin, 1970). The questionnaire was tried out with 35 samples, which provided the Cronbach's Alpha of the eight variables as follows: Ideal L2 Self (.98), Ought-to L2 Self (.98), L2 Learning Experience (.99), Teacher (.98), Teaching methodology (.98), Task (.96), Text (.96), and Test (.98). These results indicated that the questionnaire items had high internal reliability.

For the interview, six open-ended questions were used as a guide for investigating the in-depth information to expand quantitative results, including the following questions:

- 1) Do you like studying English? Can you explain why you like them?
- 2) Who do you think helps or supports your English learning?
- 3) What do you think helps or supports your English learning?
- 4) What do you like about the way your English teachers teach? What would you like them to change in their teaching?
- 5) Besides learning in school, do you learn English outside of the classroom? If so, what do you learn outside of the class? Also, do you have an opportunity to use English in your daily life?
- 6) What do you think is the most important factor in keeping you motivated to improve your English?

### **Data Collection and Analysis**

Due to the COVID-19, the online questionnaire was used to collect the data from November 29 to December 3, 2021. Data from questionnaire were analyzed using descriptive analysis in terms of mean and standard deviation. The mean scores for each item point out the

degree of students' motivation. A higher score demonstrates a highly motivated student, while a lower score indicates low motivation, as shown in Table 1.

**Table 1**

*Interpretation of Mean Scores of Motivational Levels*

Levels	Mean Range	Score Range	Motivational Levels
5	strongly agree	4.50 – 5.00	very high
4	agree	3.50 – 4.49	high
3	neutral	2.50 – 3.49	moderate
2	disagree	1.50 – 2.49	low
1	strongly disagree	1.00 - 1.49	very low

The online interviews were conducted with individual interviewees for the duration of December 13–14, 2021. Creswell's (2009) qualitative data analysis procedure was adapted to analyze the interview data. That is, transcribing the recorded data from all the interview questions, followed by processing the data, translating the processed from Thai to English, coding and analysis of the processed, organizing the data for reporting in the qualitative narrative, and integrating the qualitative into the reporting findings.

## Findings

**Research Question 1:** What are the levels of motivation among secondary students towards English language learning?

**Table 2**

*Students' Motivation towards English Language Learning based on the L2MSS at Ave Maria School (n=462)*

Components	Rank	<i>M</i>	<i>SD</i>	Interpretation
Ideal L2 Self	2	3.59	.97	High
Ought-to L2 Self	2	3.59	1.06	High
L2 Learning Experience	1	3.72	1.01	High
Overall		3.63	1.01	High

The results of Table 2 demonstrate that the overall mean score was high ( $M = 3.63$ ). It indicates that the secondary students hold a high motivational level on three components of L2MSS. Among the three components, students' L2 Learning Experience ranked the highest, with a mean of 3.71. Both the Ideal L2 Self and the Ought-to L2 Self ranked second, and had the same mean score of 3.59. This result indicated that three components of L2MSS had high influence on

increasing student motivation, and L2 Learning Experience has the greatest influence on students' motivation to learn English at Ave Maria School.

**Table 3**

*Descriptive Statistics of the L2 Motivational Self-System of the Participants' Responses (n=462)*

Ideal L2 Self		Ought-to L2 Self		L2 Learning Experience	
Items	Mean	Items	Mean	Items	Mean
1	3.56	10	3.81	19	3.64
2	3.47	11	3.82	20	3.83
3	3.47	12	3.74	21	3.83
4	3.55	13	3.71	22	3.69
5	3.24	14	3.50	23	3.67
6	3.72	15	3.51	24	3.71
7	4.16	16	3.62	25	3.73
8	3.49	17	3.44	26	3.58
9	3.58	18	3.17	27	3.75

As shown in Table 3, some items yielded mean scores lower than 3.49, which indicated moderate motivation. In Ideal L2 Self category, item: 8 *"I can imagine myself studying in a university where all of my courses are taught in English."* Item: 3 *"I can imagine a situation where I speak English with foreigners."* Item: 2 *"I can imagine myself living abroad and using English effectively for communicating with English native speakers."* And item: 5 *"I can imagine myself speaking English as if I were a native speaker of English."* In the category of Ought-to L2 Self, items 17 and 18 were moderately motivated *"Studying English is important for me because people will respect me more if I know English,"* and *"If I fail to learn English well, I will be letting other people down,"* whereas, there were no items in the L2 Learning Experience category that had mean scores of moderate motivations.

**Research Question 2:** What factors affect the English language learning motivation of secondary school students?

**Table 4**

*Factors Supporting Motivation in the EFL Classroom from the Respondents' Perceptions*

*(n = 462)*

Classroom Factors	Rank	Mean	SD	Interpretation
Teacher	4	3.67	.99	High

Teaching Methods	1	3.77	.97	High
Task	3	3.70	.98	High
Text	5	3.65	.97	High
Test	2	3.73	.98	High
Overall		3.70	.97	High

As shown in Table 3, respondents' overall perceptions of the five factors are relatively high ( $M = 3.70$ ). It means that all five factors in the EFL classrooms have a strong influence on increasing students' motivation to learn English. Among the five factors of motivation, the Teaching methodology ranked the highest with a mean of 3.76, followed by the factors of Test ( $M = 3.72$ ), Task ( $M = 3.69$ ) and Teacher ( $M = 3.67$ ), respectively. Whereas the factor of Text ranked the lowest, with a mean of 3.65. These results demonstrate that the Teaching methodology is the most contributing factor to increasing students' motivation in English learning. Finally, the Text is found to have the least impact on increasing motivation.

From the interview data, it was found that the support factors for increasing students' motivation in 5 themes were: Ideal L2 Self; Ought-to L2 Self; 5Ts of motivation (Teacher, Teaching Methodology, Text, Task, and Test); peers; and social media.

## Discussion

First, consider the role of the L2 Motivational Self-System in students' levels of motivation for learning English. Based on the comparison of different components of motivation: Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience. It appears that three components were high: students' L2 Learning Experience motivation level was the highest; the Ideal L2 Self and the Ought-to L2 Self were in second place. The L2 Learning Experience was the main component affecting the increased motivation for English language learning among the secondary students at Ave Maria School. This result is linked with all questionnaire items of five factors in the classroom getting high mean scores. It confirmed that the L2 Learning Experience truly increases students' motivation to learn English. Even though the Ideal L2 Self and the Ought-to L2 Self ranked second, both of them got high mean scores. It indicated that the Ideal L2 Self and the Ought-to L2 Self also contributed to the increase in student motivation. When considering the Thai context, the results of this study are also consistent with Prasongngern (2021) and Malirum (2018), the L2MSS has a strong influence on Thai L2 learners' motivation and should be promoted in English language classrooms.

## **Ideal L2 Self**

The results acknowledged that the level of motivation on Ideal L2 Self is high. It suggests that students can imagine their future selves in relation to their future careers and future use of English in their lives. These future self-images or the ideal self can effectively stimulate students to learn English. That is, when students have goals for their future, they will attempt to achieve those goals. All the interviewees in this study confirmed that English is an essential tool on the path to a stable and successful future career, as some of the excerpts shown below.

- *I have a dream to study and live abroad.*
- *I like learning English because it helps me to communicate when I go abroad.*
- *English helps me communicate with people in other countries.*

Additionally, when considering item 5 “*I can imagine myself speaking English as if I were a native speaker of English*” got the lowest mean score. It pointed out that the students’ goal in learning is to learn English for communication in life rather than to be fluent in English as a native speaker.

## **Ought-to L2 Self**

The study results revealed that the level of motivation on the Ought-to L2 Self is also high. The results indicated that external factors like other person’s expectations (parents, peers and teachers), the role model (an educated person, a successful person, or a celebrity), have influenced students’ beliefs and perceptions. That is, students are encouraged to study because they want to satisfy their parents or they want to be like others. This reflects a long-standing Thai cultural value, and it is still deeply rooted in Thai society. That is, parents expect that education helps their children succeed. In line with the study of Tagichi, Magid, and Papi (2009), parents have hope for their children. They believe that if their children succeed, it will be a sign of their own success. Therefore, parents attempt to support their children’s English learning in every way. Some examples of the findings from the interview that help to confirm these findings:

- *My family supports me by paying for my learning English and taking tutorial courses.*
- *At home I can ask my parents for help.*

## **L2 Learning Experience**

The L2 Learning experience plays a significant role in motivating students to learn English. When considering contexts in Thailand, where rarely opportunities for learners to use English in daily life. Teaching English in the classroom has an effective influence on learning English. When considering in depth the factors specific to the classroom situation based on the 5Ts of motivation (Renandya, 2014), the results bring to light that the overall degree of students’ perceptions of five

factors is relatively high, which confirms that the L2 Learning Experience actually has an influence on the increasing motivation of English learners at Ave Maria School. Based on the opinion of students, the 5Ts of motivation in the classroom were prioritized as follows: Teaching methodology, Test, Task, Teacher, and Text.

1) Teaching methodology is found to be the most important factor in influencing students' motivation to learn English. Using different teaching aids and a variety of activities can motivate students to learn English. Moreover, they need to focus more on communication than grammar and memorization (Asher, 1977). In addition, they also need Thai teacher assistants in classes taught by foreign teachers to help them understand English better.

2) Tests associated with fair rating, self-assessment, providing feedback, ongoing assessment of students, and providing students with alternative assessments; all of those encourage students to learn English. Test is also a tool for students' English improvement (Hattie & Timperley, 2007).

3) Students agreed that tasks, clearly explaining the task's linguistic, communicative, or cultural value, providing appropriate assistance tasks, and giving assignments that meet the different needs and interests of students all contributed to student achievement. The interview data confirmed that group and pair tasks can help students get a chance to practice conversation.

4) Teacher was ranked fourth in affecting students' motivation to learn English. Nevertheless, item number 3: "*English teachers teach the lesson with enthusiasm and care*" got the highest score of all the items in the questionnaire. As Renandya (2014) mentioned, the teacher is the heart of the model playing a vital role in motivation and encouraging students to commit to continuous learning throughout their studies. Teachers' characteristics have an influence on increasing motivation in learning English, such as enthusiasm, caring, being friendly, humorous, and patience. In particular, in the Thai EFL classroom, the positive interactions and relationships between teachers and students resulted in a significant increase in learning motivation (Barr, Darachai, & Phetwira, 2020).

5) Text was ranked the lowest. As a result, teaching materials may have decreased students' motivation to learn English. Students require a variety of materials, including conversation clips, exercises, and information technology resources, to simulate their studies.

Additionally, the interview data also demonstrated that peers are a factor that encourages students to learn English. Sharing and helping each other enhances students' learning imaginations (Murphey et al., 2014), and helps them be more motivated in learning.

Furthermore, the findings found that social media has an impact on student motivation by facilitating learning opportunities that improve learner outcomes. Students can search for more knowledge on social media and get opportunities to use English for communication. The use of social media platforms (Facebook, Instagram, e.g.) helps students improve their skills and increase their motivation (Al-Jarrah et al. 2019; A Baniyassen, 2020; Rerung, 2021). In contrast, social media might have a negative effect on students' academic achievements as their GPAs drop and a lot of time is wasted (Heffner & Tara, 2016).

### **Implications and Recommendations**

The findings showed that secondary students have high levels of motivation based on the three main components: Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience. Among them, the L2 Learning Experience had the highest, the Ideal L2 Self, and the Ought-to L2 Self ranked second. That means the L2 Learning Experience has the greatest influence on students' motivation to learn an English language at Ave Maria School. The study agreed with Dörnyei (2019) that the L2 Learning Experience is the most powerful predictor of benchmark measurement. The findings also found that Teachers' personality, Teaching methodology, Task, Text, Test, peers, and social media have an effect on increasing students' motivation. Therefore, teachers should recognize that the motivation of students in relation to their learning environment is critical to their language learning achievement, especially when using motivational strategies of the 5Ts of motivation in the English-language classroom: focusing on displaying active characteristics (enthusiasm, caring, and being friendly); creating an attractive classroom atmosphere; giving students opportunities to participate in class with enjoyment; using various materials and modern technology; and reducing exam anxiety.

Additionally, to promote the L2 Ideal Self, teachers must teach students to have a linguistic vision and a learning experience outside the classrooms.

Parents and teachers should collaborate to find suitable ways to support students' learning. And for students, they should strongly encourage themselves to learn English through their role models and the media in order to have a language vision.

Schools should provide training in teaching methodology courses for the development of teachers' English communication skills and the use of educational technology and media. School administrators should give teachers enough time to prepare for teaching and work on their professional development.

As the study was conducted in a private school, it would be interesting to do comparative analysis of findings with future study conducted in a public school. The different contexts of



teachers and students and school and curriculum management systems may be the focal points of analysis. In addition, it should be pointed out here that if possible, the data collection process should be conducted on-site. Although there is no issue with the online option, it is deemed more assuring if the researcher can directly and promptly provide any explanation needed in the event of inquiry in order to ensure the accurate understanding of the instruments among participants.

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