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L2 MOTIVATIONAL SELF SYSTEM AND L2 ACHIEVEMENT: A STUDY OF PAKISTANI UNDERGRADUATE ESL LEARNERS IN PRIVATE COLLEGES OF MULTAN.

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ABSTRACT

The present research aimed to find the relationship between Dornyei's (2009) Second language Motivational Self System (L2MSS) and the actual L2 achievement of Pakistani undergraduates taking English as a compulsory subject in Private colleges. A total of 300 participants from two colleges were asked to answer a questionnaire consisting of main variables of L2MSS; Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience. The quantitative data were collected using SPSS. English proficiency test was also conducted to examine the participants' L2 achievement. Descriptive and inferential analysis revealed that the targeted learners had a strong Second Language motivation as measured with L2MSS questionnaire; however, the language proficiency test results showed that the learners' L2MSS could not be a strong predictor of their actual L2 achievement. Furthermore, some pedagogical implications were also presented to improve students' English language proficiency.

INTRODUCTION

Pakistan is enlisted in one of those sixty seven international locations where English language is viewed as an authentic official language. The role of English is viewed strongly through social, economic and educational spheres in Pakistan; owing to globalization English has become the world's lingua franca. Shamim, (2017) claims that English being a 'World language' by all accounts has remained a significant main impetus for the L2 learners of Pakistan to learn this language. There have been many factors which play vital

role in learning English as a second language for example, teachers, institutions and curriculum; however, learners' L2 motivation is the most significant of all.

Motivation has become an important area within academia due to its doable impact on learning and performance. There have been different L2 motivational studies highlighting the importance of a number of factors involved in learning a foreign language.

However, in case of Pakistan, to the best of researcher's knowledge there is insufficient research on L2 motivation. A few studies (Akram, 2007; Anam, et al.2019) used Gardner's (1985) theory to assess integrative and instrumental motivation level of university students. Some studies (Islam,et al.2013; Ali,2016) have examined Public university students' L2 motivation using Dornyei's L2MSS theory (2009) but to find the link between L2MSS variables and actual learning achievement the criterion measure has been "Intended learning effort (E.g.: Papi, 2010; Rajab et al., 2012) and no actual language proficiency tests have been conducted. Besides, whatever research is conducted it has taken university students as sample but no study so far has examined the L2 motivation of private colleges' undergraduates, hence, this is a neglected area in L2 motivation research in Pakistani context and the aim of this study is to examine it thoroughly.

RESEARCH OBJECTIVES

The purpose of current study is to explore connection among the three variables of L2MSS and the actual language competency of L2 learners. It examines how the different components of Dornyei's theory(2009) link with the learners' L2 achievement. Moreover, this study categorizes the young learners according to their level of L2 motivation, which can be valuable for curriculum setters, teachers' training sessions and a great plethora of interactive teaching strategies used to urge students to enhance their L2 motivational level and to keep their future visions alive.

STATEMENT OF THE PROBLEM

Though a few studies have analyzed motivation and L2 learning within the Pakistani setting nevertheless, the connection between motivation and L2 learning do not seem to be examined adequately using L2MSS.Keeping in view the results of previous studies (conducted in Europe, America etc.) a thorough examination is held to explore the various parts of Dornyei's (2009) theory inside the Pakistani context by answering the following research questions:

1. How does the "L2 Motivational Self System" theory affect the L2 learning of undergraduate students in private colleges?

What are the different L2 Learning experiences which enhance the L2 motivational level of these learners?

2. What is the relationship between L2MSS variables and learners' achievement level?

SIGNIFICANCE OF THE STUDY

This study being conducted in two private colleges of Multan might be of noteworthy assistance to investigate the elements which impact the undergraduates' motivation in ESL learning in Pakistani setting. It is a ground reality that the knowledge of English is viewed as a key to progress and it has a prevailing impact in all government and private workplaces and institutions. Therefore, the significance of this study to the field of L2 motivation in Pakistani context is entrenched, moreover, to test L2MSS theory's real validity in elaborating learners' actual L2 levels can be useful for different stakeholders including the organization, educators and people involved in compiling scheme of work for teaching English as a foreign language at various institutes of Pakistan.

LITERATURE REVIEW

For many years researchers have been striving to seek out a new approach of explaining motivation that goes beyond the tradition set by Gardner and his associates (1985), who define motivation through the conception of integrative orientation with the target language community (L1). Afterwards, it moved on to the self-determination theory and Second Language Motivational Self System (L2MSS). Dornyei's L2 Motivational Self System (Dornyei 2005, 2009) has been the central idea of motivational research and offers a construct that builds on analysis of future selves, identity and second language learning experience in the light of three major components: the Ideal L2 self, Ought-to self and L2 learning experiences. (Rajab et al., 2012, Mac Whinnie & Mitchell, 2017)

A research led by Islam(2013) had explored two essential points of L2MSS (i.e. Ideal L2 Self and Ought-to L2 Self) and tried to find out how these components affect the second language motivation of public college undergraduates in Pakistan. The study used mixed method approach and the results revealed that the "Ideal L2 Self and L2 Learning experience" were the prime factors which affected learners' L2 endeavors.

Another research was being conducted by Calvo(2015) on Spanish college students to observe how different components of Dornyei's (2009) L2MSS theory affect learners' L2 achievement using a questionnaire. The findings showed a positive relationship between learners' Ideal L2 Self and L2 achievement. It was also observed that the "Ideal L2 Self" and "L2 learning experiences" affected the language proficiency scores of the participants, however, "Ought-to L2 Self" did not prove to be a strong indicator of L2 motivation.

One of the significant studies led by Ali (2016) researched L2 motivation. The respondents were postgraduate students of KPK University in Pakistani context. There were five hundred students who answered the survey, whereas twenty six students participated in interviews. Descriptive statistics of the findings depicted that students' overall perspectives towards second language had a positive connection with their L2 motivation.

A study examining L2 motivation was carried out by Moskovsky et, al. (2016) using Dornyei's (2005, 2009) L2MSS variables and the actual L2 accomplishment of Saudi learners of English. A total of 360 participants both male and female answered a questionnaire which had the basic three variables of L2MSS; moreover, learners' intended learning endeavours were also measured. Reading and writing tests were conducted to assess L2 achievement of the participants. The findings showed that all three L2 MSS variables were a good indicator of the learners' intended learning efforts. Furthermore, it was examined that these three L2MSS components had not been strongly linked with actual L2 achievement even it depicted a negative relationship between Learners' Ideal L2 Self score and their achievement level. The results provided the proof that self-reported motivation could not always affect the actual L2 achievement.

In a noteworthy study being conducted on 527 Indonesian Junior High School learners of English using Dornyei's (2009) Second Language Motivational Self System, Lamb(2012) propounded that L2 Learning Experience was the strongest predictor of L2 achievement, whereas, Ideal L2 Self only marginally influenced the L2 achievement.

Tan, et al.'s (2017) study in Malaysian context, explored the relationship between Language learning motivation and the actual achievement. The university participants (N=133) completed the L2MSS Questionnaire, and the data were analyzed using SPSS v23. The findings showed that the majority of students had a positive L2 Learning Experience such as, the classroom's overall ambiance, interactive lessons, friendly environment etc. which all played a key role in their Mandarin achievement.

Rattanaphumma's (2016) study used L2MSS theory (Dornyei,2009) to explore how college students view themselves as L2 users. The participants were 28 undergraduates from a global university in Thailand and the tools being used were questionnaire and scholar's vision form. The findings interpreted that college students viewed themselves as L2 users and used English at workplace and also to compete with their friends and other people in their social circle. This suggests that the Ideal L2 Self is influenced by way of future careers, while the Ought-to L2 self is strongly influenced by society, family and friends.

An article published by Al-Hoorie (2018) mapped out the meta analysis of L2 motivational Self System(L2MSS). There were thirty two reviews taken from different studies, including 32,078 language learners, which were being meta-analyzed. It was observed through the results that the three variables of the L2 motivational Self System (the Ideal L2 self, the Ought-to L2 self, and the L2 studying experience) were strong predictors of participants' intended learning efforts which was the criterion measure for the relationship between L2MSS components and participants' achievement. The noteworthy point was that L2 learning experience was defined as the strongest predictor of intended endeavours among all three L2MSS variables. The participants of the study felt that English language skills were important to get high paying jobs and for several explorations as well.

Subekti's (2018) investigation interpreted the connection between learners' L2 motivation and the language proficiency. The participants were 56 Indonesian college undergraduates who revealed a high level of motivation as measured with L2MSS questionnaires. Furthermore, the study found several results which proved to be quite surprising, for instance, the Ideal L2 Self and L2 Learning Experience had no significant connection with actual L2 achievement and even in case of Ought-to L2 Self and language accomplishment this correlation was negative. Hence, despite many researchers' support on the validity of L2MSS theory in predicting L2 motivation, the participants' L2MSS did not seem to be a strong indicator of their actual language proficiency grades.

A study put forward by Anam, et al. (2019) distinguished the variables that impact the inspiration level of undergraduate students towards learning ESL in University of Sargodha setting. This analysis used a questionnaire to gather quantitative information from 300 male and female undergraduates. The findings revealed a great degree of instrumental and integrative motivation both in male and female students, however, moderately higher instrumental motivation was calculated among male students. They wanted to learn English for personal grooming and having a successful career.

In a recent investigation Li, M., Zang, L. (2021) examined the participants' (N=198) L2 motivation for learning Chinese and its effect on their Chinese learning accomplishment utilizing Dornyei's(2009) L2MSS theory. The participants of this research were Tibetan students who were asked to fill in a questionnaire followed by a Chinese language proficiency test. It was quite evident from the results that all three variables of the L2MSS were a good predictor of L2 motivation of these participants. However, the significant point of this research was that the Ideal L2 Self and Ought-to L2 Self which affected the respondents' L2 (Chinese language) motivation the most, proved to be a negative predictor when being measured in terms of Chinese learning achievement. The findings revealed the vital pedagogical implications for L2 motivation in China and abroad.

The studies reviewed here were conducted in a variety of diverse sociocultural and educational contexts and involved a range of different data collection tools. The convergence of above mentioned findings is generally regarded as a strong endorsement of Dornyei's theory and a validation of its three central constructs, the ideal L2 self, the Ought-to L2 self, and the L2 learning experience.

METHODOLOGY

The present study used a quantitative method using Dornyei's Theoretical framework.

THEORETICAL FRAMEWORK

The theoretical approach of Dornyei (2005,2009) is utilized for building up the questionnaire thread. The theory expresses three variables named "Ideal L2 Self, Ought-to L2 self and L2 Learning experiences." It is regarded as a significant reconstruction of different previous motivational theories

specifically the ones which were based on assessing learners' second language motivation.

The L2 Motivational Self System Components

1-Ideal L2 Self: According to Dornyei(2005) this is the self that the learners imagine to be in future and wish to reach at that level. This self is linked with different aims and targets that one wants to achieve. For example, to study a second language to be literate, wealthy, proficient and perhaps, absolutely unified into the target culture. The maximum inspiration associated with this kind of self reflects the learner's linguistic self esteem. Furthermore, the individuals with strong ideal selves usually want to learn a second language to achieve different things which they idealize the most.

2-Ought-to Self: This self has been generally related to the exterior or extrinsic type of motivation. Learners with sturdy ought-to L2 selves generally want to get knowledge of this language so that their future is secure and they are having employment and to compete with their friends and other people in their social circle. They also look at the other side of the picture that if they are unable to learn this language, they may encounter different hindrances on the way to achieve their goals. The key motivation to learn L2 does relate with outside factors rather inner. (Dornyei, 2009b).

3-L2 Learning Experience: This component has been linked with learners' present learning experiences, their participation during classes, overall feedback of course books, teachers and classmates etc. In other words it involves all stakeholders, teachers, parents, administration and curriculum planners etc. (Dornyei, 2009a).

RESEARCH DESIGN

The research methodology applied in this study was quantitative using a questionnaire based on five-point-Likert-scale being adapted from (Taguchi, et al., 2009, Gardner, 2004). Descriptive and referential statistical procedures were used to analyze the quantitative part of the data using SPSS. Language Proficiency test was specifically designed for this research in order to relate L2 motivation of the learners with their actual achievement keeping in mind the concept of Dornyei's L2MSS theory(2009).

Selection of the Sample

A total of 300 undergraduates (N=300) doing FA, FSc, ICS and taking English as a compulsory subject participated in this study. The students of both First Year and Second Year from two private colleges were a part of this study; keeping in mind that students going through different classes will have diverse psychological and motivational development for learning L2. Random Sampling was adopted while choosing sampling group for this research to obtain more generalizable results.

Piloting of the Initial Questionnaire

The Questionnaire was piloted physically on a sample of 30 respondents and the statements that appeared to these respondents very similar to other statements in the questionnaire were deleted.

It was mutually decided with the administration and language teachers to distribute the questionnaire among the respondents after finalizing it in the light of the results of pilot study. However, the language proficiency test was ready so the researcher decided to conduct the test among different classes since it was being informed by the administration that the students will be busy to take their internal examinations in the coming weeks.

Unfortunately, something unbelievable happened and unprecedented situation arose due to Covid-19 Pandemic and there was a sudden closure of institutions. So the researcher had no other option except to go for “Online questionnaire” using “surveymonkey.com” website while taking the teachers in confidence. Hence, the following link was generated:

<https://forms.gle/ZdoAytLnYSWCtb4W8>

Questionnaire Detail

In the beginning of this questionnaire, there was demographic information about the participants which included Class, Age, Field of study and Year of study. The L2MSS Likert-scale questionnaire had three Sections to answer the research questions and it employed five scales naming: strongly agree, agree, unsure, disagree and strongly disagree (from top to bottom)

Section 1: It was utilized to gather data about the Ought-to L2 Self. (15 items)

Section 2: This section had fifteen items related to L2 Learning Experience: this scale was utilized to evaluate the students' fulfillment with the general L2 learning experience.

Section 3: The Ideal L2 Self (10 items) This variable tended to the ideal expectations and aspirations of the L2 students in future and was fundamentally adjusted from the Chinese/Japanese/Iranian studies led by Taguchi et al. (2009) with few changes.

Language Proficiency Test

The dependent variable in this study was the learners' English proficiency level. This test was of 45 minutes with total marks 50. This question paper was designed keeping in mind Multan Board's HSSC Examination paper pattern. It comprised of Objective part (MCQs to check students' grammatical skills) and to assess receptive skills one reading passage was included and one writing Task (i.e. Essay Writing) was also a part of this language test to assess the students' productive skills. English language teachers of these colleges were of great help in this regard who motivated the students to take part in this test actively.

RESULTS

The present study explored the relationship between L2MSS variables and actual language achievement of L2 learners. The following findings answered the research questions.

Research Question 1: How does the ‘L2 Motivational Self System’ theory affect the L2 learning of undergraduate students in Private colleges?

Table: 1 Mean score of L2MSS Components

L2MSS Components	Mean
1-Ideal L2 Self	4.20
2-Ought-to L2 Self	3.95
3-L2 Learning experience	3.56
Golden Mean	3.90

Table: 2 The Mean of the participants’ responses

Ought-to L2 Self		L2 Learning experiences		Ideal L2 Self	
Items	Mean	Items	Mean	Items	Mean
1-	4.18	16-	3.25	31-	4.15
2-	4.01	17-	3.20	32-	4.20
3-	4.17	18-	4.00	33-	4.20
4-	4.23	19-	3.94	34-	4.14
5-	4.37	20-	3.81	35-	4.24
6-	3.88	21-	3.11	36-	4.29
7-	3.80	22-	3.37	37-	4.16
8-	4.29	23-	3.89	38-	4.16
9-	3.53	24-	3.89	39-	4.25-
10	4.02	25-	3.01	40-	4.20
11-	3.90	26-	3.12		
12-	4.24	27-	3.88		
13-	3.29	28-	3.17		
14-	3.46	29-	3.89		
15-	3.91	30-	3.90		

As indicated from above table: 1, Ideal L2 Self (M=4.20) proved to be the strongest variable for L2 motivation followed by Ought-to L2 Self (M=3.95) and L2 learning experience (M=3.56) respectively. There had been various studies (Lamb, 2012 &Subekti,2018) where L2MSS components were being assessed including the “Ideal L2 Self” and the findings revealed how strongly Ideal L2 Self predicted the learners’ L2 motivation.

The mean score of all 10 items of Ideal L2 Self was above 4 as depicted from table: 2. It showed that these learners had a very clear image of their future self and their long term goals, they wanted to be proficient in English in order to get immigration of any foreign country which pinpointed these young

learners' future vision and interpreted that they were learning English for promotional factors. Hence, Ideal L2 Self had been considered to be the strongest predictor of L2 motivation. This result was in line with Kormos & Csizer's (2008) study which indicated that learners had a strong vision of L2 and it was their wish to communicate with people of different nationalities, so they idealized their future and aspired to travel overseas specially in this globalized world.

Furthermore, the findings of this study portrayed that there was a strong correlation between Ideal L2 Self and Ought-to- L2 Self as delineated in Rattanaphumma's (2016) study. The findings interpreted that college students viewed themselves as L2 users and used English at workplace and also to compete with their friends and other people in their social circle. It was being interpreted in Anam, et al's (2019) findings which showed a great degree of instrumental and integrative motivation both in male and female students.

It could also be observed from the mean score of L2 Learning Experience (M=3.56) that it affected the motivational level of language learners positively, although as compared to Ideal L2 self this component had quite less mean score. The important point in the analysis of different items of this variable was that students were of the view that their English course books needed to be revised specially the content of the course books, hence, it affected the score of other items as well which had been included in this variable and were linked with participants' overall learning. However, the mean score of certain items showed that the participants liked the class ambiance, found their classmates friendly and spoke high of their teachers who encouraged them to participate in class discussions as previously mentioned in literature review. (Tan, et al., 2017)

In general, all these findings showed that L2MSS theory (Dornyei 2005, 2009) had highly affected the L2 motivation of undergraduates in Private colleges. This was in line with the results of different studies using L2MSS components to predict learners' L2 motivation (Ali, 2016; Al-Hoorie, 2018).

Research Question 1.1: What are the different L2 Learning experiences which enhance the L2 motivational level of these learners?

L2 Learning experience is an important component of L2MSS theory and discusses the relationship between language learners and their actual language learning environment. It relates with the actual evaluation of students' present observations related to classrooms, teachers and curriculum etc. Therefore, this component indeed plays a key role to enhance the Learners' L2 motivation.

Table: 3 Mean values of Participants' responses of **L2 Learning Experience** items.

Items	Statements	Mean
16	I feel happier and participate actively while I am taking English classes.	3.25
17	My English teacher is a source of inspiration for me to learn English.	3.20
18	My English course books need to be revised because they are quite boring.	4.00
19	I am not good at English because my family members feel reluctant to speak English.	3.94
20	While studying English I feel very inactive and less ambitious.	3.81
21	The content of my English Textbooks is ample to enhance my language skills.	3.11
22	There is no denying the fact that learning English language is really very interesting.	3.37
23	My English classes' environment is very friendly.	3.89
24	There is a dire need to increase the number of English lessons to be competent in this subject.	3.89
25	The sound vocabulary used in my course books helps to improve my English language skills.	3.01
26	My classmates are more fluent at speaking English than I.	3.12
27	I am constantly encouraged by my English teacher to participate in oral discussions and other activities.	3.88
28	I am unable to speak English confidently due to the fear that my class fellows will giggle at me.	3.17
29	I like my English classes' general ambiance.	3.89
30	Studying English is really very productive.	3.90

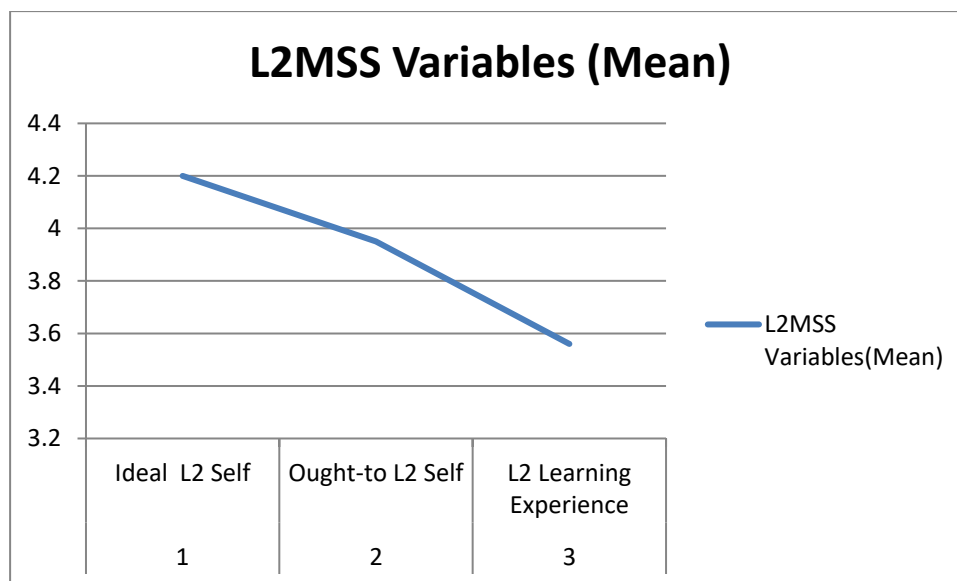
Golden Mean=3.5(53.43)

The mean score (M= 3.90) of L2 Learning Experience indicated that this variable of L2MSS affected the motivational level of language learners positively and it had already been evident through different previous studies (Lamb, 2012; Al-Hoorie, 2018).

Csizer's & Kormos's(2009)study conducted in Europe propounded that L2 Learning Experience was the major component of L2MSS theory that had affected both the Ideal as well as Ought L2 Selves strongly. However, certain unexpected results were also found of a few items of L2 learning experience, such as, item number: 18 (i.e. My English course books need to be revised because they are quite boring.) had the highest loading or mean score 4. It was evident that the participants of the study wanted to see further improvement in the content and vocabulary of their course books to make them more interesting. The mean score of certain items of L2 learning experience (Table: 5) was even lower than 4, which had affected the overall mean of this variable.

As revealed through the given Line Chart: 1, L2 Learning Experience had the lowest mean score when compared to the Ideal L2 Self and Ought-to L2 Self.

Figure: 1 Line Chart showing L2MSS variables’ Mean.



Hence, different stakeholders are accountable to bring a major difference in students’ L2 learning experiences. These include the people who review the curriculum, education ministers, teachers and of course the administration of these privately run institutes. There is a dire need to keep students’ voice alive while making policies so that these learners have complete satisfaction with their present L2 learning experiences and which in turn will help them to achieve their long term goals.

Research Question 2: What is the relationship between L2MSS variables and learners’ achievement level?

One of the key reasons of this research was to assess the role of L2MSS components in L2 motivation and to find the relationship between these L2MSS variables and actual language accomplishment. Hence the dependent variable in this study was the learners’ English proficiency score. The following table shows the participants’ test percentage.

Table: 4 Comparative analysis of Test Components

Test Components	Score in Percentage
MCQs	78%
Reading	62%
Writing	54%
Total Test Score	65%

As illustrated from Table: 4 the participants mostly scored highest marks in MCQs part, followed by Reading section score whereas, the Writing section showed the least percentage. The crucial thing was to assess the relationship

between L2MSS components and the actual language test score. The following table illustrated this comparison.

Table: 5 Comparison between L2MSS Variables’ score and Test score.

Variables	Score in Percentage
Ideal L2 Self	84%
Ought-to L2 Self	79%
L2 Learning Experience	71%
Test Score	65%

It had been clearly indicated from Table: 5 that these L2 learners were highly motivated in terms of all components of L2MSS, however, the same motivation was not shown in their actual language test scores. As being perceived in L2MSS literature review, some of the significant studies (Rajab, et al. 2012; Taguchi et al. 2009) also revealed a strong connection between L2MSS and intended learning efforts, whereas there seemed to be less connection between L2MSS variables and actual language proficiency test score.

Table 6: Pearson Correlation between Test Scores and Components of L2MSS

	Ideal L2 Self	Ought-to L2 Self	L2 Learning Experience
Pearson Correlation	-.105	.043	.100
Learners’ Test Scores Sig. (2-tailed)	.781	.481	.476
N	300	300	300

Correlation is significant at **P*** > .05 level (2-tailed)

To measure the relationship between L2MSS components and the participants’ actual language proficiency test score Pearson correlation was conducted. As seen in Table 6, P value from Pearson had been calculated to determine the significance of “r” at 0.05 levels and also to assess the reliability of the data.

The correlations indicated that the relationships between scores and each of the L2MSS additives had not been statistically much significant. It could be evaluated, though there were relationships among learners’ scores and all three L2MSS variables, they were very small. The correlation between learner’s test scores and Ought-to L2 Self had basically been zero, $r(300) = .043$, $p > .05$, indicating that there was essentially no link. Intriguingly, the direction of the association was negative in case of Ideal L2 Self and language proficiency scores, with $r(300) = -.11$, $p > .05$, indicating that the link between scores and Ideal L2 Self was likewise very weak. It became clear that the association between the higher Ideal L2 Self and the learners’ actual language scores was quite weak. However, the correlation between the test’s actual results and the

L2 Learning Experience was comparatively higher, $r(300) = .10$, $p > .05$. As being examined in Literature review. (Li, M., Zang, L.2021 ; Subekti,2018)

Even though the results were somewhat unexpected, they could still be explained. First of all, the young participants' hazy and too idealized perception of their Ideal L2 Self might be assigned for very weak connection between scores and Ideal L2 Self. The participants' responses to the category for their Ideal L2 Self proved to be a good predictor of their expectations and optimistic goals for the future. The above table: 6 (Pearson Test Statistics) showed that these perspectives may not have been accompanied by enough learning effort, though. It was therefore unlikely to have had much of an impact on their L2 accomplishment. These L2 students recognized the worth of English, which was in fact a doorway to success, and they also pictured themselves learning English, which would afterwards ensure their promotion in the future. Additionally, they idealized their favorite politician, teacher, or celebrity as their ideal role model and wanted to speak English like them, but their real language proficiency score did not match up well with any of these prospective fantasies.

Even though it was somewhat unexpected, this finding was interestingly not entirely new. In a Chinese context, Dornyei and Chan's (2013) study discovered statistically negligible relationships between English test scores and the Ideal L2 Self. Additionally, Lamb's (2012) research showed that the Ideal L2 Self had a negligible impact on L2 success. Even in Saudi Arabian context, Moskovsky et al.'s(2016) study showed a poor correlation between learners' ideal L2 self scores and accomplishment levels. These findings supported the idea that "a very improbable possible self would probably have little or even a negative association to motivation" (MacIntyre, MacKinnon, & Clement, 2009, p. 197). Secondly, some professionals have also discerned the lack of a correlation between learners' scores and Ought-to L2 Self, for instance, Dornyei and Chan (2013) stated while Ought-to L2 Self helps to encourage students, it lacks the energising drive to change students' actual motivated behaviours in many educational environments on its own.

Finally, the findings of Lamb's (2012) study in Indonesia also showed that L2 Learning Experience had the strongest link with language proficiency score among all three components of L2MSS which was being explored in present study as well. This could be explained by the fact that the individuals in both research came from about the same socioeconomic and educational backgrounds. That implied that their immediate learning experience related to the climate in English class, class activities, English teachers, classmates, and learning materials contributed more to their L2MSS than those of their potential selves.

In conclusion, the results of present research show that the L2MSS components and Language Test score have a satisfactory relationship. However, we won't be able to raise students' grades any more unless education ministers, curriculum developers and of course, teachers actively involve students in all planning and decision-making processes which will assist these young people realise their aspirations. Only when there are more interactive

class sessions, appropriate course book content, and last but not least, parents' ongoing support and encouragement, will their Ideal L2 Self be in alignment with language achievement.

DISCUSSION

A number of implications have been drawn from recent study. First and foremost, the L2MSS theory has demonstrated its value in evaluating L2 learners' motivation in Pakistani context, particularly in light of private colleges. It is a reliable indicator of L2 motivation, and the outcomes of the L2MSS components support this as being already framed in one of the significant studies led by Ali (2016) on Pakistani Postgraduate students. It is remarkable that within the selected sample, Ideal L2 Self is the best predictor of L2 motivation. The future goals of these young students make it very evident that they are studying English for professional reasons. This is in line with the observation by Islam(2013). Besides, Ought-to L2 Self is also a good indicator of the present study respondents' L2 motivation, especially in our Asian environment where the impact of family members on the next generation is crucial (Kormos et al., 2011).

Moreover, L2 learning experience is crucial for learners' L2 motivation though comparatively less effective when being compared with Ideal L2 self and Ought-to- L2 Self. Therefore, it is unavoidable that the classroom setting and teachers contribute significantly to these learners' education as reviewed previously in Tan,et al's (2017) study. The respondents of present study have a positive attitude towards the classroom environment and believe that studying English will be very helpful to achieve their future objectives. According to them, taking part in class debates is mostly encouraged which gives them confidence to be a part of oral activities.

The results, however, clearly show that they are not up to the expectations when we employ the Pearson correlation test to examine students' actual test scores in relation to L2MSS components. The association between the scores and Ought-to L2 Self is almost zero, and it is negative for Ideal L2 Self. It implies that learners' real language scores are lower when the Ideal L2 Self is higher. The correlation between the test's actual score and the L2 Learning Experience, however, is higher: $r(300) = .10, p > .05$.

It emphasises the significant impact that L2 Learning experiences have on these students' English proficiency levels. The participants of this research are extremely fortunate to be the students at prestigious private colleges, and the demographic data also reveals that during the previous ten years, the majority of these participants had either English or both English and Urdu as their primary language of instruction. Therefore, though less effective than Ideal and Ought-to L2 selves, this variable (L2 learning experience) is also a useful indicator of L2 motivation, since a great experience with L2 learning actually has always been a beneficial impact on second language learning proficiency. However, the participants of present study want their course books to be revised since they have issues with the vocabulary and content of the textbooks and they also have a strong desire for an increase in the number of English lessons to further enhance their L2 skills. Thus, these factors may

ultimately help them achieve overall higher language grades and be more proficient in the use of English language which can be a gateway to their future success.

Therefore, it is vital for both educators and policy-makers (i.e., "Curriculum Designers") to pay attention to these students' perspectives and gauge their satisfaction with their L2 learning experiences through surveys, polls etc. Moreover, teachers should also restrict the use of Urdu as a medium of instruction, encourage their pupils to communicate in English, and be a role model for those pupils who struggle with the language. When it comes to teachers' responsibilities to raise students' language proficiency levels, it also seems necessary for them to plan differentiated tasks to brush up their students' writing skills, as the test results of present study clearly depict that these language learners are significantly deficient in this particular language skill.

FUTURE RECOMMENDATIONS

This study has addressed a few very important key factors affecting the learners' L2 motivation using L2MSS theory (2005, 2009). Only two private colleges' undergraduate students are the participants in this study, hence, at this point, generalizing the findings of this study to all English language learners in Pakistan would be improper. For a better understanding of the subject at hand, additional studies that involve research at other private institutes are advised. Furthermore, it is imperative to examine L2 motivation of undergraduates in public universities and make comparisons between the L2 motivation of students in private and public colleges. The magnitude of this problem must also be taken into account, it is crucial to keep in mind that the scope of this research is limited to assessing L2MSS and achievement from the perspective of the students. Whereas, the L2 teachers have a crucial role in the language learning process of their students, so it is essential to conduct research on this topic from the perspective of the instructors in order to gain a better understanding of the critical role that language teachers play, who ultimately participate in the process of forming their students' future vision at various stages of L2 learning.

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