

VALIDATING THE EFFECTS OF THE L2 MOTIVATIONAL SELF SYSTEM AND
INDIVIDUAL VARIABLES ON SECOND LANGUAGE WRITING MOTIVATION

by

HYEWON LEE

(Under the Direction of Robert Maribe Branch)

ABSTRACT

The emphasis of the present study is two-fold: (a) to identify the relationships between second language (L2) students' writing motivation and the three components within the L2 motivational self system (the ideal L2 self, the ought-to L2 self, and the L2 learning experience) and (b) to examine students' individual variables with a focus on motivational factors within the L2 motivational self system. The sample for this study included 974 Korean university students enrolled in English language writing courses at five Korean universities. For comparison, the students were divided into a low-proficiency group and a high-proficiency group based on both self-assessments and their instructors' assessments of their abilities to write in English. Results showed that for both the low-proficiency and high-proficiency groups, L2 writing motivation was significantly and positively related to the ideal L2 self. The high-proficiency group of students' L2 writing motivation was found to have moderate positive correlations, while the low-proficiency group of students' L2 writing motivation was also found to have moderate positive correlations. For both groups, L2 writing motivation was also significantly and positively related to the ought-to L2 self. The low-proficiency group's L2 writing motivation was found to have moderate positive correlations with the ought-to L2 self, whereas the students in the high-

proficiency group showed a weak relationship linked to the ought-to L2 self. L2 writing motivation was found to be significantly and positively related to L2 writing self-efficacy. The high-proficiency group of students' L2 writing motivation was found to have moderate positive correlations with L2 writing self-efficacy, and the low-proficiency group of students' L2 writing motivation was found to have moderate positive correlations with L2 writing self-efficacy. The low-proficiency group of students' L2 writing motivation was found to have a weak and negative relationship with emotions, while the high-proficiency group's L2 showed a weak relationship linked to emotions. Results of the hierarchical regression analyses showed that the ideal L2 self, L2 learning experience, hopelessness, anxiety, hope, and pride are significantly predictive of both groups' L2 writing motivation. The ought-to L2 self and anger predict only the low-proficiency group of students' L2 writing motivation, while age, gender, boredom, shame, anxiety, and enjoyment are significant predictors only for the high-proficiency group's L2 writing motivation. These results suggest that Korean students' engagement in the learning process and their motivational attitudes may influence their emotions while learning how to write in an L2. Based on the research findings, pedagogical implications, instructional strategies and guidelines, and suggestions for future research are presented.

INDEX WORDS: L2 Motivational Self System, Second Language Writing Motivation, Learning Experiences, Writing Self-efficacy, Emotions

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A Dissertation Submitted to the Graduate Faculty of The University of Georgia in Partial
Fulfillment of the Requirements for the Degree

DOCTOR OF PHILOSOPHY

ATHENS, GEORGIA

2022

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DEDICATION

This dissertation is dedicated to my mom. Your unconditional love, fervent prayer, endless support, and assured belief in me have been enormous driving forces that motivated me to finally complete this long journey. Thank you for always convincing me that my choice was right, my path has been right, and what I dream about is and will be right. I love you, Mom.

이 박사 논문을 사랑하는 엄마께 바칩니다. 엄마의 절대적인 사랑, 간절한 기도, 끝없는 지지, 저를 향한 믿음 덕분에 이 길고도 긴 여정을 마칩니다. 항상 저의 선택이 옳다, 제가 가는 길이 옳다, 제가 꾸는 꿈이 맞다고 말씀해 주셔서 감사합니다. 사랑합니다, 엄마.

ACKNOWLEDGEMENTS

My very deepest thank you goes to my major professor, Dr. Branch, for his wholehearted support, guidance, and encouragement throughout this long journey that seemed like there was no end in sight at times. I have been waiting for this opportunity to recognize him on this page, and I am very pleased that I finally have this chance. His genuine support has meant the world to me, and words cannot express my gratitude and appreciation to him. I cannot imagine completing this long endeavor without his ponderous investment in me. He has been my American father as he trained me and was always concerned about me with the watchful eyes of a parent. Whenever I had questions, problems, challenges, and concerns throughout my doctoral studies, he always had excellent solutions and answers. He never answered, “*No*” or “*Impossible*,” and he patiently helped me think through any number of quandaries, from different angles of looking at a situation to moving forward step by step, with unconditional encouragement and while always having an eye to my strengths. His inspirational insights that he has shared have offered me opportunities to learn and grow over the course of my doctoral degree. I also appreciate him always keeping me in mind of opportunities. Thanks to his unstinting sharing and discussions from diverse perspectives as a researcher and instructor, I gained so much knowledge and insights regarding instructional design and pedagogy, acquired teaching skills as a potential future instructor with a well-developed teaching philosophy, developed the inquisitive and critical mindset of a researcher to guide my research and practice now and forever, and feel more confidence in myself as a content developer. Dr. Branch, you

have been a superb and exemplary role model as a passionate scholar, empathetic and nurturing teacher, and wise and well-rounded human being. I am very grateful to have you as my advisor.

Second, I would also like to sincerely thank my committee members, Dr. Hill, Dr. Lee, and Dr. Harklau. Their invaluable insights and thoughtful recommendations have made my dissertation study strong and rigorous. Throughout the entire process, I have appreciated and valued their patience and willingness to support me and my study more than I could ever express.

Third, I am indebted to my research colleagues in Korea. I am grateful for their contributions and time, sharing their feedback and suggestions to finally make this study complete. To my participants, I truly appreciate their willingness to agree to participate in my study and share their insights and experiences with me.

Fourth, the faculty members and colleagues that I met in the Learning, Design, and Technology Program have inspired me to grow as a scholar and become a better person. I also made good friends at the University of Georgia that have become my partners as lifelong learners. In particular, I cannot thank Dr. Short enough for her inestimable insights, constant encouragement, and opportune advice. Without her, I could not have gone through the most awful moments in my life. Dr. Short, thank you very much for being my big sister.

Fifth, and most importantly, I would like to thank my family for their endless love, sincere support, and everlasting encouragement during this long journey. They motivated and reassured me every step of the way. Thank you, and I love you with all my heart.

Lastly, I thank God for all His blessings, plans, and purposes for me. He gave me perseverance and strength to move toward the next step. I am ready to follow what He has in store for the rest of my life.

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CHAPTER 1

INTRODUCTION

Motivation has been considered a significant driving force and one of the most important elements in the second language (L2) learning process and learning achievement (e.g., Dörnyei & Ushioda, 2009; Gardner, 1985, 2001; Gardner & MacIntyre, 1993; Jang & Lee, 2018; Jong, 2012; Lai, 2013; Yang, 2011). Cohen and Dörnyei (2002) stated that “[m]otivation is often seen as the key learner variable, because without it nothing much happens” (p. 172). Furthermore, Dörnyei and Ushioda (2011) pointed out that motivation indicates the direction and magnitude of individual behaviors; thus, motivation clarifies choice, inspires persistence, and encourages effort in a person’s behaviors—that is, why individuals perform some tasks, how long they can maintain their interests in the tasks, and to what extent they may be willing to endeavor. Nevid (2013) also described motivation as a set of reasons or motives that induce an individual’s behaviors either individually or collectively in groups. Thus, motivation has received significant attention because motivation leads to effective L2 learning.

Second language (L2) motivation theory has been developed through several phases: from the socio-educational (Gardner, 1985) to the cognitive-situated (Tremblay & Gardner, 1995); process-oriented (Williams & Burden, 1997), and socio-dynamic (Dörnyei, 2005) phases. In early studies on L2 motivation, Gardner’s (1985) socio-educational model was widely adopted, mainly with a focus on the concept of integrativeness, which is defined as “a sincere and personal interest in the people and culture represented by the other group” (Gardner, 1985, p. 132). If L2 learners have positive attitudes toward or possess a desire to be integrated into the

target language community and culture, it will serve as the behavioral impetus for the L2 learning process. However, this concept of integrativeness has been challenged by many scholars due to the model's limited applicability in diverse L2 learning contexts (e.g., Dörnyei, 2005, 2009; Lamb, 2004). They emphasized that when it comes to cultivating L2 learning environments and using English as a global and international language, it may be impossible to fully explain the complicated and context-dependent nature of L2 motivation. In order to better understand L2 motivation, many efforts have been made to integrate motivation and social contexts from social-dynamic perspectives, viewing language learning as a sociohistorical and sociocultural situated process (Block, 2003). In line with this movement, the significance of contexts has been reported to influence motivation (e.g., Dörnyei & Ushioda, 2011)—in particular the classroom contexts in which instruction and learning take place. Research has reported that motivation is domain-specific (e.g., Zhang & Guo, 2012). For example, L2 learners' motivation when learning L2 writing may differ from their motivation to learn other language skills, such as reading and speaking.

Writing is fundamentally complicated in nature. Motivated and confident writers tend to enjoy and engage in the writing process more (e.g., Cheng, 2004; Kim & Pae, 2021). A writer needs to formulate ideas about a given topic by planning, logically voice their ideas and create meaning using linguistic knowledge—such as use of correct grammar, proper words and sentences—and revise their writing; thus, writing is a function of varied factors that intertwine the affective and cognitive domains with which writers must concurrently cope (Cho, 2019; Kim & Pae, 2021). Cumming (1990) defined L2 writing as a complex, multifaceted problem-solving activity. Writing has been known as the most difficult skill for L2 learners to acquire because writing requires a mastery of various competencies, including linguistic competence (Hyland,

2003). Since writing in an L2 is one of the most difficult facets of L2 learning, there have been calls to examine the multifaceted factors impacting the L2 writing learning process. However, research has mainly focused on L2 motivation in general (e.g., Boo et al., 2015; Takač & Berka, 2014), whereas L2 writing has not received as much attention from both the theoretical and the empirical facets of L2 motivation research. In studies that focus on L2 writing and motivation, for instance, Yu et al. (2020) explored different instructional approaches to enhance student motivation, and MarLee et al. (2018) investigated the importance of motivation in students' learning of writing, reporting that highly motivated students show dedication, autonomy, and innovation when writing. A study by Zhang and Guo (2012) reported that writing motivation, self-efficacy, and English writing proficiency are positively and significantly correlated. Additionally, there are a few studies that have explored the level of L2 students' writing motivation—to what extent students are motivated to write, as well as the relationships among L2 students' writing motivation, language proficiency, gender, and grade (e.g., Chae, 2011; Kim & Pae, 2021; Martinović & Sorić, 2018; Pae, 2009; Papi, 2016; Troia et al., 2013; Waller & Papi, 2017). The limited research on L2 writing motivation justifies a need to further investigate motivation in the domain of L2 writing. Thus, this present study seeks to explore the potential relationships among dynamic motivational factors, individual variables, and L2 writing motivation.

Conceptual Framework

The premise that framed this study is that the L2 motivational self system (Dörnyei, 2009) may serve as a lens to investigate L2 writing motivation in English language contexts. Writing in English as a second language (ESL) or English as a foreign language (EFL) is a highly demanding cognitive activity that involves an increased level of motivation (Hyland 2003;

White & Bruning, 2005; Zhang, 2016). Thus, L2 writing motivation can play a significant role in L2 students' writing development because motivation is viewed as an important individual differentiating factor justifying "variations in every stage of L2 writing processes and the quality of written product" (Kormos, 2012, p. 101).

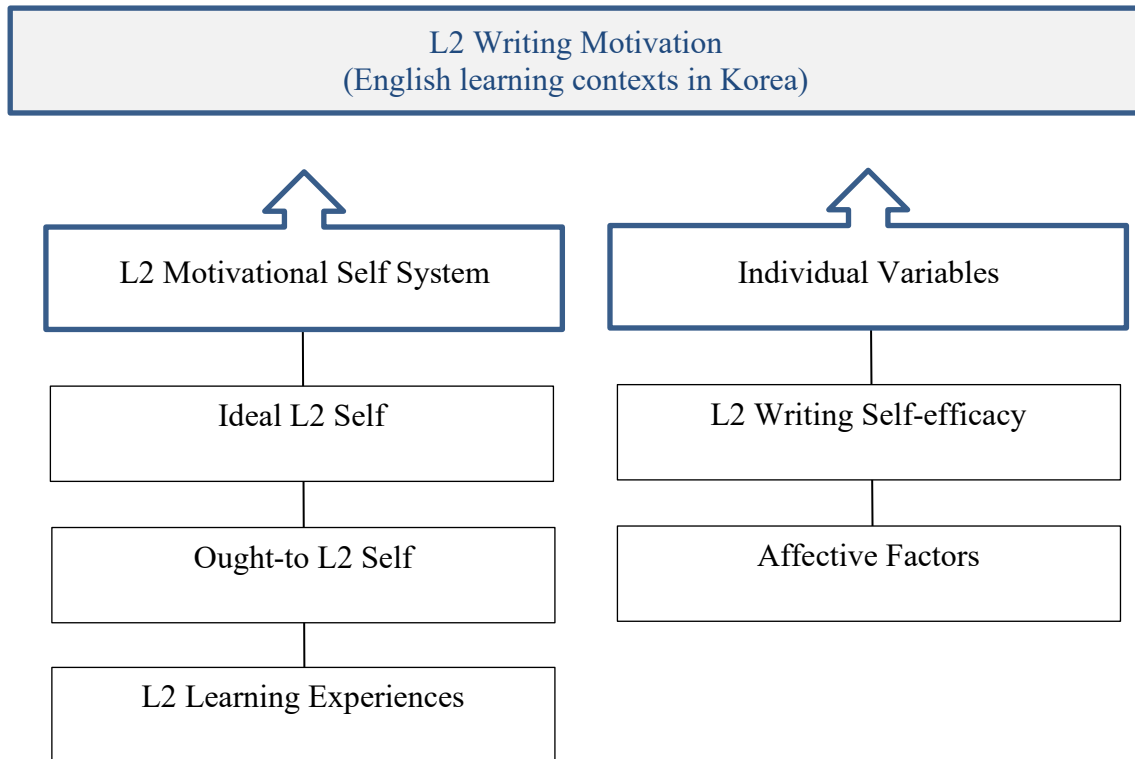
The L2 motivational self system was proposed and conceptualized by Dörnyei (2009) with regard to L2 learners' self-concept. This model indicates that L2 learners' motivation originates from a desire to lessen the gaps between their current L2 selves and their future selves. The L2 motivational self system has been employed in diverse L2 learning contexts across countries and regions to validate the model (e.g., Csizér & Kormos, 2009; Csizér & Lukacs, 2010; Huang et al., 2015; Kormos & Csizér, 2008; Kormos et al., 2011; Lamb, 2012; Papi, 2010; Ryan, 2009; Taguchi et al., 2009). Studies, such as Chen et al. (2005), Huang et al. (2015), Kormos et al. (2011), Lai (2013), and Li (2014), have suggested that L2 learners shape the L2 motivational self system with their culturally specific characteristics. Such characteristics have been shown to vary within the same cultural contexts, depending on the immediate local context (e.g., Huang et al., 2015) or L2 learners' developmental stage or age (e.g., Csizér & Kormos, 2009). These studies advocate the idea that both cultural and immediate educational contexts may form L2 learners' L2 motivational self system.

Relatively little is known about Korean English learners' L2 writing motivation (Cho, 2016; Kim & Kim, 2012). English is taught and learned as a foreign language (EFL) in Korea, and most English learners in Korea have little or no contact with native speakers of English. Researchers have asserted that language learning attitudes and motivation in the English learning contexts of Korea are not only individual matters but also socio-politically mediated issues (e.g., Cho, 2016; Kim, 2006). It can be assumed that the social values connected to English language

acquisition, as well as the social pressures imposed on English learners may influence the development of L2 learners' L2 motivational self system in Korea. Thus, more research adopting Dörnyei's (2009) model to investigate L2 learners' writing motivation in English learning contexts in Korea seems appropriate.

It is also important to contemplate individual variables, such as learners' L2 writing self-efficacy and affective factors, to have a better understanding of how L2 learners construct and maintain L2 motivation. Therefore, this study explored how multifaceted components of the L2 motivational self system explain L2 writing motivation in English learning contexts in Korea and further investigated how L2 students in a low-proficiency group differ from those in a high-proficiency group within the L2 motivational self system.

Figure 1 presents an overview of the L2 writing motivation concept employed in this study.

Figure 1*Conceptual Framework*

Note. An overview of the conceptual framework employed in this study. Adapted from “The L2 Motivational Self System” by Z. Dörnyei, 2009, In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, Language Identity and the L2 Self*, Multilingual Matters.

Theoretical Framework

The primary theory evaluated in this study is the L2 motivational self system (Dörnyei, 2005, 2009). Although motivation has been regarded as an important factor in L2 learning, a thorough investigation into the influence of motivation on L2 writing has not been attempted. Dörnyei (2005) asserted that motivation provides the essential “impetus” to initiate L2 learning and the “driving force” to continue learning an L2 (p. 65), and Hall (2011) argued that motivation is critical to completing a learning activity. Motivation has been regarded as one of

the most significant factors affecting language learning. However, individual difference factors, such as L2 writing self-efficacy and the possible sources of emotions, have rarely been studied in relation to L2 writing.

The L2 motivational self system (Dörnyei, 2005, 2009) synthesizes paradigms from L2 motivation (Noels, 2003; Ushioda, 2001), guided by motivational psychology on such topics as possible selves (Markus & Nurius, 1986) and the self-discrepancy theory (Higgins, 1987) in addition to Dörnyei's empirical research (e.g., Dörnyei et al., 2006). The L2 motivational self system consists of three main constructs: the ideal L2 self, the ought-to L2 self, and the L2 learning experience. *The ideal L2 self* refers to learners' idealized projections associated with learning a language, such as studying abroad, getting a job, and having friends in other countries; *the ought-to L2 self* is concerned with learners' regulation of negative outcomes through learning a language, such as failing an exam and getting a bad grade on an assignment; and *the L2 learning experience* involves situation-specific motives in relation to the immediate learning context and contextual environment, such as the teacher, peers, materials, classroom, technology, and online community. The L2 motivational self system postulates that if learners envision a concrete future image, they may visibly perceive their ideal selves related to the achievement of the L2, which, in turn, may play a critical role in maintaining L2 motivation (Kim, 2009). Individual variables, such as L2 anxiety and self-efficacy, have been examined within the L2 motivational self system (Papi, 2010; Rajabpour et al., 2015; Ueki & Takeuchi, 2012). Although these studies indicated the potential of the L2 motivational self system as an integrative framework embedding individual variables, there is still a need to validate the L2 motivational self system in the context of diverse facets of motivation and individual variables in L2 learning. L2 researchers and practitioners have become more interested in a more holistic understanding of

negative and positive emotions in the L2 learning process (Dewaele & Li, 2018; Dewaele et al., 2018; Lee & Lee, 2021). Thus, individual variables, such as diverse emotions and L2 writing self-efficacy, were added to the L2 motivational self system in this study.

This study, with regard to L2 motivation and the creation of an instrument used to measure the multiple facets of students' motivation, was informed by the three main components identified in the L2 motivational self system: the ideal L2 self, the ought-to L2 self, and the L2 learning experience. This study supposes that (a) relationships between learners' L2 writing motivation and the three components (the ideal L2 self, the ought-to L2 self, and the L2 learning experience) in L2 writing exist; (b) if learners have a robust ideal L2 self, they will display positive attitudes toward L2 writing and exhibit motivated behaviors and effort toward writing; (c) if learners have a more positive attitude toward L2 writing, their L2 writing motivation will improve; and (d) there are significant relationships between learners' motivation and individual variables in L2 writing.

Significance of the Study

Students' motivation and engagement in L2 writing in various instructional contexts has received little attention. Due to the increasing importance of L2 writing for university L2 students, L2 writing programs, curricula, and courses have been designed and developed to enhance students' writing proficiency and skills in various instructional and learning contexts (e.g., Yu et al., 2020). Thus, this study will fill the gaps to investigate students' L2 writing motivation to better understand their perceptions of and learning experiences with L2 writing.

In view of the gaps in the literature, this study will also document an examination of whether and to what extent individual difference factors and the L2 motivational self system are associated with the L2 writing motivation of Korean English language learners in Korea. The

findings of this study will help L2 researchers better understand the interrelations among variables in other instructional contexts and extend their knowledge regarding how teachers and school administrators can develop and nurture a culture that includes a positive atmosphere for L2 writing learning contexts.

Korea is a monolingual society, and Koreans learn the Korean language as their mother tongue (Lee, 1997). Cho (2013) stated that Korea has pushed forward with export-driven economic development policies, which have made foreign languages significant resources of economic development, and with globalization progressing, Koreans have significantly increased contacts with foreigners and foreign cultures. Accordingly, Koreans have enhanced their interests in global affairs, openness to other cultures, and readiness to study or work in other countries. At present, Korean college students have more interest in becoming competent global players by acquiring advanced knowledge and technologies from abroad using foreign languages, especially English as a global language (Kong et al., 2018). In Korean society, “credentialism” has been predominant, indicating that better academic performances in a competitive peer group can guarantee success both in their lives and careers (Yoon, 2011). There is intense competition among Koreans to enter prestigious universities by earning good grades when learning an L2—mostly, English, which has been found to be a unique motivational factor in learning English in Korea (e.g., Cho, 2016; Lee & Lee, 2020; Lee & Lee, 2021; Kim, 2006; Kong et al., 2018). Thus, in the Korean socio-educational context, international posture and competitiveness are expected to strongly influence Korean EFL learners’ motivation.

Research Questions

The emphasis of this study is two-fold: (a) to identify the relationships between English language students’ L2 writing motivation and the three components within the L2 motivational

self system (the ideal L2 self, the ought-to L2 self, and the L2 learning experience) and (b) to examine the effects of individual variables with a focus on motivational factors within the L2 motivational self system. The following questions guided this study:

1. Is there any significant relationship between the ideal L2 self and English language learners' writing motivation?
2. Is there any significant relationship between the ought-to L2 self and English language learners' writing motivation?
3. Is there any significant relationship between L2 learning experiences and English language learners' writing motivation?
4. Are there significant relationships between individual variables and English language learners' writing motivation?

Working Definitions

The following working definitions are employed throughout this study.

- *L2* is a second language, a language that is learned in addition to the language an individual first learned in his/her life.
- *ESL* stands for *English as a Second Language*. English learners learn and practice English in a context where English is the dominant language and is widely spoken and used. ESL learners are taught English in an English-speaking country, such as the United States.
- *EFL* is the acronym for *English as a Foreign Language*. English learners learn and practice English in a context where English is not the dominant language and is limited in use as a language of communication. EFL learners are taught English in their native countries with restricted contacts with native speakers of English, such as in Korea.

- *Writing* is a process of (a) formulating an individual's ideas about a given topic by planning, (b) expressing his/her ideas in a logical way and creating meaning using linguistic knowledge—*Writing* goes further, to a transfer of linguistic knowledge into the physical penning/typing of symbols, words, and punctuation in a particular form and order to communicate meaning, and (c) revising these products.
- *Second language (L2) writing* is defined as a process of (a) formulating an individual's ideas about a given topic by planning, (b) expressing his/her ideas in a logical way and creating meaning using linguistic knowledge—*Writing* goes further, to a transfer of linguistic knowledge into the physical penning/typing of symbols, words, and punctuation in a particular form and order to communicate meaning, and (c) revising products, using an L2. This process reflects a writer's ability to use cognitive, sociological, and linguistic aspects of an L2 and most often involves translation from the native language to an L2.

Overview of the Dissertation

This dissertation is divided into five chapters. This introductory chapter introduced the L2 motivational self system (Dörnyei, 2009) as the framework for the study, detailing each construct included in the L2 motivational self system, the significance of the study, and the research questions that guided the study. Chapter 2 presents a comprehensive overview of related literature regarding the L2 motivational self system, offers a detailed review of each construct included in the model, and explains the development of the extended L2 motivational self system employed by the study. Chapter 3 presents the direction of the study and provides detailed information about the research design, contexts and participants, instruments used in the study, data collection procedures, data analysis, and adaptations from a pilot study. Chapter 4 presents

the research findings from an analysis of the collected data. Chapter 5 summarizes and discusses the research findings, pedagogical and theoretical implications, and limitations, as well as recommends future research.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter discusses several topics and previous studies related to second language (L2) motivation, L2 writing motivation, the L2 motivational self system, and factors related to L2 writing. The literature review will begin with a discussion of motivation in L2 learning and the L2 motivational self system. The modified L2 motivational self system developed for this study will be introduced, and each component will be elaborated on separately. A summary of the literature review follows to address the research gaps in the findings of previous studies that serve as the impetus for this study. Finally, the research questions developed from the related literature review and the research gaps that guided this study are presented.

Motivation and Second Language Learning

Motivation has been regarded as an essential factor contributing to successful L2 learning. Motivation and attitudes have been classified as affective factors and are considered crucial because they influence learning outcomes and “tend to be volatile, affecting not only overall progress but responses to particular learning activities on a day-by-day and even moment-by-moment basis” (Ellis, 1994, p. 483). Dörnyei (1998) asserted that even though learners may have high levels of language aptitude and intelligence, learners will not succeed in the long L2 learning process without appropriate motivation. Motivation has also been referred to as motivated learning behaviors. Dörnyei et al. (2006) defined *motivated learning behavior* as the learner’s effort and the intended choice of L2 learning. Motivated learning behavior implies learners’ effort and persistence in L2 learning, and intended learning efforts involve the amount

and magnitude of effort that learners intend to invest in L2 learning (Dörnyei, 2009). Accordingly, Csizér and Kormos (2009) and Kormos et al. (2011) labeled L2 motivation as motivated learning behavior. The scope of motivation ranges from learners' choice and effort to persistence in L2 learning (Dörnyei & Ushioda, 2011). Motivation is influenced by learners' sense of agency, their interest in learning activities, and their stance toward mastery and control over those activities (Lo & Hyland, 2007). Thus, it is important for educators as well as researchers to identify the factors assisting learners in enhancing their motivation during L2 learning because positive learning experiences may improve L2 skills and increase motivation and constructive attitudes toward the learning process as well.

The Socioeducational Model

The most influential and productive theoretical approach in the field of L2 learning motivation has been Gardner's (1985, 2001, 2005, 2006, 2009, 2010) socioeducational model. The socioeducational model has been adapted and assessed to examine L2 motivation across diverse language learning contexts (e.g., Baker & MacIntyre, 2000; Gardner et al., 1987; Gardner et al., 1997; Gardner & MacIntyre, 1991, 1993; Guilloteaux, 2007; Lin, 2013; Masgoret et al., 2001; Tremblay & Gardner, 1995). The socioeducational model was developed to account for the effects of individual differences in attitudes and motivation on L2 achievement and the role of social factors in L2 learning (Gardner, 1985, 2009, 2010). In the socioeducational model, motivation plays a significant role in L2 learning in three ways: (a) motivation facilitates the relationships between second language acquisition and attitudes; (b) motivation is closely related to language anxiety; and (c) motivated learners voluntarily participate in informal second language learning contexts (Ushida, 2005).

The socioeducational model interrelates four major constructs of L2 learning: the social and cultural milieu, individual differences, learning contexts, and learning outcomes. *The social and cultural milieu* mirrors beliefs about language and other language groups. Learners tend to be motivated when they find their parents, teachers, or peers to be supportive and cooperative, which increases their willingness to produce the L2 (MacIntyre et al., 2001). Gardner (1985) stated that parents' support and attitudes and the learners' home environments may affect L2 linguistic competence through their attitudes toward the community of the target language. Two possible roles of parents in the second-language learning process were identified: a passive role (e.g., parents' attitudes toward the target language community) and an active role (e.g., parents' support of their children by monitoring their performance in the L2) (Asgari & Mustapha, 2011). *Individual differences* are related to motivation and language aptitude and include four subcomponents: attitudes toward the learning situation, integrativeness, motivation, and anxiety. *Learning contexts* refers to the influence of formal (e.g., college) or informal (e.g., conversations with native speakers during lunch) learning environments in which the learners participate in learning the target language (e.g., study abroad, study in a non-English speaking country, etc.). Finally, *learning outcomes* refers to L2 achievement in terms of both linguistic (e.g., vocabulary, grammar, etc.) and non-linguistic (e.g., attitude change, career advancement, etc.) aspects.

Gardner (2001) defined integrativeness as L2 learners' "genuine interest in learning the L2 in order to come closer to the other language community" (p. 5). Gardner (1985, 2001, 2009, 2010) emphasized the importance of positive attitudes and integrativeness (the desire to be integrated into the target community) more than instrumentality (practical ends, such as passing an entrance exam) for successful L2 learning. The sociocultural environment in this model significantly correlates with L2 learners' attitudes toward the L2 and the L2 target community.

The Need for an Alternative Motivation Model

Dörnyei (2005, 2009), Dörnyei et al. (2006), Dörnyei and Ushioda (2009), Magid (2011), Papi (2010), Papi and Abdollahzadeh (2012), Rajabpour et al. (2015), and Taguchi et al. (2009) have criticized the socioeducational model in relation to the concept of integrativeness due to the limited applicability of the model across diverse L2 learning contexts since the socioeducational model is grounded in research studies conducted in Canada, where English is an official language. In foreign language learning contexts, no specific reference group or culture exists for learners to wish to belong to, and even in L2 learning contexts (e.g., ESL), it may often be difficult for learners to identify specific target groups due to blurred boundaries between ESL communities. Noels et al. (2000) asserted that “although it was originally suggested that the desire for contact and identification with members of the L2 group would be critical for L2 acquisition, it would now appear that it [integrativeness] is not fundamental to the motivational process, but has relevance only in specific sociocultural contexts” (p. 60). Taguchi et al. (2009) also argued that it “did not make sense that it [integrativeness] would have such an impact in a foreign language context like Hungary in which there was practically no English speaking community which English learners could join” (p. 67). A further example of a lack of integration into the target language community is South Korea’s approach to teaching English as a foreign language. In Korea, the focus in teaching English is fulfilling learners’ practical needs, such as obtaining a job or passing an exam, with limited contact with native speakers of English and the salient target communities; thus, learners have insufficient opportunities to practice and experience the target language and culture (Hong et al., 2017; Kim & Kim, 2016; Yim, 2014).

Because English is currently used as a global language, there is no well-defined target language community into which learners are motivated to be integrated (Ushioda, 2011).

Moreover, with dramatic advances in technology, language learners are able to access various online target language communities in order to interact with diverse people all over the world regardless of the limits of time and space, which, in turn, can help the learners develop their L2 skills and motivate them to learn the L2 without being integrated into the target language community. Since English is now widely used as the main international language, EFL learners have been gradually learning English to a greater extent while interacting with people from both Anglophone and non-Anglophone countries both offline and online (e.g., Lee & Lee, 2020; Matsuda, 2012; Sockett, 2014). Accordingly, there is a need for a comprehensive model to understand the dynamics and complexity of sociocultural factors in relation to L2 motivation. In an attempt to reconceptualize integrativeness and to find an alternative L2 motivation model (Noels, 2001; Noels et al., 2000; Yashima et al., 2004), the L2 motivational self system (Dörnyei, 2005, 2009; Dörnyei & Ushioda, 2009) was proposed and developed.

The L2 Motivational Self System

L2 motivation research has focused on the relationships between motivation, self, and motivational change along with the development and validation of the L2 motivational self system. Dörnyei (2005, 2009) argued that motivation is not a static individual difference factor but rather a dynamic factor changing over time. Thus, the foci of L2 motivation research have been “on the relationship between identity processes and motivational processes and how engagement in L2 learning might be linked to membership in an imagined or real community” (Dörnyei & Ushioda, 2013, p. 8). The L2 motivational self system (Dörnyei, 2005, 2009) was originally proposed and developed based on the findings of a Hungarian longitudinal study regarding Hungarian teenagers’ motivation and L2 learning attitudes (Dörnyei & Csizér, 2002; Dörnyei et al., 2006). The L2 motivational self system integrated several significant L2

motivation studies, such as Noels (2003) and Ushioda (2001), and psychological research regarding possible selves (Cross & Markus, 1994; Markus & Nurius, 1986) and the self-discrepancy theory (Higgins, 1987). Based on the self-discrepancy theory and possible selves theory, Dörnyei (2009) proposed the L2 motivational self system, which explains L2 motivation from the perspective of self-concept (Boo et al., 2015; Dörnyei & Ushioda, 2009). A significant premise of these models is that humans are driven to take actions to reduce the gap between one's desired self and one's current self (e.g., Higgins, 1987; Markus & Nurius, 1986). Since its introduction, the L2 motivational self system has been developed as a useful theoretical model to explore the associations between L2 learners' self-concepts and their L2 motivation. The system's underlying assumption is that L2 learners are motivated to reduce the gap between their present and desired L2 selves. The L2 motivational self system consists of three main constructs: the ideal L2 self, the ought-to L2 self, and L2 learning experience (Dörnyei, 2009; Dörnyei & Ushioda, 2011).

The Ideal L2 Self

The ideal L2 self is concerned with learners' desirable images, aspirations, and ideals that they would like to possess and become in the future regarding L2 proficiency. In other words, the ideal L2 self refers to a L2 learner's vision of self as a proficient user of the target language. It is the L2-specific future self that one wishes to become, such as becoming a fluent L2 speaker in interacting with foreign friends in L2 communities. The ideal L2 self is "a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between actual and ideal selves" (Dörnyei, 2005, p. 105). The ideal L2 self serves as an influential motivator to reduce the discrepancies between the learners' real selves and the desirable ideal image. The ideal L2 self also influences positive outcomes concerning the learners' goals of acquiring L2 learning on

personal and professional levels such as communicating with friends from other countries and obtaining a job. Thus, Dörnyei (2005), MacIntyre et al. (2009), and Ryan (2009) posited that the ideal L2 self is closely related to the concept of integrativeness emphasized in the socio-educational model. Thus, in L2 writing learning contexts, a L2 learner may envision the self as a successful writer in English, and such a self-image can become a robust guide and have a positive impact on the student's L2 writing motivation.

The Ought-to L2 Self

The ought-to L2 self refers to “the attributes that one believes one ought to possess in order to avoid possible negative outcomes” (Dörnyei, 2005, p. 105). The ought-to self can be defined as the attributes that a L2 learner feels forced to possess to meet expectations and to avoid potential negative consequences. The ought-to L2 self characterizes the images grounded in the motivational regulations shaped by the learners' immediate learning environments and in negative outcomes caused by not acquiring L2 proficiency. The ought-to L2 self is pertinent to L2 learners' abilities, obligations, or responsibilities to fulfill practical needs and expectations in relation to L2 learning. That is, the ought-to L2 self is concerned with learners' beliefs that they need to satisfy the expectations of their family members, teachers, and peers and avoid negative outcomes such as failing an exam. Different from the ideal self that encompasses a learner's own visions for self, the ought-to self is related to others' visions for the learner, and it is interconnected to sociocultural standards or external pressures from teachers, peers, or family members (Doiz & Lasagabaster, 2018).

L2 Learning Experience

L2 learning experience refers to “situation-specific motives related to the immediate learning environment and experience” (Dörnyei, 2005, p. 106) and the “actual experience of

being engaged in the learning process” (Dörnyei, 2009, p. 218). L2 learning experience concerns L2 learners’ attitudes and engagement toward learning the target language and culture and the dynamic, changing nature of L2 motivation resulting from language learning contexts such as teachers, peers, classrooms, materials, curricula, assessments, and grades. This component is linked to context-specific motivations derived from the immediate learning environment and experiences. For example, L2 learning experiences include experiences with writing instructions; feedback provided by teachers, peers, cloud-based tools (e.g., Grammarly), or Internet-based services (e.g., Turnitin); success or failure in writing; writing course curricula; and peer pressure and relations in classrooms. Learning experiences can mediate between one’s future self and one’s motivation. Positive L2 engagement and learning experiences are particularly important for beginning learners in initiating and sustaining L2 motivation, because these learners may not yet have developed their desired future selves (Kong et al., 2017; Lee & Lee, 2021).

Interrelations

The ideal L2 self and the ought-to L2 self are future-oriented aspects with regard to learners’ identities as L2 learners, representing the desired goals of L2 learning. The ideal L2 self and the ought-to L2 self reflect the gap between L2 learners’ current selves and their desired selves that motivates the learners to invest effort into language learning in order to reduce the perceived discrepancies between their current and desired selves (Dörnyei, 2005; Dörnyei & Chan, 2013). If the learners believe that they are able to attain their ideal L2 selves, the perceived discrepancies between their current selves and their desired selves may be reduced, and the learners will tend to engage in motivational behaviors. In other words, L2 learners are motivated when they are confronted with attaining a desirable self image through the target language.

Accordingly, it can be assumed that L2 motivation is promoted and ensues when L2 learners have a clear ideal of their L2 selves and are able to connect their ideal L2 selves to their current stage of L2 learning. The L2 learning experience is a significant situation-specific factor in explaining L2 motivation because it is considered to mediate between L2 learners' future selves and their level of motivation. Positive L2 learning experiences play an important role in developing L2 motivation for those who have not attained their desired future selves (Dörnyei, 2009). Due to the mediational role of L2 learning experience, L2 learners' ideal selves can be transformed into their ought-to L2 selves and vice versa because there is a flexible, open-ended boundary between the ideal and the ought-to L2 selves (Kim, 2010).

The L2 motivation self system (Dörnyei, 2009) has shown potential as a comprehensive framework, incorporating previously defined motivational constructs such as integrativeness, instrumentality, milieu, and attitudes. Taguchi et al. (2009), for instance, suggested that (a) there is a significant correlation between the ideal L2 self and integrativeness; (b) promotion-focused instrumentality (referring to the regulation of an individual's goals for success) is linked to the ideal L2 self; and (c) prevention-focused instrumentality (referring to the regulation of duties and obligations for preventing negative outcomes) is associated with the ought-to L2 self. The significant correlations between the constructs of the L2 motivational self system and the previously defined motivational constructs imply the adaptability and validity of the L2 motivational self system as a comprehensive framework to explain L2 motivation.

Ushioda (2015) pointed out that the interactions between the two components in relation to self image (i.e., the ideal self and the ought-to self) and the L2 learning experience have been undertheorized. Lanvers (2016) and Yung (2019) proposed adding the notion of actual self to the L2 motivational self system model so as to disclose the discrepancy between the current selves

and the future selves. Yung (2019) argued that the actual self can be conceptualized in lieu of the L2 learning experience as current and existing self-perceived qualities. Such a discrepancy is important in better understanding the sources of L2 motivation (Thorsen et al., 2017). The L2 motivational self system posits that L2 motivation can be enhanced if learners develop possible selves as future competent users of the L2 (Doiz & Lasagabaster, 2018). Previous studies (e.g., Lamb, 2007; Taguchi et al., 2009) explored the impact of the different selves and reported that the ideal L2 self is the most significant predictor of L2 motivation, and in L2 instructional contexts of high-stakes examination culture, the ought-to self also demonstrates a significant impact. Jang and Lee (2018) explored the effects of ideal and ought-to selves on Korean EFL students' writing strategy use and writing quality. They found that the ideal self had a significant positive effect on both strategy use and writing outcome, whereas the ought-to self was only correlated with revising strategy use.

Because the L2 motivational self system has received considerable attention in L2 motivation research, this model has been adapted and empirically tested and validated along with a measurement tool with participants of different ages across diverse English language learning contexts such as in Chile (Kormos et al., 2011), China (Magid, 2011; Magid & Chan, 2012; You & Dörnyei, 2016; You et al., 2016), Hungary (Csizér & Kormos, 2009; Dörnyei et al., 2006), Indonesia (Lamb, 2012), Iran (Azarnoosh & Birjandi, 2012; Papi, 2010; Papi & Teimouri, 2012), Japan (Ryan, 2009; Ueki & Takeuchi, 2012; Yashima, 2009), Korea (Kang & Kim, 2015; Kim, 2012; Park & Lee, 2013), Pakistan (Islam et al., 2013), Saudi Arabia (Alshahrani, 2016), and Singapore (Magid, 2013). Taguchi et al. (2009) and Yang and Kim (2011) conducted comparative studies using the L2 motivational self system to investigate the differences in the relationships among the motivational constructs for L2 learning across different countries. The

findings of the studies mentioned above reported some variances with regard to the strength of the influences of diverse components of L2 motivation depending on the English curriculum, age, gender, and proficiency level. Additionally, these studies have shown that the L2 motivational self system may be shaped by culturally different language learning environments.

Among the three main constructs in the L2 motivational self system (the ideal L2 self, the ought-to L2 self, and L2 learning experience), the ideal L2 self has been found to be the strongest construct of the L2 motivational self system in predicating L2 motivation such as changes in learners' efforts to learn the target language and culture and their learning behaviors in English language learning contexts (e.g., Cizér & Lukács, 2010; Kim & Kim, 2012; Papi & Teimouri, 2012; Park & Lee, 2013; Ryan, 2009; Taguchi et al., 2009). Papi and Teimouri (2012) and Taguchi et al. (2009), for example, found that the ideal L2 self was a robust variable promoting learners' motivation and was closely linked to L2 learning experience. Taguchi et al. (2009) found that the ideal L2 self was positively associated with integrativeness (learners' desires to be identified as members of the target language community and be integrated into the target language community) and instrumental motives (learners' practical needs in L2 learning). Moreover, Csizér and Kormos (2009) reported the importance of L2 learning experience because L2 learning experience is an important predictor of L2 learners' motivated behaviors, implying that with positive learning experiences, L2 learners may develop their L2 ideal selves as well as maintain them throughout the learning process.

There have been mixed and inconclusive findings regarding the relationships between the ought-to L2 self and L2 learners' motivated behaviors. Csizér and Kormos (2009) found that social pressures and parental encouragement significantly influenced teenagers and young adults in formulating their ought-to L2 selves. Kang and Kim (2015) concluded that together, the

ought-to L2 self and L2 learning experience were more significant predictors than the ideal L2 self in accounting for L2 motivation. Alshahrani (2016), however, reported that compared to the ideal L2 self, the ought-to L2 self was found to have weak contributions in forming learners' L2 learning behaviors. Dörnyei and Chan (2013), Islam et al. (2013), Papi (2010), and Taguchi et al. (2009) found that there was a positive but insignificant relationship between the ought-to L2 self and learners' motivated behaviors. The ought-to L2 self was also considered to be less effective in predicting the learners' motivated behaviors in L2 learning in studies by Kormos et al. (2011) and Papi and Teimouri (2012), reporting no relationships between the ought-to L2 self and learners' motivated behaviors.

Given the construct validity, Taguchi et al. (2009) proposed that the motivational effect of the ought-to L2 self may be influenced by socioeducational factors related to the context of the study. They hypothesized that in such contexts as China, Japan, and Iran, in which English is learned for a test-oriented L2 learning motive, the ought-to L2 self regulates learners' efforts and attitudes toward language learning because obtaining L2 knowledge and proficiency may be strongly connected to social pressure (Taguchi et al., 2009). The ought-to L2 self in Asian cultures was found to be closely associated with instrumentality motives regulating negative outcomes and related to duties, responsibilities, and obligations as well as to the influence of learning environments formed by family members, teachers, and peers (Islam et al., 2013; Papi, 2010; Park & Lee, 2013; Taguchi et al., 2009). It can be assumed that the discrepancies in findings may lie in the fact that several sociocultural factors, including different learning environments, different cultural aspects, different genders, and different age groups, may influence learners' L2 selves in terms of the efforts, engagement, and persistence associated with learners' motivated behaviors.

L2 Motivation in the Korean Context

Koreans' English learning motivation is associated with practicality and functionality because English is perceived as a means for success in various stages of life (Cho, 2016; Kim, 2012; Park & Lee, 2013; Shim et al., 2012). From an attributional perspective, Koreans' English learning motivation is mainly caused by the Korean educational system, such as the high-stakes national college entrance exam (Cho, 2016; Lee & Lee, 2021; Kim, 2006).

The L2 motivational self system has been shown to be a thorough and vigorous model that can be applied and adapted to diverse educational contexts, including Korean EFL contexts. However, there have been mixed findings on the influence that each component of the L2 motivational self system has on motivation or motivated behaviors. For example, Kim (2009) found that the ideal L2 self was a significant predictor of L2 motivated behaviors among Korean EFL elementary school students. Park and Lee's (2013) study showed that only the ideal L2 self was a significant predictor of students' willingness to communicate in an L2. Kang and Kim (2015) reported that the ought-to L2 self and L2 experience are more significant components than the ideal L2 self in describing L2 motivation. Cho (2016) showed that L2 experience as well as the ideal L2 self played a crucial role in predicting L2 motivation; the ideal L2 self considerably influenced L2 experience, impacting L2 motivation; high school students' L2 motivation was more strongly influenced by L2 experience than that of university students and less directly affected by the ideal L2 self; and the ought-to L2 self had a negative impact on L2 motivation for the high school students only. Kim and Kim (2018) found that the ideal L2 self was the strongest predictor of L2 motivated behaviors among Korean EFL university students. Lee and Lee (2020) found that high school students exhibited a stronger ideal L2 self and ought-to L2 self and had a higher level of willingness to communicate in an L2 inside and outside the

classroom, while university students showed a stronger sense of the ideal L2 self and had a higher level of willingness to communicate in an L2 in both settings. These findings contrast with previous findings that showed a stronger ideal L2 self over the ought-to L2 self in predicting L2 motivation in other contexts (e.g., Papi, 2010; Taguchi et al., 2009). It can be assumed that various external factors may be involved in the mixed findings with regard to the influence of the ideal L2 self, the ought-to L2 self, and L2 learning experience on L2 motivation, including different target language learning cultures specific to each country or community, different age groups, and maturity levels of the participant groups (e.g., Csizér & Kormos, 2009; Higgins, 1987). For instance, Csizér and Kormos (2009) showed that social pressures and parental support strongly influenced teenagers' and young adults' formation of their ought-to L2 self. Hong (2018) reported that teachers play a huge role in forming secondary school students' language learning and motivation. Park and Lee (2013) found that teacher influence decreased as grade levels increased among high school students, indicating that external factors, such as teachers, tend to have less influence on L2 motivation as learners become more mature. Kim and Lee (2013) showed that a high-stake university entrance exam influenced high school students' L2 motivation, while individualized goals and immediate learning environments impacted college students' L2 motivation. Kong et al. (2018) compared Korean university students' L2 motivational self system between a commonly taught language (e.g., English) and a less commonly taught language (e.g., Arabic) and found that both groups' L2 motivated behaviors were more positively related to the ideal L2 self than the ought-to L2 self. They also reported that the ought-to L2 self of language learners from a Korean university that commonly taught language was largely influenced by competitive L2 motivation, implying that there tends to be a high level of pressure on students learning English because, in Korea, English has a strong

impact on students' high-stakes college entrance exams, which in turn have an important effect on their ought-to L2 selves. These findings across studies suggested that L2 motivation can also be shaped by personal goals, social expectations, and the educational objectives of the institutional settings.

The Development of the L2 Motivational Self System Employed in This Study

The L2 motivational self system was adapted in this study to investigate the extent to which college level L2 students' motivational factors significantly and positively correlate with the students' L2 writing motivation. The L2 motivational self system was validated with the following constructs in order to support the model as an integrative framework: the ideal L2 self, the ought-to L2 self, L2 learning experience, the affective individual variable emotions, and the cognitive individual variable *self-efficacy*. Each of the constructs employed for this study are explained as follows.

The Ideal L2 Self

The ideal L2 self in this study refers to L2 learners' desirable future self-image as competent writers in English. L2 learners at the college level may have aspirations of prosperous future selves in relation to academic achievement, job searches, respect and compliments from others, and personal satisfaction. Learners' desirable future self-images in L2 writing classes can be created by their hopes of being competent writers in order to be assimilated into the target communities, such as emailing American friends in English, as well as by their goal of passing their writing courses and receiving good grades.

The Ought-to L2 Self

The ought-to L2 self in this study is related to students' abilities and obligations to meet the expectations posed by the course objectives. The ought-to L2 self is also concerned with

overall negative outcomes resulting from failing to engage in L2 writing, such as bad scores on writing drafts and little progress throughout a L2 writing course. Studies by Kim (2012) and Kim and Lee (2013) reported that because younger English learners in Korea are generally obliged to learn English in order not to fail their exams, their motivation is generally based on social and parental expectations. However, college students' motivation seems to be influenced by their personalized goals and immediate learning environments (Kim & Lee, 2013). In this case, since L2 learners' motivation is not triggered solely by the learners' inherent interest deriving from L2 learning, L2 learners' motivation can be attributed to external factors.

L2 Learning Experience

L2 learning experience in this study concerns situation-specific motives that lead L2 learners to engage in the L2 writing process. L2 learning experience is associated with L2 learners' immediate learning environment and contextual factors (Dörnyei, 2009). Technology use for the writing process and students' attitudes toward technology-enhanced learning environments were included in this construct.

Individual Variables

Individual variables have been under-researched in relation to L2 writing motivation and the possible sources of writing motivation. Hyland (1998), Goth et al. (2010), Rahimi and Zhang (2019), and Storch et al. (2010) posited that L2 learners' individual differences were significant variables regulating the L2 writing learning process and engagement. Among individual variables, L2 anxiety and self-efficacy have been examined within the L2 motivational self system (Papi, 2010; Rajabpour et al., 2015; Ueki & Takeuchi, 2012). Papi (2010), Rajabpour et al. (2015), and Ueki and Takeuchi (2012) attempted to develop the L2 motivational self system in order to investigate the interplay of individual variables within the system. Papi (2010)

investigated the relationships among the three constructs of the L2 motivational self system and L2 anxiety. Papi (2010) found that the ideal L2 self and L2 learning experience reduced L2 learners' anxiety, but the ought-to L2 self significantly increased L2 learners' anxiety. Rajabpour et al. (2015) explored L2 learners' willingness to communicate in an L2 in relation to diverse motivational factors, employing the L2 motivational self system. Rajabpour et al. (2015) found that the ideal L2 self and attitudes toward English learning were significantly positive predictors of willingness to communicate, but L2 anxiety was a significantly negative predictor of willingness to communicate. Ueki and Takeuchi (2012) revealed that the ought-to L2 self and the influence of others (a subconstruct of L2 learning experience, referring to teachers', parents', or classmates' pressure or encouragement) strongly correlates with L2 anxiety negatively with regard to L2 learners' motivation, but the ideal L2 self and L2 learning attitude positively influenced L2 learners' motivation. Ueki and Takeuchi (2012) also found that self-efficacy positively influenced the ideal L2 self.

Although these studies have shown the potential of the L2 motivational self system as an integrative framework embedding individual variables, there is still a need to validate the integrative framework involving diverse facets of motivation and individual variables in L2 learning. As part of this dissertation study, the researcher expected to gain deeper insight into students' individual variables in L2 writing and to pay increased attention to the relationships between individual variables and motivation in L2 writing within the L2 motivational self system.

Emotions Beyond L2 Anxiety

Even though L2 researchers have considered L2 anxiety to be the most significant emotional factor in L2 writing (Horwitz, 2001), the role of emotions in language learning has not

received much attention in L2 learning, a field that underscores the role of cognition (Aragão, 2011; Garrett & Young, 2009; Imai, 2010; Macintyre, 2002; Pavlenko, 2005). Academic emotions are closely related to students' learning processes and outcomes (Goetz et al., 2006), and it has been found that enhancing positive emotions and reducing negative emotions benefit learning processes and outcomes (Frenzel et al., 2007; Pekrun et al., 2002). Emotions have also been found to play a significant role in L2 learners' motivation, attitudes, and learning outcomes (MacIntyre & Blackie, 2012; Pavlenko, 2005). However, there has been little research on the investigation of diverse emotional attributes in language learning contexts to improve positive and emotional experiences, such as helping students experience the emotions of enjoyment and pride, and thus to motivate and facilitate learning (Imai, 2010).

Krashen's (1985) affective filter theory states that if students are anxious and have negative emotions, they will understand less and have a high affective filter, but if their emotions are positive, they will have a low affective filter and will be able to understand and process more because receiving feedback from teachers and peers during the writing process is inherently related to emotion (Higgins, 2000). Swain (2013) argued that the relationship is much more complex than this, stating that "language learning is not just a cognitive struggle, it is a cognitive and emotional struggle" (p. 11). Emotions play a significant role in L2 learning because they can influence students' motivation to learn, their attitudes toward learning, and eventually their learning outcomes. Emotions have facilitating or debilitating effects on learning (Dirkx, 2001) and can affect one's motivation to learn (MacIntyre & Gregersen, 2012). Positive experiences in learning a language may arouse positive emotions in a learner. Positive emotional experiences tend not only to improve objective language proficiency but also to increase motivation and positive attitudes (MacIntyre, 2002). Shelton and Stern (2004) agreed with the association

between motivation and emotion, maintaining that an emotional connection to a subject can be an influential motivator for performance. Emotional experiences play a significant role as motivational energy because emotions are involved in motives for determining to study an L2 or completing a task (Shoaib & Dörnyei, 2004).

The emotions experienced during L2 learning are important to understand so that teachers can modify their approaches to students (Do & Schallert, 2004). Teachers can reduce the negative emotions affecting students' motivational energy and promote emotions activating students' motivation (MacIntyre & Gregersen, 2012). Teachers' support of students' emotions may help students manage feelings essential to language learning experiences and to the improvement of positive attitudes toward themselves as language learners. Attention to emotions produced in language learning may help reduce problems of demotivation triggered by anxiety, fear, or anger, which can damage language students' potential (López, 2011). However, the motivational properties of emotion have been underestimated in language learning, even though the relationship between motivation and emotion is closely related and reciprocal (MacIntyre, 2002; MacIntyre & Gregersen, 2012). Thus, beyond anxiety, various emotions, such as boredom, enjoyment, anger, shame, pride, and hopelessness (Goetz et al., 2006), exist alongside anxiety, and the potential relationships between L2 writing motivation and emotions are added to the L2 motivational self system.

Self-efficacy

Self-efficacy, a cognitive construct, is associated with performance involving confidence and anticipation in performing and accomplishing a particular task. Self-efficacy is defined as “the belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations” (Bandura, 1995, p. 2). Self-efficacy may influence learners’ effort,

persistence, and achievement and regulate the ways in which individuals think, motivate themselves, and behave because self-efficacy refers to individuals' perceived beliefs in their ability to perform a particular task at a designated level (Bandura, 2001; Pintrich & De Groot, 1990; Zimmerman et al., 1992). Schunk (2003) asserted that self-efficacy is essential to maintain learner's motivation and promote their learning. Thus, students who have a high level of self-efficacy tend to exhibit a high level of self-confidence, and these students believe that they will be able to construct and regulate their learning environments in a manner conducive to their own learning processes (Bandura, 1986). Studies conducted by Dörnyei and Ushioda (2011) and Kormos et al. (2011) found that if L2 learners believed that they could perform a task, they had more positive attitudes toward L2 learning. Nilsen (2009) also showed that the higher the level of self-efficacy possessed by the learners, the more effort they invested in their learning.

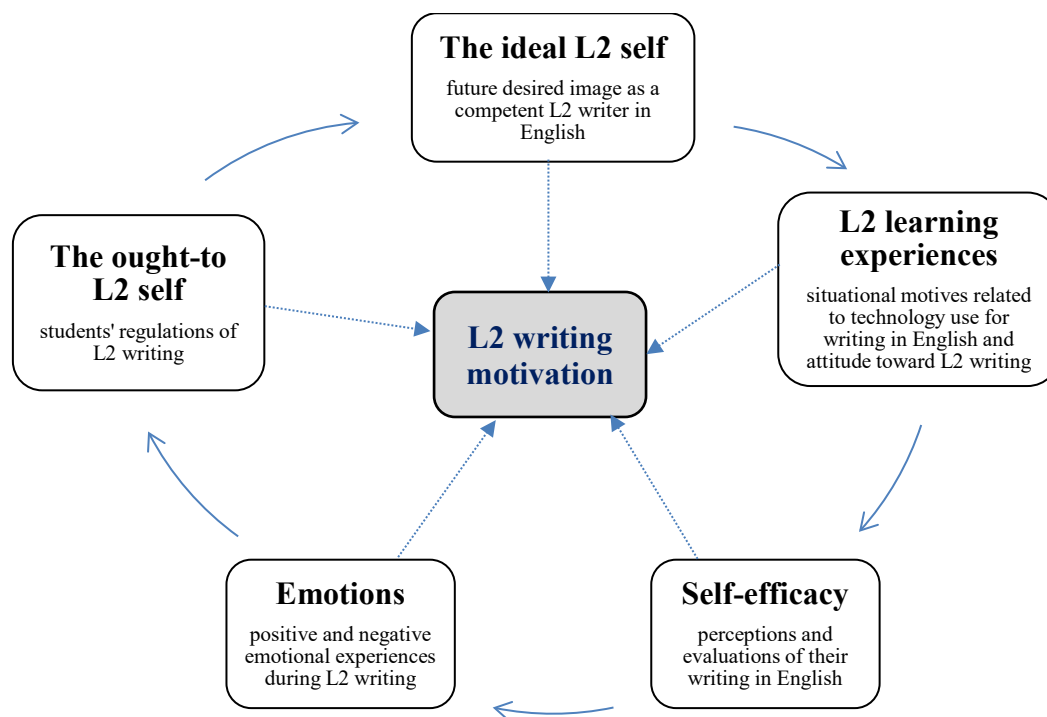
In the same vein, writing self-efficacy has been found to be an important predictor in explaining students' writing performance (Chea & Shumow, 2014). McCarthy et al. (1985) defined writing self-efficacy as individuals' perceptions and evaluations of their writing skills. Shell et al. (1989) defined writing self-efficacy as a student's "belief in his or her ability to successfully perform writing tasks at a given level" (p. 92). Self-efficacy in L2 writing may indicate a high level of efficacy and confidence in performing a writing task in the second language. Whereas students who have a higher level of writing self-efficacy retain a strong feeling of confidence in their writing ability, those who have a lower level of writing self-efficacy do not show sufficient confidence in writing (Kirmizi & Kirmizi, 2015). Increased writing self-efficacy is essential in teaching and learning writing skills since it helps promote cognitive, behavioral, and motivational engagement in the learning process (Hashemnejad et al.,

2014). Thus, the potential relationship between L2 writing motivation and self-efficacy was added to the L2 motivational self system.

The L2 Motivational Self System Employed in This Study

Even though anxiety has been investigated in L2 motivation research, there have been relatively few studies with a focus on individual variables, including emotions and writing self-efficacy, related to L2 motivation. In addition, there have been no studies conducted in a technology-enhanced language learning context in which individual variables may coexist and interrelate with each other in L2 writing. Thus, this study tested the L2 motivational self system, integrating individual variables, including writing self-efficacy and various emotions, such as anxiety, to refine the concept and validate the model in a particular learning situation, i.e., a technology-enhanced learning environment for L2 writing.

The foci of the study from the L2 motivational self system are two-fold: (a) to evaluate the components of the L2 motivational self system in relation to L2 writing in a technology-enhanced language learning context and (b) to examine the extent to which the ideal L2 self, the ought-to L2 self, L2 experience, and individual variables predict L2 writing motivation. Each construct of the L2 motivational self system employed for this study is presented in Figure 2, and these constructs allowed the researcher to examine the potential relationships between diverse facets that influence L2 writing motivation in detail.

Figure 2*Expanded L2 Motivational Self System*

Note. A schematic representation of the L2 motivational self system employed for this study. Adapted from “The L2 Motivational Self System” by Z. Dörnyei, 2009, In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, Language Identity and the L2 Self*, Multilingual Matters.

Summary of the Review of Related Literature

The L2 motivational self system developed by Dörnyei (2005, 2009) was employed, modified, and validated in this study. Dörnyei (2005, 2009) posited that L2 motivation may be shaped by L2 learners’ interactions with the learners’ selves in relation to their immediate learning environment. This study, in particular, seeks to investigate the extent to which the L2 motivational self system significantly correlates with L2 students’ writing motivation and to explore the relationships between individual variables and L2 students’ writing motivation.

The Hypotheses of the Study

The following research questions guided this study, and the aligned hypotheses are presented based on a review of the related literature:

1. Is there any significant relationship between the ideal L2 self and English language learners' writing motivation?
 - A. Hypothesis: There will be significant, positive relationships between the ideal L2 self and English language learners' writing motivation.
2. Is there any significant relationship between the ought-to L2 self and English language learners' writing motivation?
 - A. Hypothesis: There will be significant, positive relationships between the ought-to L2 self and English language learners' writing motivation.
3. Is there any significant relationship between L2 learning experience and English language learners' writing motivation?
 - A. Hypothesis: There will be significant, positive relationships between L2 learning experience and English language learners' writing motivation.
4. Are there significant relationships between individual variables and English language learners' writing motivation?
 - A. Hypothesis 4-1: There will be positive relationships between English language learners' writing motivation and positive emotions.
 - B. Hypothesis 4-2: There will be negative relationships between English language learners' writing motivation and negative emotions.
 - C. Hypothesis 4-3: There will be positive relationships between English language learners' writing motivation and self-efficacy.

CHAPTER 3

RESEARCH DESIGN

This chapter describes the study design employed to answer the study's research questions. The chapter is organized into five sections. The first section elaborates on the research context and the participants. The second section identifies the data collection tools used in the study, and the third section explains the data collection procedures of the study. The fourth section presents how the data was analyzed. Use of the findings from the pilot study will be discussed in the last section.

The present study was designed to explore the relationships between the components of the expanded L2 motivational self system (i.e., the ideal L2 self, the ought-to L2 self, L2 learning experiences, L2 writing self-efficacy, and emotions) and L2 writing motivation. The following research questions guided this study based on a review of the related literature:

1. Is there any significant relationship between the ideal L2 self and English language learners' writing motivation?
2. Is there any significant relationship between the ought-to L2 self and English language learners' writing motivation?
3. Is there any significant relationship between L2 learning experiences and English language learners' writing motivation?
4. Are there significant relationships between individual variables and English language learners' writing motivation?

Context and Participants

A purposive sampling technique was used to recruit the participants. In purposive sampling, “subjects are selected based on study purpose with the expectation that each participant will provide unique and rich information of value to the study” (Etikan et al., 2016, p. 4; Tongco, 2007). The researcher selected five universities located in Seoul, Korea as the main research sites for two chief reasons: (a) the availability of a large number of English language learners and experienced English language teachers and administrative staff who are interested in integrating technology into their curriculum and using diverse resources to improve students’ writing and (b) the institutions’ reputation for language education in Korea. These universities offer a variety of English courses across diverse levels, such as writing, grammar, debate, and discussion, and English courses pertinent to specific learning communities; use technology to assist students in learning and practicing both oral and written communication; provide assistive and multimedia resources to help students prepare for diverse English tests, including the Test of English as a Foreign Language (TOEFL) (<https://www.ets.org/toefl.html>), the Test of English for International Communication (TOEIC) (<https://www.ets.org/toEIC.html>), and the International English Language Testing System (IELTS) (<http://www.ielts.org/>); integrate current theories and pedagogical practices into language instruction; and update their programs in accordance with educational policies adopted by the Korean Ministry of Education.

At the time of the data collection, the researcher contacted the school administrative staff members and directors of the universities’ language centers via email, phone, and video conferencing using Zoom or Google Meet. The instructors who were teaching English writing courses, such as Academic English, Academic Writing, Career Development English Writing, Practical English, and Technical Writing in English, were identified, listed, and contacted. The

chosen universities have been rated as the top schools in Korea, and the average stanine of the admitted students on the College Scholastic Ability Test (CSAT) is stanine nine. The CSAT is “an academically challenging and balanced test designed to measure student achievement and academic aptitude according to the National Curriculum standards for college education” (Korea Institute for Curriculum and Evaluation, 2021). The purposes of the CSAT are (a) to assess higher-order thinking skills evaluating student comprehension of Korean language arts and English and understanding area-specific knowledge in such subjects as mathematics, Korean history, social studies/science/vocational education, and foreign language (German, French, Spanish, Chinese, Japanese, Russian, Arabic or Vietnamese) or classical Chinese; (b) to provide reliable and unfailing data for college admissions; and (c) to positively impact teaching and learning practices in high schools through standardized testing (Korea Institute for Curriculum and Evaluation, 2021). The CSAT is administered nationwide once per year, in mid-November.

On the CSAT, students’ achievement levels are compared using stanines. A stanine score is determined by the scale scores at each grade level nationally, which are divided into nine levels of achievement, with the lowest performance level being stanine one and the highest stanine nine (Korea Institute for Curriculum and Evaluation, 2021). Only the students scoring in the top 4% on each section of the test are categorized as stanine nine, and the students admitted to these universities scored within the top 2% on each section of the test on average. The English section of the CSAT consists of diverse aspects of English, covering listening, which requires inferential skills; grammar, requiring writing ability; vocabulary, requiring syntactic knowledge; and various genres of reading (e.g., classic novels, poems, advertisements, and current news). All the questions require students to have an integrated knowledge of English. Thus, the participants

in this study were assumed to have the knowledge of English grammar and syntax necessary to maintain interactions with native speakers of English and engage in the course content.

A total of 1,023 participants were recruited from five universities located in Seoul, Korea. Those participants who did not respond to all of the questionnaire items (excluding the background questionnaire items) or who responded incompletely or incorrectly (e.g., selecting two or multiple numerical scores on one scale) to any of the items on the questionnaires were excluded, leaving 974 participants.

In Korea, undergraduate students are required to take one or two required English courses as part of the core curriculum. Research has found that there is a big motivational difference between students taking English classes as part of a core mandated curriculum as opposed to taking elective English courses (Lee & Oh, 2011). Additionally, another study found that language learners' proficiency levels were critical factors in predicting motivation (e.g., Falout & Maruyama, 2004). Therefore, this study incorporated an investigation of motivational differences between a low-proficiency group and a higher-proficiency group enrolled in both mandatory and elective coursework.

Over half of the participants ($n = 536$) were enrolled in the mandatory academic English courses, and English writing is a core component of the courses. Academic English courses are required for all freshmen students, and the freshman students who submitted their standardized English Test (e.g., TOEFL, TOEIC) transcripts with certain scores set by the institutions were exempted from taking these Academic English courses. Even though discrepancies existed in the curriculum, meeting schedules, and delivery options at each institutional setting, the Academic English courses were mandatory and covered all four language skills (i.e., writing, reading, speaking, and listening) during the class time. Instructors attempted to teach integrated skills

during each class period, and at least one class time per week was dedicated to writing in English, such as writing a reflection after watching a YouTube clip, posting a discussion thread after a debate, writing a prompt about a given topic, and so on. Many students reported that they had no formal instruction in L2 writing prior to taking the courses. The participants' English writing proficiency levels ranged from *low* to *low-intermediate* according to the self-reported proficiency measures, which were also confirmed with the instructors of their courses. The instructors were asked to provide the students' overall achievement scores that they earned on the course writing requirements, and the researcher compared the information with the students' self-reported proficiency measures. In cases where discrepancies between the instructors' information and the students' self-reported proficiency measures were found, the information provided by the instructors was used. This group of students is referred to in this study as the *Low-proficiency Group*. There were a few exceptions to this group. Twelve participants' self-reported proficiency levels ranged from *intermediate* to *high-intermediate*. In discussions with the instructors, they were assigned to the *High-proficiency Group* explained below. Some of them missed the deadlines to submit their standardized test scores for exemptions; some reported that they had prior formal writing instruction in English; and some participants mentioned that they regularly write in English for their personal goals and future plans by participating in English writing clubs or attending extracurricular English writing courses.

The remainder of the participants ($n = 438$) were enrolled in elective English writing courses, such as Academic Writing 1, Academic Writing 2, Intermediate Writing, Advanced Writing, Career Development English Writing, Practical English, News Writing, Script Writing, Technical Writing in English, and so on. They passed the required Academic English courses and were enrolled in the writing courses with the goal of developing and refining their writing

skills in English depending on their disciplines, future career paths, or personal interests; these participants were considered to have more autonomy in developing their English writing skills. The participants' English writing proficiency levels ranged from *high-intermediate* to *advanced* from the self-reported measures. This group of students is referred to in this study as the *High-proficiency Group*. The students' self-reported measures were cross-checked by the instructors based on their overall scores that they earned in the courses, for example, on assignments and in-class activities. The instructors' information was used when there were differences between the instructors' information and the students' self-reported proficiency measures.

The instructors of the writing courses used learning management systems (LMSs) selected and customized by their universities to deliver the course content, collect the students' assignments, provide feedback, and publish the students' scores. The instructors used many diverse audio and visual resources to engage the students in the topics (e.g., YouTube videos, Voice of America English news clips, CNN news clips, TED Talks, links to related resources, etc.); provided different types of resources depending on the writing genres and styles (e.g., Purdue OWL lab, Grammarly); focused on improving students' integrated writing skills in regard to grammar, syntax, pragmatics, appropriate voice, and word choice; and tried to provide feedback on the students' writing assignments in a timely manner with adequate quality and quantity pertinent to the students' needs and levels. The students used *Microsoft Word* or *Google Docs* to complete their writing assignments, uploaded their assignments to the designated locations on the LMSs, submitted the files to their instructors electronically via email, or copied and pasted their writing assignments into the designated assignment folders of the course, depending on the instructors' instructions.

The participants were from diverse academic backgrounds and from different class standings, and their first language was Korean. All participation in this study was voluntary. Not all participants answered all the background questions; therefore, some of the demographic data reflects different sample sizes, which were used for supporting the findings of the study.

Of the *Low-proficiency Group* participants, 306 students (57.1%) were male, and 230 students (42.9%) were female. The majority of the students ($n = 438$) had been learning English for 10 years at the time of the data collection. The participants ranged from 19 to 25 years old, with a mean of 20.61 and a standard deviation of 1.44. The students' self-reported overall English proficiency was rated as Beginning (34.3%), Low-Intermediate (35.8%), Intermediate (20.3%), and High-Intermediate (9.5%). On the other hand, their self-reported English writing proficiency ranged from Beginning (44.4%) to Low-Intermediate (55.6%). The mean age of the *High-proficiency Group* participants was 23.44 with an age range of 20 to 29; 272 (62.6%) were female, and 164 (37.4%) were male. Their self-assessed overall proficiency in English ranged from Intermediate (3) to Advanced-High (6) levels. The students' writing proficiency in English ranged from Intermediate (3) to Advanced-High (6) levels. Table 1 presents the detailed demographic information of the students that participated in this study.

Table 1

Participants' Demographic Information

| <i>Category</i> | <i>Level</i> | <i>Low-proficiency Level (n=536)</i> | <i>High-proficiency Level (n=438)</i> |
|----------------------------|---------------|--|---|
| Age | Mean (SD) | 20.61 (1.44) | 23.44 (2.25) |
| Gender | Male | 306 (57.1%) | 164 (37.4%) |
| | Female | 230 (42.9%) | 274 (62.6%) |
| Length of English learning | 8 years | 41 (7.6%) | 54 (12.3%) |
| | 9-10 years | 462 (86.2%) | 44 (10%) |
| | 11-12 years | 17 (3.2%) | 40 (9.1%) |
| | Over 13 years | 16 (2.9%) | 280 (63.9%) |

| | | | |
|-----------------------------|-------------------------|-------------|-------------|
| Overall English proficiency | 1 (Beginning) | 184 (34.3%) | |
| | 2 (Low-Intermediate) | 192 (35.8%) | |
| | 3 (Intermediate) | 109 (20.3%) | 179 (40.9%) |
| | 4 (High-Intermediate) | 51 (9.5%) | 201 (45.9%) |
| | 5 (Advanced) | | 38 (8.7%) |
| | 6 (Advanced-high) | | 20 (4.6%) |
| English writing proficiency | 1 (Beginning) | 238 (44.4%) | |
| | 2 (Low-Intermediate) | 298 (55.6%) | |
| | 3 (Intermediate) | | 204 (46.6%) |
| | 4 (High-Intermediate) | | 160 (36.5%) |
| | 5 (Advanced) | | 59 (13.5%) |
| | 6 (Advanced-high) | | 15 (3.4%) |
| Major | Accounting | | 16 (3.7%) |
| | Art and Design | 76 (14.2%) | 7 (1.6%) |
| | Business | 33 (6.2%) | 84 (19.2%) |
| | Economics | 39 (7.3%) | 44 (10.0%) |
| | Education | 41 (7.6%) | 28 (6.4%) |
| | Engineering | 113 (21.1%) | 27 (6.2%) |
| | Health Sciences | 69 (12.9%) | 20 (4.6%) |
| | History | | 5 (1.1%) |
| | International Studies | | 17 (3.9%) |
| | Law | | 26 (5.9%) |
| | Liberal Arts | 43 (8.0) | 43 (9.8%) |
| | Life Sciences | 17 (3.2%) | 16 (3.7%) |
| | Media and Communication | 18 (3.4%) | 5 (1.1%) |
| | Medicine | | 16 (3.7%) |
| | Music | | 3 (0.7%) |
| | Nursing | 52 (9.7%) | 12 (2.7%) |
| | Religion | | 3 (0.7%) |
| | Science | 35 (6.5%) | 22 (5.0%) |
| | Social Work | | 8 (1.8%) |
| | Sociology | | 15 (3.4%) |
| Statistics | | 15 (3.4%) | |

Data Collection Tools

The present study adopted a cross-sectional research design. A cross-sectional research design involves analyzing data of variables from a population at one specific point in time and “allows researchers to compare many different variables at the same time” (Simkus, 2021, para. 4). A cross-sectional research design is employed to “make inferences about possible relationships or to gather preliminary data to support further research and experimentation” (Setia, 2016, p. 261).

Data was obtained from two self-reported questionnaires: (a) a background questionnaire and (b) a questionnaire to measure the components of the expanded L2 motivational self system. The background questionnaire asked the participants to respond to items regarding their general backgrounds, including their gender and age, English learning experiences, proficiency in English, scores on English tests, and perceptions of the effects of technology-integrated activities on learning English (see Appendix B).

The questionnaires used to investigate the students’ motivational self system are questionnaires developed by Csizér and Kormos (2009), Dörnyei (2009), Papi (2010), Papi and Teimouri (2012), and Taguchi et al. (2009). The 16 items for L2 learning experience were developed to assess the students’ engagement with technology-enhanced learning environments. For example, the statement “I always look forward to English classes” was changed to read “I always look forward to writing in English using technology.”

The items of the Achievement Emotion Questionnaire in Language (Davari et al., 2020; Pekrun et al., 2011) were adapted and used to measure the expanded scope of students’ emotions beyond language anxiety in relation to L2 writing activities. For example, the statement, “I get bored in English class” was changed to “I get bored while writing in English.” In this study,

emotions are categorized into two types: negative emotions and positive emotions. Negative emotions consist of boredom, hopelessness, shame, anger, and anxiety. Positive emotions include enjoyment, hope, and pride.

The items on the Writing Motivation Questionnaire (Payne, 2012; Troia et al., 2013; Waller, 2015) were adapted and used to measure L2 learners' motivation and attitudes toward L2 writing. The items on the Self-efficacy Questionnaire (Bandura, 2006; Schmidt & Alexander, 2012) were adapted to assess the perceived self-efficacy beliefs that L2 learners possess in writing.

The modified items were finalized through discussions with and feedback from colleague researchers and piloted online as well as offline with native speakers and a group of English language learners to ensure the content validity of the items. The modified questionnaire consists of six constituents: the ideal L2 self, the ought-to L2 self, L2 learning experience, L2 writing motivation, various emotions, and self-efficacy. A total of 72 items pertain to the expanded L2 motivational self system. The questionnaire employs a 6-point Likert scale to indicate if the respondents: (1) strongly disagree, (2) somewhat disagree, (3) disagree, (4) agree, (5) somewhat agree, or (6) strongly agree. Likert scale items can be quantified and analyzed easily. The use of questionnaires is considered one of "the most common methods of collecting data on attitudes and opinions from a large group of participants" (Mackey & Gass, 2005, p. 92). Explanations and examples of each variable are shown in Table 2.

Table 2*The Six Variables in the Questionnaire*

| <i>Variable</i> | <i>Description</i> | <i>Example</i> |
|--|--|--|
| The ideal L2 self (7 items) | These items concern L2 students' imagined and personally-desired future self-image from L2 learning. | I like to think of myself as someone who will be able to write fluently in English. |
| The ought-to L2 self (8 items) | These items pertain to the attributes that L2 students believe they must possess and achieve in order to meet others' expectations and demands or to avoid negative outcomes. | I consider learning to write in English important, because the people that I respect think that I should learn it. |
| L2 learning experience (16 items) | These items inquire about L2 students' attitudes toward their L2 learning environment. | I find using technology when writing in English interesting. |
| L2 writing self-efficacy (10 items) | These items measure the extent to which L2 students have confidence in successfully performing a writing task in an L2. | I am confident that I can express myself when writing in English. |
| Emotions (24 items) | These items assess various achievement emotions that students generally experience in academic settings, such as enjoyment of learning, hope, pride, anger, anxiety, shame, hopelessness, and boredom. | I get bored while writing in English. |
| L2 writing motivation (7 items) | These items relate to L2 students' perceptions of the level of investment regarding their expected efforts in L2 writing. | I am prepared to expend a lot of effort in writing in English. |

Note. See Appendix C for a full list of questionnaire items.

A Cronbach's alpha was run to measure the reliability of the questionnaire items. The overall Cronbach's alpha of the items was .95, and the Cronbach's alpha for the items of each variable ranged from .745 to .95 (see Table 3). These values indicate fairly good to excellent reliability within the questionnaire items (Taber, 2018), and the items of each variable are highly correlated. In Table 3, Cronbach's alpha values were compared with those of the previous studies recently published per variable.

Table 3*Reliability of Each Variable*

| <i>Variable</i> | <i>Cronbach's alpha</i> | <i>Previous Studies</i> |
|-----------------------------------|-------------------------|---------------------------------|
| The ideal L2 self (7 items) | .95 | .83 (Papi & Teimouri, 2012) |
| The ought-to L2 self (8 items) | .87 | .83 (Papi & Teimouri, 2012) |
| L2 learning experience (16 items) | .93 | .81 (Papi & Teimouri, 2012) |
| Writing self-efficacy (10 items) | .95 | .93 (Schmidt & Alexander, 2012) |
| Emotions (24 items) | | |
| Boredom (3 items) | .78 | .82 (Davari et al., 2020) |
| Hopelessness (3 items) | .88 | .80 (Davari et al., 2020) |
| Shame (3 items) | .74 | .82 (Davari et al., 2020) |
| Anger (3 items) | .89 | .81 (Davari et al., 2020) |
| Anxiety (3 items) | .87 | .80 (Davari et al., 2020) |
| Enjoyment (3 items) | .82 | .85 (Davari et al., 2020) |
| Hope (3 items) | .85 | .75 (Davari et al., 2020) |
| Pride (3 items) | .89 | .81 (Davari et al., 2020) |
| L2 writing motivation (7 items) | .92 | .95 (Payne, 2012) |

Exploratory factor analysis (EFA) was run to assess construct validity. Prior to conducting EFA, the assumptions of this statistical analysis were checked. The sample size ($N=974$) was sufficient because the data met the criterion of 10-15 participants per variable (Field, 2009). Second, the normality of the data was confirmed by the skewness (ranging from -.665 to 1.163) and kurtosis (ranging from -1.246 to .855) values. According to Hair et al. (2010) and Bryne (2010), data is considered to be normal if skewness is between -2 to +2 and kurtosis is between -7 to +7. The Kaiser-Meyer-Olkin value verified the sampling adequacy for the analysis, $KMO = .851$, which indicated the sampling was adequate (Field, 2009). Bartlett's Test of Sphericity ($\chi^2 = 86077.409$; $df = 2556$; $p < .001$) suggested that there is substantial correlation in the data. Next, EFA was performed on 72 items, using principal axis factoring analysis along with a varimax rotation, which extracted the nature of the ideal L2 self (7 items, factor loading ranging from .74 to .88), the ought-to L2 self (8 items, factor loading from .66 to .78), L2 learning experience (16 items, factor loading from .53 to .89), L2 writing self-efficacy (10 items,

factor loading from .69 to .85), emotions (24 items, factor loading from .55 to .86), and L2 writing motivation (7 items, factor loading from .68 to .82). The eigenvalues (Factor 1 = 23.01, Factor 6 = 2.71), the cumulative percentage of variance (64.78%), and theoretical alignment also supported a six-factor solution as the researcher proposed six components related to the students' L2 writing motivation (Fabrigar & Wegener, 2012).

Data Collection Procedures

At the time of the data collection, the ratios of course delivery options were 40 (fully in person) to 40 (hybrid: half in person and half online) and to 20 (fully online). The nature of the study, including the purpose, participation benefits, risks, data collection, and privacy protection, was introduced to the students by the researcher, instructors, or researcher's collaborators during arranged class times either online or in person. The questionnaires were administered in English. The background questionnaire and the adapted and modified questionnaire to measure the components of the L2 motivational self system were delivered either via a web-based survey tool, *Qualtrics*, or as a hard copy version. It took around 15–20 minutes on average to complete both questionnaires. The participants completed the web-version questionnaires either during class or as an assignment outside of class, or completed a hard copy version during allotted class time. Instructors either assigned completing both questionnaires as a bonus credit assignment or gave one bonus point to those who participated in the study, depending on their preferences. There were some adjustments and modifications made to the data collection procedures due to the size of data collection and the number of courses involved in the data collection. Some instructors strictly restricted the date and time to be spent on the study, for example, after a mid-term for 30 minutes in total. Initially, the researcher planned to collect all data online using *Qualtrics*, but some instructors requested that the data be collected the data during the class time

at a specific date and time. For those cases, the researcher's collaborators in Korea visited the classes, distributed the hard copy version of the questionnaires to the students, collected all hard copies, and entered the data into an Excel spreadsheet to easily share with the researcher. Adjusting the class visit schedule was challenging, so the researcher and the researcher's colleagues shared the instructor list and scheduled both Zoom meetings and in-person meetings to communicate with the instructors.

Data Analysis

The main data sources of the study were self-reported questionnaires: a background questionnaire and a questionnaire to measure the components of the expanded L2 motivational self system. The data analyses involved several statistical procedures. Statistical analyses were performed using IBM SPSS Statistics 28.0. First, descriptive statistics, including frequencies, means, and standard deviations, were computed to summarize the participants' responses to the questionnaires. This step helped the researcher to capture an overall picture of the sample's characteristics. Independent samples *t*-tests were also performed to determine if differences existed between the means of the low-proficiency group and those of the high-proficiency group.

Second, Pearson's correlations were run to examine the correlations and magnitudes regarding how the ideal L2 self, the ought-to L2 self, L2 learning experience, L2 writing efficacy, and emotions variables were related to the L2 writing motivation of the two groups.

Third, hierarchical regression analyses of the two groups were performed to formulate the best-fitting model to analyze and predict L2 writing motivation in relation to the multiple facets of motivational factors within the expanded L2 motivational self system. In the first model, demographic variables (age, gender, and length of learning English) were entered into Block 1 to adjust for their potential effects on the dependent variable (L2 writing motivation). The variables

included in Block 1 are the control variables that are held constant in this study. The variables were not those of interest of the study, but they were controlled because they could influence the outcomes (Kim, 2016).

In the second model, the three motivational constructs were entered into the regression equation as predictor variables (the ideal L2 self, the ought-to L2 self, and L2 learning experience). In the third model, the individual variables were added to the predictor variables of the first model (L2 writing self-efficacy and emotions). Figure 3 presents the hierarchical regression analysis process.

The research questions and their corresponding data collection and data analysis plans are summarized in Table 4.

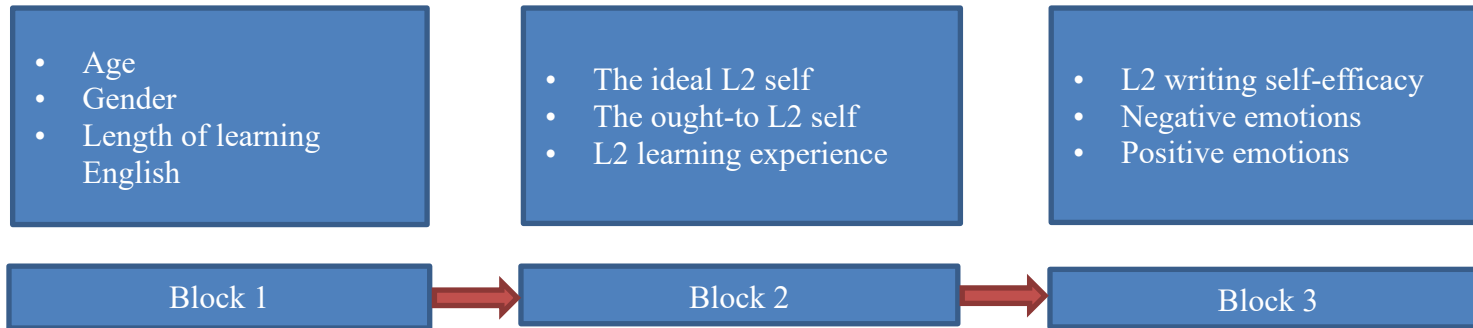
Table 4

Alignment of the Research Questions and the Corresponding Data Collection and Data Analysis

| Research Question | Data Types | Collection Tools | Data Analysis |
|---|---|---|--|
| 1. Is there any significant relationship between the ideal L2 self and English language learners' writing motivation? | <ul style="list-style-type: none"> Self-reported information | <ul style="list-style-type: none"> Background Questionnaire The L2 Motivational Self System Questionnaire | <ul style="list-style-type: none"> Descriptive Analysis Correlation Hierarchical Regression |
| 2. Is there any significant relationship between the ought-to L2 self and English language learners' writing motivation? | <ul style="list-style-type: none"> Self-reported information | <ul style="list-style-type: none"> Background Questionnaire The L2 Motivational Self System Questionnaire | <ul style="list-style-type: none"> Descriptive Analysis Correlation Hierarchical Regression |
| 3. Is there any significant relationship between L2 learning experiences and English language learners' writing motivation? | <ul style="list-style-type: none"> Self-reported information | <ul style="list-style-type: none"> Background Questionnaire The L2 Motivational Self System Questionnaire | <ul style="list-style-type: none"> Descriptive Analysis Correlation Hierarchical Regression |
| 4. Are there significant relationships between | <ul style="list-style-type: none"> Self-reported information | <ul style="list-style-type: none"> Background Questionnaire | <ul style="list-style-type: none"> Descriptive Analysis |

individual variables and
English language learners'
writing motivation?

- The L2
Motivational
Self System
Questionnaire
 - Correlation
 - Hierarchical
Regression
-

Figure 3*Hierarchical Regression Analysis Process*

Note. A process describing the two models.

Pilot Study

The researcher conducted a pilot study a semester before the actual data was collected to test the instruments and procedures to confirm that the actual study would run as expected.

Forty-nine Korean EFL students who were attending English writing courses in Korea volunteered to participate in the pilot study. At the time of the data collection, they were all attending the same university; among them, 25 freshmen students were taking a required Academic English course, 11 students were taking a Business Writing course, eight were taking an Advanced English Writing I course, and five were taking an Advanced English Writing II course. After the mid-term, the researcher held four Zoom meetings per course at scheduled times when all students were available to join, met with the students virtually, introduced the study and the purpose of the pilot study, asked the students to respond to a background questionnaire and the modified motivation questionnaire delivered via *Qualtrics*, and asked for the students' perceptions about the questionnaires and challenges and suggestions to improve, revise, and finalize the questionnaires after completing both of them.

Following the Zoom meetings with the students, the researcher also scheduled 12 Zoom meetings to discuss the logistics and parameters of the data collection procedures with available instructors in Korea. Prior to the meetings, the researcher contacted each of the instructors via email, provided them with detailed information about the study and a possible timeline for data collection for the following semester, and got permission to conduct the study in their classes. The instructors attended one of the Zoom meetings depending on their availability, and the researcher met with individual instructors via Zoom if requested outside of the scheduled meetings. During the meetings, the researcher discussed diverse issues and challenges raised by the instructors, including the data collection timeline and class visits.

The pilot study provided the researcher with some useful information that could be applied to improve the procedures in the actual data collection. First, the researcher originally planned to collect the data within a couple of weeks, within around the same time frame for all the courses whose instructors gave the researcher permission to collect data in their courses via *Qualtrics*. However, scheduling a Zoom meeting or in-person visit for each class was challenging because the class times were spread out and the classes had different curricula and different mid-term schedules. After discussions with the course instructors and collaborators in Korea, the researcher changed the data collection time window to one and a half months. Second, as the participants were asked to inform the researcher of any challenges that they confronted in understanding and responding to the items after completing the motivation questionnaire, this information was used to improve the items as well as the sequence and demonstration techniques on *Qualtrics*. The finalized version was used to generate a hard copy version. Third, the researcher and the collaborators decided to hold either Zoom or in-person meetings at the time of data collection for each class in case the students had questions regarding the items. The researcher set up a Google account and created a shared Google Drive and subfolders for each instructor (a) to share any ideas and challenges with the instructors that arose during the data collection period, (b) to organize and update the progress, and (c) to notify the instructors when the students completed the questionnaires to receive their extra credit.

CHAPTER 4

RESULTS

The research questions were oriented to examine the relationships between the five variables of the expanded L2 motivational self-system and L2 writing motivation of the participating English language learners. This section details the findings of the data analysis and the quantitative results of the study using statistical analyses to provide answers to each of the research questions.

Analysis of Data

The descriptive data collected from the two groups of students (the low-proficiency group and the high-proficiency group) on the ideal L2 self, the ought-to L2 self, L2 learning experience, writing efficacy, and L2 writing motivation are shown in Table 5.

Independent samples *t*-tests were run to determine if differences existed between the means of the low-proficiency group and those of the high-proficiency group. To analyze the data using an independent samples *t*-test, the assumptions were checked to make sure that the data could be analyzed using this test. The data was continuous, measured by a Likert-scale. Two independent, categorical groups (the low-proficiency group and the high-proficiency group) represented independence. Observations were also independent; each participant's responses were independent from the other participants' responses. Kolmogorov-Smirnov and Shapiro-Wilk tests were conducted to determine whether the data was normally distributed, $p < .001$. Even though the underlying distribution of the observations was not normal, *t*-tests could still be used to compare continuous variables between the two groups in the study. The main advantage

of parametric methods, such as *t*-tests, is that they provide effect estimates, which allows researchers to examine the investigational relevance of the results (le Cessie et al., 2020). Thus, independent samples *t*-tests were used in this study as planned. There was homogeneity of variances for L2 writing motivation scores for both groups, as assessed by Levene's test for equality of variances, $F(2, 972) = 1.87, p = .17$.

The high-proficiency group of students scored all of the study's variables higher overall than the low-proficiency group of students. The high-proficiency group ($M = 4.49, SD = 1.08$) displayed a greater ideal L2 self than the low-proficiency group ($M = 3.67, SD = 1.38$) [$t(972) = 10.22, p < .001$]. The high-proficiency group ($M = 3.33, SD = 1.00$) also showed a stronger ought-to L2 self than the low-proficiency group of students ($M = 2.85, SD = 1.16$), and the difference was significant [$t(972) = 6.94, p < .001$]. For L2 learning experience, the students in the high-proficiency group ($M = 3.84, SD = 0.78$) scored their experiences higher than the low-proficiency group ($M = 3.39, SD = 1.05$) [$t(972) = 7.50, p < .001$]. The high-proficiency group ($M = 4.10, SD = 1.07$) also reported a higher level of L2 writing self-efficacy than those students from the low-proficiency group ($M = 3.47, SD = 1.17$) [$t(972) = 16.66, p < .001$]. The high-proficiency students ($M = 2.96, SD = 0.75$) experienced greater emotions than students from the low-proficiency group ($M = 3.47, SD = 1.17$) [$t(972) = -7.93, p < .001$]. With regard to L2 writing motivation, the high-proficiency group of students ($M = 4.04, SD = 1.06$) recorded a higher level than those of the low-proficiency group ($M = 3.56, SD = 1.19$) [$t(972) = 6.63, p < .001$].

Table 5*Descriptive Data of the Two Groups*

| | Ideal L2 self | | | Ought-to L2 self | | L2LE | | L2WSE | | Emotions | | L2WM | |
|-----|---------------|----------|-----------|------------------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> |
| LPG | 536 | 3.67 | 1.38 | 2.85 | 1.16 | 3.39 | 1.05 | 3.14 | 0.71 | 3.47 | 1.17 | 3.56 | 1.19 |
| HPG | 438 | 4.49 | 1.08 | 3.33 | 1.00 | 3.84 | 0.78 | 4.10 | 1.07 | 2.96 | 0.75 | 4.04 | 1.06 |

Note. LPG (Low-proficiency Group), HPG (High-proficiency Group), L2LE (L2 learning experience), L2WSE (L2 writing self-efficacy), and L2WM (L2 writing motivation).

To gain further insights from the participants' responses to each of the emotion-related variables, the descriptive data on individual emotions was computed and is represented in Table 6. For all items concerning negative emotions, the students in the high-proficiency group recorded lower scores than the low-proficiency group, whereas the high-proficiency group of students recorded higher scores for all positive emotions. All negative emotion related variables, except anger, showed significant differences between the students in the high-proficiency group and the low-proficiency group. There were significant differences between the two groups for all positive emotion related variables. On average, the low-proficiency group of students experienced greater boredom [$t(972) = -6.28, p < .001$], hopelessness [$t(972) = -8.50, p < .001$], shame [$t(972) = -3.52, p < .001$], and anxiety [$t(972) = -5.74, p < .001$] concerning writing in English than the high-proficiency group. There was no significant difference in anger, $t(972) = -1.70, p = .90$, despite the low-proficiency group of students ($M = 2.26, SD = 1.26$) reporting a higher level of anger when writing in English than students in the high-proficiency group ($M = 2.13, SD = 7.8$). On the other hand, the high-proficiency group of students generally reported more enjoyment [$t(972) = 4.06, p < .001$], hope [$t(972) = 4.89, p < .001$], and pride [$t(972) = 6.19, p < .001$].

Table 6*Descriptive Data of the Individual Emotion Variables and Comparison of the Two Groups*

| | Group | Mean | SD | T | p value |
|--------------|-------|------|------|-------|---------|
| Boredom | LPG | 3.24 | 1.23 | -6.28 | <.001 |
| | HPG | 2.76 | 1.09 | | |
| Hopelessness | LPG | 2.94 | 1.33 | -8.50 | <.001 |
| | HPG | 2.26 | 1.15 | | |
| Shame | LPG | 2.57 | 1.18 | -3.52 | <.001 |
| | HPG | 2.31 | 1.05 | | |
| Anger | LPG | 2.26 | 1.26 | -1.70 | 0.90 |
| | HPG | 2.13 | 1.20 | | |
| Anxiety | LPG | 3.65 | 1.25 | -5.74 | <.001 |
| | HPG | 3.17 | 1.35 | | |
| Enjoyment | LPG | 3.66 | 1.17 | 4.06 | <.001 |
| | HPG | 3.95 | 1.03 | | |
| Hope | LPG | 3.69 | 1.20 | 4.89 | <.001 |
| | HPG | 4.05 | 1.09 | | |
| Pride | LPG | 3.55 | 1.34 | 6.19 | <.001 |
| | HPG | 4.06 | 1.21 | | |

Note. LPG (Low-proficiency Group), HPG (High-proficiency Group).

Tables 7 through 11 present descriptive data for each questionnaire item within the six variables—the ideal L2 self, the ought-to L2 self, L2 learning experience, L2 writing motivation, various emotions, and self-efficacy—to offer particular details of the results.

Table 7

Frequency of the Ideal L2 Self Between the Two Groups

| | <i>Low-Proficiency Group (n = 536)</i> | <i>High-Proficiency Group (n = 438)</i> |
|--|--|---|
| | <i>M (SD)</i> | <i>M (SD)</i> |
| 1. I like to think of myself as someone who is able to write fluently in English. | 4.10 (1.62) | 4.74 (1.23) |
| 2. Whenever I think of my future career, I imagine myself writing to communicate various ideas and opinions in English. | 3.83 (1.54) | 4.68 (1.21) |
| 3. I can imagine a situation in which I am communicating with foreigners by writing in English. | 4.00 (1.55) | 4.61 (1.13) |
| 4. I can imagine myself writing English to communicate on websites that people from all around the world visit/use. | 3.19 (1.67) | 4.27 (1.27) |
| 5. I can imagine myself having many international friends and colleagues and communicating with them in written English in the future. | 3.69 (1.62) | 4.39 (1.27) |
| 6. I can imagine myself studying/living abroad and having lively discussions with foreigners in written English in the future. | 3.46 (1.56) | 4.32 (1.34) |
| 7. I can imagine myself writing English e-mails/letters fluently. | 3.45 (1.64) | 4.41 (1.26) |

Table 8*Frequency of the Ought-To L2 Self Between the Two Groups*

| | <i>Low-Proficiency Group</i> | <i>High-Proficiency</i> |
|---|------------------------------|-------------------------|
| | <i>(n = 536)</i> | <i>Group (n = 438)</i> |
| | <i>M (SD)</i> | <i>M (SD)</i> |
| 1. I consider learning to write in English important because the people that I respect think that I should learn it. | 2.89 (1.81) | 3.36 (1.52) |
| 2. Learning to communicate in written English is important to me in order to gain the approval of my peers/teachers/family/boss/colleagues. | 2.96 (1.74) | 3.63 (1.45) |
| 3. There will be a negative impact on my life if I don't learn to write in English. | 3.24 (1.77) | 3.69 (1.34) |
| 4. It is necessary for me to learn to write in English because the people around me expect me to do so. | 2.64 (1.58) | 3.11 (1.38) |
| 5. If I fail to write effectively in English, I will be letting others down. | 2.54 (1.63) | 2.83 (1.34) |
| 6. I am learning to write in English because close friends of mine think it is important. | 2.42 (1.46) | 2.80 (1.48) |
| 7. Learning to write in English is important to me because other people will respect me more if I write fluently in English. | 2.39 (1.28) | 2.79 (1.38) |
| 8. Being a good writer in English is important for getting a good job. | 3.63 (1.71) | 4.45 (1.13) |

Table 9*Frequency of the L2 Experience Items Between the Two Groups*

| | <i>Low-Proficiency Group (n = 536) M (SD)</i> | <i>High-Proficiency Group (n = 438) M (SD)</i> |
|--|---|--|
| 1. I find using technology when writing in English interesting. | 3.10 (1.61) | 3.71 (1.27) |
| 2. I like the atmosphere of writing in English using technology. | 3.13 (1.66) | 3.48 (1.25) |
| 3. I always look forward to writing in English using technology. | 2.81 (1.44) | 3.24 (1.12) |
| 4. I would like to have more opportunities to write in English using technology. | 3.04 (1.50) | 3.39 (1.20) |
| 5. I enjoy writing about diverse topics in English using technology. | 3.06 (1.45) | 3.64 (1.25) |
| 6. I find using computers to be a good way to learn to write in English. | 3.04 (1.45) | 3.74 (1.20) |
| 7. I think time passes faster while writing in English using technology. | 2.64 (1.20) | 3.14 (1.20) |
| 8. I like to have many opportunities to write in English on websites. | 3.86 (1.56) | 4.36 (1.21) |
| 9. I feel good when I am expecting feedback on my English writing while communicating with others in and outside of my writing class. | 3.91 (1.66) | 4.37 (1.24) |
| 10. Feedback provided by and interactions with instructors, friends, foreigners, group members, etc. using diverse technology tools help me to become a better writer. | 4.04 (1.57) | 4.59 (1.08) |
| 11. I like it when all of my mistakes (grammar, content, organization, spelling, and punctuation) are corrected. | 4.02 (1.70) | 4.12 (1.17) |
| 12. I remember the mistakes that were corrected, and I try not to make them again. | 3.71 (1.48) | 4.23 (1.14) |
| 13. I like to get comments on my writing like “You need to work on...” | 3.79 (1.45) | 3.95 (1.26) |
| 14. I like to receive feedback only on grammar, spelling, and vocabulary errors in my writing. | 2.99 (1.40) | 3.45 (1.23) |
| 15. I like to receive feedback only on my ideas and content in my writing. | 3.47 (1.55) | 3.94 (1.24) |

| | | |
|---|-------------|-------------|
| 16. I actively think about what I have learned from the feedback. | 3.59 (1.52) | 4.10 (1.11) |
|---|-------------|-------------|

Note. When referring to “technology,” one can imagine any technology and online tools, websites, and applications that an individual can use for writing in English, including but not limited to: Tools integrated into one’s school Learning Management System (LMS), Google Docs, MS Word, YouTube, Reddit, Instagram, Facebook, Grammarly, Turnitin, etc.

Table 10*Frequency of the L2 Writing Self-Efficacy Items Between the Two Groups*

| | <i>Low-Proficiency Group</i> | <i>High-Proficiency</i> |
|---|------------------------------|-------------------------|
| | <i>(n = 536)</i> | <i>Group (n = 438)</i> |
| | <i>M (SD)</i> | <i>M (SD)</i> |
| 1. I am confident that I can express myself when writing in English. | 3.24 (1.60) | 3.88 (1.29) |
| 2. I am sure that I will be able to master English writing skills. | 3.58 (1.61) | 4.11 (1.29) |
| 3. I think that I will be able to communicate with people from other countries in English without any problems. | 3.81 (1.56) | 4.17 (1.27) |
| 4. Compared with other students, I do better than them when it comes to writing in English. | 3.40 (1.35) | 4.01 (1.26) |
| 5. I am certain I will be able to solve problems and tasks when writing in English. | 3.60 (1.40) | 4.10 (1.30) |
| 6. I am sure that I will be able to acquire higher English proficiency. | 4.00 (1.39) | 4.30 (1.23) |
| 7. I am sure that I am good at writing in English. | 3.81 (1.43) | 4.22 (1.26) |
| 8. I can make a good plan for organizing my essays in English. | 3.57 (1.44) | 4.24 (1.27) |
| 9. I can revise my first draft of an essay in English to create a better-organized essay. | 2.99 (1.44) | 4.08 (1.29) |
| 10. I can free-write to get my thoughts out in English. | 2.72 (1.54) | 3.85 (1.16) |

Table 11*Frequency of the Emotions Items Between the Two Groups*

| | <i>Low-Proficiency Group (n = 536) M (SD)</i> | <i>High-Proficiency Group (n = 438) M (SD)</i> |
|--|---|--|
| <i>Boredom</i> | | |
| 1. I feel like leaving class during an assignment that requires me to write in English because it is so boring. | 3.37 (1.49) | 3.08 (1.45) |
| 2. I get bored while writing in English. | 3.19 (1.53) | 2.61 (1.21) |
| 3. I find writing in English fairly dull. | 3.15 (1.46) | 2.60 (1.22) |
| <i>Hopelessness</i> | | |
| 4. I'd rather not write in English because there is no chance of understanding the topics anyway. | 3.16 (1.51) | 2.40 (1.32) |
| 5. I have lost all hope of understanding how to write in English. | 3.08 (1.60) | 2.18 (1.14) |
| 6. I feel hopeless when I think about writing in English. | 2.59 (1.45) | 2.19 (1.23) |
| <i>Shame</i> | | |
| 7. I feel ashamed that I don't understand something when writing in English. | 2.86 (1.56) | 2.36 (1.14) |
| 8. I get embarrassed when writing in English because I don't understand the topic. | 2.56 (1.45) | 2.17 (1.10) |
| 9. Even before starting to write in English, I feel ashamed because I already know that I don't write well in English. | 2.29 (1.54) | 2.06 (1.22) |
| <i>Anger</i> | | |
| 10. I feel anger welling up in me while writing in English. | 2.29 (1.45) | 2.21 (1.37) |
| 11. Thinking about all the useless things I have to learn to write in English makes me irritated. | 2.10 (1.32) | 2.03 (1.20) |
| 12. I am fairly annoyed when writing in English. | 2.39 (1.52) | 2.15 (1.24) |
| <i>Anxiety</i> | | |
| 13. I worry about the difficulty of the things I might be asked to do when writing in English. | 3.51 (1.57) | 3.05 (1.44) |
| 14. I worry about making mistakes while writing compositions in English. | 3.63 (1.37) | 3.22 (1.41) |

| | | |
|--|-------------|-------------|
| 15. Thinking about writing in English makes me feel anxious. | 3.81 (1.45) | 3.25 (1.51) |
| <i>Enjoyment</i> | | |
| 16. I am motivated to write in English because it's fun and exciting. | 3.61 (1.33) | 3.75 (1.26) |
| 17. I enjoy writing in English. | 3.49 (1.38) | 3.88 (1.14) |
| 18. I'm glad it paid off to write in English. | 3.88 (1.36) | 4.21 (1.21) |
| <i>Hope</i> | | |
| 19. I am confident when I go to my English writing class. | 3.51 (1.28) | 3.85 (1.11) |
| 20. I have an optimistic view toward writing in English. | 3.87 (1.33) | 4.19 (1.17) |
| 21. I have great hope that my abilities in writing in English will be sufficient. | 3.71 (1.44) | 4.06 (1.33) |
| <i>Pride</i> | | |
| 22. I take pride in the fact that I can understand an assigned topic and develop my ideas accordingly when I write in English. | 3.42 (1.43) | 4.06 (1.25) |
| 23. I think that I can be proud of what I know about communicating in written English. | 3.68 (1.53) | 4.03 (1.39) |
| 24. Because I take pride in my accomplishments when learning to write in English, I am motivated to continue. | 3.55 (1.49) | 4.09 (1.38) |

Next, Pearson correlation tests were used to measure the strength and direction of the linear correlations between the variables in each group. The assumptions were checked to perform a Pearson correlation test and interpret the results, and it was confirmed that the data satisfied all the assumptions. Because all the items included in the modified motivation questionnaire were measured as Likert-scale scores (1 through 6), they were continuous. The items were mutually exclusive, which denotes independence. Each observation in the dataset had a pair of values. There were no spurious outliers. Kolmogorov-Smirnov and Shapiro-Wilk tests were used to test the normality of the data, $p < 001$. Since the normality assumption is only required for smaller sample sizes of 20 or less, it is limited in its application to this study (le

Cessie et al., 2020; Ghasemi & Zahediasl, 2012). However, the violation of the normality assumption should not cause major issues in parametric tests with sample sizes of more than 30 or 40 (Ghasemi & Zahediasl, 2012, p. 486). According to the central limit theorem, the sampling distribution tends to be normal, regardless of how values are distributed in the population, and the consequence is that many test results are unaffected by severe violations of normality (Ghasemi & Zahediasl, 2012). If sample sizes are reasonable, as is the case with this study, normality tests are often meaningless (le Cessie et al., 2020; Ghasemi & Zahediasl, 2012). Thus, Pearson correlation tests were run in this study as planned.

Tables 12 and 13 show that for both groups, L2 writing motivation was significantly and positively related to the ideal L2 self, the ought-to L2 self, L2 learning experience, and L2 writing self-efficacy. Results also demonstrated that the low-proficiency group's L2 writing motivation was significantly but negatively correlated with negative emotions, except anxiety. The high-proficiency group's L2 writing motivation was found to be significantly but negatively correlated with shame and positively correlated with anxiety. Both groups' L2 writing motivation was positively correlated with positive emotions. The highest positive correlation between L2 writing motivation and L2 learning experience was observed in both groups: the low-proficiency group ($r = .85, p < .001$) and the high-proficiency group ($r = .70, p < .001$).

The high-proficiency group of students' L2 writing motivation was found to have moderate positive correlations with the ideal L2 self ($r = .64, p < .001$) and L2 writing self-efficacy ($r = .63, p < .001$), while a weak relationship was linked to the ought-to L2 self ($r = .33, p < .001$). In the high-proficiency group, shame ($r = -.13, p < .001$) and anxiety ($r = .15, p < .001$) had negligible correlations with L2 writing motivation, and there were no significant correlations between L2 writing motivation and the rest of the negative emotions. In addition, the

high-proficiency group of students' L2 writing motivation was moderately, positively related to all the positive emotions: enjoyment ($r = .69, p < .001$), hope ($r = .67, p < .001$), and pride ($r = .63, p < .001$).

The low-proficiency group of students' L2 writing motivation was significantly linked to the ideal L2 self ($r = .71, p < .001$) and moderately linked to the ought-to L2 self ($r = .47, p < .001$) and L2 writing self-efficacy ($r = .54, p < .001$). Their L2 writing motivation showed a moderate negative correlation with hopelessness ($r = -.50, p < .001$) and weak and negative relationships with boredom ($r = -.29, p < .05$), shame ($r = -.39, p < .05$), and anger ($r = -.37, p < .05$). There was no significant relationship found between their L2 writing motivation and anxiety. Additionally, the low-proficiency group of students' L2 writing motivation was weakly, positively correlated to all the positive emotions: enjoyment ($r = .41, p < .001$), hope ($r = .37, p < .001$), and pride ($r = .45, p < .001$).

Table 12*Correlations Among Variables and L2 Writing Motivation for the Low-Proficiency Group*

| | <i>Low-Proficiency Group (n = 536)</i> | | | | | | | | | | | |
|-----------------------|--|-------|--------|--------|--------|--------|--------|--------|------|-------|-------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| L2 writing motivation | .71** | .47** | .85** | .54** | -.29** | -.50** | -.39** | -.37** | -.01 | .41** | .37** | .45** |
| 1 | - | | | | | | | | | | | |
| 2 | .23** | - | | | | | | | | | | |
| 3 | .66** | .34** | - | | | | | | | | | |
| 4 | .38** | .39** | .51** | - | | | | | | | | |
| 5 | -.26** | .13** | -.35** | -.17** | - | | | | | | | |
| 6 | -.34** | -.07 | -.49** | -.35** | .73** | - | | | | | | |
| 7 | -.36** | .17** | -.43** | -.15** | .78** | .77** | - | | | | | |
| 8 | -.27** | .08 | -.36** | -.38** | .53** | .66** | .72** | - | | | | |
| 9 | -.04 | .07 | .001 | -.10* | .31** | .32** | .38** | .26** | - | | | |
| 10 | .40** | .05 | .50** | .55** | -.35** | -.30** | -.29** | -.37** | .10* | - | | |
| 11 | .37** | .02 | .48** | .54** | -.32** | -.28** | -.24** | -.34** | .04 | .93** | - | |
| 12 | .38** | .20** | .44** | .65** | -.13** | -.22** | -.11* | -.31** | .10* | .74** | .80** | - |

** $p < .001$. * $p < 0.05$

Note. 1 (Ideal L2 self), 2 (Ought-to L2 self), 3 (L2 learning experience), 4 (L2 writing self-efficacy), 5 (Boredom), 6 (Hopelessness), 7 (Shame), 8 (Anger), 9 (Anxiety), 10 (Enjoyment), 11 (Hope), and 12 (Pride).

Table 13*Correlations Among Variables and L2 Writing Motivation for the High-Proficiency Group*

| | <i>High-Proficiency Group (n = 438)</i> | | | | | | | | | | | |
|-----------------------|---|-------|-------|--------|-------|-------|--------|--------|-------|-------|-------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| L2 writing motivation | .64** | .33** | .70** | .63** | .09 | -.01 | -.13** | -.08 | .15** | .69** | .67** | .63** |
| 1 | - | | | | | | | | | | | |
| 2 | .33** | - | | | | | | | | | | |
| 3 | .48** | .37** | - | | | | | | | | | |
| 4 | .70** | .18** | .61** | - | | | | | | | | |
| 5 | -.13** | .35** | .19** | -.15** | - | | | | | | | |
| 6 | -.21** | .37** | .07 | -.23** | .70** | - | | | | | | |
| 7 | -.26** | .41** | -.01 | -.27** | .73** | .88** | - | | | | | |
| 8 | -.21** | .37** | .01 | -.25** | .64** | .86** | .81** | - | | | | |
| 9 | .04 | .28** | .09 | -.15** | .52** | .47** | .46** | .49** | - | | | |
| 10 | .66** | .28** | .62** | .72** | -.09 | -.06 | -.16** | -.08 | .02 | - | | |
| 11 | .69** | .30** | .62** | .76** | -.07 | -.11* | -.17** | -.13** | .03 | .92** | - | |
| 12 | .68** | .28** | .52** | .70** | -.07 | -.10* | -.16** | -.13** | .07 | .78** | .89** | - |

** $p < .001$. * $p < 0.05$

Note. 1 (Ideal L2 self), 2 (Ought-to L2 self), 3 (L2 learning experience), 4 (L2 writing self-efficacy), 5 (Boredom), 6 (Hopelessness), 7 (Shame), 8 (Anger), 9 (Anxiety), 10 (Enjoyment), 11 (Hope), and 12 (Pride).

A hierarchical regression analysis was performed to formulate the best-fitting model to analyze and predict L2 writing motivation in both groups. Prior to conducting the hierarchical regression analysis, the relevant assumptions of the statistical analysis were tested. First, a sample size of 974 was deemed adequate given the 12 independent variables to be included in the analysis (Tabachnick & Fidell, 2001). The assumption of singularity was met as the independent variables (ideal L2 self, ought-to L2 self, L2 learning experience, L2 writing self-efficacy, boredom, hopelessness, shame, anger, anxiety, enjoyment, hope, and pride) were not a combination of other independent variables. Many researchers consider a VIF (Variance Inflation Factor) value greater than 10 as an indicator of multicollinearity (e.g., Vittinghoff et al., 2012). If the VIF value is greater than 10, or the Tolerance is less than 0.1, then there should be concerns over multicollinearity. Tests to see if the data met the assumption of collinearity indicated that multicollinearity using the variance inflation factor (VIF) was not a concern, except in the case of *hope* (High-Proficiency Group: Tolerance = .09, VIF = 11.346; Low-Proficiency Group: Tolerance = .09, VIF = 11.346). Because the VIF value is greater than 10 and the Tolerance is less than 0.1, the decision was made to remove *hope* as an independent variable. An examination of the Mahalanobis distance scores indicated no multivariate outliers. Residual and scatter plots indicated the assumptions of normality, linearity, and homoscedasticity were met (Pallant, 2007).

A three-step hierarchical regression was conducted with L2 writing motivation as the dependent variable. The demographic variables (age, gender, and length of learning English) were entered in Block 1 of the regression to control for their potential effects on L2 writing motivation. The three main motivational variables within the L2 motivational self system (ideal

L2 self, ought-to L2 self, and L2 learning experience) were entered in Block 2, and the individual variables (L2 writing self-efficacy and the various emotions) in Block 3.

Table 14

Summary of the Hierarchical Regression Analysis for Variables Predicting L2 Writing Motivation of the Low-Proficiency Group

| Dependent variable | Predictor | Unstandardized coefficients | | Standardized coefficients | | |
|--------------------------|--------------------------|-----------------------------|-----------|---------------------------|-----------------|-----------------|
| | | β | <i>SE</i> | Beta | <i>t</i> values | <i>p</i> values |
| L2 writing motivation | <i>Model 1</i> | | | | | |
| | Age | .10 | .04 | .11 | 2.59 | .01* |
| | Gender | -.01 | .11 | -.01 | -.12 | .91 |
| | LLE | .04 | .06 | .03 | .66 | .51 |
| | R ² | .02 | | | | |
| | <i>Model 2</i> | | | | | |
| | Age | .19 | .02 | .13 | 6.50 | <.001** |
| | Gender | -.03 | .05 | -.01 | -.55 | .58 |
| | LLE | -.01 | .03 | -.01 | -.31 | .76 |
| | Ideal L2 self | .23 | .02 | .27 | 10.54 | <.001** |
| | Ought-to L2 self | .25 | .02 | .25 | 11.58 | <.001** |
| | L2LE | .66 | .03 | .58 | 22.07 | <.001** |
| | R ² | .81 | | | | |
| | Change of R ² | .80 | | | | |
| | <i>Model 3</i> | | | | | |
| | Age | .13 | .02 | .15 | 7.91 | <.001** |
| | Gender | -.03 | .05 | -.01 | -.55 | .58 |
| | LLE | .01 | .03 | .01 | .32 | .75 |
| | Ideal L2 self | .23 | .02 | .27 | 11.16 | <.001** |
| | Ought-to L2 self | .24 | .02 | .23 | 10.55 | <.001** |
| | L2LE | .57 | .03 | .50 | 17.23 | <.001** |
| | L2WSE | .05 | .03 | .05 | 1.60 | .11 |
| | Boredom | .04 | .03 | .04 | 1.39 | .16 |
| | Hopelessness | -.17 | .03 | -.18 | -5.37 | <.001** |
| | Shame | .01 | .04 | .01 | .33 | .74 |
| | Anger | -.06 | .03 | -.06 | -1.97 | .049* |
| | Anxiety | .08 | .02 | .08 | 3.81 | <.001** |
| Enjoyment | -.11 | .03 | -.11 | -3.44 | <.001** | |
| Pride | .05 | .03 | .06 | 1.84 | .07 | |
| R ² | .84 | | | | | |
| Change of R ² | .03 | | | | | |

p* < .05; *p* < .01.

Note. LLE (Length of learning English), L2LE (L2 learning experience), and L2WSE (L2 writing self-efficacy).

Table 14 demonstrates that for the low-proficiency group of students, the hierarchical multiple regression revealed that in Model 1, age ($\beta = .11, p < .05$) contributed significantly to the regression model, $F(3, 532) = 2.68, p < .05$, and accounted for 1.5% of the variation in L2 writing motivation. In Model 2, introducing the three variables of the L2 motivational self system explained an additional 80% of variation in L2 writing motivation, and this change in R^2 was significant, $F(6, 529) = 384.41, p < .001$. Age ($\beta = .13, p < .001$), the ideal L2 self ($\beta = .27, p < .001$), the ought-to L2 self ($\beta = .25, p < .001$), and L2 learning experience ($\beta = .58, p < .001$) were significant predictors of L2 writing motivation. In Model 3, when all nine individual variables were included in the regression model, the model explained an additional 3% of the variation in L2 writing motivation and accounted for 84% of the variance in L2 writing motivation in total. This change in R^2 was also significant, $F(14, 521) = 199.08, p < .001$. Age ($\beta = .13, p < .001$), the ideal L2 self ($\beta = .23, p < .001$), the ought-to L2 self ($\beta = .24, p < .001$), L2 learning experience ($\beta = .57, p < .001$), hopelessness ($\beta = -.17, p < .001$), anxiety ($\beta = .08, p < .001$), and enjoyment ($\beta = -.11, p < .001$) were statistically significant.

Table 15

Summary of the Hierarchical Regression Analysis for Variables Predicting L2 Writing Motivation of the High-Proficiency Group

| Dependent variable | Predictor | Unstandardized coefficients | | Standardized coefficients | | |
|--------------------------|--------------------------|-----------------------------|-----------|---------------------------|-----------------|-----------------|
| | | β | <i>SE</i> | Beta | <i>t</i> values | <i>p</i> values |
| L2 writing motivation | <i>Model 1</i> | | | | | |
| | Age | -.08 | .02 | -.17 | -3.65 | <.001** |
| | Gender | -.40 | .10 | -.18 | -3.84 | <.001** |
| | LLE | .20 | .05 | .20 | 4.10 | <.001** |
| | R ² | .07 | | | | |
| | <i>Model 2</i> | | | | | |
| | Age | -.03 | .02 | -.07 | -2.14 | .03* |
| | Gender | -.30 | .07 | -.14 | -4.46 | <.001** |
| | LLE | .03 | .03 | .03 | .86 | .39 |
| | Ideal L2 self | .38 | .03 | .38 | 10.98 | <.001** |
| | Ought-to L2 self | -.01 | .04 | -.01 | 11.45 | .85 |
| | L2LE | .69 | .05 | .51 | 14.37 | <.001** |
| | R ² | .62 | | | | |
| | Change of R ² | .55 | | | | |
| | <i>Model 3</i> | | | | | |
| | Age | -.04 | .01 | -.08 | -2.78 | .006** |
| | Gender | -.44 | .07 | -.20 | -6.36 | <.001** |
| | LLE | .01 | .03 | .01 | .38 | .71 |
| | Ideal L2 self | .19 | .04 | .19 | 4.38 | <.001** |
| | Ought-to L2 self | .02 | .04 | .02 | .57 | .57 |
| | L2LE | .46 | .06 | .34 | 8.49 | <.001** |
| | L2WSE | -.03 | .05 | -.03 | -.56 | .58 |
| | Boredom | .15 | .04 | .15 | 3.51 | <.001** |
| | Hopelessness | .26 | .07 | .29 | 4.06 | <.001** |
| | Shame | -.44 | .07 | -.43 | -6.51 | <.001** |
| | Anger | -.04 | .05 | -.04 | -.76 | .45 |
| | Anxiety | .11 | .03 | .11 | 3.13 | .002** |
| Enjoyment | .08 | .05 | .20 | 3.91 | <.001** | |
| Pride | .21 | .04 | .15 | 3.06 | .002** | |
| R ² | .71 | | | | | |
| Change of R ² | .08 | | | | | |

* $p < .05$; ** $p < .01$.

Note. LLE (Length of learning English), L2LE (L2 learning experience), and L2WSE (L2 writing self-efficacy).

As shown in Table 15, for the high-proficiency group of students, in Model 1, the hierarchical multiple regression results showed that all variables, age ($\beta = -.17, p < .001$), gender ($\beta = -.18, p < .001$), and length of learning English ($\beta = .20, p < .001$), were statistically significant to the regression model, $F(3, 434) = 10.85, p < .001$, and accounted for 7% of the variation in L2 writing motivation. The three variables of the L2 motivational self system were added to Model 2, which explained an additional 62% of variation in L2 writing motivation. This change in R^2 was significant, $F(6, 431) = 119.18, p < .001$. In this model, age ($\beta = -.07, p < .05$), gender ($\beta = -.14, p < .001$), the ideal L2 self ($\beta = .38, p < .001$), and L2 learning experience ($\beta = .51, p < .001$) significantly predicted L2 writing motivation, while length of learning English was no longer significant. In Model 3, all nine individual variables were added to the regression model, which explained an additional 9% of the variation in L2 writing motivation and accounted for 71% of the variance in L2 writing motivation in total. This change in R^2 was also significant, $F(14, 423) = 73.34, p < .001$. This model indicated that age ($\beta = -.04, p < .01$), gender ($\beta = -.44, p < .001$), the ideal L2 self ($\beta = .19, p < .001$), L2 learning experience ($\beta = .46, p < .001$), boredom ($\beta = .15, p < .001$), hopelessness ($\beta = .26, p < .001$), shame ($\beta = -.44, p < .001$), anxiety ($\beta = .11, p < .01$), enjoyment ($\beta = .08, p < .001$), and pride ($\beta = .21, p < .01$) were found to be significant predictors of the high-proficiency group of students' L2 writing motivation. The ought-to L2 self was no longer significant, indicating that the ought-to L2 self did not emerge as a substantial predictor of L2 writing motivation ($\beta = .02, p = .57$).

CHAPTER 5

DISCUSSION AND CONCLUSION

This chapter summarizes the results of the data analysis presented in Chapter 4. Integrated interpretations of the results are reported to discuss the findings aligned with the research questions. Discussion and implications for theory and practice are also presented. Suggestions for future research and limitations of the study will conclude this chapter.

Summary of the Findings

In the present study, the researcher attempted to examine to what extent the ideal L2 self, the ought-to L2 self, L2 experiences, L2 writing efficacy, and various emotions are associated with the L2 writing motivation of Korean English language learners in both the low-proficiency and high-proficiency groups. The current study investigated whether the expanded version of Dörnyei's (2009) L2 motivational self system can be applied to explain Korean learners' English writing motivation and further examined how the L2 motivational self system works for college-level L2 learners. The findings showed that the expanded L2 motivational self system is a valid model to explain Korean English learners' L2 motivation. The three main constructs of the L2 motivational self system (the ideal L2 self, the ought-to L2 self, and L2 learning experience) concerning L2 writing were clearly defined (see Figure 2, p. 34) and accounted for L2 writing motivation to some extent in both groups. It was also revealed that the ideal L2 self, L2 learning experience, hopelessness, anxiety, and enjoyment are significantly predictive of both the low-proficiency and high-proficiency groups' L2 writing motivation. The greater the extent to which students have a stronger ideal L2 self-image, the more motivated they are to write in English.

Students with an active L2 self-image (e.g., writing fluently in English, communicating well with foreigners on websites, etc.) tended to consider L2 learning experience (in this study, learning to write in English) as a constructive step toward achieving their future selves, which may trigger diverse emotional states. Interestingly, both negative and positive emotions were linked to L2 writing motivation.

Research Question 1: Is there any significant relationship between the ideal L2 self and English language learners' writing motivation?

Hypothesis: There will be significant, positive relationships between the ideal L2 self and English language learners' writing motivation.

For both the low-proficiency and high-proficiency groups, L2 writing motivation was significantly and positively related to the ideal L2 self. The high-proficiency group of students' L2 writing motivation was found to have moderate positive correlations, and the low-proficiency group of students' L2 writing motivation was found to have moderate positive correlations. Results also showed that the ideal L2 self was a significant predictor of L2 writing motivation in both groups. The ideal L2 self is important not only in enhancing students' positive mindsets about learning L2 writing but also in leading them toward positive learning experiences in L2 writing, which in turn influences their L2 writing motivation. Thus, the ideal L2 self seems to be an appropriate concept for understanding Korean students' L2 writing motivation. Consistent with Deci and Ryan's (1985) motivational theories, the findings indicated that the ideal L2 self, as a strong self-image and underlying interest, may have a greater influence on L2 writing motivation. There was a significant difference between the high-proficiency group of students and the low-proficiency group of students regarding their ideal L2 self. This finding suggests that

the high-proficiency group's ideal self-images have a greater impact on their motivated behaviors in the L2 writing learning process.

Research Question 2: Is there any significant relationship between the ought-to L2 self and English language learners' writing motivation?

Hypothesis: There will be significant, positive relationships between the ought-to L2 self and English language learners' writing motivation.

For both groups, L2 writing motivation was also significantly and positively related to the ought-to L2 self. The low-proficiency group's L2 writing motivation was found to have moderate positive correlations with the ought-to L2 self, whereas the students in the high-proficiency group showed a weak relationship linked to the ought-to L2 self.

The ought-to L2 self was a significant predictive of the low-proficiency group of students' L2 writing motivation. The students' ought-to L2 self is socially and culturally constructed (Cho, 2016); the influence and expectations of significant others, such as teachers, parents, and friends, are key in the development of an ought-to L2 self (Csizér & Kormos, 2009; Csizér & Lukacs, 2010; Kormos & Csizér, 2008; Kormos et al., 2011; Lamb, 2012; Papi, 2010; Taguchi et al., 2009). This finding may be related to the nature of this particular low-proficiency group, largely comprised of freshmen students, who still tended to seek social approval from their significant others or from members of their immediate communities. Thus, this finding suggested that the students in the low-proficiency group, who were learning English writing to meet the expectations of their school curricula, teachers, peers, parents, colleagues, or senior students (e.g., taking a required English writing course), tended to be motivated to write in English. In Korea, since English is learned with a strong association with social presence and success, practicality and instrumentality are given priority over authentic interest in learning an

L2 (Kim & Kim, 2012; Lee & Lee, 2021). Research studies have reported that excessive expectations and valuations for English learning in L2 learners may negatively influence their L2 learning motivation. However, in contrast with these studies (e.g., Chen et al., 2005; Huang et al., 2015; Kim, 2012; Kormos et al., 2011), the present study reported that the low-proficiency level students tended to be motivated to learn L2 writing more by social expectations and social norms than a general interest in the L2. On the other hand, for the high-proficiency group of students, perceived social norms or extrinsic incentives (e.g., getting good grades) for learning to write in English, represented by the ought-to L2 self, were not beneficial to enhancing their L2 writing motivation. Weak but significantly positive correlations between the ideal L2 self and the ought-to L2 self were found for both groups. This implies that the students having a higher ideal L2 self tended to possess a greater ought-to L2 self concept, indicating that the two constructs are not dichotomous in nature (Cho, 2016; Lee & Lee, 2021). The stronger relationship between the ideal L2 self and the ought-to L2 self observed in the high-proficiency group compared to the low-proficiency group suggests that the high-proficiency group of students is able to transform external social expectations and obligations into internalized goals to a greater extent than the low-proficiency group, probably due to their capabilities to distinguish and personalize external goals (e.g., Cho, 2016; Kim & Lee, 2013).

Research Question 3: Is there any significant relationship between L2 learning experiences and English language learners' writing motivation?

Hypothesis: There will be significant, positive relationships between L2 learning experience and English language learners' writing motivation.

The third component, L2 learning experience, was found to be most important to L2 writing motivation. Strong and positive correlations between L2 learning experience and L2

writing motivation were found in both groups. These findings were consistent with those of previous studies (e.g., Cho, 2016; Li, 2014; Papi, 2010; You, 2016). Results indicated that it is important to develop essential positive attitudes towards tangible and immediate language learning experiences related to L2 writing motivation. These findings also advocate instructors' endeavors to create positive instruction and encouraging learning atmospheres and to build constructive relationships between instructors and students (e.g., Cho, 2016; Dewaele et al., 2018; Lai et al., 2015; Lee, 2019b; Lee & Lee, 2021). Students in both groups reported that they often use technology tools and online programs to learn English writing in L2. They can communicate with English speakers on social media in written English, post comments to English YouTube videos, and have discussions on debatable topics on websites. Instructors can develop and implement tasks that can promote students' positive learning experiences. This suggests that technology integration into curricula and appropriate use of diverse online resources may serve as effective methods to enhance students' positive learning experiences, motivate them to write in English, and eventually help students create a positive learning environment in which they can sustain and develop their ideal L2 self concepts, leading to enhanced L2 writing motivation.

Research Question 4: Are there significant relationships between individual variables and English language learners' writing motivation?

Hypothesis 4-1: There will be positive relationships between English language learners' writing motivation and positive emotions.

Hypothesis 4-2: There will be negative relationships between English language learners' writing motivation and negative emotions.

Hypothesis 4-3: There will be positive relationships between English language learners' writing motivation and self-efficacy.

The low-proficiency group's L2 writing motivation was significantly but negatively correlated with negative emotions (boredom, hopelessness, shame, and anger) except *anxiety*, while the high-proficiency group's L2 writing motivation was weakly and significantly correlated with only two negative emotions, *shame* and *anxiety*. Both groups' L2 writing motivation is positively correlated with all positive emotion variables (enjoyment, hope, and pride). The high-proficiency group of students' L2 writing motivation showed a stronger relationship linked to positive emotion variables. Korean EFL learners often experience negative emotions while learning English (e.g., Hong et al., 2017; Kim & Kim, 2016; Lee, 2019a). For the high-proficiency group of students, both *enjoyment* and *anxiety* positively predicted L2 writing motivation. The strong and positive association between *enjoyment* and L2 writing motivation was expected because enjoyment in language learning has been associated with the most intrinsic types and highest levels of motivation (e.g., Noels et al., 2003; Tahmouresi & Papi, 2021). Designing and developing in and outside of classroom activities using diverse technology can be a possible way in which instructors can help their students have positive emotional experiences in learning L2 writing.

L2 writing motivation was found to be significantly and positively related to L2 writing self-efficacy for both groups. The high-proficiency group of students' L2 writing motivation was found to have moderate positive correlations with L2 writing self-efficacy, and the low-proficiency group of students' L2 writing motivation was also found to have moderate positive correlations with L2 writing self-efficacy. However, L2 writing self-efficacy was not found to be a significant predicative of the L2 writing motivation in both groups.

Limitations

There are some limitations to this study. First, the two questionnaires included self-reported data that are subject to a number of influences, including the impact of response bias. Second, the participants were recruited from five different universities in Seoul, Korea. It could be argued that there may be different demands placed on other online English learning communities as well as face-to-face English language classrooms both in the U.S. and in other countries. Caution, therefore, should be exercised in attempting to generalize the current findings beyond this specific Korean population. Third, since the present study includes only Korean university students, possible comparable pairs (e.g., K-12 students, students from other countries who are studying in Korea, L2 learners in the U.S.) were not investigated. Lastly, although quantitative research can offer an overview of phenomena found in a particular population, it does not serve to uncover participants' deep experiences, personal relationships, or future endeavors that truly motivate them in learning and writing in English. Therefore, a qualitative or mixed methods approach could serve to bolster and add deeper context to the findings of this study.

Recommendations for Future Research

Future studies are needed to examine the depth of the findings of the present study.

First, although 974 Korean EFL university students were recruited from five institutions in Seoul, Korea to participate in this study, the findings of the present study may not be representative of all Korean EFL students. This calls for cross-validation by follow-up studies. There may be many factors influencing the English classroom atmosphere that generate positive learning experiences and that build positive future L2 selves with personalized and internalized goals, including students' academic backgrounds and majors, extracurricular L2 learning

experiences, prior formal education, encouraging relationships, and future plans and dreams. These factors might have affected the results of this study. In a future study, to achieve comparability of samples and provide more credible evidence, participants need to be recruited from comparable demographic backgrounds, and additional studies need to be conducted with different, larger populations, such as students in specific academic years or from other regions of and universities and colleges in Korea. Research that includes other Korean online English learning communities as well as face-to-face social networks in Korea and in other countries would provide a more comprehensive view of L2 writing motivation. Also, as this study found that students with a particular want to learn and write in English by electing to take additional coursework had a higher motivation and self-efficacy for learning and writing in an L2, it would be interesting to conduct a study with these motivated students, or even with motivated individuals outside of an academic setting, to garner why people might be motivated to learn and write in an L2 electively or outside of gaining college credit and without the academic pressure that might serve to dull motivation.

Second, the current study did not investigate the relationship between L2 writing motivation and EFL students' actual English proficiency levels. Future research needs to consider investigating to what extent their L2 writing motivation is closely connected with both their cognitive levels (e.g., grades, standardized English test scores) and their linguistic levels (e.g., speaking, vocabulary, reading, listening).

Third, self-reported data was the only data collected and analyzed in this study. As noted earlier, a mixed methods approach could be adopted in a future study to conduct a complete investigation of L2 writing motivation in order to examine L2 writing motivation holistically and understand the factors associated with L2 writing motivation. Qualitative data from follow-up

interviews and focal group interviews or discussions needs to be collected for triangulation to mitigate socially desirable responses (Mortel, 2008) and to have a more accurate understanding of the current findings. A positive relationship between L2 writing learning experience in technology-enhanced environments and L2 writing motivation was found; however, what aspects of L2 learning activities that influence students' L2 writing motivation or to what extent they may influence EFL students' L2 writing motivation needs to be investigated.

Fourth, in a future study, an in-depth exploration on how the L2 motivational self system framework interacts with individual variables and represents the relationships among the variables needs to be investigated to examine both direct and indirect causal relationships between unobserved variables using the structural equation model to expand the understanding of L2 writing motivation and more accurately explore the interplay of the individual variables impacting L2 writing motivation.

Conclusion

In the present study, the researcher explored how the expanded Dörnyei's (2009) L2 motivational self system provides a practical framework for analyzing and examining Korean EFL learners' L2 writing motivation, comparing two different proficiency groups. L2 learning experiences were found to be most important for L2 writing motivation, which supports Dörnyei's (2001) claim that (a) teachers are responsible for motivating students and (b) language practitioners should encourage students' positive attitudes toward learning.

Effective instructional approaches, positive classroom environments, and encouragement of motivating behaviors have been considered significant to make L2 learning experiences conducive and beneficial to students. It is also important for language learners to develop and visualize their ideal L2 self, which is correlated to positive L2 experiences, and highly effective

and facilitative outcomes can be expected for L2 writing motivation and learning. Assistance should be provided to help language learners internalize such prevalent external values and expectations in a way that is meaningful and relevant to them (Cho, 2016). In this way, students' ideal L2 self can be developed, which may have a powerful and persistent effect on L2 writing motivation and the learning process.

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APPENDICES

Appendix A: IRB Approval Letter



The University of Georgia®

Phone 706-542-3199

Office of the Vice President for Research
Institutional Review Board

Fax 706-542-3660

APPROVAL OF PROTOCOL

August 6, 2015

Dear ROBERT Branch:

On 8/6/2015, the IRB reviewed the following submission:

| | |
|-----------------|---|
| Type of Review: | Initial Study |
| Title of Study: | The Effects of Formative Assessment on Second Language Learning |
| Investigator: | ROBERT Branch |
| IRB ID: | STUDY00002314 |
| Funding: | None |
| Grant ID: | None |

The IRB approved the protocol from 8/6/2015.

In conducting this study, you are required to follow the requirements listed in the Investigator Manual (HRP-103).

Sincerely,

Larry Nackerud, Ph.D.
University of Georgia
Institutional Review Board Chairperson

Appendix B: Background Questionnaire

❖ *Please respond to the following items.*

1. Age:
2. Gender: Male Female
3. What is your year of study? (e.g., freshman, sophomore, junior, or senior)
4. What is your major?
What is your minor, if any?
5. List the course title(s)/course level(s) of English courses in which you are enrolled.
6. List the English courses that you completed so far.
7. Indicate your English Language Test score(s), if any.
 - a. SAT:
 - b. TOEFL:
 - c. ACT:
 - d. IELTS:
 - e. TOEIC:
 - f. Other:
8. List any foreign languages other than English that you have learned and your proficiency.

9. Please respond to the following questions about your **English language learning** experience.

| | |
|--|---|
| Length of study | |
| Age you started to learn English | |
| Place(s) where you learn(ed) English | |
| Family member(s) who speak(s) English | |
| Overall proficiency level | Beginning (1) – 2 – 3 – 4 – 5 – 6 – Advanced-high (6) |
| Speaking proficiency level | Beginning (1) – 2 – 3 – 4 – 5 – 6 – Advanced-high (6) |
| Listening proficiency level | Beginning (1) – 2 – 3 – 4 – 5 – 6 – Advanced-high (6) |
| Reading proficiency level | Beginning (1) – 2 – 3 – 4 – 5 – 6 – Advanced-high (6) |
| Writing proficiency level | Beginning (1) – 2 – 3 – 4 – 5 – 6 – Advanced-high (6) |
| Grammar proficiency level | Beginning (1) – 2 – 3 – 4 – 5 – 6 – Advanced-high (6) |

10. What have you done/are you doing to improve your English skills?

11. Have you ever learned English in technology-enhanced contexts (e.g., online course, online forum, website, etc.)?

12. Please respond to the following questions about your **computer use**.

| | |
|---|---|
| How much time do you spend on a computing device (e.g., desktop or laptop computer, tablet, smartphone, etc.) in a typical day? | <ul style="list-style-type: none"> a. 0 – 30 minutes b. 30 minutes – 1 hour c. 1 hour – 2 hours d. More than 2 hours |
| How much time do you spend on online activities in a typical day? | <ul style="list-style-type: none"> a. 0 – 30 minutes b. 30 minutes – 1 hour c. 1 hour – 2 hours d. More than 2 hours |
| What activities do you engage in when you go online? Please check all that apply. | <ul style="list-style-type: none"> a. Access news b. Look for information c. Find places and services (e.g., Google Maps) d. Watch videos/TV/movies (e.g., YouTube) e. Play video games f. Listen to music g. Stay in touch with people via email h. Stay in touch with people via social networking service (e.g., Facebook, Instagram, Twitter) i. Other (please specify): |
| Do you think that using a computer/the Internet for your English coursework is enjoyable? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Do you think that using a computer/the Internet helps you get things done for learning English? | <input type="checkbox"/> Yes <input type="checkbox"/> No |

Appendix C: Motivation Questionnaire

The questions below ask for your opinions about learning a language. Read each of the following statements, and circle the appropriate number according to your feelings (agree/disagree). Do not leave any answers blank. Answer each item as honestly as you can.

| | Strongly Disagree | | | | | Strongly Agree |
|--|-------------------|---|---|---|---|----------------|
| The Ideal L2 Self | | | | | | |
| I like to think of myself as someone who is able to write fluently in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| Whenever I think of my future career, I imagine myself writing to communicate various ideas and opinions in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| I can imagine a situation in which I am communicating with foreigners by writing in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| I can imagine myself writing English to communicate on websites that people from all around the world visit/use. | 1 | 2 | 3 | 4 | 5 | 6 |
| I can imagine myself having many international friends and colleagues and communicating with them in written English in the future. | 1 | 2 | 3 | 4 | 5 | 6 |
| I can imagine myself studying/living abroad and having lively discussions with foreigners in written English in the future. | 1 | 2 | 3 | 4 | 5 | 6 |
| I can imagine myself writing English e-mails/letters fluently. | 1 | 2 | 3 | 4 | 5 | 6 |
| The Ought-to L2 Self | | | | | | |
| I consider learning to write in English important because the people that I respect think that I should learn it. | 1 | 2 | 3 | 4 | 5 | 6 |
| Learning to communicate in written English is important to me in order to gain the approval of my peers/teachers/family/boss/colleagues. | 1 | 2 | 3 | 4 | 5 | 6 |
| There will be a negative impact on my life if I don't learn to write in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| It is necessary for me to learn to write in English because the people around me expect me to do so. | 1 | 2 | 3 | 4 | 5 | 6 |
| If I fail to write effectively in English, I will be letting others down. | 1 | 2 | 3 | 4 | 5 | 6 |
| I am learning to write in English because close friends of mine think it is important. | 1 | 2 | 3 | 4 | 5 | 6 |
| Learning to write in English is important to me because other people will respect me more if I write fluently in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| Being a good writer in English is important for getting a good job. | 1 | 2 | 3 | 4 | 5 | 6 |

L2 Learning Experience

****Note:** When referring to “technology,” one can imagine any technology and online tools, websites, and applications that an individual can use for writing in English, including but not limited to: Tools integrated into one’s school Learning Management System (LMS), Google Docs, MS Word, YouTube, Reddit, Instagram, Facebook, Grammarly, Turnitin, etc.

| | | | | | | |
|--|---|---|---|---|---|---|
| I find using technology when writing in English interesting. | 1 | 2 | 3 | 4 | 5 | 6 |
| I like the atmosphere of writing in English using technology. | 1 | 2 | 3 | 4 | 5 | 6 |
| I always look forward to writing in English using technology. | 1 | 2 | 3 | 4 | 5 | 6 |
| I would like to have more opportunities to write in English using technology. | 1 | 2 | 3 | 4 | 5 | 6 |
| I enjoy writing about diverse topics in English using technology. | 1 | 2 | 3 | 4 | 5 | 6 |
| I find using computers to be a good way to learn to write in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| I think time passes faster while writing in English using technology. | 1 | 2 | 3 | 4 | 5 | 6 |
| I like to have many opportunities to write in English on websites. | 1 | 2 | 3 | 4 | 5 | 6 |
| I feel good when I am expecting feedback on my English writing while communicating with others in and outside of my writing class. | 1 | 2 | 3 | 4 | 5 | 6 |
| Feedback provided by and interactions with instructors, friends, foreigners, group members, etc. using diverse technology tools help me to become a better writer. | 1 | 2 | 3 | 4 | 5 | 6 |
| I like it when all of my mistakes (grammar, content, organization, spelling, and punctuation) are corrected. | 1 | 2 | 3 | 4 | 5 | 6 |
| Feedback helps me be a better writer. | 1 | 2 | 3 | 4 | 5 | 6 |
| I remember the mistakes that were corrected, and I try not to make them again. | 1 | 2 | 3 | 4 | 5 | 6 |
| I like to get comments on my writing like “You need to work on...” | 1 | 2 | 3 | 4 | 5 | 6 |
| I like to receive feedback only on grammar, spelling, and vocabulary errors in my writing. | 1 | 2 | 3 | 4 | 5 | 6 |
| I like to receive feedback only on my ideas and content in my writing. | 1 | 2 | 3 | 4 | 5 | 6 |
| I actively think about what I have learned from the feedback. | 1 | 2 | 3 | 4 | 5 | 6 |
| L2 Writing Motivation | | | | | | |
| I am prepared to expend a lot of effort to write in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| I would like to spend lots of time using written English to communicate. | 1 | 2 | 3 | 4 | 5 | 6 |
| I would like to write in English even if I were not required to do so. | 1 | 2 | 3 | 4 | 5 | 6 |
| I would like to concentrate on learning to write in English more than any other topic. | 1 | 2 | 3 | 4 | 5 | 6 |

| | | | | | | |
|---|---|---|---|---|---|---|
| If an English writing course were offered in the future, I would like to take it. | 1 | 2 | 3 | 4 | 5 | 6 |
| If my teacher gave the class an optional writing assignment, I would certainly volunteer to do it. | 1 | 2 | 3 | 4 | 5 | 6 |
| I am making progress toward becoming a stronger writer in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| Emotions | | | | | | |
| Boredom | | | | | | |
| I feel like leaving class during an assignment that requires me to write in English because it is so boring. | 1 | 2 | 3 | 4 | 5 | 6 |
| I get bored while writing in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| I find writing in English fairly dull. | 1 | 2 | 3 | 4 | 5 | 6 |
| Hopelessness | | | | | | |
| I'd rather not write in English because there is no chance of understanding the topics anyway. | 1 | 2 | 3 | 4 | 5 | 6 |
| I have lost all hope of understanding how to write in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| I feel hopeless when I think about writing in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| Shame | | | | | | |
| I feel ashamed that I don't understand something when writing in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| I get embarrassed when writing in English because I don't understand the topic. | 1 | 2 | 3 | 4 | 5 | 6 |
| Even before starting to write in English, I feel ashamed because I already know that I don't write well in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| Anger | | | | | | |
| I feel anger welling up in me while writing in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| Thinking about all the useless things I have to learn to write in English makes me irritated. | 1 | 2 | 3 | 4 | 5 | 6 |
| I am fairly annoyed when writing in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| Anxiety | | | | | | |
| I worry about the difficulty of the things I might be asked to do when writing in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| I worry about making mistakes while writing in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| Thinking about writing in English makes me feel anxious. | 1 | 2 | 3 | 4 | 5 | 6 |
| Hope | | | | | | |
| I am confident when I go to my English writing class. | 1 | 2 | 3 | 4 | 5 | 6 |
| I have an optimistic view toward writing in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| I have great hope that my abilities in writing in English will be sufficient. | 1 | 2 | 3 | 4 | 5 | 6 |
| Enjoyment | | | | | | |
| I am motivated to write in English because it's fun and exciting. | 1 | 2 | 3 | 4 | 5 | 6 |
| I enjoy writing in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| I'm glad it paid off to write in English. | 1 | 2 | 3 | 4 | 5 | 6 |

| Pride | | | | | | |
|--|---|---|---|---|---|---|
| I take pride in the fact that I can understand an assigned topic and develop my ideas accordingly when I write in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| I think that I can be proud of what I know about communicating in written English. | 1 | 2 | 3 | 4 | 5 | 6 |
| Because I take pride in my accomplishments when learning to write in English, I am motivated to continue. | 1 | 2 | 3 | 4 | 5 | 6 |
| L2 Writing Self-efficacy | | | | | | |
| I am confident that I can express myself when writing in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| I am sure that I will be able to master English writing skills. | 1 | 2 | 3 | 4 | 5 | 6 |
| I think that I will be able to communicate with people from other countries in English without any problems. | 1 | 2 | 3 | 4 | 5 | 6 |
| Compared with other students, I do better than them when it comes to writing in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| I am certain I will be able to solve problems and tasks when writing in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| I am sure that I will be able to acquire higher English proficiency. | 1 | 2 | 3 | 4 | 5 | 6 |
| I am sure that I am good at writing in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| I can make a good plan for organizing my essays in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| I can revise my first draft of an essay in English to create a better-organized essay. | 1 | 2 | 3 | 4 | 5 | 6 |
| I can free-write to get my thoughts out in English. | 1 | 2 | 3 | 4 | 5 | 6 |