L2 MOTIVATIONAL SELF SYSTEM:
A STUDY OF VIETNAMESE UNIVERSITY STUDENTS

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Abstract: This paper aims to investigate Vietnamese university learners' L2 motivation using L2 Motivational Self-System theory. There are 129 students from 11 universities in Ho Chi Minh City participating in this study. The two main instruments used in this research are an online questionnaire and online interviews. The main findings can be summarized in two points. Firstly, although having a vivid perception of their ideal language proficiency and quality, Vietnamese learners' motivation is still highly influenced by their environment and their family. Secondly, the results also indicate that despite sharing the dominance of L2 Ideal Self there are several differences in the motivational profiles of English major and non-English major students. Drawing some teaching implication, in order to promote and sustain L2 motivation, both the needs of promoting learners' Ideal L2 Self and their interest in English culture and improving teachers' learning are crucial.

Key words: L2 Motivational System, L2 learning

1. Introduction

Motivation is considered to be a crucial and fundamental factor in the second language learning process. Despite its complexity and multifaceted construct, it has always been one of the factors that have the strongest impact on the success of L2 learning by teachers and researchers (Gardner, 1972; Oxford, 1996, cited in Calvo, 2015). It is believed to provide the driving force to start learning a second language and contribute to maintaining the learning process (Dörnyei, 2001a). Motivation has become a central area of research and theoretical work in language learning in the last 50 years. Many empirical studies of L2 have placed their focus on determining the factors that affect learners' motivation. Since the beginning with Gardner and Lambert's (1972) research introducing the idea of "integrativeness", the motivation theories later turned to a more cognitive view, such as the self-determination theories and attribution theories in late 1990s. The most recent and updated motivational theory has been the L2 Motivational Self System proposed by Dörnyei (2009), which consists of three constituents: The Ideal L2 self, the Ought-to L2 self and the L2 Learning experience. Its broad frameworks and appropriate intention make it become the popular system that this uses to investigate Vietnamese learners' L2 Motivation.

2. Literature review

2.1. L2 Motivation theories and Dörnyei's L2 Motivational Self System

Understanding learner psychology is critical to developing effective teaching methods, especially when teaching a second language. Thus, second language learners' motivation has been a hot topic for decades. Gardner and Lambert (1972) proposed a motivation theory based on two

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orientations: integrative and instrumental. Initially, the two researchers assumed that integrative motivation stems from a desire to identify with native speakers and the target language community, whereas instrumental motivations stem from practical or pecuniary incentives. Over the last two decades, this hypothesis has dominated the field of language learner motivation. According to Gadner and Lambert (1972), a mechanism comparable to "social identification" can prolong motivation to learn a second language. This was thought to be the secret to motivating students. Strong (social identification and integration) and weak (affiliation and interest) versions of the integrative idea were hotly debated, according to Dörnyei. For example, Clement and Kruidenier (1983) found that language learners rarely use the strong form. Many academics believe Gardner and Lambert's (1972) approach does not fully explain the complexity and dynamic of second language acquisition. Moreover, Dörnyei (2009) argues that the integrative idea is obsolete as English becomes an international language with no fixed community of speakers. Crookes and Schmidt (1991) questioned the integrated concept's lack of "practical relevance" for teachers.

Dörnyei and Csizer (2002) later performed a comprehensive longitudinal survey of Hungarian secondary and university students' attitudes toward learning a foreign language to support the premise that self-concepts could help explain motivation. Dörnyei and Crizer (2002) noted that rather than being linked to an external reference group, integrativeness may be interpreted as an interior identification process within one's self notions. To this end, Dörnyei (2005) developed psychological theories of "possible selves". In response to these criticisms of the founding model of motivation theory, Gadner (2001) concurred with Dörnyei that a need to re-define motivation, specifically from a cognitive standpoint, had evolved. But the researcher liked the notion of integration. For example, Gadner (2001) argues that integrativeness is an indisputable aspect of language learning motivation.

The area also saw a movement from social psychology to a more cognitive paradigm concentrating on learners' cognitive processes. Definitive theories were proposed throughout this time. Some notable studies are Hull's (1943) drive theory, Atkinson and Birch's (1978) accomplishment theory, and Locke and Latham's (1994) goal-setting theory (cited by Williams, Mercer & Ryan, 2015). These theories are all interlinked, implying that language learners' motivation is linked to their goal-setting process. In other words, the uniqueness and complexity of a task might influence a learner's commitment. More specifically, the more achievable and appropriate the assignment, the more likely the student will persevere. Teachers should carefully examine learners' competency while assigning tasks in order to deliver relevant tasks that motivate learners to reach additional goals.

Following the turn, numerous research proposes a dominance of self-concepts, which Mercer (2011a) describes as extremely complex connected beliefs that differ among individuals. Markus and Nurius hypothesised in 1986 that there is a close relationship between motivation and the self, which other scholars have developed with evidence. Deci and Ryan (2002), and later Deci and Moller (2002), introduced the "Self-determination theory" (2007). These scholars argue that self-determination, which includes intrinsic and extrinsic reasons, can explain motivation. These reasons help one individual meet their basic psychological needs: autonomy, relatedness, and competence. Because the distinction between extrinsic and intrinsic concepts should not be

oversimplified, it is best not to apply it too rigorously or too broadly (Williams, Mercer and Ryan, 2015).

Attribution theory is a popular modern hypothesis among scholars (Weiner, 1986, 1992, 2000). According to Williams, Burden, and Al-Baharna (2001), attribution is an important process that shapes learners' motivation by explaining many occurrences of failure in language learning. The four fundamental components in attribution theory are skill, effort, perceived task difficulty, and luck (Weiner, 1986, 1992, 2000, Dörnyei, 2001b; Slavin, 2003, quoted in Zareian and Jodaei, 2015). These factors are based on previous learning experiences and are critical to future success. Zareian and Jodaei (2015) also stated various empirical research revealed that the elements in Attribution theory might change between cultures, such as the Arab study conducted by William *et al*. A language learner's self-efficacy is directly tied to Attribution theory's place in the flow of the "Self" shift in motivation theory growth.

Dörnyei's L2 Motivational Self System reframes the established school of thought on motivation from "defined motivational goals" to "future oriented dimensions" (Dörnyei, 2005, 2009). He meant by "future oriented dimensions" how one perceives oneself in the future and how this affects current learning, behaviour, and consequences. This concept is based on both Markus and Nurius' (1986) potential self-dimensions theory and Higgins' (1987) Self theory. Markus and Nurius (1986) proposed three alternative selves: the self we would become, the self we would prefer to become, and the self we dread becoming. Dörnyei (2009) understood this as the default, best, and worst case possibilities. Higgins (1987) then proposed his "Ideal L2 Self" and "Ought-to L2 Self" ideas to Self theories. The Ideal L2 Self is defined as the "representation of desired attributes" while the Ought-to L2 Self relates to a sense of duty or obligation. The Ideal L2 Self and Ought-to L2 Self are discussed as a single set driving all other traits for each individual, although the other researchers are more into the idea of numerous selves (Dörnyei, 2009). Dörnyei presented the L2 Motivational Self System, which combines Higgins', Markus and Nurius', and his own study findings.

The Ideal L2 Self, the Ought-to L2 Self, and learning experiences comprise the learner's L2 motivational self-system. The urge to lessen the distance between our existing L2 self and the L2 person that we want to become is defined as a significant motivation. The "Ought-to L2 Self" refers to the traits deemed essential to meet expectations and prevent bad results. Finally, the learning environment, experience, and related aspects like teacher or peer group impacts are included. Dörnyei (2009) provided theoretical validation for this model by comparing it to other L2 motivation theories. He notes the L2 Motivation Self system's significant resemblance to Gadner's (2001) and Noels' (2003) motivation components. It is also "conceptually related" to his and Noel's models (2003). Using empirical data from Crizes and Kormos (2008) comparative analysis of structural models for Hungarian secondary and university English learners, Dörnyei validated the suggested model. The Hungarian study found two key points: It is important to note that instrumentality and views towards L2 speakers/community substantially affected integrativeness. According to Taguchi, Magid, and Papi (2009), integrativeness can be explained by the frame of reference - the Ideal L2 Self, and instrumentality can be divided into two different self-perspectives that are closely related to the Ideal L2 Self and Ought-to L2 Self in Dörnyei's

L2 Motivational Self System. These findings will help guide future study on motivation in many environments and cultures.

2.2. The Vietnamese Context

In Vietnam, despite the significant increase in second language learners due to globalisation (Hoang, 2010) (London, 2011), little study has been done on their motivation and learning practices. Vietnamese students are classified as "very traditional" in terms of their learning methodologies and approaches. They are adept at memorising and following orders, but avoid group engagement and speaking skills (Nguyen, 2002, cited by Zhao, 2011). Their motivation stems from their desire to pass exams and obtain credentials (Le, cited by Zhao, 2011). Notably, English is a required subject in Vietnam's 12-year general education programme. After the 12th grade, students must take two significant exams. The first is the High School Final Exam, which includes English as a required subject. This exam consists of three to four subjects, depending on the student's chosen university major (MOET 2012). Since 2015, a new education innovation has unified the two tests into one, with Math, Literature, and English as essential courses.

It was shown that learning English for better employment possibilities, learning as a compulsory subject, and learning to study overseas were all instrumental elements pushing Vietnamese learners to learn English in 1996 by Do Huy Thinh. The study's nine likert-scale items evaluate motivation, a simple idea compared to the concept itself. According to Le (quoted by Zhao, 2011), Vietnamese learners have low self-esteem, self-perception, and agency because of their family and society. Using Deci and Ryan's self-regulation theory, this study compared motivation to learn English between English majors and non-English majors in a Vietnamese university (Ngo, Spooner-Lane & Mergler, 2015). The participants in this study were divided into two groups based on their motivation to learn English. The study quoted Tran and Baldauf Jr. (2007) who said that the main obstacle to Vietnamese learners learning English is motivation. This may explain their poor performance on the TOEIC, which is commonly used to assess Vietnamese university students' English competence (Do, 2012, cited by. Ngo, Spooner-Lane & Mergler, 2015). The study found that the consequences of globalisation and the study abroad trend had significantly changed Vietnamese learners' motivation. While both English majors and non-English majors tend to value their English study for the purposes of passing examinations or advancing their careers, their motivations differ significantly. English majors seem to be more intrinsically motivated, while non-majors seem more obligated/averse to learning English. This finding is significant for both groups of students learning English. For example, distinguish between English majors and non-majors.

According to some research, English major students are more self-motivated and aware of the application of learning tactics than non-English major students (Zheng, 2015; Chen, 2017; Jin, 2014). Zheng (2015) found that English majors acquire L2 motivation based on their own interests in the language and culture, but non-English majors develop L2 motivation based on external variables like grades and tests.

Tran (2007) used Oppenheim's open-ended questionnaire to evaluate 30 Vietnamese students' motivation and identity in EFL writing classes (1992, cited by Tran, 2007). Students'

writing interest, enthusiasm, and inspiration seem to be more important in EFL writing classrooms, according to Tran's research. According to Tran (2007), the disparity between English majors and non-majors is the cause.

3. Research questions

RQ 1. What is the L2 motivational profile among Vietnamese University students?

RQ 2. Is there a difference in the L2 motivational profile between students majoring in English versus students not majoring in English?

4. Methodology

In this chapter, I will present the information about the participants, the instruments, data collection and analysis procedure of this study. There are 129 participants joining in this study and two main instruments including an online questionnaire and 10 sessions of online interviews were used in a period of four weeks to generate the necessary data.

4.1. Participants

This study employs 129 university students in Ho Chi Minh city, Vietnam. These students are from 11 different universities and are studying different majors. At the time of the study, all the participants had studied English for more than 10 years as English is a compulsory subject in Vietnamese public education curriculum. The students ranged in age from 18 to 23 with the mean age of 22.3. Table 1 shows the information of the students:

Table 1. Vietnamese university students' information

Group	Number of participants	Majors name	Gender		Year of study				
			Male	Female	Y1	Y2	Y3	Y4	Y5
English-major students	60	English Linguistics, Pedagogy	12	48	3	2	5	30	20
Non-English major students	69	Other Majors	30	39	9	13	13	22	12
Total	129		42	87	129				

4.2. Instruments

The study employs a mixed method approach using both quantitative and qualitative data. According to Johnson and Turner (2003), this combination generates a holistic and in-depth picture of the research problem. There are two main instruments: an online questionnaire and an online interview.

4.2.1. Online questionnaire

The adapted online questionnaire (see Appendix A) consists of 50 Likert scale questions investigating learners' motivation and learning strategies, together with 6 open-ended items exploring learners' necessary information such as gender, school year, university and major names. In order to investigate their L2 motivation, an adapted version of the questionnaire used

in Taguchi, Magid and Papi's (2009) questionnaire is utilized. In their study named "The L2 Motivation Self System among Japanese Chinese and Iran learners of English: A comparative study", the researchers developed this questionnaire based on the Hungarian studies of Dörnyei *et al.* (2006), most of the items are from established questionnaires (Clement & Baker, 2001; Dörnyei 2001; Gardner, 1985, cited in Dörnyei & Ushioda, 2009) and some are newly designed. There are three versions of the questionnaire used in Taguchi, Magid and Papi's (2009) study. For my study, I adapted the questionnaire for this study based on the Chinese version as Chinese learners and the Vietnamese education system share several similarities (Zhao, 2011). For example, both Chinese and Vietnamese learners take English as a compulsory subject from primary school to high school. China and Vietnam also share many similarities in culture such as the influence of parents on their children's education process. Students in both countries also have to attend the national entrance examination to university which includes English as one of the compulsory tests. The original questionnaire contains 67 items in total. The adapted version for Vietnamese students contains 50 Likert-scale items investigating learners' L2 motivation in statement type and question type. These 50 items can be categorized into 10 following groups (Csizer & Kormos, cited in Dörnyei & Ushioda, 2009)

1. Criterion measures: assessing learners' intended efforts towards learning English

2. Ideal L2 self: related to Dörnyei's L2 Motivational construct, these items represent the quality of language learners wish to possess.

3. Ought-to L2 self: related to Dörnyei's L2 Motivational construct, these items represent the quality of language learners are required to achieve for different purposes related to academic success or future career

4. Family influence: assessing family related impact on learners' L2 motivation to learn English.

5. Instrumentality- promotion: measuring the regulation of personal goals to become successful

6. Instrumentality-prevention: measuring the regulation of duties and obligation

7. Attitudes to learning English: assessing learners' attitude to learning related process

8. Attitudes to L2 community: assessing learners' attitude to elements related to the native community, in this research it prefers to English-speaking countries

9. Cultural interest: Assessing learners' level of interest in cultural elements of the English speaking countries.

10. Integrativeness: these items represent learners' positive attitude toward the second language, its culture and native speakers of the language.

The items for each category are detailed in the table below. It can be seen from the table that there is high reliability across 10 groups of Vietnamese university learners.

Table 2. Cronbach's Alpha internal consistency reliability coefficients of motivational groups

Factor name	Item number	Cronbach's Alpha internal consistency reliability coefficients
Criterion measures	2, 10, 17, 23, 27, 33	.856
Ideal L2 self	5, 11, 21, 28, 34	.859
Ought-to L2 Self	4, 9, 14, 19, 26, 31, 36	.862
Family Influence	1, 8, 15, 22, 29, 5	.864
Instrumentality-Promotion	3, 7, 12, 16, 20, 25, 30, 35	.852
Instrumentality-prevention	6, 13, 18, 24, 32	.875
Attitudes to learning English	37, 41, 45, 49	.863
Cultural interest	39, 43, 47	.863
Attitude to L2 community	40, 44, 48, 50	.868
Integrativeness	38, 42, 46	.860

4.2.2. Online interviews

In order to triangulate the study as well as gain a deeper understanding of the subjects, I decided to conduct a series of online interviews for 10 out of 129 participants. The interview questions are also separated into 3 parts with a total of 8 questions:

L2 Motivation for research question 1 (3 items):

1) Why are you interested in learning English?

2) To what degree are you committed to learning English? Please give examples.

3) What is your goal for learning English? What are your goals for learning English today? What is your long-term goal for learning English?

4.2.3. Data collection procedure

The completed questionnaire and interview questions were translated into Vietnamese to ensure the comprehension for the participants as a majority of them are non-English major students. A back translation was conducted by a Vietnamese colleague to ensure the quality of the translation. The responses were constructed using Google forms and are administered online. After 3 weeks, the study received 129 valid responses out of a total of 132 responses. The responses are marked invalid as the responders are not studying in a university in Ho Chi Minh City.

4) For the interviews, the participants were chosen based on their responses to the questionnaire.

5) Group 1: the participants that have highly positive responses to the questionnaire. These are students who have a strong motivational profile and are well aware of the strategies being used to learn English.

6) Group 2: the participants have highly negative responses to the questionnaire. These are students who have weak motivational profiles and are not very familiar with the use of strategies in learning English.

7) The table below provides the information of the students in the interviews:

Table 3. Information of the participants in interview sections

Student number	Major	Gender	Year of study
A01	International Laws	Male	4
A02	Vietnamese Literature	Male	2
A03	Russian Literature	Female	4
A04	English Linguistics and Literature	Female	4
A05	English Linguistics and Literature	Male	3
A06	International Relations	Female	2
A07	Biology Technology	Female	3
A08	English Linguistics and Literature	Female	4
A09	English Teaching	Female	4
A10	Business Management	Male	2

The chosen participants were contacted by Facebook to set up a voice call with eight interview questions and additional questions based on their answers. The additional questions only aim to clarify their points without leading them. The participants are encouraged to answer in the language that is comfortable to them. According to Kim's (2006) language use in interviews serves the purpose of the study, which means that in order to receive in-depth, qualified data, the learners should feel comfortable to express themselves. In this case, three out of nine participants chose to answer in English. After being transcribed, all of the transcription is translated into English.

The total length of all the recordings is 78 minutes. The final English transcription excluding the interview questions has approximately 6800 words.

4.2.4. Data analysis

All the data obtained were analysed with SPSS 25.0. In this study, I used four main tests: bivariate correlation, independent t-test, multiple regression and factor analysis. The details of the procedure are explained below according to the research questions:

For the first research questions, correlations techniques were utilized in order to investigate the strength and directions between the variables. Correlation tests will be done between Integrativeness, Ideal L2 Self and Criterion measures in order to examine whether Ideal L2 Self can be a better interpretation of learners' motivation. The motivational profile of Vietnamese students can also be explored by examining the relationship of Ideal L2 Self and Ought-to L2 Self with Instrumental - promotion and Instrumental - prevention. In order to explore which factor have the strongest impact to the L2 motivation of Vietnamese students, firstly, factor analysis will be run to choose the meaningful variables to put in a multiple regression model because the existing 10 groups strongly correlate with each other, which makes the data weak for

multiple regression Independent t-test will be used to analyse the difference in the motivational profile between English major and non-English major students.

5. Results and discussion

a. Vietnamese University students' L2 Motivation

5.1. What is the L2 motivational profile among Vietnamese University students?

Table 2 shows the correlation coefficients between the Ideal L2 self and Integrativeness of university students in Ho Chi Minh city, Vietnam. The Ideal L2 self was highly correlated with Integrativeness (p<0.01). This result shows that these variables are tapping into a similar construct domain and can therefore be equated.

Table 4. Correlation test result of Ideal L2 Self with Integrativeness

		Integrativeness
Ideal L2 Self	Pearson Correlation	.652**

Table 6 illustrates the correlation of the Ideal L2 Self, Integrativeness with Criterion measures. It can be seen from the table that there is a higher correlation between Ideal L2 self and Criterion Measures than between Integrativeness and Criterion measures. This finding justify that the L2 Ideal L2 Self can be the replacement of Integrativeness.

Table 5. Correlation test result of Ideal L2 Self and Integrativeness with Criterion Measures

		Criterion Measures
Ideal L2 Self	Pearson Correlation	.577**
Integrativeness	Pearson Correlation	.475**

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

Following Taguchi, Magid and Papi (2009), the researcher then tried to test Higgins's (1998) distinction between promotion and prevention aspects of instrumentality. The researcher measured these variables separately to explore whether the distinction applies to my data. Table 4 displays the correlation of Ideal L2 self, Ought-to L2 Self with instrumentality- promotion and Instrumentality- prevention. The researcher then combined the ough-to self with Family influence as in Vietnamese context, it is important to note that beside friends and colleagues, the Ought-to L2 self is significantly related to family influence.

As the table shows, Instrumentality-promotion more highly correlates with Ideal L2 self than Instrumentality-prevention does. Contrastingly, Instrumentality-prevention more highly correlates with Ought-to L2 self than Instrumentality - promotion does. Moreover, the correlation between the two aspects of instrumentality shows very low inter-correlation. This indicates the distinction between the two variables.

Table 6. Correlation test result of Ideal L2 Self and Ought-to L2 Self with Instrumentality-promotion and Instrumentality-prevention

		Ideal L2 Self	Ought-to L2 self
Instrumentality promotion	Pearson Correlation	.672**	.462**
Instrumentality prevention	Pearson Correlation	.204*	.712**

It is noticeable that there is an unexpectedly high substantial correlation between the Instrumentality-promotion with the Ought-to L2 Self. This can be explained by exploring the items that were used for the model. There were two items used for Instrumentality-promotion that can be associated with Ough-to self, the first one was item 7: *Studying English is important to me because English proficiency is necessary for promotion in the future* and the second one was item 12: *Studying English can be important to me because I think I'll need it for further studies.*

In Vietnam, it is important to get a promotion at work to obtain a higher salary to support family members. The responsibility of the children to take care and support their aging parents can be considered as general morality in Vietnam. Most families only have 1 or 2 children due to the policy to limit the number of children in Vietnam. Moreover, the retirement age in Vietnam is also earlier compared to Western countries (55 for women and 60 for men). Thus, their children bear the obligation to make money and support the family. Some of the students claim that the jobs with English usually always have higher salary thus they can earn more money for their family:

> *"I don't have interest in studying English, but my mom always says every work requires English skills and during my study I also need to read English resources so I have to learn English. You know, you get paid better with English certifications… I like better payment, so does my mom…"*

Similarly, the need of English for further studies can be closely related to family's expectation of higher status and higher salary. Many Vietnamese parents believe they should be the one who decides their children's study plan as well as future career as they are the one who raised them. Unlike the individualistic terms in many Western countries, Vietnamese families have clearly defined and hierarchical roles which mean that children have to strongly respect the guidance of their parents (Mestechkina, Nguyen & Jin, 2013). Student A01 also shared that his English learning journey is usually planned by his parents:

> *"I feel studying English in Vietnam is not very effective in my case but my parents put me to English centers since I was very young, because everyone does so, it's like, you know, a trendy thing…"*

Table 8 shows the correlation of ideal L2 Self and Ought to L2 self with Attitude of learning, Cultural Interest and Attitude to the community. It can be clearly seen that all the variables correlate more highly with Ideal L2 Self than with Ought-to L2 Self.

Table 7. Correlation test result of Ideal L2 Self and Ought to L2 self with Attitude of learning, Cultural Interest and Attitude to the community

		Attitude to Learning	Cultural Interest	Attitude to L2 Community
Ideal L2 Self	Pearson Correlation	.528**	.607**	.606**
	Sig. (2-tailed)	.000	.000	.000
	N	129	129	129
Ought-to L2 Self	Pearson Correlation	.236**	.133	.301**
	Sig. (2-tailed)	.007	.134	.001
	N	129	129	129

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

As the concept of Ideal L2 Self can better represent the motivation of the L2 learners, this finding can draw important implications for teaching. When the students have more interests in the culture and community of the target language, they are more likely to be motivated in learning it. From the interview data, student A03 and A02 share the similar interest in watching English films, listening to English music or reading English books:

"At first, I just learn English to read book and movies, my favourite is Harry Potter, I watch all the movies and really like the accent"

"...be able to read materials in English watch movies, I like watching series on Nextflix, for example the Black Mirror and listen to music can be more understandable..."

Factor analysis was run to reduce the data into fewer meaningful variables that can be put into the multiple regression. There were five motivational groups found in the rotation component matrix with the correlation coefficient higher than .3. The items are detailed in the table below:

Table 8. Factor analysis results

Motivational factors	Group 1	Group 2	Group 3	Group 4	Group5
Items	M49, M45, M41, M47, M43, M28, M5, M34, M44, M48, M39, M50	M49, M41, M11, M21, M28, M12, M5, M20 M34, M42	M24, M18, M 6, M32, M15, M22, M13, M14, M19	M15, M22, M4, M9, M14, M8, M1, M29	M34, M32, M22, M13, M8, M29, M26, M36, M31, M19, M14
Categories	Ideal L2 Self, Attitude to Learning, Culture Interest, Attitude to L2 Community	Attitude to Learning, Ideal L2 Self, Integrativeness, Attitude to L2 Community	Instrumentality-prevention, Family Influence, Ought-to L2 self	Family Influence, Ought-to L2 self	Ought-to L2 Self Instrumentality – prevention, Family influence

These groups were then put into the multiple regression model to see which group of motivational factors have the strongest impact on learners' motivation, table displays the result of the multiple regression:

Table 9. Multiple regression test result

Coefficients					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
REGR factor score 1 for Group 1	.236	.054	.313	4.337	.000
REGR factor score 2 for Group 2	.189	.054	.251	3.488	.001
REGR factor score 3 for Group 3	.242	.054	.321	4.451	.000
REGR factor score 4 for Group 4	.133	.054	.176	2.448	.016
REGR factor score 5 for Group 5	.193	.054	.256	3.556	.001

The table indicates that except for Group 4 ($p > 0.01$), all the other groups are significant predictors for learners' motivation. Group 3 (Instrumentality- prevention, Family Influence, Ought-to L2 self) has the strongest impact on Vietnamese learners' motivation (beta=.321).

Group 1 (Ideal L2 Self, Attitude to Learning, Culture Interest, Attitude to L2 Community) ranks second (beta=.313) and group 5 (Ought-to L2 Self Instrumentality – prevention, Family influence) ranks third (beta=.256) in influencing L2 motivation of Vietnamese university students. The normality was then checked by a normal P-P plot. The plot shows that the points generally follow the normal (diagonal) line with no strong deviations (see Appendix B). This indicates that the residuals are normally distributed.

Although the individual mean of Ideal L2 Self (M=4.93) are higher than both means of Ought-to L2 Self (M=3.95) and Family Influence (M=3.65), the regression model shows that the groups including Ought-to L2 self and Family Influence are dominant motivational factors for Vietnamese students. From the interview data, many students such as A08, A09, A03 also show their awareness of the influence of their family and outside factors such as graduation requirements or work requirements on their English learning process:

> *"Also, my parents really care about whether I am good at English, because these days everyone know you can't get a well-paid job without English"* (Student A08)

> *"I need to learn vocabulary of my major, to read English news and reply customer emails; otherwise it would cause me a lot of trouble"* (Student A03)

> *"I think contributing to my success in learning English is daily practice, my teachers emphasize it, my parents emphasize it, I literally hear it almost every day"*

5.2. Is there a difference in the L2 motivational profile between students majoring in English versus students not majoring in English?

An independent-samples t-test was conducted to compare motivational profiles between English major and non-English major students. There was a significant difference in the Ought-to L2 self (109.404) = -4.098, p<.001. Table 12 displays the result of the conducted independent t-test.

Table 10. Independent Samples Test result

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Ought-to L2 Self	Equal variances assumed	4.533	.035	-4.176	127	.000	-.68520	.16409
	Equal variances not assumed			-4.098	109.404	.000	-.68520	.16719

Correlation tests were then used to examine the correlations among motivational factors of Vietnamese students. Table 6 shows the correlation of Ideal L2 Self and Ought-to L2 Self with Instrumentality- promotion and Instrumentality - promotion of two groups of university students:

Table 11. Comparison of correlation test result of Ideal L2 Self and Ought-to L2 Self with Instrumentality- promotion and Instrumentality- prevention between English major and non-English major students

	Ideal L2 self		Ought-to L2 self	
	Non-English major	English major	Non-English Major	English Major
Instrumentality-promotion	.681**	.726**	.355**	754**
Instrumentality-prevention	.157**	.295**	.687**	.498**

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

It can be seen that in every correlation relationship, the English-major group show a higher correlation than the non-English major group does. Even in the substantial correlation of Instrumentality-prevention with Ought-to L2 Self, the English-major group shows an unexpectedly high correlation. This can be explained by the fact that students have a more serious attitude towards their English learning. Student A04 (English major) believed her future career is closely related to English, such as teaching or translating positions.

> *…I also worked as an assistant for a few years, learning English allows me to explain to my students why the word is used in certain situations. My major is English anyway, I want to become a lecturer so getting English knowledge is so important…*

While in the non-English major students' case, English is likely to play a role of supporting for their career or simply for their entertainment or leisure interests, as student A03 said:

> *"I like watching makeup tutorials on Youtube and I keep watching them for hours. Learning English for me is to understand the video better…"*

Moreover, many English-major students also seem to have clearer future goals with their English, not only about the general proficiency they want to achieve, but also about the features of the languages such as writing skill or pronunciation.

> *…, I realize that English will be very beneficial for my work afterwards; nowadays everything needs English, so I put a lot more effort in it. And a typical example is joining a non-profit student organization aiming to provide free tours to foreign people. I have joined it for 3 years and learned a lot. My speaking skills have been improved as well as know more about their culture and their natural way of communication. I think it helps me a lot. I barely can speak English before, but now it's much better…* (Student A04)

> *My current goal now is to improve my English skills, like writing skill, I want to write longer story and longer paragraph, I want it to be smooth and beautiful, sophisticated, like when I study Vietnamese literature* (Student A05)

> *My long term goal is to be natural and get a native like level, I also want to learn British accent too..."* (Student A08)
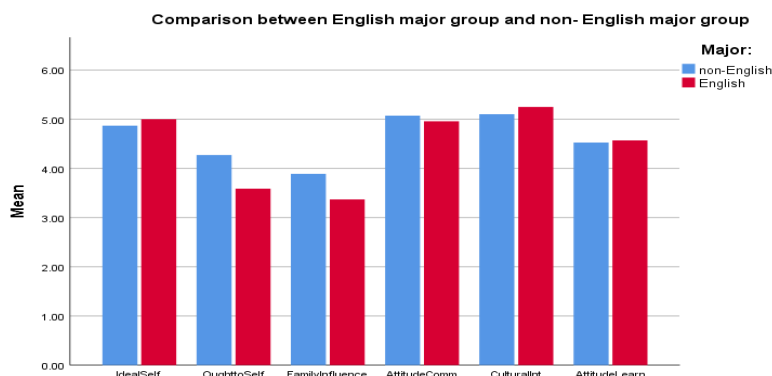
Compared to this, non-English major students seem to have simpler reasons to start studying English as well as in setting their English goals. They usually start studying English as a part of the compulsory course or for their graduation and job requirements:

> *"...I don't have interest in studying English, but my work requires English skills and during my study I also need to read English resources so I have to learn English"* (Student A01)

> *"I feel like I don't have a lot of interest in learning English... If I have to rate it from 1 to 5 it is probably minus 1 since it has been a long time I haven't pay attention to learning English..."* (Student A02)

> *"My short term goal is to learn English for graduation... I also want to travel abroad so I think English is totally needed"* (Student A10)

The orientation of motivation is also different between the two groups. I had expected that in the English major group, the Ideal L2 self would be more dominant than the Ought-to L2 Self while in the non-English major group the Ought-to L2 self would be the main role. However, the results from my data set shows that both groups share the dominance of the Ideal L2 Self with an average of 4.96 in the range of 6 for English major group and 4.86 in the range of 6 for non-English major group. The following bar charts displays the difference in Ideal L2 Self, Ought-to L2 Self, Family Influence, Attitudes towards L2 learning, Cultural Interest and Attitudes towards L2 community.

Figure 1. Bar chart of the comparison of L2 motivational factors between English major and non-English major students

As it can be seen from the graph, on the range of 6, the English major group shows a slighter higher rate of Ideal L2 self and lower rate of Ought-to L2 self and Family Influence. This can be explained as the major students have clearer future goals and learning awareness, they thus have lesser influence from the family compared to the non-English major group. According to the interview data, there are certain differences in the types of family influences in two groups. For the English-major group, the students are more self-motivated and describe their family influence under forms of expectation and encouragement:

> *"My parents said in school they base on test and grammar, it resulted in the limitations of learners speaking skill, so if I want to be good I should involve in more practical ways of learning such as speaking clubs"* (Student A08)

> *"My mom used to be an English teacher, so she understands and try not to stress me out with the grammar"* (Student A09)

While in the case of non-English major students, their family influence is expressed in a strict guidance and usually mark oriented:

> "*My parents put me to English centers since I was very young"* (Student A01)

> *"...because English is a compulsory course for graduation and my parents will not be happy if the scores are not good…"* (A07)

Since Vietnam's education system usually prioritizes exam scores and paper certification over actual practical experience, it generally creates the urge to achieve a proficiency certification as evidence for students' English level. Most of the interviewees share the same goal of achieving IELTS score from 6.5 to 7, or TOFELT as these are the most common valid certification for graduation:

> *"My short-term goal is to get 7.0 in IELTS"* (Student A04)

> *"I used to prepare for my IELTS test in 22 days, I needed it to prepare for the graduation and also my profile"* (Student A06)

> *"I think the IELTS test is too expensive for me, maybe I will take the TOFELT, it is also easier I guess"* (Student A10)

Despite these differences, the two groups share almost similar high rates of interest in the L2 culture, L2 community and both have high rates of Attitude towards L2 learning. As Vietnam is a developing country and Ho Chi Minh City attracts the largest volume of foreign direct investment (MoPaI, 2019), there are more and more job opportunities that require a competent level of English. Moreover, the local community also becomes more diverse as the city welcomed more than 3.83 million foreign tourists just in the first half of 2018 (MoCSaT, 2018). Those factors play a significant role in fostering English learning motivation for university students: they not only need English for their future career but also need it for their daily communication.

> *"I want to talk comfortably with native speakers, you know, when I meet them in the street and they ask me for direction but I still feel very awkward when I use my English"* (Student A01)

> *"Especially when I have to communicate in workplace, I feel very stressed when I talk to my foreign colleagues"* (Student A02)

6. Conclusion

6.1. Summary of key findings

In the L2 motivation part, Vietnamese university students report Ideal L2 self as their most dominant motivational factor whereas the results from data analysis shows that Ought-to L2 Self, Family Influence and Instrumentality-prevention are more significant predictors for learners' L2 motivation. The results also indicate that despite sharing the dominance of L2 Ideal Self there are several differences in the motivational profiles of English major and non-English major students, especially in their orientation of motivation. English major students tend to have a stronger drive of Culture interest and Ideal L2 self while non-English major students are usually influenced by their Ought-to L2 Self and family.

6.2. Teaching Implication

6.2.1. L2 Motivation

I believe the main concern for teaching implication of the investigation on Vietnamese motivational profile is how to promote the positive factors and limit the negative ones. Considering the Vietnamese context and the findings, I have summarized some key teaching implications to sustain and promote and sustain learners' L2 motivation.

a. Promoting Ideal L2 Self and Interest in L2 Culture and Community

Promoting learners' Ideal L2 Self can be a good way to foster learners' intrinsic motivation. By realizing the importance of learning English and how their language skills can be beneficial for them in future careers, learners can be more self-motivated in learning English. Instead of focusing on test preparation only, teachers should also pay attention to enhance learners' language skills and explain their practical benefits to learners. For example, speaking skills can be integrated with soft skills such as presentation and interview. Teachers can create situations when learners can make use of their English knowledge. By practicing in these ways, learners can create a connection with their Ideal L2 Self.

b. Promoting positive environment in classrooms

Students 'learning experiences can be highly influenced by teachers and their classmates, thus it is important to create a friendly positive atmosphere in order to motivate their learning. Constructive peer feedback and regular encouragement from teachers will increase students' self-confidence and realization.

c. Encouraging emotions sharing to limit negative influences to learners' L2 motivation

As Vietnamese students are strongly influenced by their family and sometimes these impacts can be stressful or overwhelming, it is helpful for them to share their own feelings and expectation of their language learning with their parents. This will create a mutual understanding between the students and their families. Students' emotions as well as their language anxiety are not usually concerned in Vietnam as most people do not take them seriously.

6.3. Future research directions

Discussing future directions for L2 Motivation research, Dörnyei and Ushioda (2009) expressed the potential of using future self- guides as a potent factor to examine and interpret learners' L2 Motivation. Moreover, they also emphasize the importance of cross-culture research as it is crucial to pay close attention to the theme of context. Because scholars have come to propose new dynamic conceptualisations in which individual difference is highly valuable. Moreover, the link between learners' emotion and their motivation is also becoming an important factor in researching learners' motivation.

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HỆ THỐNG ĐỘNG LỰC HỌC NGÔN NGỮ THỨ HAI: MỘT BÀI HỌC CỦA SINH VIÊN ĐẠI HỌC VIỆT NAM

Tóm tắt: Bài nghiên cứu này tập trung vào động lực học tiếng Anh của sinh viên Việt Nam. Có 129 sinh viên đến từ 11 trường đại học trên địa bàn TP.HCM tham gia nghiên cứu này. Hai công cụ chính được sử dụng trong nghiên cứu này là bảng câu hỏi trực tuyến và phỏng vấn trực tuyến. Những phát hiện chính có thể được tóm tắt trong hai điểm. Thứ nhất, mặc dù có nhận thức rõ ràng về trình độ và nhu cầu của họ, động lực của người học Việt Nam vẫn bị ảnh hưởng nhiều bởi môi trường và gia đình. Thứ hai, kết quả cũng chỉ ra rằng mặc dù L2 Motivational System được phát hiện ở cả hai nhóm, nhưng có một số khác biệt trong hồ sơ động lực của sinh viên chuyên ngành tiếng Anh và không chuyên tiếng Anh.

Từ khóa: Động lực học tập, học ngôn ngữ thứ hai