

POSSIBLE SELVES, L2 CONFIDENCE, INTENDED EFFORTS AND ENGLISH AS A SECOND LANGUAGE: A REVIEW

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Abstract

Possible selves are the efforts made by the students and the learners which can create L2 confidence, and positive efforts towards English language learning. In Pakistan, the efforts are made mostly by the teachers to teach the contents and the syllabus is considered as the route of running. Present study is qualitative in its nature and is based on the review of the previous studies. This review and discussion mention that in the context of Pakistan, there is a need to motivate students to create their selves, efforts and would be confident towards learning the English language. In this case they have to have firm belief in their efforts as well as keep in concern towards their objectives so that the future fields could be explored by them.

Key Terms: Possible Selves, L2 Confidence, Intended Efforts and English as a Second Language

Introduction

By 2021, about two billion people around the world will be studying English, according to a paper written for the British Council (Graddol, 2006). That's just under a third of the world's population, and it doesn't even begin to cover the number of people studying other languages around the world. People learn languages in a number of ways, including through media such as daily cultural immersion or structured classroom instruction. Learning languages is often useful for a number of reasons, including academics, jobs, and even survival. As a consequence, there are a number of mental processes involved in learning a foreign language, with motivation being one of the most common. This raises the issue of what constitutes motivation. "The act or an instance of... providing with a justification to act in a certain way," according to a standard dictionary description (Dictionary.com website). As a consequence, motivation essentially refers to a person's motivations for doing something. It has, however, come to mean the urge or motivation to do something and keep doing it. As a consequence, someone who is highly motivated has valid motives and a deep desire to do something, while someone who is unmotivated or has low motivation has no desire to do so.

Because of its possible effects on learning and performance, motivation has become a hot topic in academia. Why do some people have a greater urge to learn than others? Is there a disparity between success and failure based on motivation? How do we apply that expertise to strengthen and enhance learning conditions in the classroom? For several years, questions like these have perplexed psychologists and experts from different fields. Robert Gardner and his associates began research on this subject in the field of second language (L2) learning in Canada. In 1959, they

published a study that illustrated the “importance of the ‘motivational factor’” (Gardner & Lambert, 1959). As a result, they were the first in this area to seriously claim that motivation has a huge effect on performance. They came to the conclusion that motivation, as well as linguistic aptitude, played an equal role in achievement for L2 French learners in Canada's bilingual environment. They were pioneers in this field of study, and several scholars have followed in their footsteps, attempting to better understand the role of motivation in L2 learning.

Many people concluded that a desire to incorporate (integrativeness) into the L2 language culture (the group that uses the L2) was a driving force (see Gardner and Lambert's theories). However, this notion was disputed, and learners who were not attempting to integrate into a specific group ought to consider other viewpoints. As a result, study moved to the ‘situational’ and concentrated on the classroom setting. This was accompanied by a concentration on actual classroom assignments and, ultimately, a more dynamic approach that took into account the large discrepancies between students created by personality and background. In this complex approach, psychology played a significant role. According to research, possible selves (Markus and Nurius, 1986), the impression one has of oneself in the future, have a major effect on motivation.

Dörnyei developed a common motivational theory based on the possible self-theory. He coined the term “L2 motivational self-theory” (Dörnyei, 2009) to explain it. According to Dörnyei's model, motivation is based on three key considerations, the ideal self, the ought-to self, and the L2 learning experience, which includes the influence of the teacher, the curriculum, peer group, or achievement experience, as well as many other factors outside the classroom.

Motivation

The word motivation can be defined as the influencing aspects which make initiation, directory and sustain the human intentions and behavior (Iso-Ahola, 1999). Different scholars have defined the term “Motivation” in different ways in the sports world. According to Caja & Weiss, motivation is the intensity as well as the effort direction (2002). It is the inner feelings which every individual likes to have but many one doesn't have. Teachers and the coaches make tries to motivate the sportsmen to make them intended. This term is broad and can hardly be covered and quantified because this is an enigma and an idea which ever has been keeping many definitions to be defined.

Intended Efforts

Intended Efforts could be described as all those struggles and efforts made by a person. to understand something.

English as A Second Language (ESL)

ESL is the term traditionally used for the learning of English language by the non-native speakers. The terms are highly referred to the natives of such states where English is not used as mother language rather than official or as trend language.

Statement of the Problem

Teaching English as a wide field in which the different approaches and techniques are used to make the students learn. One sided teaching efforts cannot produce the possible results too. The involvement of students is of high significance which can lead towards the effective learning outputs.

Research Question

1. What could be the solution of learning English as a second language in non-native context, with respect to intended efforts and L2 confidence?

Significance of the Study

Present study is based on the review of the literature in which the possible solution is proposed despite the teachers' efforts and it includes the learners' confidence and efforts as well. The study is going to elaborate that, despite teaching, the learning process must be focused and the intended efforts of the students would be high so that English could be learned as a second language.

Research Methodology

Present study is qualitative and is confined to literature review only. In this study different studies and books have been reviewed to describe the possible solution for learning English as a second language in non-native context.

Literature Review and Discussion**Motivating conditions of Possible Selves (PS)**

It is significant that PS is dependent on motivation which has different aspects and is significant for life. There are certain requirements for the possible selves and there are different requirements in this regard about PS as PS validation for the purpose of evidence seeking, self-concept working where PS are active, the psychological closing of PS in feeling, its creation, elaboration and possibility, strategies and roadmaps accomplishment through possible selves, making PS counterbalance with the selves of fearing, and the existence of gaps between the PS and current selves (CS). There are the certain types of conditions which can play integral part in PS creation so these can be elaborated as follows:

Validation of PS by Evidence Seeking

It is known that PS are malleable and unstable so there is no confirmation of verification or confirmation of PS by the experiences of living in society (Markus & Nurius, 1986) while it is also important for enforcing these selves by the probability of evidence identification or even of the success possibility (Grandberg, 2006). This all happens as the time when a person is not being positioned to make revision of his/her selves under the perspectives of feedback received in specific conditions (Carroll et al., 2009).

Making PS active in Self-concept Working

Oyserman & Destin (2010) said that there is a huge effect of feelings and liking in the personal 's mind of self-concerning working and the actions are due to the accessibility in the concept of working too.

PS with Psychological Closed Feelings

TSA (Temporal self-appraisal) is the theory in which there is description of future selves which could be different and can have the distances of psychology between the decisions and motivation. As it can be observed that the observations and the perceptions of future prominence are being taken as significant and looming so there is need of more motivation, when huge distance is being recorded between the future selves and thinking (Wilson & Ross, 2001). Such a scenario is full of abstract feelings when there is nothing that could be going to happen in the nearest future, being perceived in mind (Wakslak, et al., 2008).

Elaborated type of PS Creation

There are aspects of more elaboration and silent in PS (Oyserman, et, al, 2004) as it can be observed that when an individual is being inspired and has thoughts of being good scholar or researcher in future or want to become a university teacher then there will be elaboration of different scenarios for the teacher as publishing of articles, lectures or supervising the higher-level students for their researches.

Clear PS Creation

There is a high need for concrete actions to the people for the purpose of fulfilling their goals and achievements (Wurf & Markus, 1991) and for this purpose people would be aware of the different aspects of actions in this regard for the purpose of identifying the concrete steps. Many of the researches have been told that the clarity of the thinking and actions can give and induce towards a certain type of results and the most important in this regard, is the optimism and need of closeness of the hope with psychology of the man (McElwee & Haugh, 2010).

Development of PS which could be Possible in Future

There is prediction and probe in PS about the future outcomes or the expectation about the outcomes in which there is inclusion of all those thoughts or ideas which show the possibility for an individual of being, thinking, feeling, experiencing and perception, because these all provide the end states of being, striving or avoiding for any goal (Cantor et, al., 1986). There can be inclusion of opportunities, elucidation of being constructed as well as the availability of the expectations for future, which could have the potential for future life. It can also be observed that motivational power plays an integral part in future self-guidance because these should be taken as in one's access (Oettingen & Thorpe, 2006).

Making PS be Accompanied with Roadmaps and Strategies

There is need that the PS of any person should be tied with the ideals selves as well as with the plans for the purpose of self-regulations, taking of effects and having the true map in the minds because true maps set the mind of a person towards certain type of aspects at all (Higgins, 1996) while PS with goals of self-defining as well as with the particular insensitive plans, are known as the self-regulatory PS because these have more likely effects and influences on one's person. These could be opposite to the self-enhancing PS which can evoke the positive intentions about one Hoyle & Sherrill, 2006).

Making of Counterbalancing between FS (Feared Selves) and PS

There can be maximization of PS under the motivational functions when the balance is being perceived as outset because of, in some domain, the existence of countervailing PS (Oyserman & Markus, 1990) and this all illustrate that there is huge relationship of PS with FS so there can be happening of different scenario when PS are not going to be fulfilled. In this regard, there can be creation of negative PS in the shape of FS for the person (Cantor et al., 1986).

Existence of Gaps between CS (Current Selves) and PS (Possible Selves)

There must be a discrepancy between CS and PS to have influence of PS on an individual's behavior. Many of the studies have been conducted in this regard, illustrating the comparison of CS against PS mechanism for the purpose of actions inducing (van Dellen & Hoyle, 2008).

PS and its relation with Academic Achievements (AA)

Through much of the research, it has been observed that there are huge relationships of PS with AA (Academic Achievements) of an individual because achievements and academics are totally dependent on motivation and performance (Leondari & Gonida, 2008) because the positivity of the AA are totally dependent on PS. PPS (Positive Possible Selves) have great linkage with obtaining of

the marks at all (Oyserman et al., 2006) while there is recordation of the higher level of the competency through probe of goals and performance and desired studies (Anderman et al., 1999). The findings are also from the research that there is a great impact of poverty-stricken communities on PS (Oyserman et al., 2006). The greatest risk factor in this regard is the surrounding and society which plays an integral part in the development of motivation being privileged in the youngsters as the young people strive for a better future yet they have to prey on FP due to the environment (Kloep et al., 2010).

There are certain reasons behind the failure in the selves in which the most common is low income and the community. In this regard, the research had been conducted by Kaylor & Flores (2007) for the purpose of noting the positive effects of income on the privileged outcome. The results in this regard presented that there is a positive impact of income on PS. An identity-based motivation (IBM) model was presented by Oyserman & Destin (2010) for the purpose of describing the importance of a student's self-conception and its impact on study in both types of scenarios as in school and out of school. For the purpose of study, School-to-Jobs (STJ), was developed and judged to note the kids 'self-perception regarding the future possibilities of the study. The study was conducted on African American and Latino students who had the lower social class and higher income.

There were different aspects in the programs while in the study about the positive identities of students, selection of adult models, positive resource location, identification of the probes as well as particular strategies regarding identities attain. There was inclusion of certain selves regarding the school caring, identities and future starts. The intervention made in the study was of the two years of the school time. The results of the study described that there was a positive attitude and perception towards identities and PS which were noted as linked with the strategies and behavior. The students, who were intended to complete their homework and participate in different initiatives, are found positive in PS. On the other hand, it is also noted that lower involvement of parents in the school activities such as meeting and intentions, were noted as lower in grades, poor behavior and presence of students in class. The results of the study described that provide outcomes of study and behavior are dependent on the positive strategies and identities.

Hock et al. (2006) made a similar type of study in this regard and guided students regarding their hopes, completions, and fears for future and expectations. For the purpose of checking the reflection of the students in future and PS tree creation, the promotion of the student was made and asked about the achievement of the selves. The results of the study describe that the higher educational performance can be checked in this regard by giving the students more intentions and hope for the best future.

The Adopted methodology in PS Researching

Packard & Conway (2006) made a study through viewing the methodology regarding the psychology of PS in which 141 empirical studies had been viewed to note down the methodology of the PS. They revealed that there were inclusion of structured surveys and interviews, narrative methodology, visual, and drama in PS methodology as 64%, 27%, 4% and 5% respectively. In this regard, it is noted that PS questionnaire is mostly adopted to view the selves of the students usually consisting on the Likert scale for the participants. A list of PS can also be used instead of a PS questionnaire for the purpose of checking the deliberation of liking the occurrence. In the primary method PS check, the use of card sorting and structures interviews can also be used.

Narratives method is also unique in this regard, describing the open-ended question sot the participants about their PS as well as inquiring the FFS (feared future selves) and ideals (Ruvolo &

Markus, 1992), differences of gender can also be used in noting FS (Lips, 2007); differences of cross culture for FS (Gibbons et al., 1993) and there can be use focus group methodology to analyze the narratives of individuals in this regard. There is inclusion of graphic based and image-based methods in visual methods in which participants are asked for their own PS construction, and these methods are scarcely employed or used. This approach is mostly used in the structured surveys or in narrative type of research in which there is inclusion of mental stimulations, role play and acting while observation is also noted as the parcel of this technique as well.

Second language (L2) Motivation

The results of the study described that the feelings of being integrated and the motivation of being integrated in the society are taken as the positive tool of the study in the target society. The tremendous types of interests in the fields were generated while this model gained the most significance after its emergence. Dornyei (2005) made research in this regard, that there was least effectiveness and was much dissatisfaction regarding integrativeness/integrative motivation so there created difficulties in creating and labeling the integrativeness against the integrative motivation. The scholars felt that there could be least viability of integrativeness as the L2 learners could not be in position to illustrate the learning experiences as some of the participants could not reside in the particular society. Lamb (2004) says that there could be less and insufficient experiences regarding the attitude development or integrative motivation for the purpose being considered as integrative in the particular community especially when the world is going to be transformed in globalization.

The L2 Motivational Self System

Dornyei (2009) proposed a self-motivation system when the research could not define the spectrum so clearly. The theoretical model was proposed "*The L2 Motivational Self System*" in which the reconceptualization of the concepts was made necessary in spite of viewing the learners with orientations of integrativeness while in this theoretical framework, there was an existence of open respect for L2 speakers and the speaking community. The theory had been taken as the possible more appropriate as it opened up the new ways of selves' creation for the purpose of making research agendas in L2 learning and motivation.

Dornyei (2009a) has delineated step-by-step how the theory has come into form in his article on L2 motivational self-system, taking support from different strands of evidence. Dornyei has mapped current theories, including integrativeness with the ideal self, using data from previous longitudinal research conducted in Hungary with a total of 13,000 students, along with a plethora of studies on the value of L2 learning experience generated in the 1990s. Three principal constructs are included in the L2 Motivational Self System, the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience. It would be possible to have the first two components that are directly connected to the facets of L2. The self that could be fluent in the target language and therefore be able to speak and write confidently in various contexts would be an example of the Ideal L2 Self. On the other hand, the Ought-to L2 Self is the depiction that one feels they are supposed to become. In other words, the individual believes he/she is expected to live up to the standards set by others, but instead of having a motivating impact, this may have a counter effect.

In order to validate the definition of the L2 motivational self-system, comprehensive quantitative studies have been carried out to confirm its validity, especially those collected by Dornyei & Ushioda in the anthology *Motivation, language identity and the L2 self-edited* (2009). In particular, the Ideal L2 Self was found to be significantly associated with integrativeness (2009) and, in fact, compared to integrative motivation, it has a stronger predictive power of motivated behavior of learners (Ryan, 2009), while in addition, there is also a powerful explanatory power of L2 learning

experience, which exerts major influences on the expected effort of learners and in some c. On the contrary, in the Chinese and Iranian contexts, the motivating force of the Ought-to-L2 Self was found to be marginal or cultural-specific, exercising its control (Taguchi et al., 2009), but found to be non-significant in the Hungarian (Aubrey & Nowlan, 2013) and Chilean contexts (Kormos et al., 2010), although Ryan (2009) correctly noted that these findings produced good empirical results. Although numerous large-scale, quantitative survey studies have been performed, Dörnyei's (2009a) construct of L2 has been validated and sponsored.

Other scholars have promoted the use of qualitative approaches to examine the dynamics of interacting factors, including the personalities, positions, and contextual variables of people (Ushioda, 2009), which cannot be completely investigated through quantitative methods. A limited number of qualitative studies have been performed to analyze the underlying processes of the target construct for this reason (Taguchi, 2013). For example, in a longitudinal and cross-sectional study, Campbell & Storch (2011) interviewed seven university students to examine why students choose to learn and to continue to learn Mandarin as a foreign language. The findings showed that the choice of students to learn the language was based on positive learning experiences, the expectation that learning Chinese would increase their future job prospects, and their personal objectives, including both mastery and performance goals. Furthermore, if a learner has an Ideal L2 Self that has stayed 'unchanged and stable' (p. 186), it is possible to counterfeit their demotivation triggered by negative learning experience and contextual factors.

Possible selves' interventions in L2 Learning

In L2 learning, PS Interventions

While there are comprehensive studies exploring the impact of PS interventions on the general academic achievements of students (Hock et al., 2006), there have been few studies investigating how such enhancement programs could improve the future identities of learners related to L2 and their motivation for L2. However, we are seeing a gradual increase in interest in this area; the effects of using PS in L2 learning have been spearheaded and explored by researchers such as Fukada, Fukuda, Fallout, & Murphey (2011) and Sampson (2012). Initial evidence has been given to support the fact that helping students build and reinforce their ideal L2 self can have a positive effect on their motivation for L2.

In a female-only Japanese university where action research was employed, Sampson (2012) also conducted a potential self-enhancement program. The work of students on different potential self-tasks was used in the three cycles of a semester to establish and advise task progress in the next process. In doing so, researchers were able to peek into the different aspects of the potential selves of students, to understand the very coarse essence of their future self-visions. The research showed that students discovered practices that took steps towards the ideal, particularly motivating and Feared L2 Selves.

Since learners were given opportunities to focus on their future selves, they gained new insights into different methods or directions to their objectives. Both Sampson (2012) and Fukada et al. (2011) stressed the importance of social factors in enhancing the creation of potential L2 selves by students and suggested that learners feel more connected when listening to the dreams or ideals of each other in the future coming from fellow students. Therefore, they are more inspired to look at and act upon their own future selves. Although both studies performed by Sampson (2012) and Fukada et al. (2011) were vigorous, an additional factor in the possible self-enhancement program

using imagination or visualization would have been an advantage (which will be further explained in Section 3.4.1).

Related Studies

Motivational Sources to learn an L2, (a) the intrinsic desire of the learners for becoming a successful L2 participant, (b) external expectations to master the L2 from the learner's environment, and (c) the real experiences of participating in the L2 learning processes. From primary to graduation level, English is taught as a compulsory subject. It is also a way of educating universities and their affiliated colleges in higher education (Hafeez, 2004; Ministry of Education, 2009).

Williams & Burden (1997) claimed that motivation is a kind of cognitive stimulus that helps someone to make 'sustained intellectual and/or physical effort' to accomplish a goal. Dornyei, et al. (2006) elaborate that dealing of motivation is with the "magnitude and course of human behavior, which is, the specific action choice, the perseverance with it as well as the efforts spent on it." This emerges from a motive, in short, and then directs human behavior.

Motivation has the three primary sources to learn an L2, (a) the inner desires of the learners to become a successful L2 user, (b) socially expectations to master the L2 from the learner's community, and (c) the real experience of being active in the learning process of L2 (Dornyei, 2005). Dornyei, et al. (2006) further elaborate that motivation is concerned with "the human behavior magnitude and course which is the specific action choice, its persistence and effort spent on it".

Dornyei (2005) says with Ushioda's (2001) definition of 'causal' motivation that suggests that the motivational orientation of students differs based on their learning conditions and experiences. L2 teaching experience can include learning experience, according to Dornyei and Ushioda (2011).

Definition of 'causal' motivation that suggests that the motivational orientation of students differs based on their learning conditions and experiences. L2 learning experience can include the influence of teacher, curriculum, peer group or experience, according to Dornyei and Ushioda (2011). The word motivation can be defined as the influencing aspects which make initiation, directory and sustain the human intentions and behavior (Iso-Ahola, 1987). The reason, behind human behavior is included motivation that why people think and behave as they do.

According to SDT (Self-Determination Theory), motivation is known as the set of reasons, enabling an individual liking participation, making efforts of exert type and making persistence in activities by making differentiation because of the SD (Self-Determination) and own behavior of specialization. There can be classification of the same areas while defining the term "Motivation" in an intrinsic way. In this perspective, it can also be said that if a person has to be motivated extrinsically then there would be external and extrinsic factors which would enable him/her to make participation and if a person is required to motivate him/her intrinsically then there would be certain type of factors which would motivate him/her in intrinsic way then the person will not need any outside motivation if he/she is motivated intrinsically. Extrinsic motivation (EM) is diverse to the intrinsic motivation which drives individuals to be motivated extrinsically especially by pushing him/her in specific field, by parents, by punishment, rewards or pressure rather than self-intrinsic motivation (IM) produce consistency in the behavior and attitude then the person keeps him/her on that activity himself/herself.

Rajab, Far & Etemadzadeh (2012) made a research study on the relationship between L2 motivational self-system and L2 learning among TESL students in Iran. The study was taken with the help of a questionnaire consisting of 33 items to the sample study as 308 TESL students, studying in Mashhad Azad University Iran. The study was also conducted to examine the results of the previous studies in the present phenomenon as well. The results describe that there is a significant relationship between self-motivation and the L2 learning process but the limitations are that the students are not motivated for the study so well. The study focuses on making the TESL students more motivated for the purpose of better undertaking and learning of the English language.

Moskovsky et al. (2016) conducted a research study on the motivation of the L2-self system and L2 achievement. The study was conducted on Saudian EFL learners. The adopted methodology for the study was a quantitative research method through the use of Dörnyei's scale of Second Language Motivational Self System (L2MSS) and L2 proficiency of the students. The selected sample of the study was 360 students. The results of the study described that there is impact of the self-system on language learning but the intentions cannot be the same as the behavioral intentions almost remain in variability and there is a need for consistent intentions.

Raj (2016) researched on "*English Language Learning Through Enthusiasm or Mandatory: A Study at the Undergraduate Level*". According to the findings of this study, English is a required subject for undergraduate students. English is an important subject throughout their academic careers. In other words, it determines whether or not students will receive a degree. English is taught and learned as a subject at higher educational institutions, despite the fact that it is a language. Acceptance/acquisition/adoption as a language is critical for learners. When English is designated a topic, it is made mandatory for students. In fact, it closes the door to English competence and ability. In a nutshell, it has an impact on the learners' learning disposition. Mandatory tasks are heaped in a box by university level learners' second language learning skills, according to the current study. Furthermore, there is no substantial difference in learning intentions between male and female students, regardless of age.

Martinovic & Soric (2018) did a study on the L2 motivational self-system, L2 Interest, and L2 Anxiety among the Croatian University students. The aim of the study was also to find out the impact of motivation and self-system on English language learning but at the same time, the impact is also investigated on the genders as well. The adopted questionnaire of L2MSS was employed to investigate the problems. The results of the study described that there is significant impact of motivation, L2 self-interest on the students while the female students have more impact than of the males.

Mili's study, "*The Role of Learners' Motivation in English Language Learning at the Tertiary Level in Bangladesh*," was published in 2019. The phenomenon of learners' motivation in English language learning at the tertiary level in our country is depicted in this study. The purpose of this study is to see if students are more integrative or instrumentally driven. This research also looks at which kind of motivation are most beneficial for students. Data is collected from tertiary level students using a questionnaire for this study. The study's main finding is that the majority of students are integrative motivated to learn English at the postsecondary level. Integrative motivation, rather than instrumental incentive, is thought to be more effective in English language learning by the majority of students. However, only a small percentage of students are instrumentally driven, which can be addressed by teaching them about the benefits of integrative motivation.

Conclusion

After all discussion, it can be illustrated that there is high significance of the learner's selves and intended efforts for learning English. The need is of high concern as the students would also play an active role in this regard to show their own efforts as well. It can also be concluded that the motivated company, family and friends can also play integral role to set the rout of learning. As the challenges and the issues of the time, changes from time to time, so the intended efforts of the learners would be to meet the challenges by taking advanced knowledge and understanding of second language. There is also need of mutual harmony between the students to motivate each other as the teachers try to make the companies but it has been seen that own efforts and decisions of the students can let students towards high level of language learning because students have to face the society, has to face intercultural domains, criticisms, nick name and have to face the situation of alienation so the need of such experience is raised that the learners would be inner compatible to face the situation. If their responsive attitude, confidence and self-motivation level is higher, then the language competency and the performance will also be of higher level. Modern challenges are far from the books and culture so the learners would also keep them ready to meet the global standards and challenges. In this regard, after knowledge and understanding of syllabus, there is need of self-motivation, own efforts, own selves and L2 confidence of the students to meet the challenges.

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