



The Relationship among L2 Motivational Self-System, Reading Comprehension Ability and Gender: A Study of EFL Learners in Iran

Sajad Sherafati

*MA in TEFL Department of English, Neyshabur Branch,
Islamic Azad University, Neyshabur, Iran
Email: s1370sh@gmail.com*

Narjes Ghafournia (Corresponding Author)

*Assistant Professor in TEFL, Department of English,
Neyshabur Branch, Islamic Azad University, Neyshabur, Iran
Email: narjesghafournia@yahoo.com*

Abstract

The current study was an attempt to investigate the relationship among L2 Motivational Self-System, Reading Comprehension Ability, and Gender of Iranian EFL Learners. 70 participants of both male and female at intermediate level at Shokoh Institute in Kashmar-Iran were randomly selected. The instruments of the study were a L2 motivational self-system questionnaire by Yan (2011), and a reading comprehension test. The questionnaire consists of 61 questions, based on six-point scale from "strongly agree" to "strongly disagree". The reading comprehension test was extracted from the texts in VOA special English website. The obtained data were analyzed through descriptive analysis and Pearson Correlation coefficient. The data were fed into SPSS 22, followed by employing T-test, Shapiro-Wilk and Levene's test. The findings revealed a positive relationship between L2 motivational self-system and reading comprehension ability and also a negative relationship between L2 Motivational self-system and the gender of EFL learners. The findings have some useful pedagogical implications for language teachers and syllabus designers that can be taken into account in teacher-training programs.

Keywords: L2 Motivational Self-System, Reading Comprehension Ability, Motivation

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Introduction

Today, many students all over the world receive education at universities, and they want to have good grades to reach higher places. Some universities and institutes use different methods and techniques in order to have better results in teaching. Apart from these methods and teaching techniques, there are some internal and external factors, which affect the result of teaching. Motivation is one of most important factors, which can help students positively in every aspects of language. **Shahbaz and Liu (2012)** believe that language learning experience, international orientation, ideal L2 self, and instrumentality all work interconnected to motivate learners . In a study by Taguchi, Magid, and Papi (2009), they found that the Ideal L2 self is the representation of the L2 attributes that one wishes to code that can be learnt similarly to other academic subjects, and have therefore typically adopted paradigms that linked the L2 to the individual's personal "core," forming an important part of one's identity.

Reading is one of the important things in language that every learner should know well. In a document by Davis (2016), he claimed that reading is important because it develops the mind. The mind is a muscle. It needs exercise. Understanding the written word is one way the mind grows in its ability. Teaching young children to read helps them develop their language skills. Reading also helps us to discover new things. Books, magazines, and even the Internet are great learning tools, which require the ability to read and understand what is read. The persons who know how to read can educate themselves in any area of life they are interested in. We live in an age where we overflow with information, but reading is the main way to take advantage of it. In this study, we want to illustrate the relationship among L2 motivation self-system, reading comprehension success, and gender. We want to realize the effects of L2 self in reading comprehension in order to organize a good method and syllabus and reduce the flaws of teaching for a better result in learning.

There are some findings in the area of L2 self-motivation, but there is a little attention to it as a key factor in language acquisition. Knoll (2000) believes that the students with low motivation to achieve in school most likely also have very low reading comprehension. Johns and Van Leirsburg (1994) noted that when students are highly motivated to read, the likelihood that they will comprehend the reading material increases. Wallace (1995) believes that since reading has always permeated the curriculum to such an extent, improving reading comprehension has long been a goal of many educators. Indeed, since high achieving students are generally good readers, and poor achievers are generally poor readers, any approach towards improving school achievement must focus on a substantial part on increased reading comprehension.

Since motivation is one of the most important factors in learning and of course in other things, we must realize its properties and relationship with other factors and materials to exhibit it in best way possible. If we can realize the exact relationship

between L2 self and reading comprehension, then we can have an efficient teaching, suitable syllabus, and consequently a good result in process of teaching and learning. Knoll (2000) believed whether the focus of an approach is directed at parents, teachers, students, or some other influence such as the curriculum or choice of text, there has always been a critical area of attention for reading comprehension. Concerning the mentioned points, the present study seeks the answer to the following questions:

Research Questions

The present study will try to answer these questions:

1. Is there any significant relationship between L2 self and reading comprehension?
2. Is there any significant difference between males and females in their motivational L2 self-system?
3. Is there any significant difference between males and females in their reading comprehension ability?

Research Hypotheses

In this study, these following null hypotheses were formulated:

1. There is not any significant relationship between L2 self and reading comprehension.
2. There is not any significant difference between males and females in their motivational L2 self-system.
3. There is not any significant difference between males and females in their reading comprehension ability.

Review of Literature

Reframing L2 Motivation as Part of the Self-System

Having offered an overview of the evolution of L2 motivation theory over the past decades and having highlighted some of the most promising new conceptual themes, in this section I would like to present a new conceptualization of L2 motivation that re-orientes the concept in relation to a theory of self and identity. Three basic observations have led me to this major reformulation:

Along with many other L2 scholars, I believe that a foreign language is more than a mere communication code that can be learnt similarly to other academic subjects; instead, it is also part of the individual's personal "core," involved in most mental activities and forming an important part of one's identity. Thus, I have become increasingly open to paradigms that would approach motivation from a whole-person perspective.

- I have been intrigued by Robert Gardner’s concept of “integrativeness” throughout my whole research career. Although Gardner’s conceptualization of the concept makes sense in the multicultural context of Montreal, where it originated from, extending the relevance of integrativeness to learning environments that are significantly different from this context (because, e.g., there is no real contact with L2 speakers available for the learners) has not always been straightforward. Thus, I have been trying to find a broader interpretation of the notion than was originally offered by Gardner—the new paradigm I propose builds on the robust body of past research but reinterprets the concept in a way that it goes beyond the literal meaning of the verb “integrate”.

- Empirical results concerning various dimensions of L2 motivation have been relatively consistent with regard to identifying the range of factors that play a decisive role in a learner’s motivational disposition, but the exact relationship between the key components in various studies has displayed a variety that did not seem to add up to an obvious big picture.

In Iranian context, the study by Yaghoubinejad, Moinzadeh, and Barati (2017) revealed different manifestations of L2 motivational self-system components over three timescales of the study. Initially, ought to L2 self, L2 learning experience, and ideal L2 self were the dominant motivational inclinations of the participants. However, the more they proceeded through the course and got immersed in motivational tasks, the more changes these components experienced. Midpoint in the semester, a noticeable decrease in ought-to L2 self-score and increase in L2 learning experience scores was found. Ideal L2 self-scores increased as well, though not that much considerable. Finally, participant’s ideal L2 self and L2 learning experience scores increasingly ameliorated, whereas their ought-to L2 self-scores deteriorated by the end of semester. This significant increase in participants’ ideal L2 self and L2 learning experience scores and decrease in their ought-to L2 scores laid credence to the influential effect of task level motivation on semester level motivation. Moreover, ANNOVA results revealed significant difference in participants’ ideal L2 self between first and third timescales and second and third timescales. By contrast, these scores did not differ significantly between first and second timescales. On the other hand, significant differences were found in participants’ both ought-to L2 self and L2 learning experience among all three pairs of timescales.

In another similar study in Iranian context, Rajab, Roohbakhsh Far, and Etemadzadeh (2012) investigated the relationship between the students’ L2 motivational self-system variables, integrativeness, and the students’ intended effort to learn English at Islamic Azad University in Mashhad-Iran; a questionnaire of 33 items was administered to a group of 308 TEFL students. The result showed a significant relationship between the ideal L2 self and the intended effort to learn English, as a foreign language. The major focus of the study was both to examine the major findings in previous studies and to investigate whether the findings are constant in a different context. The major pedagogical implication can be mainly for teachers so that they can help their students to improve their ideal L2 self by

proposing learning tasks that provide appropriate situations for contacting with native speakers.

The L2 Motivational Self System

The Ideal L2 Self perspective creates links with two important recent conceptualizations of L2 motivation by Noels (2003) and Ushioda (2001). It appears that the various models converge in a broad pattern of three main dimensions of L2 motivation, and if we compare this pattern with Gardner's original theoretical model we also find striking similarities. I have labeled the emerging new motivation construct, to be described below, the L2 Motivational Self System. Let us look at this system in more detail.

As discussed earlier, based on her systematic research program to examine the L2 relevance and links of self-determination theory, Noels (2003) suggested a larger motivation construct made up of three interrelated types of orientations: (a) intrinsic reasons inherent in the language learning process, (b) extrinsic reasons for language learning, and (c) integrative reasons. Using qualitative rather than quantitative methods, Ushioda (2001) has identified a more complex construct which, however, is conceptually related to the one offered by Noels. Her findings pointed to eight motivational dimensions, which can be grouped in three broad clusters which correspond closely to Noels's framework: The first cluster concerns the actual learning process (subsuming the following components: Language-Related Enjoyment/Liking, Positive Learning History, and Personal Satisfaction); the second cluster corresponds to the dimension that Ushioda labeled External Pressures/Incentives; the third cluster is made up of four constituents, forming a broad integrative dimension: Personal Goals, Desired Levels of L2 Competence (consisting of language-intrinsic goals), Academic Interest (which had the greatest contribution from interest in French literature), and Feelings. In an attempt to synthesize these two paradigms with their research findings, Dörnyei and Ushioda (2009) proposed a new L2 Motivational Self System, which is a broad construct of L2 motivation, made up of three dimensions:

- (1) Ideal L2 Self, referring to the L2-specific facet of one's ideal self: If the person we would like to become speaks an L2, the Ideal L2 Self is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves. This dimension is related to Noels' integrative category and the third cluster formed of Ushioda's motivational facets.
- (2) Ought-to L2 Self, referring to the attributes that one believes one ought to possess (i.e., various duties, obligations, or responsibilities) in order to avoid possible negative outcomes. This dimension corresponds on the one hand to Higgins' (1987) ought self and thus the more extrinsic (i.e., less internalized) types of instrumental motives, and on the other hand to the "extrinsic" constituents in both Noels and Ushioda's taxonomies.

(3) L2 Learning Experience, which concerns situation-specific motives related to the immediate learning environment and experience. Although Csizér and Dörnyei's (2005) study only concerned generalized (i.e., non-situation-specific) motives and therefore did not offer information about this dimension, past research conducted in the spirit of the situated approach described earlier has provided ample evidence of the pervasive influence of executive motives related to the immediate learning environment and experience. This dimension corresponds to Noels' intrinsic category and the first cluster formed of Ushioda's motivational facets.

Finally, let us compare the proposed system to Robert Gardner's conceptualization of the integrative motive. At first sight there is little resemblance but if we take into account that the "motivation" subcomponent is associated to a considerable degree with motivated behavioral measures and that Gardner has recently attached a possible instrumental motivational link to the Motivation subcomponent, we find striking similarities: The model suggests, in effect, that motivated behavior (i.e., the Motivation subcomponent) is determined by three major motivational dimension: Integrativeness, Instrumentality, and the Attitudes toward the learning situation, which corresponds closely with the proposed L2 Motivational Self System (Dörnyei, 2005).

Temporal aspects of the L2 Motivational Self System

Although I have demonstrated that the L2 Motivational Self System is in accordance with some of the most influential lines of thoughts in L2 motivation research, further research is needed to establish its compatibility with the process-oriented conception of L2 motivation (described earlier). The L2 Learning Experience dimension is undoubtedly related to executive motives associated with the actional stage of motivated behavior, and the Ideal and Ought-to L2 Selves are by definition involved in pre-actional deliberation, but it needs to be specified how the latter two components relate to motivational processing occurring during the actional and post-actional phases of the motivational process. Ushioda (2001) suggested that motivational change entails the evolving nature of goal-orientation that is, achieving a clearer definition of L2-related personal goals. Within a self-framework this would correspond to the elaboration of the Ideal L2 Self and perhaps the internalization of the Ought-to L2 Self (Dörnyei, 2005).

Methodology

Participants

The initial population was 85 students from whom 70 participants were randomly selected concerning Morgan's table of sample size. The participants in this study were intermediate EFL learners studying English at Shokooh institute in Kashmar-Iran. They were ranged in age from 20 to 25 years old of both male and female. 38 students were male, and 32 were female.

Instruments

Motivational Self-System Questionnaire

Yan Xie's (2011) questionnaire model in L2 motivational self-system was used as theoretical framework, and it was translated into Persian. It consists of 61 questions. It consisted several subcategories of Ideal L2 self (ILS), Ought-to L2 self (ILS), Instrumentality, Attitudes toward learning English (ATLE), Cultural interest (CI), Attitudes toward English community (ATEC), Integrativeness, International posture (INTP), and Willingness to communicate (WTC).

The researcher personally administered the questionnaire during regular class time. Each statement was based on a 6-point Likert scale of *strongly disagree* (1 point), *disagree* (2 points), *slightly disagree* (3 points), *slightly agree* (4 points), *agree* (5 points), and *strongly agree* (6 points). To ensure the validity and reliability of this questionnaire, it was reviewed by two language experts and their comments were used to improve the questionnaire and remove the ambiguities. In addition, utilizing Cronbach Alpha, the reliability of the whole questionnaire was evaluated and reported as ($\alpha = .79$), which was satisfactory for the purpose of the study. The devoted time to answer the questionnaire was 30 minutes

Reading Comprehension Test

Some texts from the VOA Special English website were selected for use in reading comprehension test because they met the criteria of readability, interest, and clear text structure.

Texts from the VOA Special English were chosen for reading comprehension because they are usually about current affairs in the fields of science, agriculture, technology, culture, and medicine. These fields are directly relevant to the students' daily lives and their study, and they have pictures to help get the message across.

Design of the Study

The design of the study is correlational. The variables in this study are motivational L2 self-system, gender, and reading comprehension ability of Iranian EFL learners.

Data Analysis

The data analyzed with SPSS version 22; and descriptive statistics (frequency, mean and standard deviation) used for research questions. In addition, Levene test and t-test, and inferential statistics such as one-way ANOVA were used.

Results and Discussion

Overview

This part of the study presents the data analysis, obtained through the SPSS (version, 22). In the analysis of the data, descriptive analysis was conducted to address the

research questions. Further, frequencies and percentages were utilized to have a general description of the data gathered from the participants.

General Statistical Analysis

In this section, descriptive statistics as well as frequency and percent of the variables are shown which are necessary to be used to explore the hypotheses in the other sections. In addition, in order to determine whether to use parametric or non-parametric statistical analysis, test of normality is shown.

Table 1 shows the frequency distribution of the participants concerning their gender.

Table 1. Frequency of the Participants Concerning Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	38	54.3	54.3	54.3
Female	32	45.7	45.7	45.7
Total	70	100	100	100

The results in Table 1 show that 54.3% of participants are male and 45.7% of participants are female. Table 2 shows the descriptive statistics of reading comprehension and motivational L2 self and its relevant subcategories as the other variables in this study.

Table 2. Descriptive Statistics of Motivational L2 Self-System and Reading Comprehension Ability of The Participants

Scales	Min	Max	Mean	Std. Deviation
Variables				
Reading Comprehension	14	20	17.29	1.51
Motivational self-system	91	294	236.59	34.16
Ideal L2 Self(ILS)	15	36	27.69	4.1
Ought-to L2 Self (OLS)	11	33	26.11	3.74
Family Influence (FI)	7	30	20.13	4.93
Instrumentality (Promotion)	7	42	31.36	5.52
Instrumentality (Prevention)	4	24	17.13	3.77
Attitudes toward learning English (ATLE)	5	29	21.71	4.24
Cultural Interest (CI)	4	24	17.51	3.6
Attitudes toward English community	3	18	14.53	2.87
Integrativeness	5	18	13.57	2.29
International Posture (INTP)	7	34	25.34	4.58
Willingness to Communicate (WTC)	5	28	21.5	4.34

The mean score and standard deviation for reading comprehension of the participants are ($M = 18.27$; $SD = 1.51$), and the mean score and standard deviation of motivational self-system of participants is ($M = 236.58$; $SD = 34.16$).

Table 3 shows the results of Shapiro-Wilk test to examine the normality of the data distribution. Stevens (2002) believes that statistic meaningfulness of this indicator is ideally in level of $\alpha > 0.01$, which represents the normality of the test.

Table 3. Results of Tests of Normality (Shapiro-Wilk)

	Statistic	Sig.
Reading Comprehension	.961	0.072
L2 Motivational Self-System	.970	0.096

The results of Shapiro-Wilk test show that the obtained data in both variables are > 0.01 ; so the assumption is true, and performing parametric statistical examinations is possible and without any problems.

First Research Question and Hypothesis

The First research question is whether there is any significant relationship between L2 self and reading comprehension or not. Table 4 shows the correlation coefficient between reading comprehension and motivational self-system in this study.

Table 4. Correlation Coefficient Between Reading Comprehension and L2 Motivational Self-system

Sub-scales	Reading Comprehension		
	Pearson Correlation	Sig.	N
L2 Self	.427**	.001	70
Ideal L2 self	.196	.104	70
Ought-to L2 self	.175	.147	70
Family Influence	.353**	.003	70
Promotion	.412**	.001	70
Prevention	.346**	.003	70
ATLE	.346**	.003	70
Cultural Interests	.249*	.038	70
A TEC	.277*	.020	70
Integrativeness	.371**	.002	70
INTP	.442**	.001	70
WTC	.406**	.001	70

*. Correlation is significant at the 0.05 level (2-tailed)

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

As shown in Table 4, there is a positive and meaningful relationship between reading comprehension and L2 self ($p = 0.001$ & $r = 0.42$), Family influence ($p = 0.003$ & $r = 0.35$), Promotion instrumentality ($p = 0.003$ & $r = 0.41$), Prevention instrumentality ($p = 0.003$ & $r = 0.34$), Attitudes toward learning English (ATLE) ($p = 0.003$ & $r = 0.34$), Cultural interest (CI) ($p = 0-038$ & $r = 0.24$),

Attitudes toward English community (ATEC) ($p = 0.020$ & $r = 0.44$), Integrativeness ($p = 0.002$ & $r = 0.37$), International posture (INTP) ($p = 0/001$ & $r = 0.44$), Willingness to communicate (WTC) ($p = 0.001$ & $r = 0.40$). In addition, with the increase in the reading comprehension ability, the rates of L2 self, Family influence (FI), Promotion (Instrumentality), Prevention (Instrumentality), Attitudes toward learning English (ATLE), Cultural interest (CI), Attitudes toward English community (ATEC), Integrativeness, International posture (INTP), Willingness to communicate (WTC) increased. The results also show that there is not any significant relationship between reading comprehension and Ideal L2 self as well as Ought-to L2 self ($p > 0.05$). Concerning the findings, the first null hypothesis was rejected because there existed significant relationship between L2 motivational self and reading comprehension. In addition, significant relationship was found among reading comprehension ability and several different components of L2self at ($p < 0.05$).

Second Research Question and Hypothesis

Second question is concerned with whether there is any significant difference between the males and females in L2 motivation self-system or not. For the examination of this hypothesis, independent sample t-test for comparison the mean of L2 motivational self-system score for both male and female was conducted. Concerning no significant difference between males and females in the mean scores of L2 motivational self-system, the second null hypothesis is accepted. The results are shown in Table 4.5.

Table 4.5. Independent Sample T-Test for Motivational Self-System and Gender

	Gender		Levene's Test for Equality of Variances		T-Test for Equality of Means			
	Male	Female	F	Sig.	T	df	Sig. (2-tailed)	Mean difference
L2 motivational self-system	234.87	238.63	0.12	0.73	-0.46	68	0.65	-3.76
Ideal L2 self (ILS)	27.55	27.84	2.4	0.13	-0.29	68	0.77	-0.29
Ought-to L2 self (OLS)	26.42	25.75	0.09	0.77	0.75	68	0.46	0.67
Family influence (FI)	19.92	20.38	0.82	0.37	-0.38	68	0.7	-0.45
Promotion(instrumentality)	30.71	32.13	0.59	0.45	-1.07	68	0.29	-1.41
Prevention (instrumentality)	16.76	17.56	0.19	0.66	-0.88	68	0.38	-0.8
Attitudes toward learning English (ATLE)	21.66	21.78	0.01	0.91	-0.12	68	0.91	-0.12
Cultural interest (CI)	17.32	17.75	0.05	0.83	-0.5	68	0.62	-0.43
Attitude toward English community (ATEC)	14.58	14.47	0.01	0.94	0.16	68	0.87	0.11
Integrativeness	13.63	13.5	2.33	0.13	0.24	68	0.81	0.13
International posture (INTP)	25.21	25.5	0.01	0.91	-0.26	68	0.79	-0.29
Willingness to communicate (WTC)	21.11	21.97	0.16	0.69	-0.83	68	0.41	-0.86

Note. Equal variances assumed for all variables

Based on Levene's test, variances of both male and female are the same; therefore, the assumption of normality of variances used. In next stage, the results of independent t-test show that there is not any significant difference between the males and females in overall score of L2 motivational self-system and their sub-scales ($p > 0.05$).

Third Research Question and Hypothesis

The third research question is concerned with whether there is any significant difference between the males and females in their reading ability or not. Table 4.6 shows the results of independent sample t-test to explore the question.

Table 4.6. Independent Sample T-Test for Reading Comprehension Ability and Gender

		Gender		Levene's Test for Equality of Variances		T-Test for Equality of Means			
		Male	Female	F	Sig.	T	Df	Sig. (2-tailed)	Mean difference
Reading Comprehension	Equal variances not assumed	17.09	17.52	5.83	0.02	-1.2	67.24	0.23	-0.42

The results in table 4.6 show that, firstly, according to Levene test, variances of two groups are not equal, so in t-test the assumption of not equality of variances is used. In next stage, the results of independent t-test show that there is no significant difference between male and female in reading comprehension ($p > 0.05$). So the assumption is true, and there is not any significant difference between the males and females in reading comprehension, and the third null-hypothesis is accepted.

This study was set to investigate the relationship between L2 motivational self-system, reading comprehension ability, and gender in Iranian EFL Learners. The results revealed a relationship between L2 motivational self-system and reading comprehension ability. Furthermore, it is concluded that there is not a significant difference between the males and females in L2 motivational self-system as well as reading comprehension ability.

About 50 years ago, Corder (1967) indicated that "given motivation" is inevitable and that a human being will learn a second language if he is exposed to the language data.

Within the L2 motivation field, the theoretical concept that has garnered most attention to date is, of course, integrative orientation, defined by Gardner and Lambert (1972, p. 132) as "reflecting a sincere and personal interest in the people and culture represented by the other group".

In recent years, the debate about the integrative concept has intensified and taken on a new turn, prompted by the burgeoning discussions within applied linguistics and at large about the global spread of English.

An ambitious research project that has pushed forward this rethinking was a large-scale longitudinal survey of Hungarian students' attitudes to learning foreign languages spanning the period from 1993 to 2004 (Dörnyei & Csizér, 2002). Commenting on the salience and multifaceted composition of an integrative motivation factor in their data, Dörnyei and Csizér (2002, p. 453) speculated that "the process of identification theorized to underpin integrativeness might be better explained as an internal process of identification within the person's self-concept, rather than identification with an external reference group".

Dörnyei (2005) developed this speculation further by drawing on the psychological theory of "possible selves". According to this theory, possible selves represent individuals' ideas of "what they might become, what they would like to become, and what they are afraid of becoming", and so "provide a conceptual link between the self-concept and motivation" (Markus & Nurius, 1987, p. 157). Dörnyei (2005) builds on this theory of possible selves to develop a new conceptualization of L2 motivation, the "L2 Motivational Self System".

This paper tried to conduct a unique investigation by searching in a multidimensional study. Most studies have focused upon thinking aloud, social interaction and the use of verbal reports (Kucan & Beck, 1997). Some educators have stressed critical thinking skills (Fitzpatrick, 1993) while others have examined the development of confidence by teachers (Colvin & Schiosser, 1998). At least one method of improving reading comprehension relies on what the teachers put great value in the texts (Jetton & Alexander, 1997). Yet another study explores the value of directly teaching comprehension skills (Lloyd, 1996).

In fact, a large majority of the "solutions" or attempts at improving reading comprehension seem to focus too heavily on the mechanics of reading without delving into the emotional or psychological aspects. For veteran classroom teachers, the link between good motivation to succeed and high reading comprehension may be too obvious to bother with. Yet, without the statistical data to back up their "gut instincts" about student readers, many teachers may be focusing on the wrong area for improvement (Knoll, 2000).

One conclusion is the idea that classroom instructors need to focus as much on the motivation of their students as on direct instruction of reading comprehension techniques. Common sense alone would tell most teachers that their students who are motivated to read will read and will most likely (or more likely) succeed in terms of comprehension. It is also clear that there may be a small number of students who can perform at an acceptable level academically without the motivation of other students. Such students are obviously intelligent enough to succeed on a standard reading comprehension quiz, but they may not display or possess the traditional motivation towards learning that is the hallmark of the achieving student. The teacher's goal in that case should be more of motivation or inspiration and may require a tremendous effort.

Reading for academic classes exists as a fairly low priority for those individuals without much academic motivation. A focus on improved motivation will lead to improved reading comprehension. This is an aspect of learning that cannot be ignored and may lead to even more relationships between learning and motivation (Knoll, 2000).

The findings of this study are consistent with the other researchers.

L2 self (including ILS and OLS) has significant and positive correlation with instrumentality (including promotion and prevention) the study of Taguchi et al. (2009) found ILS is positively and significantly correlated with promotion though not with prevention. The result of Taguchi et al. lends support to the result of this research question that instrumentality is related to the L2 self in Dornyei & Ushioda' (2009) model (Yan Xie, 2011).

According to Sandra Amedi (2013), high motivation and high commitment to goals is attained when the individual think that the goal is important and when the individual think that the goal attainable. Since the students think that the English language is important, that would increase their motivation and help them attain their goal to learn English as a second language.

To think that something is fun is important for your motivation. When you think that something is fun to learn, it increases your effort and energy in the task (Ormrod, 2008). When you think that something is fun, it is easier to set up long-term goals and needs. Since you find it fun, you work harder and longer to perform the task and you do it enthusiastically. If a learner really want to do a task because he/she thinks that it is fun, then it is more likely that he/she begins with it. If the learner find the English language fun to learn, it is more likely that he/she continues working on it until they have completed it, even if there could be interruptions in the process (Amedi, 2013).

The finding of this research is also tally with Gardner's study. Gardner (1985) believes that a language cannot be separated from the learners' attitudes towards the community. How successful a student is in learning a language has to do with the learners' attitude towards the specific language.

In Iranian context, the findings of the study is nearly in accordance with the findings of Rajab, Roohbakhsh Far, and Etemadzadeh (2012) and Yaghoubinejad, Moinszadeh, and Barati (2017) in that fluctuations in the motivational L2 self-system depend on many factors, particularly intention to learn a target language as well language proficiency level.

Conclusion

Ormrod (2008) believes that motivation has an impact on what learners pay attention to and how they process that. Students that are motivated often try to make an effort to really understand classroom material because they want to learn it meaningfully and reflect over how they could use the information/task in their own lives.

Students who are motivated to learn in the classroom tend to achieve high grades. Students who, on the other hand, have little or no interest in school are at high risk for dropping out because they do not see the importance and value of staying (Amedi, 2013). And according to Skolverket (2007), reading is a combination of comprehension, decoding, and motivation.

It is hard to establish a factor that could be the problem, but some factors are taken in consideration. These are: Problems on the school level (teacher, environment, classroom etc.), problems on the linguistic level (dialect, relation between text and speech), problems on the family level (reading habits, access to books, internet etc.), or problems on the individual level (concentration, hearing, reading/listening/writing disorders). It is important to consider all these levels when helping someone with problems reading or writing (Skolverket, 2007).

Ormrod (2008) means that motivation determines which consequences are reinforcing and punishing. Learners that are motivated want to achieve success in the classroom. They will feel confident when they get an A and feel upset when they get a lower grade. If the learners feel that English is difficult to learn, that could make them nervous and anxious, which in turn could lead to lower grades. A lower grade could in turn make their classmates tease them, which is hard because every student wants to be accepted and part of the so-called popular group. Yan (2011) believes that L2 motivational self-system is connected and reflected in learning outcome.

Since English is a global and international language, it is important that the students feel motivated and want to learn the language (Crystal, 2003). As Amedi (2013) believed, if the students are motivated, have long-term goals and think that the English language is fun and important to learn, that increases their opportunities to learn the English language. Since the English language surrounds us every day in different areas like culture, politics, education and economy, knowing the language will increase the students' opportunities to participate in a globalized world.

While overgeneralization is not meant, this study recommends scholars utilize the L2 motivational self-system to investigate the motivation of learning a language other than English in both foreign and second language settings.

It is essential for teachers and instructors to pay close attention to motivation of their students and keep their motivation at highest level. The atmosphere in the class and method of teaching can highly influence the motivation of the learners. Also students should be aware of advantage of motivation and try to not to lose their motivation during language learning.

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Authors' Biography



Sajad Sherafati (MA) has recently graduated from Islamic Azad University, Neyshabur Branch, Neyshabur, Iran. He did an MA in English Language Teaching. His area of interest is psycholinguistics. He can be accessed via his email address: s1370sh@gmail.com.



Narjes Ghafournia (Ph.D.) is an assistant professor of TEFL at Islamic Azad University, Neyshabur Branch, Neyshabur, Iran. She has been teaching different English courses in different universities for many years. She has published a lot of research papers in different national and international journals. She has also presented many articles in national and international conferences. Her main areas of interest are psycholinguistics, ESP, language assessment, and language teaching. She can be accessed via her email address: narjesghafournia@yahoo.com.
