The Role of Future Self-guides in Thai University Students'

Motivation to Learn English and Chinese

Xiaopeng   Zhang

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of

Master of Arts in Teaching English as an International Language

Prince of Songkla University

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Author   Mrs. Xiaopeng Zhang

Major Program Teaching English as an International Language

Major Advisor

………………………………………

(Asst. Prof. Dr. Chonlada Laowiriyanon)

Examining Committee:

……………………………………Chairperson

(Asst. Prof. Dr. Saowaluck Tepsuriwong)

…………………………………..Committee

(Assoc. Prof. Dr. Adisa Teo)

…………………………………..Committee

(Asst. Prof. Dr. Chonlada Laowiriyanon)

   The Graduate School, Prince of Songkla University, has approved this thesis
as partial fulfillment of the requirements for the Master of Arts Degree in Teaching
English as an International Language.

         ………………………………………

         (Asst. Prof. Dr. Thakerng Wongsirichot)

          Acting Dean of Graduate School

This is to certify that the work here submitted is the result of the candidate's own investigations. Due acknowledgement has been made of any assistance received.

……………………….………. Signature
(Asst. Prof. Dr. Chonlada Laowiriyanon)
Major Advisor
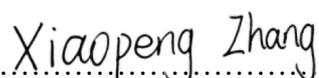
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Candidate

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(Mrs. Xiaopeng Zhang)
Candidate

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ABSTRACT

The study aimed to examine the role of future self-guides to explain Thai university students' motivation to learn English and Chinese as well as their perceptions. The mixed method was adopted to collect both quantitative and qualitative data at a university in southern Thailand. Online questionnaires were distributed to 136 students to collect quantitative data to measure the level of students' motivation to learn English and Chinese, the relationships between students' English-related and Chinese-related future self-guides and the relationships between their future self-guides and motivated learning behaviors. The follow-up interviews were conducted with 15 English majors and 15 Chinese majors to collect qualitative data to investigate the students' perceptions on their future self-guides in motivating them to learn English and Chinese. The results show that students' motivations to learn English and Chinese were highly regulated by their future self-guides. It was found that students' English-related and Chinese-related future self-guides were significantly different and positively correlated to each other. It was also found that Ideal Self/Own, Ideal Self/Other, Ought-to Self/Own, and Ought-to Self/Other were significantly and positively correlated with English and Chinese learning behaviors. Ideal Self/Own was the component that most correlated with motivated learning behaviors for both English and Chinese majors. The interview data revealed three major themes related to their future self-guides, i.e. the instrumental value of target languages, significant others' expectations, and perceived self-obligations. The study concludes with pedagogical implications and recommendations for further research.

Key words: future self-guides, motivation, English, Chinese, Thai university students

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วารสารศิลปศาสตร์ มหาวิทยาลัยสงขลานครินทร์
คณะศิลปศาสตร์ มหาวิทยาลัยสงขลานครินทร์
อ.หาดใหญ่ จ.สงขลา 90112
โทร. 074 286675

1. INTRODUCTION

1.1 Rationale of the study

Due to the ongoing development of globalization and regional integration, citizens with knowledge of foreign languages are needed in order to promote economic growth of the country (Siridetkoon, 2015). It is popular for students to learn different foreign languages in many countries as well as in Thailand. Closely connected to ASEAN countries as well as other countries around the world in economy, Thailand attaches great importance to foreign languages education. Nowadays, English and Chinese are the two popular foreign languages in Thailand.

For international communication, English remains the primary foreign language of Thailand for more than a century (Baker & Jarunthawatchai, 2017). Especially, in the fields of tourism, international trade and finance, English has been taken as a key to gain competitiveness in obtaining a well-paid job in the international labor market (Keyuravong, 2010). Therefore, the role of English has been significant in Thai education system (Siridetkoon, 2015). Students are required to learn English at all educational levels.

In addition, along with the rise of China as a major world power and the world's second largest economy, the interactions between Thailand and China have increased resulting in the popularity of learning Chinese in Thailand (Tungkeunkunt, 2016). Chinese comes in second as the foreign language most studied in schools except English. Chinese courses are provided by almost every school in Thailand, from kindergartens to universities. In higher education, many Thai universities have established Bachelor of Arts programs of Chinese (Jiracheewewong et al., 2019) and there are more than 600,000 students learning Chinese in Thailand (Tungkeunkunt, 2016).

In Thailand, secondary students who choose to study in language programs need to learn two foreign languages - English and another additional language which is offered by their schools (Baker & Jarunthawatchai, 2017; Siridetkoon, 2015). In

university, students in language programs need to take one language as their major and choose another foreign language as their minor subject, which means they need to learn two foreign languages simultaneously.

However, there have been unsatisfactory results of English learning in Thailand. For example, Thailand ranked 116th out of 163 countries on the TOEFL test; Compared with ten ASEAN countries, Thailand was placed near the bottom in TOEIC and TOEFL test (Siridetkoon, 2015). The situation becomes more complicated when students need to learn two foreign languages – English and Chinese – simultaneously, thus it is worth exploring how students can manage to learn two foreign languages successfully.

It has been argued that motivation plays a key role in the success of learning a second (L2) or foreign language (Dörnyei, 1998). One of the main developments of L2 motivation research over the past decades has been the increasing focus on language learners' self-concept in understanding their motivational dispositions (Huang et al., 2015; You et al., 2016). The predominant theory in L2 motivational research is L2 Motivational Self System (L2MSS), proposed by Dörnyei (2005, 2009). Further, Papi et al. (2018) proposed the 2x2 model of future self-guides, as a revision of the future self-guides in L2MSS, for us to better understand the role of future self-guides in explaining students' motivation to learn L2. Considering the importance of motivation in second or foreign language learning, it would be worthwhile to investigate the role of future self-guides in motivating Thai university students to learn different foreign languages simultaneously as well as students' self-perceptions on their future self-guides in order to achieve a more comprehensive understanding of multi foreign language learners.

1.2 Research questions

The research questions were as follows.

1. To what extent is students' motivation to learn English and Chinese as major or minor subjects regulated by each component of future self-guides?

2. What are the relationships between students' English-related and Chinese-related future self-guides when they learn two languages simultaneously?

3. What are the correlations between future self-guides and motivated learning behaviors concerning English and Chinese respectively?

4. How do they perceive their future self-guides?

1.3 Significance of the study

The study provided an understanding of students' motivation to learn English and Chinese simultaneously in relation to their future self-guides. The outcomes could inspire language teachers with practical suggestions to motivate and assist students in English and Chinese learning. Moreover, the findings can be useful for educators and policymakers on English and Chinese curriculum formulation in Thailand.

1.4 Definition of the key terms

1. **Ideal Self/Own** represents the attributes that the learner from his or her own standpoint would ideally hope to have in the future. In other words, it has a promotion focus.

2. **Ideal Self/Other** represents the attributes that the learner's significant others would ideally hope the learner will achieve in the future. In other words, it has a promotion focus.

3. **Ought-to Self/Own** represents the attributes that the learner, from his or her own standpoint believes he or she ought to obtain to avoid negative outcomes. In other words, it has a prevention focus.

4. **Ought-to Self/Other** represents the attributes that the learner's significant others require him or her to possess in order to avoid negative outcomes. In other words, it has a prevention focus.

2. LITERATURE REVIEW

2.1 Motivation

Motivation concerns the choice, persistence and effort that human expends on a particular action. In other words, according to Dörnyei and Ushioda (2011), motivation cares about why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it.

In the field of second or foreign language learning, most teachers and researchers agree that motivation is one of the key factors influencing the rate in learning progress and the success of learning (Dörnyei & Ushioda, 2011). Motivation provides the primary incentive at the beginning of learning, as well as working as the driving force to sustain learning in the long process. Without motivation, even the most capable people cannot accomplish the long-term goals. With high motivation, people can make up for the deficiencies in language aptitude and learning condition (Dörnyei, 1998).

2.2 The trajectory of research on motivation to learn a foreign or second language

Research on the motivation to learn a second (L2) or foreign language has a long history. According to Dörnyei (2005), there are four distinct phases in the modern filed of L2 motivation research, that is, the social psychological period, the cognitive period, the process-oriented period and socio-dynamic phase.

2.2.1 The social psychological period

This period is characterized by the works of social psychologists - Wallace Lambert and Robert Gardner and their associates. Many of their studies have been done in the bilingual social context in Canada. They emphasize the role of individual's attitudes towards the target language and community in second languages learning. They argue that attitudinal and affective dimensions exert a directive influence on learners' L2 learning behaviors and L2 achievement.

The key issue of Gardner's motivation theory is the relationship between motivation and orientation. The role of orientation is to help arouse motivation and direct it towards a set of goals. Integrative and instrumental orientations are widely

known concepts in Gardner's motivation theory. Integration orientation concerns a positive disposition towards the L2 group and the desire to interact with and even become similar to members of that community. Instrumental orientation concerns the potential pragmatic gains of the second languages, such as passing an examination or getting a better job. It reflects the practical benefits of learning the target languages.

The key concept of Gardner's motivational theory is integrative motive. There are three components in this construct, that is, integrativeness, attitudes towards the learning situation and motivation. Firstly, integrativeness shows the individual's willingness and interest in social interaction with members of other communities, which includes integrative orientation, interest in foreign language, and attitudes towards the L2 community; Secondly, attitudes towards the learning situation includes students' attitudes towards the language teacher and the L2 course; Thirdly, motivation consists of three dimensions - motivational intensity or effort, desires to learn the language and attitudes towards learning the language. Many studies then have been done to exam the validity of the construct. Most of them show that students' L2 motivation is highly associated with positive attitudes towards L2 group and L2 community's values. However, nowadays, the notion of integrative has been criticized a lot, especially in the global contexts where English is taken as an international language and there is no specific target language community for people to integrate in (Dörnyei & Ushioda, 2009).

In this period, most of the works on L2 motivation followed Gardner's concepts (Skehan, 1989). They focus on the influence of social psychological variables on language learning, such as attitudes towards target language speakers and their culture, or feelings of identification with one's own ethno-linguistic community. However, in the early 1990s, a number of scholars had criticized that social psychological research on motivation have little practical relevance (Crookes & Schmidt, 1991). They called for research which paid close attention to motivation in classroom settings. Herence, there is a shift from the broad perspective of ethno-linguistic communities and learners'

general disposition and attitudes to language learning to a more situated analysis of motivation in specific learning contexts.

2.2.2 The cognitive-situated period

Secondly, the cognitive-situated period aims to construct a more practitioner-validated concept of motivation, focusing on the concerns and needs of teachers in classroom settings. Many scholars held the belief that students' immediate classroom environment has a strong impact on L2 motivational construction. They not only concentrated on finding students' motives in a specific situation but also explored how to apply the findings of students' motivation in classroom to improve teaching. The L2 motivational concept in this period did not deny Gardner and his associates' work, but expanded the theoretical framework of L2 motivation from a situation-specific perspective.

Enlightened by Crookes and Schmidts' (1991) approach to examining motivation at various conceptual levels, Dörnyei (1994) conceptualized L2 motivation within a framework of three relatively distinct levels: language, learner and learning situation. Firstly, language level includes integrative and instrumental motivational subsystem, such as attitudes towards the L2 culture and community as well as practical values and benefits associated with L2. Secondly, learner level focus on individual characteristics which influences L2 language learning, such as need for achievement and self-confidence (for example, language use anxiety, perceived L2 competence). Thirdly, learning situation level concerns situation-specific motives in a classroom setting, including course-specific, teacher-specific and group-specific motivational components. Dörnyei (1994) offered an extensive list of motivational components by this construct. These three motivational levels have vital effects on overall motivation independently. Dörnyei (1994) argued that the degree of motivation might be strongly different from the same learners in the same learning situation if the target languages are different. Similarly, when the target language is the same, the same learners' motivation can show vast difference if the learning situations are different.

Proposed by Deci and Ryan (1985), intrinsic and extrinsic motivation are also attractive factors in motivational research in language classrooms. Intrinsic motivation concerns one's own sake of experiencing pleasure and satisfaction, such as the joys of communicating with the target language speakers. Extrinsic motivation refers to the external regulations on language learning behaviors, such as receiving extrinsic rewards or avoiding punishment. Based on the Self-determination theory, depending on how internalized the extrinsic factors are, Deci and Ryan improved their conceptual construction of motivation into four types - external regulation (the motivation comes entirely from external sources, such as rewards and threats); introjected regulation (the motivation comes from externally imposed rules accepted by students as norms); identified regulation (the motivation comes from regulations highly valued by learners) and integrated regulation (the regulation is fully assimilated with individual's values, needs and identity).

The importance of intrinsic motivation is highly valued in predicting students' L2 achievement. Situated classroom-focused research also highlights the role of identified regulation (Noels et al., 2000). They found that students' personally valued internalized motives also have a strong relation with their L2 achievement. Furthermore, Noels and her colleagues (2000) indicated that teachers' instructional styles (e.g. controlling or autonomy supportive) have influence on the development of students' intrinsic and extrinsic motivation.

2.2.3 The process-oriented period

As mastery of a foreign or second language may take several years to accomplish and learners' motivation may not remain constant, many scholars show great interests in the dynamic nature of motivation (Dörnyei & Ushioda, 2011). They regard students' L2 motivation as a process, containing several stages.

Williams and Burden (1997) argued that it is important to distinguish between motivation for engagement (choices, reasons, wishes, intentions, decisions) and motivation during engagement (how one feels, behaves and responds during the course

of learning). They proposed the concepts of initiating motivation and sustaining motivation to categorize the motivation in different learning stages.

Ushioda (1994) called for using qualitative research approaches to explore the dynamic nature of L2 motivation process. She had done a longitudinal interview study with Irish learners of French and found that learners' motivation at the initial learning stage may mainly derive from the positive learning experience, but as their L2 developed over time, future goals seem to play a big role in their motivation to learn the target language.

Based on the Action Control Theory, Dörnyei and Ottó (1998) conceptualized the motivated behavioral process into three phases, that is, pre-actional phase, actional phase and post-actional phase. The process model of L2 motivation that they proposed contains two main dimensions – Action sequences and motivational influences. Action sequence shows the behavioral process and is paralleled by motivational influences, which includes the energy sources that underlie the behavioral process. This model organizes the motivational factors and actional events in a chain to explain the process of students' L2 motivation.

2.2.4 The socio-dynamic period

Nowadays, research on L2 motivation has evolved from process-oriented to socio-dynamic perspective. There are several reasons for the transformation. Firstly, scholars realize that the previous process model of L2 motivation cannot show the complexity of the interrelationship of motivational factors in real learning situations. Secondly, the mainstream motivational research tries to combine the notions of self and context in a dynamic way, and to discover how motivation varies and develops in the complex interactions between self and context. Thirdly, the wide spread of English as an international language influences L2 motivational research. On the one hand, Dörnyei and Ushioda (2011) suggest that two-tier approach may be needed to analyze L2 motivation depending on whether the target language is English or not. This is because motivation for learning English may be quite different in many ways from learning

other foreign languages, as English has been increasingly viewed as a basic educational skill as literacy and numeracy. On the other hand, the ownership of English is questioned as English is widely used as a lingua franca between speakers of other languages. The traditional concepts of L2 motivation, such as integrativeness, seem to lose meaning. This is because there is no clear target reference group for people to integrate to.

In this period, enlightened by the psychology theory of possible selves (Markus & Nurius, 1986) and self-discrepancy theory (Higgins, 1987), Dörnyei proposed the L2 Motivational Self System (L2MSS) in 2005. It has grown as the predominant theory in L2 motivational research. It highlighted the guidance role of individual's imagined self-images in motivation. L2 motivation self-system comprises three components, the Ideal L2 Self, the Ought-to L2 Self and L2 Learning Experience. The details about L2MSS are shown in section 2.3.

Another important view in this period is that motivation is seen from a complex dynamic systems perspective. It is believed that learner's motivation varies from time to time and from situation to situation and different learners have different motivational characteristics. Within the view of dynamic system theory, empirical studies aimed to explore short-term and long-term changes of motivation in relation to multiple attractive factors. However, as dynamic system theory aims to predict motivation under multiple factors, it seems to be challenging to researchers to access and interpret every specific events.

Nowadays, the motivation research prefers to understand the individual through the notion of self in a certain context and in a dynamic way. Individual is seen as a particular person who has visions about his/her future selves, which will guide him/her to achieve those goals. Students' visions of their selves do not come from nowhere, but situated in the certain social context in a dynamic way. Dörnyei's L2 Motivational Self System and the Dynamic System Theory provide the latest, powerful and comprehensive conceptual framework for exploring motivation to learn a second or

foreign language.

2.3 L2 Motivational Self System

As the current predominant theory in L2 motivational research, L2MSS provides a model for us to understand L2 motivation concerning an individual's self-concept and future self-guides. The fundamental assumption of L2MSS is that motivation occurs when one has desires to reduce the discrepancy between his/her ideal self and actual self. L2 motivation self-system comprise three components, the Ideal L2 Self, the Ought-to L2 Self and L2 Learning Experience.

Ideal L2 Self represents the L2 attributes the learner would ideally like to have. It represents one's hopes, aspirations and wishes. Self-discrepancy theory indicates that motivation come out when people have desire to reduce the discrepancy between one's actual self and ideal self. Ideal L2 Self has a strong predicating power on L2 achievement (Dörnyei & Ushioda, 2009; Dörnyei & Chan, 2013). These results are shown in many experimental research, most of them concerning with English language.

Ought-to L2 Self refers to the L2 attributes the learner believes they have to gain to meet expectations of significant others. It represents one duties, obligations and responsibilities. The experimental research showed that Ought-to Self was less important compare to the Ideal L2 Self in relation to predicate L2 achievement. However, the Ought-to L2 Self was shown to be more significant in Asian contexts than western contexts due to family and school pressure (Taguchi et al., 2009).

The L2 Learning Experience concerns students' past and immediate learning environment and experience. The learning environment in which students situated and the successful learning experience have a great influence on students' motivation construction. The teacher, the curriculum and the peer group are the key factors of the students' learning environment and have huge influence on the formation students' learning experience. The positive L2 Learning Experience may support the realization of students' Ideal L2 Self and Ought–to Self.

However, criticisms have been put on L2MSS because of the lack of motivational

potency of Ought-to L2 Self. Previous studies examined L2MSS in different contexts, indicting Ideal L2 Self and L2 Learning Experience are strong predictors of motivation, while Ought-to L2 Self has emerged as a doubtful construct with little motivational significance (Al-Hoorie, 2018; Csizér & Lukács, 2010; Lamb, 2012). According to Higgins (1987), Ideal Self and Ought-to Self are considered two major future self-guides that regulate human behaviors. As there are people who are more motivated by their Ideal Self and positive outcomes, there should be people who are more motivated by their Ought-to Self to avoid negative outcomes while learning. It does not make sense theoretically that Ought-to Self did not emerge as a valid construct and was even excluded in some previous studies (Al-Hoorie, 2018).

2.4 The 2x2 model of future self-guides

According to Higgins (1987), Self-discrepancy theory included two domains (Ideal Self and Ought-to Self) and two standpoints (own and other). The two domains, Ideal Self and Ought-to Self could be perceived from own and other standpoints. Higgins (1987) has mentioned that Ideal Self has a promotion focus whereas Ought-to Self has a prevention focus. Promotion and prevention are two motivational orientations that regulate individuals' behaviors in Higgins's regulatory focus theory. Promotion-focused individuals are concerned with advancement, growth and accomplishment. They are sensitive to the presence or absence of positive outcomes. On the other hand, prevention-focused individuals focus on security, safety, and calmness. Individuals are sensitive to the presence or absence of negative outcomes. Dörnyei (2005, 2009) borrowed Ideal Self and Ought-to Self from Higgins's (1987) Self-discrepancy theory and combined them with the conceptual content of Markus and Nurius's (1986) Possible Selves theory. However, two standpoints and regulatory distinctions (promotion or prevention focus) are not included in L2MSS. Therefore, as a revision of future self-guides (Ideal Self and Ought-to Self), the 2x2 model of self-guides was proposed by Papi et al. (2018).

The 2x2 model of self-guides (Papi et al., 2018) includes Ideal L2 Self from own

standpoint (Ideal Self/Own), Ideal L2 Self from other standpoint (Ideal Self/Other), Ought-to L2 Self from own standpoint (Ought-to Self/Own) and Ought-to L2 Self from other standpoint (Ought-to Self/Other). Ideal Self/Own represents the attributes that the learner from his or her own standpoint would ideally hope to have in the future, with a promotion focus; Ideal Self/Other represents the attributes that the learner's significant others (e.g. parents, teachers and friends) would ideally hope the learner will achieve in the future. It refers to a future ideal image from other standpoint with a promotion focus. Ought-to Self/Own represents the attributes that the learner, from his or her own standpoint, believes he or she ought to get (e.g., obligations, duties and requirements) to avoid negative outcomes, with a prevention focus. Ought-to Self/Other represents the attributes that the learner believes other people require him or her to possess (e.g., obligations, duties and requirements) in order to avoid negative outcomes. It refers to a future ought-to image from significant others' standpoint with a prevention focus.
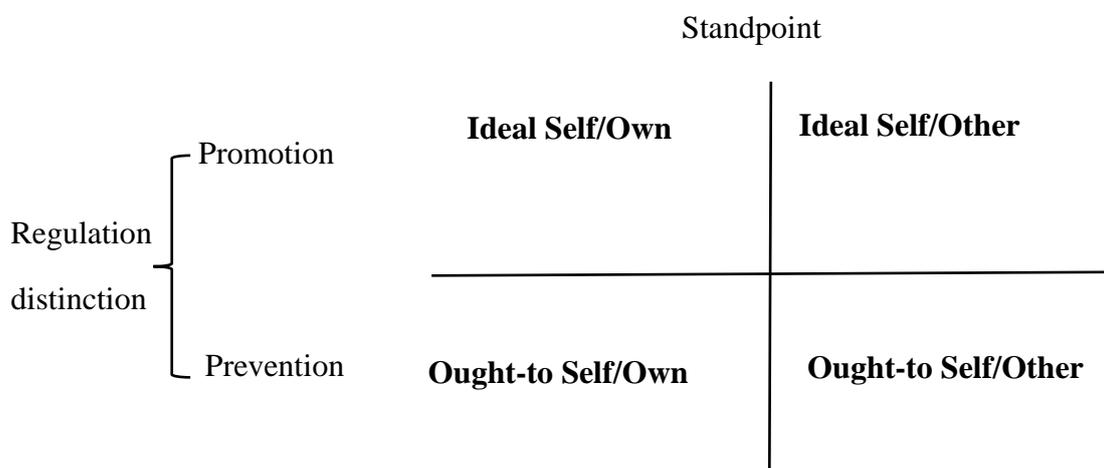
Figure 1. The 2x2 model of future self-guides

2.5 Related studies

Attracted by the L2MSS and the 2x2 model of future self-guides in explaining language learners' motivation, researchers have conducted many studies in various contexts. Related studies have been divided into two categories: studies on relationships among different language-related selves and those on relationships between future self-guides and motivated learning behaviors.

2.5.1 Studies on relationships among different language-related selves

Under the current common international situation which is important for students to learn more than one foreign language, many researchers have begun to explore students' motivation towards different languages in various contexts. Many studies (Dörnyei & Csizér, 2002; Humphreys & Spratt, 2008; Csizér & Lukács, 2010; Dörnyei & Chan, 2013) have shown that students have distinct motivation to learn different foreign languages, especially under the context where English has been taken as a global language. However, both positive and negative effects between different languages were found.

Dörnyei and Csizér (2002) conducted a study in Hungary to examine how the significant sociocultural changes affected students' language-related attitudes and language learning motivation concerning five target languages including English, German, French, Italian, and Russian. It was a longitudinal nationwide survey, which was conducted in 1993 and 1999 with the same group of participants. 8593 primary school students took part in that study. The results showed that students had higher motivation to world English learning than non-world languages learning, even Germen – the traditional lingua franca in Hungary. Non-world languages have been marginalized.

In addition, Humphreys and Spratt (2008) explored 526 university students' motivation to learn English, Putonghua and a chosen third language (French, German or Japanese) in Hong Kong. The results revealed that students showed quite distinct patterns of motivation towards the various languages. English and Putonghua, as the compulsory languages, were perceived as having a greater instrumental value than the chosen languages (French, German or Japanese). For affection, students showed more positive attitude with English and the chosen language than Putonghua.

More complex results were found in Csizér and Lukács' (2010) study. They investigated students' motivational and attitudinal disposition towards English and German in Hungary and how their motivation differs for these two foreign languages.

Two hundred and thirty-five secondary students, who learned both English and German simultaneously, participated in this study. This study confirmed the finding that English was the most popular foreign language in Hungary (Dörnyei & Csizér, 2002). Further, the results also indicated that if the order of their language learning did not match their language learning preference, students may have negative attitudes towards language learning. In other words, the students' English-related selves had a positive effect on their German-related selves if they learned English as their first foreign language. However, if some students were reluctant to learn German as their first foreign language, but in reality, they had to learn German as their first language and then learned English as their second foreign language. In this case, their English-related selves showed a negative effect on their German-related selves.

Similarly, negative impact of global English on the students' attitudes towards learning other European languages was found by Busse (2017). The survey was conducted in four European countries (Bulgaria, Germany, the Netherlands and Spain) with 2255 adolescent students. The results showed that the global status of English was highly recognized by the students while other foreign languages were considered less valuable.

Moreover, Wang and Zheng (2019) observed the impact of global English on Japanese learning in the context of China. This qualitative study was conducted with 12 Japanese majors to examine their motivational English and Japanese selves in the process of multilingual learning. The qualitative data revealed the complex interplay between the participants' language selves. Negative impact of global English on learning Japanese was reported. The students emphasized the instrumental value of the target languages while English seemed more valuable due to its status as a global language.

However, different result was found in Dörnyei and Chan's (2013) study. They examined the relationship between future L2 self-guides (Ideal and Ought-to Selves) and learning achievement (intend effort and actual grades) in two target languages –

English and Mandarin. One hundred and seventy-two year 8 students in Hong Kong participated in this study by responding to the questionnaire. The results showed that there were significant differences between English and Mandarin selves. Anyhow, the influence between English and Mandarin was positive based on the correlation analysis. However, the study did not go further to explore how different language selves interact with each other.

In addition, Siridetkoon and Dewaele (2017) identified while English did threaten some participants' motivation to learn other foreign languages (Chinese, Japanese and Korean), it also encouraged them to study other foreign languages. In this qualitative search, the students stated that they would like to learn another foreign language after learning English because they hope to be able to compete with others in the job market. For them, it was not sufficient to speak only English, which is the worldly widespread language.

2.5.2 Studies on relationships between future self-guides and motivated learning behaviors

Teimour (2017) proposed a trichotomous model of L2 selves, including Ideal L2 Self, Ought-to L2 Self/Own and Ought-to Self/Other. Five hundred and twenty-four high school students in Iran took part in the study. Multiple regression results indicated that all three types of learners' L2 selves could predict their intended effort in language learning. However, replicated results were found when compared with previous studies. Ideal L2 Self was the strongest predictor of intended effort (B=.46, p<.001). When compared to Ideal L2 Self, both Ought-to L2 Self/Own (B=.15, p<.001) and Ought-to L2 Self/Other (B=.10, p<.05) explained much smaller amounts of variance. The model with three future self-guides did not show stronger evidence of the validity of the Ought-to Self than previous studies. The reasons speculated by Papi et al. (2018) were that the questionnaire used in the study did not pay much attention to the regulation distinction (promotion or prevention focus) of Ideal Self, Ought-to Self and motivated behaviors.

Papi et al. (2018) proposed and tested the 2x2 model with complete four future self-guides. They revised the existing questionnaire by showing clear promotion and prevention focus concerning Ideal Self and Ought-to Self, and motivated learning behaviors without regulatory bias. Two hundred fifty-nine university students of English in the United States took part in the study. Multiple regression results revealed that all the four future selves were strong predictors of motivated behaviors. Surprisingly, Ought-to L2 Self/Own (B=.37) was the strongest predictors. It was followed by Ideal L2 Self/Own (B=.19), Ought L2 Self/Other (B=.16) and Ideal L2 Self/Other (B=.14). The findings suggested that the revised model could be a more refined representation of L2 selves than the previous ones, and it will be more suitable for future research on motivation.

Blair and Azaz (2019) examined a revised version of L2MSS by including a bifurcation in the Ought-to L2 Self, namely, Ought-to L2 Self/Own and Ought-to L2 Self/Other. The study was conducted with 54 L2 Arabic learners at a university in the United States. The results indicated that Ideal L2 Self had the strongest indirect effect on intended effort. While Ought-to L2 Self/Own showed a positive effect on intended effort, Ought-to L2 Self/Other yielded a negative effect.

Feng and Papi (2020) explored the future guides in motivational intensity and persistence with 94 students who learned Chinese as a foreign language in the context of the United States. The results revealed that Ideal L2 Self/Own and Ought L2 Self/Own were significant predictors of motivational intensity. Ideal L2 Self/Own and Ideal L2 Self/Other were positive predictors of persistence whereas Ought L2 Self/Other was a negative predictor. Further, the results indicated that different selves predicted qualitatively different motivated behaviors.

There were not many studies that examined the future self-guides with own and other standpoint and most of the related studies mentioned above were conducted in the context of the United States, which leaves a large space calling for studies in diverse language learning settings. In addition, some findings of the previous studies were

consistent, while some were different. Similarly, Ideal Self/Own and Ought-to Self/Own were found to be significant predictors of the motivational measures in the previous studies. However, Ought-to Self/Other showed negative effects in Blair and Azaz's (2019) and Feng and Papi's (2020) works, while it showed positive effects in Teimour's (2017) and Papi et al.'s (2018) works, but with a smaller amount of variance. It was speculated that the contexts and the target languages measured in the studies might be the reasons for the various findings. Such inconsistency among various results, therefore, calls for understanding students' motivation to learn different languages within the contexts where they are situated.

3. RESEARCH METHODOLOGY

3.1 Research design

The present study employed a mixed-method approach with an explanatory design. Both quantitative and qualitative data were collected by using questionnaires and semi-structured interviews. A questionnaire was used to collect quantitative data to measure participants' motivation to learn English and Chinese. The quantitative data provided fundamental information for the magnitudes of students' motivation to learn English and Chinese, the relationships between English-related and Chinese-related selves and the correlation between future self-guides and students' motivated learning behaviors. At the end of the questionnaire, an invitation to the following semi-structured interview was made. Volunteers who were interested in this research took part in the interview to show their perceptions on their future self-guides in English and Chinese learning, where qualitative data was collected to provide explanatory information and confirmation for the quantitative data.

3.2 Participants

In the first stage, 136 students, including 64 English majors and 72 Chinese majors took part in the study by filling up the online questionnaire. They were from sophomore to senior at a university in southern Thailand, with ages ranged from 18 to 25 (M=20.26). All the participants studied both English and Chinese but with different status in the language program at the university. Sixty-four participants studied English as their major while they chose to learn Chinese as their minor subject. Seventy-two participants studied Chinese as their major subject and studied English as their minor subject.

All the participants were experienced in learning English and Chinese. For both English majors and Chinese majors, they had been learning English for at least 13 years. English majors had an average of 4.6 years of learning Chinese, while Chinese majors had at least 6 years experiencing learning Chinese. The more specific information about the participants in the first stage was shown in Table 1.

Table 1: Participants' information

	English majors	Chinese majors
N of participants	64	72
Gender Male	12	7
Female	52	65
Age	18-25 years old	
Average years of learning English	13.11	13.55
Average years of learning Chinese	4.61	6.07

In the second stage, 15 English majors and 15 Chinese majors participated in the semi-structured interview. Most interview participants were from Year 3 and Year 4 in the university. All of them did not have English speaking environment at home. Six out of 15 English majors and 5 out of 15 Chinese majors were from ethnic Chinese family, but most of them did not have Chinese speaking environment at home too, except English major No. 8 who sometimes talk to her uncle (who lives in Malaysia) in Chinese and Chinese major No. 9 whose father sometimes practiced Chinese with her at home.

Table 2: Details of the participants of the interview

No.	English majors			Chinese majors		
	Age	Gender	Year in University	Age	Gender	Year in University
1	20	Male	Year 2	21	Female	Year 4
2	21	Female	Year 3	19	Male	Year 2
3	20	Female	Year 3	22	Female	Year 4
4	20	Female	Year 3	20	Female	Year 3
5	22	Male	Year 4	21	Female	Year 4
6	21	Female	Year 3	22	Female	Year 4
7	21	Female	Year 3	22	Female	Year 4
8	20	Female	Year 3	23	Male	Year 4
9	21	Female	Year 3	20	Female	Year 3
10	21	Female	Year 3	21	Female	Year 3
11	21	Female	Year 3	20	Male	Year 2
12	21	Female	Year 3	21	Female	Year 4
13	21	Female	Year 3	22	Female	Year 4
14	20	Female	Year 2	23	Female	Year 4
15	25	Female	Year 4	20	Female	Year 2

3.3 Research instruments

3.3.1 Questionnaire

According to Papi et al.'s (2018) suggestions, the questionnaire of this study was developed by showing clear promotion and prevention focuses concerning Ideal Self and Ought-to Self and neutral motivated learning behaviors without regulatory bias. The questionnaire consisted of two parts. The first part included motivational items concerning each component of the participants' future self-guides and motivated learning behaviors of English and Chinese. The items were adapted from Dörnyei and Chan (2013), Huang et al. (2015), Teimouri, (2017), and Papi et al. (2018). The questionnaire was piloted with the 35 students who were studying English and Chinese simultaneously at Prince of Songkla University, Phuket campus. The questionnaire was modified after conducting the pilot study. Only items with high internal consistency were kept. There were 38 items in the questionnaire, in which 7 items concerning IS/own, 7 items for IS/other, 4 items for OS/own, 6 items for OS/other and 14 items measuring students' motivated learning behaviors. All the items were parallel concerning English and Chinese languages respectively. The questionnaire was designed using a six-point Likert scale, ranging from "strongly disagree" to "strongly agree" with the future self-guides statements; ranging from "never true of me" to "always true of me" with the statements of motivated learning behaviors. The second part consisted of demographic questions including age, gender, years of learning English and Chinese, self-reported language proficiency, etc. Concerning students' different levels of English and Chinese language proficiency, the questionnaire was translated into Thai language before being administered it. Cronbach's Alpha coefficient of this questionnaire was 0.958.

3.3.2 Semi-structured interview

To get participants' perceptions of their future self-guides, semi-structured interviews were conducted. The interview included questions regarding students' Ideal Self and Ought-to Self from their own and other standpoints, as well as their motivated

learning behaviors. Sample interview questions include: Why do you learn English and Chinese? What do you want to be in the future? Is there anyone who influenced you to learn English and Chinese? How do you learn English and Chinese? Through these questions, the participants' perceptions of learning English and Chinese were collected.

3.4 Data collection

The study was conducted in the first semester of 2020. There were two periods for the data collection. The first period was from July 13th, 2020 to August 6th, 2020 to collect the quantitative data by using the questionnaire. The second period was from November 20th, 2020 to December 30th, 2020 to collect qualitative data through interviews.

Due to the Covid-19 pandemic, the questionnaire was transformed into an online questionnaire by using google form. The link of the questionnaire was shared with the target participants through Facebook and Line groups and emails. Before filling up the questionnaire, a brief introduction to the topic and a consent from were given. Students who were interested in this topic voluntarily took part in the study by signing the consent form first and then filling up the online questionnaire.

After collecting the quantitative data, the semi-structured interviews were conducted to collect qualitative data. At the end of the questionnaire, there was an invitation to the participant to take part in the semi-structured interview. Participants who were interested in the interview were advised to leave their contact information. Fifteen English majors and 15 Chinese majors expressed their interest to take part in the interview. English major students were interviewed in English, while Chinese major students were interviewed in Chinese. The interview was conducted one by one. 19 participants were interviewed face to face on the university campus, where they were familiar, in order to make them feel relaxed while being interviewed. In addition, the online interview was conducted with 11 participants who lived far from the campus. The interview took around 40 minutes for each participant. With the permission of the participants, all the interviews were voice-recorded.

3.5 Data analysis

Quantitative data obtained from the questionnaire was analyzed by SPSS for descriptive statistics, t-test and Pearson correlation. Mean score, t-value and correlation were reported respectively. Qualitative data collected from the interview was read through firstly. Participants' responses concerning their future self-guides and motivated learning behaviors were highlighted. Then a variety of sub-themes were identified. After that, the sub-themes were analyzed and categorized into major themes.

4. RESULTS

This section includes the results of the study as well as discussions, arranged based on the 4 research questions.

Research question 1: To what extent is students' motivation to learn English and Chinese as major or minor subjects regulated by each component of future self-guides?

In order to know the magnitudes of motivation that students demonstrate to learn English and Chinese which were regulated by each component of future self-guides, the mean scores and standard deviations (SD) of their responses to the questionnaire were calculated. Based on each component of the 2x2 model of future self-guides, the mean scores were shown for English majors (Table 3) and Chines majors (Table 4), respectively.

Table 3: English majors' responses to each component of future self-guides

	English (major)			Chinese (minor)		
	Mean	SD	Scale	Mean	SD	Scale
Ideal Self/Own	5.48	0.518	Strongly Agree	5.14	0.560	Agree
Ideal Self/Other	5.13	0.796	Agree	4.91	0.810	Agree
Ought-to Self/Own	5.29	0.646	Strongly Agree	5.02	0.695	Agree
Ought-to Self/Other	4.11	1.259	Slightly Agree	3.89	1.204	Slightly Agree

Note: 1-1.83=strongly disagree; 1.84-2.67=disagree; 2.68-3.51=slightly disagree; 3.52-4.35=slightly agree; 4.36-5.19=agree; 5.20-6.00=strongly agree.

Table 3 shows that English majors strongly agreed with the items concerning Ideal Self/Own ($\bar{x}$=5.48) and Ought-to Self/Own ($\bar{x}$=5.29) of English and agreed with the items concerning Ideal Self/Other ($\bar{x}$=5.13) of English, Ideal Self/Own ($\bar{x}$=5.14), Ideal Self/Other ($\bar{x}$=4.91) and Ought-to Self/Own ($\bar{x}$=5.02) of Chinese, while they were slightly agreed with the items concerning Ought-to Self/Other ($\bar{x}$=4.11 for English, $\bar{x}$=3.89 for Chinese). It indicates that the participants' motivation to learn English and Chinese were highly regulated by their Ideal Self/Own, Ideal Self/Other and Ought-to Self/Own, while the motivation that was regulated by Ought-to Self/Other was slightly lower compared to other motivational components.

Further, based on the mean scores, Ideal Self/Own was the highest for both English

and Chinese languages, followed by Ought-to Self/Own, Ideal Self/Other and Ought-to Self/Other, which means that the participants' motivation to learn English and Chinese was regulated by Ideal Self/Own, Ought-to Self/Own, Ideal Self/Other and Ought-to Self/Other in rank order of highest to lowest. Concerning English, the mean scores of Ideal Self/Own, Ought-to Self/Own, Ideal Self/Other and Ought-to Self/Other were 5.48, 5.29. 5.13 and 4.11 in descending order. Concerning Chinese, the mean scores of Ideal Self/Own, Ought-to Self/Own, Ideal Self/Other and Ought-to Self/Other were 5.14, 5.02, 4.91, 3.89 in descending order.

It can be seen that the top two components that regulated English majors' motivation to learn English and Chinese were Ideal Self/Own and Ought-to Self/Own, which means that English majors' motivation was mainly regulated by their own opinion whether it was from their hopes or obligations.

In addition, it can also be seen from the table that for English majors, the mean score of each component of future self-guides concerning the English language was higher than that of the Chinese language accordingly, i.e., Ideal Self/Own ($\overline{x}$=5.48 for English, $\overline{x}$=5.14 for Chinese); Ought-to Self/Own ($\overline{x}$=5.29 for English, $\overline{x}$=5.02 for Chinese); Ideal Self/Other ($\overline{x}$=5.13 for English, $\overline{x}$=4.91 for Chinese) and Ought-to Self/Other ($\overline{x}$=4.11 for English, $\overline{x}$=3.89 for Chinese). For further information, whether the participants had significant different English-related and Chinese-related selves is examined in research question 2.

Table 4: Chinese majors' responses to each component of future self-guides

	English (minor)			Chinese (major)		
	Mean	SD	Scale	Mean	SD	Scale
Ideal Self/Own	5.35	0.536	Strongly Agree	5.55	0.419	Strongly Agree
Ideal Self/Other	5.11	0.539	Agree	5.27	0.548	Strongly Agree
Ought-to Self/Own	5.23	0.635	Strongly Agree	5.38	0.584	Strongly Agree
Ought-to Self/Other	3.97	0.949	Slightly Agree	3.99	1.002	Slightly Agree

Note: 1-1.83=strongly disagree; 1.84-2.67=disagree; 2.68-3.51=slightly disagree; 3.52-4.35=slightly agree; 4.36-5.19=agree; 5.20-6.00=strongly agree.

Table 4 demonstrates that Chinese majors were strongly agreed with the items

concerning Ideal Self/Own ($\overline{x}$=5.35) and Ought-to Self/Own ($\overline{x}$=5.23) of English; Ideal Self/Own ($\overline{x}$=5.55), Ideal Self/Other ($\overline{x}$=5.27) and Ought-to Self/Own ($\overline{x}$=5.38) of Chinese; and agreed with the items concerning Ideal Self/Other ($\overline{x}$=5.11) of English, while they slightly agreed with the items of Ought-to Self/Other ($\overline{x}$=3.97 for English, $\overline{x}$=3.99 for Chinese). Similar to the findings of English majors, Chinese majors' motivation to learn English and Chinese which were highly regulated by their Ideal Self/Own, Ideal Self/Other and Ought-to Self/Own, while the motivation which was regulated by Ought-to Self/Other was slightly lower.

According to the mean scores, it can be seen that Ideal Self/Own was the highest for both English and Chinese languages, followed by Ought-to Self/Own, Ideal Self/Other and Ought-to Self/Other. The mean scores of Ideal Self and Ought-to Self from own standpoint were higher than those from other standpoint, meaning that Chinese majors' motivation to learn English and Chinese were more regulated by their own opinion than others'. In addition, it can also be seen that for Chinese majors, the mean score of each component of future self-guides concerning the Chinese language was higher than that of the English language.

In sum, Table 3 and 4 show that English majors and Chinese majors' motivation to learn English and Chinese which were regulated by Ideal Self/Own, Ought-to Self/Own, Ideal Self/Other and Ought-to Self/Other in rank order of highest to lowest. Clearly, their motivation to learn English and Chinese were more regulated by their own opinion than others'. In addition, for English major students, the mean score of each component for English was higher than that of Chinese accordingly, while for Chinese major students, the mean score of each component for Chinese was higher than that of English accordingly. It indicates that the participants had higher motivation to learn their major than their minor language.

Research question 2: What are the relationships between students' English-related and Chinese-related future self-guides when they learn two languages simultaneously?

To address the second research question, t-test and correlation test were adopted to explore the relationships between English-related and Chinese-related future self-guides of simultaneous foreign language learners.

Table 5: T-test for English-related and Chinese-related future self-guides of English majors

	English (major)		Chinese (minor)			
	Mean	SD	Mean	SD	t	Sig. (2-tailed)
Ideal Self/Own	5.48	0.518	5.14	0.560	5.966	.000
Ideal Self/Other	5.13	0.796	4.91	0.810	4.386	.000
Ought-to Self/Own	5.29	0.646	5.02	0.695	4.072	.000
Ought-to Self/Other	4.11	1.259	3.89	1.204	4.208	.000

Table 6: T-test for English-related and Chinese-related future self-guides of Chinese majors

	English (minor)		Chinese (major)			
	Mean	SD	Mean	SD	t	Sig. (2tailed)
Ideal Self/Own	5.35	0.536	5.55	0.419	-4.381	.000
Ideal Self/Other	5.11	0.539	5.27	0.548	-4.216	.000
Ought-to Self/Own	5.23	0.635	5.38	0.584	-4.242	.000
Ought-to Self/Other	3.97	0.949	3.99	1.002	-.626	.533

In Table 5, significant differences were found between English-related and Chinese-related future self-guides of English majors. It means that when students learned English and Chinese simultaneously, their future self-guides concerning each language were significantly different. Students had different language-related selves. In Table 6, concerning Chinese majors, significant differences were found between the participants' English Ideal Self/Own and Chinese Ideal Self/Own, English Ideal Self/Other and Chinese Ideal Self/Other, English Ought-to Self/Own and Chinese Ought-to Self/Own, except for English Ought-to Self/Other and Chinese Ought-to Self/Other, meaning that the participants perceived different motivation on learning English and Chinese from their hopes, significant others' expectations and self-obligations, but they did not perceive any differences on learning English and Chinese from significant others' pressure.

Significant differences between future self-guides concerning English and Chinese

for each individual provided us fundamental information to further explore the correlations of each component of future self-guides concerning two languages to examine the influences or interactions between two languages when learning them simultaneously.

Table 7: Correlation between each component of the 2x2 model of future self-guides concerning English and Chinese

		English majors	Chinese majors
English Ideal Self/Own	Chinese Ideal Self/Own	.647**	.675**
English Ideal Self/Other	Chinese Ideal Self/Other	.872**	.828**
English Ought-to Self/Own	Chinese Ought-to Self/Own	.691**	.884**
English Ought-to Self/Other	Chinese Ought-to Self/Other	.940**	.968**

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

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

Correlation scales: $-1 \leq r < 0$ Negative Correlation; $0 < r \leq 1$ Positive Correlation;

$|r| \leq 0.3$ Negligible; $0.3 < |r| \leq 0.5$ Low; $0.5 < |r| \leq 0.7$ Moderate; $0.7 < |r| \leq 0.9$ High; $0.9 < |r| \leq 1$ Very High.

Table 7 demonstrates that each component of the 2x2 model of future self-guides concerning English and Chinese was significantly and positively correlated to each other accordingly. It means that if the students' English learning motivation increases, the students' motivation to learn Chinese also increases.

The correlation between English Ideal Self/Own and Chinese Ideal Self/Own was positively significant at a moderate level for both English majors (r=.647) and Chinese majors (r=.675). Their imagined self-images of English and Chinese were positively correlated to each other, suggesting that the students may hope to master both English and Chinese in the future.

For both groups of the participants, the correlations between the students' English Ought-to Self/Own and Chinese Ought-to Self/Own both are positive, but at a different level. For English majors, their English Ought-to Self/Own and Chinese Ought-to Self/Own were moderately correlated (r=.691) to each other while for Chinese majors there was a significant correlation between their English Ought-to Self/Own and Chinese Ought-to Self/Other at a high level (r=.884).

For both English majors and Chinese majors, motivational components from other standpoint concerning English and Chinese, whether it is Ideal Self or Ought-to Self, are correlated to each other at a high or a very high level. The correlation coefficient between English Ideal Self/Other and Chinese Ideal Self/Other was .872** for English majors and .828** for Chinese majors (p<.01). The correlation between English Ought-to Self/Other and Chinese Ought-to Self/Other was at a very high level (English majors r=.940**; Chinese majors r=.968**, p<.01). Participants perceived that significant others (parents, teachers, or friends) wished or required them to similarly master both English and Chinese well.

Research question 3: What are the correlations between future self-guides and motivated learning behaviors concerning English and Chinese respectively?

To address the third research question about the relationships between students' future self-guides and their motivated learning behaviors, correlation analyses were conducted. Tables 8 and 9 display the results of the Pearson correlation coefficient factor (p≤.01, 2-tailed) for English majors and Chinese majors, respectively.

Table 8: Correlation between future self-guides and related motivated learning behaviors of English majors

	English Motivated Learning Behaviors		Chinese Motivated Learning Behaviors
English-Ideal Self/Own	.623**	Chinese-Ideal Self/Own	.576**
English-Ideal Self/Other	.584**	Chinese-Ideal Self/Other	.495**
English-Ought-to Self/Own	.507**	Chinese-Ought-to Self/Own	.452**
English-Ought-to Self/Other	.424**	Chinese-Ought-to Self/Other	.362**

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

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

Correlation scales: $-1 \leq r < 0$ Negative Correlation; $0 < r \leq 1$ Positive Correlation;

$|r| \leq 0.3$ Negligible; $0.3 < |r| \leq 0.5$ Low; $0.5 < |r| \leq 0.7$ Moderate; $0.7 < |r| \leq 0.9$ High; $0.9 < |r| \leq 1$ Very High.

Table 8 displays the correlation between four future self-guides and related motivated learning behaviors of English majors. The results showed all the four selves positively and significantly correlate to related motivated learning behaviors. Ideal

Self/Own was the component that most correlates to motivated learning behaviors (r=.623** for English and r=.576** for Chinese, p≤.01, 2-tailed), indicating that participants were inspired by the Ideal Self/Own most to learn English and Chinese. The second factor that correlates to motivated learning behaviors in rank was Ideal Self/Other (r=.584**, r=.495** for English and Chinese respectively, p≤.01, 2-tailed), showing that participants were also influenced by their significant others' expectations and hopes to learn English and Chinese well. The following factor that significantly correlates to motivated learning behaviors was Ought-to Self/Own (r=.507**, r=.452** for English and Chinese, respectively, p≤.01, 2-tailed), which means that in order to avoid bad outcomes, obligations and pressure to learn English and Chinese well are also perceived by the participants, themselves. The last component was Ought-to Self/Other which significantly correlated with motivated learning behaviors (r=.424**, r=.362** for English and Chinese, respectively, p≤.01, 2-tailed), but at a low level according to the correlation scales. This means that participants' motivation to learn English and Chinese were less influenced by others' pressures.

Concerning English language learning, English Ideal Self/Own (r=.623**), English Ideal Self/Other (r=.584**) and English Ought-to Self/Own (r=.507**) were correlated with motivated learning behaviors of English at a moderate level (r>.5). It indicates that this group of participants' English learning was motivated by their own and significant others' hopes, as well as their own obligations, while significant others' pressure seemed not function as a powerful component compared to the other three components. Concerning Chinese language learning, which is a minor subject for this group of participants, only Chinese Ideal Self/Own (r=.576**) correlated with Chinese Motivated Learning Behaviors at a moderated level, whereas Chinese Ideal Self/Other (r=.495**), Chinese Ought-to Self/Own (r=.452**) and Chinese Ought-to Self/Other (r=.362**) correlated with Chinese Motivated Learning Behaviors at a low level (0.3< |r|≤0.5). It indicates that participants' Chinese learning was mainly motivated by their own hopes and aspirations with a promotion focus.

Table 9: Correlation between future self-guides and related motivated learning behaviors of Chinese majors

	English Motivated Learning Behaviors		Chinese Motivated Learning Behaviors
English-Ideal Self/Own	.604**	Chinese-Ideal Self/Own	.500**
English-Ideal Self/Other	.377**	Chinese-Ideal Self/Other	.411**
English-Ought-to Self/Own	.495**	Chinese-Ought-to Self/Own	.428**
English-Ought-to Self/Other	.326**	Chinese-Ought-to Self/Other	.290**

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

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

Correlation scales: $-1 \leq r < 0$ Negative Correlation; $0 < r \leq 1$ Positive Correlation;

$|r| \leq 0.3$ Negligible; $0.3 < |r| \leq 0.5$ Low; $0.5 < |r| \leq 0.7$ Moderate; $0.7 < |r| \leq 0.9$ High; $0.9 < |r| \leq 1$ Very High.

Table 9 displays the correlation between four future self-guides and related motivated learning behaviors of Chinese majors. The results demonstrate all the four selves positively and significantly correlate to related motivated learning behaviors accordingly. For Chinese majors, Ideal Self/Own was shown as the component that most correlated with motivated learning behaviors (r=.604** for English and r=.500** for Chinese) at moderate levels. It indicates that Chinese majors are more likely to make effort to learn English and Chinese based on their own hopes and inspirations. Although, Ought-to Self/own(r=.495**, r=.428** for English and Chinese, respectively), Ideal Self/Other (r=.377**, r=.411** for English and Chinese, respectively) and Ought-to Self/Other (r=.326**, r=.290** for English and Chinese, respectively) were the next components in order of strength that significantly correlated with motivated learning behaviors, they correlate with motivated learning behaviors at a low level ($0.3 < |r| \leq 0.5$) or a negligible level ($|r| \leq 0.3$), which means that students are less influenced by others' hopes, own obligations and others' pressure on learning English and Chinese, comparing with their own hopes and desires.

There are plausible explanations for these. Language status (global English and other foreign languages) influences the relationships between students' future self-guides and related motivated language learning behaviors. As a global language,

English has received a lot of attention from students and their significant others, which can be reflected by the findings that English majors' motivated learning behaviors concerning English were moderately regulated by their own aspirations (Ideal Self/Own), others' hopes (Ideal Self/Other) and their own obligations (Ought-to Self/Other). Chinese majors also hope to learn English well even though they major in Chinese, which can be reflected by the results that their English motivated learning behaviors were moderately regulated by Ideal Self/Own. Not widely spread as English, Chinese may have not received much attention from other people. For Chinese learning, Ideal Self/Own was the only component that moderately correlated to Chinese motivated learning behaviors for both English majors and Chinese majors, meaning that students' Chinese motivated learning behaviors were mainly regulated by students' own opinion, less from others.

Research question 4: How do they perceive their future self-guides?

The interview data address the fourth research question: students' perceptions of their future self-guides to learn English and Chinese. Three major themes were revealed, namely, the instrumental value of target languages, significant others' expectations, and perceived self-obligations.

For instrumental values of the target languages, most of the participants mentioned that they learned English and Chinese for their bright future careers, further studies, and entertainment. The instrumental values of English and Chinese were highlighted by university students in Thailand.

The future career was the key reason that motivated the participants to learn English and Chinese. Almost all of the interviewees mentioned that they are guided by the bright future careers they have imagined. They would like to make efforts to learn English and Chinese to achieve their goals for their desired careers in the future. For example, English major No. 7 said:

In the future, I want to be a cabin crew. I think English and Chinese will

help me. Because I know English and Chinese. If I can speak both of

them frequently, I think it will make me an interesting candidate for the

job. (English major No.7)

Working in the tourism field is popular and welcomed by both English majors and Chinese majors. Many participants mentioned that they would like to work in travel agencies to be tour guides, in hotels to be receptionists or in airports to be cabin crew. In addition, business is another ideal career that the participants would like to work in. They would like to work in business companies to do English-related or Chinese-related jobs. Some participants are interested in the international online business and they would like to take their advantage as language learners to do business between Thailand and other countries. Moreover, working as translators was also attractive to the participants. They would like to be novel translators, TV drama or movie translators, and translators working in the consulate or free-lance translators. Last but not least, English teachers or Chinese teachers are popular occupations mentioned by the participants. Many participants said that they would like to be language teachers in international schools for high salaries and in government schools for good welfare. Some participants said that they would like to have their own language tutor schools. Table 10 shows a summary for high frequency of the ideal job mentioned by the participants. Some participants mentioned more than one ideal jobs.

Expecting their future career, some participants mentioned that they put great effort to learn English or Chinese now for receiving scholarships to study abroad in the future. Three out of 15 English majors said that they would like to study abroad. Five out of 15 Chinese majors mentioned that they were preparing to study in China. As Chinese major No. 8 said, studying in China motivated him to study harder.

I want to be a Chinese teacher, I want to be a Chinese teacher in a

university, but I think my ability is not enough now, so I want to go to

China to study further, majoring in teaching Chinese as a foreign

language. Now, I want to apply for studying at Yunnan University or

Peking University. (Chinese major No. 8)

Further, they also said that they would like to study in other majors for their master degrees, not only language. The popular majors mentioned by the interviewees were economics, business administration, tourism and logistics.

Meanwhile, most of the participants said that they learn English and Chinese for entertainment, such as, traveling abroad, enjoying English or Chinese novels, movies and TV shows, and playing games. Here are examples which are given by English major No.3 and Chinese major No.8.

> I think the main purpose of learning English is that I want to broaden my mind. Deep inside, I want to travel abroad. I like traveling. I love to be on the journey. My main goal, after finishing this degree, after 4 years, I will go abroad. (English major No.3)

> I think I like Chinese very much and like listening to Chinese songs. I like Chinese and like writing Chinese characters. I like watching Chinese TV shows and listening to Chinese songs. I also play Chinese games, named Yuanshen, and the content is given in Chinese. (Chinese major No. 8)

Besides the instrumental values that were perceived by the participants, students also mentioned that learning English and Chinese is to meet significant others' expectations. The significant others include their parents, teacher, and peers. The most influential others that motivated the participants to learn English and Chinese are their parents, which are mentioned by the participants many times. The following are their own words:

> My father, he always told me that he hopes I can study very well in English. But Chinese is also important. He always told me he will support me to go Britain or something like that. He wants his children to be very educated. And he said English is an important language. I agree with my father. (English major No. 4)

> My mother works in the tourist business in Phuket. Phuket has many

tourists; Chinese is important in that way. Because my mom used to tell me that she wants me to be a tour guide. She hopes that I can learn English and Chinese well". (English major No. 2)

Except for the instrumental values and significant others' expectations, students also perceived obligations to learn English and Chinese well by themselves. Influenced by their status as university students, they felt they have the responsibility to learn their subjects well. From the interview, some participants said that they had pressure on themselves to learn English and Chinese. The pressure may come from the examinations they are going to take, the quizzes that they often take on the classes, and the graduation requirements. As in the English major No. 1 case:

Now I have serious pressure in English. Because the test is very hard. And some teachers are very strict. I have to pass the TOEIC or TOFEL test to prove that I am really good at English. Actually, I think, me, I push myself. There is no one to push me. (English major No.1)

In addition, some participants said they have to work hard to avoid the regress compared to themselves, even though they are quite good in their self-reported grades, as mentioned in the following:

Because I have studied in China. But my Chinese is a little bit regressed after coming back to Thailand. I am also a little worried. I have to try harder to learn Chinese. (Chinese major No. 6)

5. DISCUSSIONS

The results of the first research question show that English and Chinese majors' motivation to learn English and Chinese which was highly regulated by Ideal Self/Own, Ideal Self/other and Ought-to Self/Own, while the motivation regulated by Ought-to Self/other was lower. It suggested that what students would like to be in the future (from own and other standpoint) and what they should do from their own point of view motivated them to learn English and Chinese, while their motivations were less influenced by others' pressure.

The findings of the second research question revealed that students' English-related future self-guides were significantly different from their Chinese-related ones. It suggested that students' motivation to learn each language should be taken into consideration especially when they learn different foreign languages simultaneously. Further, it was found that their English-related and Chinese-related future self-guides were significantly and positively correlated to each other, indicating that global English had a positive impact on the participants' motivation to learn additional foreign languages, Chinese in this case. This finding was consistent with Csizér and Lukács' (2010) work in that if students learn English as their first foreign language, English would have positive effects on motivation to learn German as a second foreign language in Hungary.

In this study, most Thai students learned English as their first foreign language and may have gained an international posture and realized that learning one foreign language would not probably be sufficient. They would like to acquire another foreign language (Chinese) to be more able to compete with others in job markets. This is in congruence with the finding of the study conducted by Siridetkoon and Dewaele (2017) which maintained that English also encouraged students to learn other foreign languages in Thailand. By contrast, this finding was opposite to Busse's (2017), Henry's (2015) and Wang and Zheng's (2019) works, which measured the relationship between English and other European languages, Spanish and Japanese, respectively. In their

studies, learners considered other foreign languages less valuable than English. Hence, negative effects of English on motivation to learn other foreign languages were reported in their studies. However, in the present study, students perceived the instrumental value of both English and Chinese and considered English and Chinese important in their future.

It was found that all four future selves (Ideal Self/Own, Ideal Self/Other, Ought-to Self/Own, and Ought-to Self/Other) were significantly and positively correlated with English and Chinese motivated learning behaviors. This confirmed the validation of the 2x2 Model of Future Self-guides concerning English and Chinese languages in the Thai context.

For English majors, Ideal Self/Own was the component that most correlated with students' English and Chinese motivated learning behaviors, followed by Ideal Self/Other, Ought-to Self/Own and Ought-to Self/Other. Ideal Self/Own and Ideal Self/Other were the top two components that significantly correlated with their English and Chinese motivated learning behaviors at a moderate level. It means that English majors were more motivated by their aspirations or hopes no matter from their own opinion or significant others', and they were more sensitive to positive outcomes. This result was consistent with Feng and Papi's (2020) finding that Ideal L2 Self/Own and Ideal L2 Self/Other were positive predictors of persistence.

For Chinese majors, Ideal Self/Own followed by Ought-to Self/Own, Ideal Self/Other and Ought-to Self/Other were correlated with motivated learning behaviors concerning English and Chinese languages. Ideal Self/Own was the only component that correlated with English and Chinese motivated learning behaviors at the moderate level. They were more driven by the positive outcomes they imagined if they would learn English and Chinese well in the future.

In addition, Ought-to Self/Own was shown as a valid component that correlated with participants' English and Chinese motivated learning behaviors at a moderate or near moderate level in this study. This is opposite to some previous findings (Al-Hoorie,

2018; Csizér & Lukács, 2010; Lamb, 2012; Teimour, 2017) where Ought-to Self was taken as a questionable construct. It indicates that the participants' self-obligations exert an influence on their investment in learning, which is consistent with the findings in Papi et al.'s (2018), Blair and Azaz's (2019), and Feng and Papi's (2020) works.

Last but not least, even though Ought-to Self/Other positively and significantly correlated with English and Chinese motivated learning behaviors at a low or a negligible level in this study, this finding was opposed to the findings in some previous studies (Blair & Azaz, 2019; Feng & Papi, 2020), where Ought-to Self/Other was a negative predictor of intended effort. In this study, participants' motivated learning behaviors to learn English and Chinese was not powerfully regulated by their Ought-to Self/Other. This finding was also confirmed in the interview where few participants mentioned their parents or teachers put a high pressure on them to learn English and Chinese. They did not perceive strong obligations in language learning from significant others.

6. CONCLUSION

The present study explored Thai university students' motivation to learn English and Chinese by using the 2x2 model of future self-guides. It aimed to investigate the magnitude of students' motivation regulated by each component of future self-guides, the relationship between their English-related future self-guides and Chinese-related future self-guides, the correlations between each component of future self-guides and their motivated learning behaviors and students' perceptions on their future self-guides. The findings of this study can be summarized based on the research questions.

1. The results show that the participants' motivation to learn English and Chinese was highly regulated by Ideal Self/Own, Ideal Self/other and Ought-to Self/Own, while the motivation regulated by Ought-to Self/other was lower comparing to the other three components.

2. The study also found that the participants' English-related future self-guides and Chinese-related future self-guides were significantly different when they learn these two languages simultaneously. Further, their English-related and Chinese-related future self-guides were significantly and positively correlated to each other accordingly.

3. The results demonstrate that all four future selves (Ideal Self/Own, Ideal Self/Other, Ought-to Self/Own, and Ought-to Self/Other) were significantly and positively correlated with English and Chinese motivated learning behaviors accordingly. For English majors, Ideal Self/Own was the component that most correlated with students' English and Chinese motivated learning behaviors, followed by Ideal Self/Other, Ought-to Self/Own and Ought-to Self/Other. For Chinese majors, Ideal Self/Own was the component that most correlated with students' English and Chinese motivated learning behaviors, followed by Ought-to Self/Own, Ideal Self/Other, and Ought-to Self/Other.

4. The results reveal that the instrumental value of target languages, significant

others' expectations, and perceived self-obligations were three major themes perceived by the participants of their future self-guides.

The present study provides more insights into the understanding of the motivation of Thai university multilingual learners of English and Chinese, concerning individuals' self-concept and future self-guides. It also has been one of the attempts to examine the 2x2 model of future self-guides concerning English and Chinese in the Thai context.

7. IMPLICATIONS AND RECOMMENDATIONS

Some pedagogical implications can be drawn based on the findings of the study. Firstly, as the negative impact of global English on motivation to learn other foreign languages was reported in some previous studies which may influence the educators or policymakers to make decisions on foreign language curriculum, the findings in this study that Thai students' English-related and Chinese-related selves were positively correlated to each other could provide more information for teachers, educators and policymakers to consider when making decisions on the English or Chinese curriculum in Thailand. Further, the findings show that Ideal Self/Own was the component that most correlated with students' English and Chinese motivated learning behaviors. Students are more motivated by positive outcomes. Therefore, teachers should try to help students to have more successful experiences in learning the target language and do not hesitate to give positive feedback to students when they make any progress. Teachers are also encouraged to help students to construct vivid future self-images and set clear goals to regulate their learning behaviors. The instrumental value of the target language can be highlighted and explained to students.

There were limitations of the present study. First, the number of the participants in the questionnaire survey and the follow-up semi-structured interviews was relatively small. Larger number of participants are suggested for the further research. Second, age and gender are not measured in the present study. Further study would contain these factors to see whether they are influential variables to students' motivation to learn foreign languages. Third, the present study examined the future self-guides in explaining students' motivation to learn English and Chinese in Thai university context. The finding could not be generalized to another context. Various social and educational contexts and different target languages are suggested for further research.

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APPENDICES

APPENDIX A: Questionnaire

Appendix A: Questionnaire

We would like to ask you to help us by participating in this survey to better understand Thai students' motivation to learn English and Chinese. This is not a test so there are no "right" or "wrong" answers and you don't even have to write your name on it. We are interested in your opinion. Please give your answers sincerely as only this will guarantee the success of our investigation. Thank you very much for your help!

Part 1: Motivation

This part consists of section I and II. Please provide the information on your motivation to learn English and Chinese and motivated learning behaviors concerning these two languages.

Section I. Motivation to learn English and Chinese

In this section, we would like to know to what extent you agree or disagree with the following statements. Please circle only one number from 1 to 6 in each box. Please answer every statement.

> 1=strongly disagree, 2=disagree, 3= slightly disagree, 4= slightly agree, 5=agree, 6=strongly agree
>
> 1=ไม่เห็นด้วยอย่างยิ่ง 2=ไม่เห็นด้วย 3= ค่อนข้างไม่เห็นด้วย ,4=เห็นด้วยน้อย, 5=เห็นด้วย, 6=เห็นด้วยอย่างยิ่ง

	English							Chinese					
Ideal Self /Own standpoint													
1. In my opinion, I will need this language for further studies. ข้าพเจ้าจำเป็นต้องใช้ภาษานี้เพื่อการศึกษาต่อ	1	2	3	4	5	6		1	2	3	4	5	6
2. From my point of view, being proficient in this language will help me get a scholarship. ถ้าข้าพเจ้าเก่งภาษานี้จะช่วยให้ข้าพเจ้าได้รับทุนการศึกษา	1	2	3	4	5	6		1	2	3	4	5	6
3. As far as I am concerned, being proficient in this language will help me get a job that I like. ถ้าข้าพเจ้าเก่งภาษานี้จะช่วยให้ข้าพเจ้าได้งานที่ข้าพเจ้าชอบ	1	2	3	4	5	6		1	2	3	4	5	6
4. I think being proficient in this language will help me make more money. ถ้าข้าพเจ้าเก่งภาษานี้จะช่วยให้ข้าพเจ้ามีรายได้มากขึ้น	1	2	3	4	5	6		1	2	3	4	5	6
5. It will help me get promotion in my future career if I am good at this language. ข้าพเจ้าอาจได้เลื่อนตำแหน่งงานในอนาคตหากข้าพเจ้าถนัดภาษานี้	1	2	3	4	5	6		1	2	3	4	5	6
6. I can imagine myself speaking this language fluently with international friends.	1	2	3	4	5	6		1	2	3	4	5	6

ข้าพเจ้าเห็นภาพตนเองพูดภาษานี้กับเพื่อนต่างชาติอย่างคล่องแคล่ว													
7. I can imagine myself using this language effectively for communicating with the locals while traveling or living abroad. ข้าพเจ้าเห็นภาพตนเองใช้ภาษานี้อย่างมีประสิทธิภาพสำหรับการสื่อสารกับคนในท้องที่ ขณะเดินทางหรืออาศัยอยู่ต่างประเทศ	1	2	3	4	5	6		1	2	3	4	5	6
Ideal Self/Other standpoint													
8. My parents will be proud of me if one day I master this language. บิดามารดา / ผู้ปกครองของข้าพเจ้าจะภูมิใจหากวันหนึ่งข้าพเจ้าชำนาญภาษานี้	1	2	3	4	5	6		1	2	3	4	5	6
9. My teachers/friends will be proud of me if one day I master this language. ครู/เพื่อนของข้าพเจ้าจะภูมิใจหากวันหนึ่งข้าพเจ้าชำนาญภาษานี้	1	2	3	4	5	6		1	2	3	4	5	6
10. The society considers this language important and hope I will master it. สังคมไทยให้ความสำคัญกับภาษานี้และข้าพเจ้าหวังว่าจะเก่งภาษานี้	1	2	3	4	5	6		1	2	3	4	5	6
11. My parents hope that one day I will be proficient in this language in order to get a scholarship for further studies. บิดามารดา / ผู้ปกครองของข้าพเจ้าคาดหวังว่าวันหนึ่งข้าพเจ้าจะชำนาญภาษานี้เพื่อที่จะได้รับทุนกา รศึกษาต่อ	1	2	3	4	5	6		1	2	3	4	5	6
12. My teachers/friends hope that one day I will be proficient in this language in order to get a scholarship for further studies. ครู/เพื่อนของข้าพเจ้าคาดหวังว่าวันหนึ่งข้าพเจ้าจะเก่งภาษานี้เพื่อที่จะได้รับทุนการศึก ษาต่อ	1	2	3	4	5	6		1	2	3	4	5	6
13. My parents hope that I can master this language in order to find an ideal job in my future. ครอบครัวของข้าพเจ้าคาดหวังว่าข้าพเจ้าจะสามารถเก่งภาษานี้เพื่อการประกอบอาชีพใ นอนาคตดังหวัง	1	2	3	4	5	6		1	2	3	4	5	6
14. My teachers/friends hope that I can master this language in order to find an ideal job in my future. ครู/เพื่อนของข้าพเจ้าหวังไว้ว่าข้าพเจ้าจะชำนาญภาษานี้เพื่อการประกอบอาชีพในอนา คตดังที่ข้าพเจ้าหวัง	1	2	3	4	5	6		1	2	3	4	5	6
Ought-to Self/ Own standpoint													
15. I have to learn this language hard. If not, I will fail in my graduation. ข้าพเจ้าต้องขยันเรียนภาษานี้ มิฉะนั้น ข้าพเจ้าจะไม่สำเร็จการศึกษา	1	2	3	4	5	6		1	2	3	4	5	6
16. I have to learn this language hard to avoid getting poor scores in examinations. ข้าพเจ้าต้องขยันเรียนภาษานี้เพื่อไม่ให้คะแนนสอบต่ำ	1	2	3	4	5	6		1	2	3	4	5	6
17. I must learn this language well. If not, I will fail in my future career.	1	2	3	4	5	6		1	2	3	4	5	6

ข้าพเจ้าต้องเรียนภาษานี้ให้ดี มิฉะนั้น ข้าพเจ้าจะไม่ประสบความสำเร็จกับหน้าที่การงานในอนาคต													
18. I must learn this language well. If not, I will fail in communicating with international friends. ข้าพเจ้าต้องเรียนภาษานี้ให้ดี มิฉะนั้น ข้าพเจ้าจะสื่อสารกับเพื่อนต่างชาติไม่ได้	1	2	3	4	5	6		1	2	3	4	5	6

Ought-to Self/ Other standpoint

19. I have to learn this language well. If not, other people will be disappointed at me. ข้าพเจ้าต้องเรียนภาษานี้ให้ดี มิฉะนั้น ผู้อื่นจะผิดหวังในตัวข้าพเจ้า	1	2	3	4	5	6		1	2	3	4	5	6
20. My parents puts a lot of pressure on me to learn this language. บิดามารดา / ผู้ปกครองของข้าพเจ้ากดดันข้าพเจ้าเป็นอย่างมากให้เรียนภาษานี้	1	2	3	4	5	6		1	2	3	4	5	6
21. My parents always say I have to learn this language hard. If not, I will fail in my graduation. บิดามารดา / ผู้ปกครองของข้าพเจ้าบอกข้าพเจ้าเสมอให้ตั้งใจเรียนภาษานี้ มิฉะนั้น ข้าพเจ้าจะไม่สำเร็จการศึกษา	1	2	3	4	5	6		1	2	3	4	5	6
22. My teachers/friends always remind me that I have to learn this language hard. If not, I will fail in my graduation. ครู/เพื่อนของข้าพเจ้ามักพูดกับข้าพเจ้าว่าต้องตั้งใจเรียนภาษานี้ มิฉะนั้น ข้าพเจ้าจะไม่สำเร็จการศึกษา	1	2	3	4	5	6		1	2	3	4	5	6
23. My parents always emphasize that I have to learn this language well. If not, I may fail in getting a good job in my future. ครอบครัวของข้าพเจ้าย้ำเตือนข้าพเจ้าว่าให้เรียนรู้ภาษานี้ให้ดี มิฉะนั้น ข้าพเจ้าจะไม่มีงานทำในอนาคต	1	2	3	4	5	6		1	2	3	4	5	6
24. My teachers/friends always remind me that I have to learn this language well. If not, I may fail in getting a good job in my future. ครู/เพื่อนของข้าพเจ้าบอกว่าข้าพเจ้าบ่อยๆว่าให้ต้องเรียนรู้ภาษานี้ให้ดี มิฉะนั้น ข้าพเจ้าจะไม่มีงานที่ดีทำในอนาคต	1	2	3	4	5	6		1	2	3	4	5	6

Section II. Motivated learning behaviors

In this section, we would like you to tell us how often the following statements are true for you by circling only one number from 1 to 6 in each box. Please answer every statement.

> 1= never (0%) true of me, 2= seldom (20%) true of me, 3= sometimes (40%) true of me,
>
> 4= often (60%) true of me, 5= usually (80%) true of me, 6= always (100%) true of me
>
> 1=ไม่เคย 2=นานครั้ง 3=บางครั้ง 4=บ่อยครั้ง 5= เกือบตลอดเวลา 6= เป็นประจำ

	English							Chinese					
1. I preview the lessons before having classes of this language.	1	2	3	4	5	6		1	2	3	4	5	6

ข้าพเจ้าอ่านบทเรียนล่วงหน้าก่อนเข้าชั้นเรียนภาษานี้												
2. I take notes of important content in my classes of this language. ข้าพเจ้าจดบันทึกเนื้อหาสำคัญในชั้นเรียนภาษานี้	1	2	3	4	5	6	1	2	3	4	5	6
3. I work on my assignments of this language carefully. ข้าพเจ้าทำงานที่ได้รับมอบหมายของภาษานี้อย่างรอบคอบ	1	2	3	4	5	6	1	2	3	4	5	6
4. I concentrate and participate actively in the classes of this language. ข้าพเจ้าตั้งใจและเข้าชั้นเรียนวิชาต่าง ๆ ที่เกี่ยวกับภาษานี้อย่างกระตือรือร้น	1	2	3	4	5	6	1	2	3	4	5	6
5. I review the lessons after having classes of this language. ข้าพเจ้าทบทวนบทเรียนหลังเข้าชั้นเรียนภาษานี้	1	2	3	4	5	6	1	2	3	4	5	6
6. When I have problems in learning this language, I immediately ask teachers or peers for help. หากข้าพเจ้ามีปัญหาในการเรียนรู้ภาษานี้ ข้าพเจ้าจะถามครูหรือเพื่อนร่วมชั้นในทันที	1	2	3	4	5	6	1	2	3	4	5	6
7. I treat examinations of this language seriously. ข้าพเจ้าจริงจังกับการสอบวิชาต่าง ๆ ที่เกี่ยวข้องกับภาษานี้	1	2	3	4	5	6	1	2	3	4	5	6
8. I use this language to express my thoughts whenever possible outside classes. ข้าพเจ้าใช้ภาษานี้แสดงความคิดนอกชั้นเรียนเมื่อมีโอกาส	1	2	3	4	5	6	1	2	3	4	5	6
9. I seek more knowledge of this language whenever possible outside classes. ข้าพเจ้าหาความรู้เกี่ยวกับภาษานี้เพิ่มเติมนอกชั้นเรียนเมื่อมีโอกาส	1	2	3	4	5	6	1	2	3	4	5	6
10. I prepare myself to take language proficiency tests (TOEIC, HSK etc.) to gain a certificate. ข้าพเจ้าเตรียมตัวสอบ TOEIC หรือ HSK หรือข้อสอบอื่นๆ เพื่อให้ได้ใบรับรองความสามารถทางภาษานี้	1	2	3	4	5	6	1	2	3	4	5	6
11. If I see a new word in this language, I look it up in dictionary. ถ้าข้าพเจ้าพบเจอคำศัพท์ใหม่ๆในภาษานี้ ข้าพเจ้าจะหาความหมายในพจนานุกรม	1	2	3	4	5	6	1	2	3	4	5	6
12. When I see a foreigner speaking this language, I instantly run away from him/her. เมื่อข้าพเจ้าพบเจอชาวต่างชาติที่พูดภาษานี้ ข้าพเจ้าวิ่งหนีทันที	1	2	3	4	5	6	1	2	3	4	5	6
13. I watch movies/TV programs/ videos/social media in this language to improve my proficiency. ข้าพเจ้าพัฒนาความสามารถทางภาษาของข้าพเจ้าจากการดูภาพยนตร์ รายการโทรทัศน์ วีดิโอ และสื่อโซเชียลต่างๆ	1	2	3	4	5	6	1	2	3	4	5	6
14. I post my ideas in social media (such as Facebook or Wechat) in this language. ข้าพเจ้าโพสต์ความเห็นของข้าพเจ้าลงในเฟซบุ๊ค วีแช็ท หรือสื่อโซเชียลอื่นๆโดยใช้ภาษานี้	1	2	3	4	5	6	1	2	3	4	5	6

Part 2: Personal information

Please tick ✓in the blanks and write your answer on line:

1. Gender: ☐ male ☐ female

2. Age: _____

3. Average grade in English subjects: _____ ระดับคะแนนเฉลี่ยเฉพาะของภาษาอังกฤษ

4. Average grade in Chinese subjects: _____ ระดับคะแนนเฉลี่ยเฉพาะของภาษาจีน

5. Language subject: ☐ Study English as a major subject and Chinese as a minor subject

☐ Study Chinese as a major subject and English as a minor subject

6. Major in English/Chinese is: ☐ My own choice

☐ My parents' choice

☐ Influenced by my friends

(You can choose all the items that suit you)

การตัดสินใจเลือกภาษานี้เป็นวิชาเอกเป็น ☐ การตัดสินใจของข้าพเจ้า

☐ การตัดสินใจของผู้ปกครองของข้าพเจ้า

☐ เพราะเพื่อนๆสนิทของข้าพเจ้าชักชวน

(สามารถตอบได้ทุกข้อตามความจริง)

7. The years of learning English: _____

  The years of learning Chinese: _____

8.   Result of language proficiency test (if any) _____

Chinese: ☐ low ☐ moderate ☐ high

Result of language proficiency test (if any)_____

9. Do you have English-speaking environment at home? ☐ Yes ☐ No

10. Are you from the family of ethnic Chinese? ☐ Yes ☐ No

  Do you have Chinese-speaking environment at home? ☐ Yes ☐ No

11. Have you learnt English outside university? ท่านเรียนภาษาอังกฤษเพิ่มเติมจากที่เรียนในชั้นเรียนหรือไม่

☐ Yes   If yes, please give details. ถ้าเรียนโปรดให้รายละเอียด

☐ No

12. Have you learnt Chinese outside university? ท่านเรียนภาษาจีนเพิ่มเติมจากที่เรียนในชั้นเรียนหรือไม่

☐ Yes If yes, please give details. ถ้าเรียนโปรดให้รายละเอียด

☐ No

13. Have you spent time abroad? ท่านเคยไปต่างประเทศหรือไม่

☐ Yes   Which country and how long did you stay there? _____ ท่านไปประเทศใด และนานเท่าไหร่

☐ No

   We warmly welcome you to take part in the following group interview concerning the same topic. If you are interested in and willing to, please leave your contact number and E-mail here:

_____

     This is the end of the questionnaire. Your answers will be used only for research purpose and you can rest assured that your personal information will remain confidential. Thank you very much for your participation!

APPENDIX B: Interview form

Interview form

Background information

1. How old are you? And which year are you in the university?

2. When did you start learning English and Chinese?

3. Do you have English-speaking and Chinese-speaking environment at home?

4. What are your levels of English and Chinese?

Motivational questions concerning English and Chinese

1. Why do you choose to study English and Chinese?

2. What do you want to be in the future?

3. What are your goals in learning English and Chinese?

4. Is there anyone who encourages you to learn English and Chinese? How?

5. Is there anyone who pushes you to learn English and Chinese? How?

6. Do you have pressure in learning English and Chinese? Why?

7. How do you feel when you learn English and Chinese simultaneously?

8. How do you make effort to learn English and Chinese in classes and outside classes?

MANUSCRIPTS

Paper 1

Positive or Negative? The impact of global English on motivation to learn Chinese in Thailand

Abstract

The issue concerning the impact of global English on motivation to learn languages other than English (LOTEs) remains under-explored. Adopted the 2x2 model of the L2 Motivational Self System, this study examined the relationship between English-related self and Chinese-related self in simultaneous language learning, more specifically, the impact of global English on the students' motivation to learn Chinese in Thailand. One hundred and thirty-six Thai university students including 64 English majors and 72 Chinese majors, participated in the quantitative data collection by filling out questionnaires online. Sequentially, 30 participants (15 English majors and 15 Chinese majors) volunteered to take part in the following one-to-one interview and qualitative data were collected. The results demonstrated that the students' English-related self and Chinese-related self were positively correlated to each other, which indicates that the impact of global English had a positive effect on the students' motivation to learn Chinese in Thailand. The students perceived their English-related selves and Chinese-related selves similarly concerning the instrumental values but differently concerning the language status (major or minor subject) of the course in their language learning.

Keywords: Global English, LOTEs, the 2x2 model of L2 Motivation Self System, Thai university students

1. Introduction

Along with the presently ongoing multifaceted globalization, English has been taken as a global language undoubtedly (Crystal, 2003). The role of global English cannot be ignored in the field of language learning and teaching. Meanwhile, along with the regional integration, the learning of Languages Other Than English (LOTEs) has

become popular in many countries in the world (Huy, 2016). In non-Anglophone contexts, the learning of LOTEs often takes place together with English learning (Dörnyei & Al-hoorie, 2017). Regarding the issues concerning the motivation of multilingual learning, the role of global English and how it influences motivation to learn LOTEs should be taken into consideration. (Crystal, 2003; Csizér, 2019).

The motivation for multilingual learning is a complex issue. Dörnyei's L2MSS (2005, 2009) provides a model to understand learner's L2 motivation concerning an individual's self-concept with one hypothesis that learners have separate language-related selves, which has been validated in many previous studies (Csizér & Lukács, 2010; Dörnyei & Chan, 2013; Henry, 2010; Humphreys & Spratt, 2008; Siridetkoon & Dewaele, 2017; Thompson & Liu, 2017). The issue of the uniqueness of language-related self cannot be ignored especially when investigating the motivation of simultaneous learners of multiple foreign languages because different language selves may interact or be influenced by each other. Nevertheless, few studies have explored how these different language-related selves coexist. (Csizér, 2019; Zheng et al., 2019）

When learning different languages simultaneously, it is unlikely that the motivation distributed among languages would be equal and the interaction between language-related selves can be complex, especially when the L2 is English. (Csizér & Lukács, 2010; Henry, 2011, 2014). Previous studies that touched on the uniqueness of the self-guides of multiple foreign language learners emphasized the prominent status of global English and its possible influence on learners' motivation to learn other foreign languages. Some studies reported that global English tends to negatively affect the students' motivation to learn other foreign languages (Busse, 2017; Csizér & Lukács, 2010; Henry, 2010; Ushioda, 2017) while some showed a positive interaction between English and other target foreign languages (Csizér & Lukács, 2010; Siridetkoon & Dewaele, 2017; Zaragoza, 2011).

Exploring and understanding the students' motivation to learn different target languages should be taken into consideration in the context in which they are situated. The present study attempted to investigate the language learning motivation of the students who learn English and Chinese simultaneously in a university in southern Thailand and to explore the impact of the students' English-related selves on their Chinese-related selves and the interactions between their language-related selves perceived by the students.

2. Literature Review

2.1. L2 Motivational Self System and the 2x2 Model

The mainstream research on second and foreign language (L2) motivation has shifted to re-theorizing L2 motivation concerning the individual's concept of self. Based on the concept of possible selves and self-discrepancy theory (Higgins,1987),

the L2 Motivational Self System (L2MSS) proposed by Dörnyei (2005, 2009) argues that language learners' future self-images are the key motivational forces that influence their learning process. The fundamental hypothesis of L2MSS is that motivation occurs when one has desires to reduce the discrepancy between his/her ideal self and actual self. Investigating L2 motivation in terms of learners' future self-guides, L2MSS has been taken as one of the dominant models in L2 motivation research and many empirical studies have been conducted to validate this model in various social and educational contexts (Boo et al., 2015).

L2 Motivational Self System comprises three components, the Ideal L2 Self, the Ought-to L2 Self and L2 Learning Experience. The Ideal L2 Self is the person that one ideally would like to become. It represents one's hopes, aspirations and wishes. Ought-to L2 Self is the person that one believes he/she should become to meet expectations and to avoid possible bad outcomes. It shows one duties, obligations, or moral responsibilities. L2 Learning Experience includes students' immediate learning environment and experience, for example, the curriculum, the teacher and the peer group.

This motivational model has been examined in different contexts around the world, showing that Ideal L2 Self and L2 learning Experience are strong predictors of motivation, while Ought-to L2 Self has emerged as a doubtful construct with little motivational significance. Hence, criticisms have been put on this model because of the lack of motivational potency of Ought-to L2 Self. Theoretically, Ought-to Self is one of the two major self-guides that regulate human behavior. It should be validated as the guide for self-regulation (Higgins, 1987), but it had not been shown as a valid construct, or only as a less valid construct in empirical studies.

Higgins's (1987) self-discrepancy theory includes two domains and two standpoints. The two domains were Ideal Self and Ought-to Self. The two domains could be perceived from own and other standpoints. The Ideal Self has a promotion (positive outcomes) focus whereas the Ought-to Self has a prevention (negative outcomes) focus. In L2MSS, Dörnyei adopted the ideal and ought domains to show the promotion and prevention focus, separately, while not including the two standpoints.

Bifurcated by own and other standpoints of Ideal L2 self and Ought-to Self, Papi et al. (2018) proposed a revision of L2MSS, the 2 X 2 model of L2 self-guides. The relationships between each component of the model and motivated behavior were tested. The results indicated that the strongest predictor of motivated behavior was Ought-to L2 Self/Own, which proved the validity of Ought L2 Self from own standpoint. It also suggested that this model needed further examination. Therefore, the present study adopted the 2 X 2 model of L2 self-guides to measure the students' motivation to learn English and Chinese simultaneously.

2.2. Related studies

Several previous studies based on the L2MSS have examined the impact of learning English on students' motivation to learn other languages when learning happens simultaneously (Csizér, 2019). Both negative and positive results were found.

Csizér and Lukács (2010) maintained that students may have negative attitudes towards language learning if the order of their language learning does not match their language learning preference. In Hungary, the students' English-related selves have a positive effect on their German-related selves if they learn English as their first foreign language. But if they are reluctant to learn German as their first foreign language and later learn English as their second foreign language, their English-related selves showed a negative effect on their German-related selves.

Henry (2010) found the students have activated their English-related self even when studying LOTEs. He argued that, as a normative reference, English has a negative impact on LOTEs learning and that there was always an effect of L2 English on the L3 learning process (Henry, 2011). Furthermore, Henry (2015) clarified how English can have a negative effect on the L3 (German or Spanish) self-system.

Busse's (2017) work across four European countries confirmed the negative impact of global English on the students' attitudes towards LOTEs (other European languages) which are being seen as less valuable. Similarly, Wang and Zheng (2019) observed the negative impact of global English on Japanese learning in the context of China. The students emphasized the instrumental value of the languages and English seems more valuable due to its status as a global language.

In addition, Siridetkoon and Dewaele (2017) identified while English did threaten some learners' motivation to learn LOTEs (Chinese, Japanese and Korean), it also encouraged them to study other foreign languages. In this qualitative search, the students stated that they would like to learn another foreign language after learning English because they hope to be able to compete with others in the job market. For them, it is not enough if they can only speak the worldly widespread language-English.

Consequently, the impact of global English on learning LOTEs remains uncertain depending on different contexts and diverse target languages measured in previous studies. In various social and educational contexts, people may perceive the value of distinct foreign languages differently. In the Thai context, English and Chinese are similarly considered important foreign languages. It would be of great interest to investigate the relationship between English-related and Chinese-related selves perceived by university students in Thailand in order to gain a better understanding of the impact of English on Thai university students' motivation to learn Chinese as well as provide more information for educators and policymakers concerning English and

Chinese curriculum in Thailand.

3. Objectives and Research Questions

The main objective of the current study was to investigate the impact of global English on motivation to learn Chinese and the interactions between language-related selves perceived by the students when they learn these two languages simultaneously. The following research questions were:

1. What is the correlation between English-related and Chinese-related selves?

2. How do the students perceive their language-related selves when learning English and Chinese simultaneously?

4. Research Methodology

This study employed a mixed-method approach using an explanatory design, using questionnaires and semi-structured interviews to collect both quantitative and qualitative data to examine the impact of global English on the students' motivation to learn Chinese and the students' perceptions on the interaction between English-related and Chinese-related selves in simultaneously learning.

The research participants were 64 English majors and 72 Chinese majors, a total of 136 students from sophomore to senior at a University in southern Thailand. They were selected according to a purposive sampling technique. The status of the language (whether the language is their major subject or not) in their studying may influence their motivation to learn it. In other words, the students may have distinct motivations for their major subject and minor subject. To include this variable and have a more accurate understanding of language-related selves, the current study invited two groups of participants for comparison purposes. The first group of participants was 64 English majors who studied Chinese as a minor subject. The second group of participants was 72 Chinese majors who studied English as a minor subject. The students' ages ranged from 18 to 25 (M=20.26). More details were shown in Table 1.

Table1: Profile of participants

		English majors	Chinese majors
N of participants		64	72
Gender	Male	12	7
	Female	52	65
Age		18-25 years old	
Average years of learning English		13.11	13.55
Average years of learning Chinese		4.61	6.07

Self-reported English language proficiency: Low	3	24
Moderate	49	45
High	12	3
Self-reported Chinee language proficiency: Low	34	4
Moderate	28	59
High	2	9

A questionnaire was developed based on an expanded version of L2MSS with own and other standpoints, proposed by Papi et al (2018). The items were adapted from previous studies (Dörnyei & Chan, 2013; Huang et al., 2015; Papi et al., 2018; Teimouri, 2017) and were modified after conducting the pilot study. The questionnaire was designed using a six-point scale. The sample items of the questionnaire were shown in Table 2. Taken into consideration the student's levels of English and Chinese proficiency, the questionnaire was translated into Thai before administering. The value of Cronbach's Alpha of this questionnaire was 0.958, which showed a high internal consistency. To get in-depth information about students' English-related and Chinese-related selves, semi-structured interviews were conducted with 15 English majors and 15 Chinese majors. The interview included questions regarding the students' ideal self and ought-to self from their own and other standpoint, learning experience and motivated learning behavior. English major students were interviewed in the English language and Chinese major students were interviewed in the Chinese language. The interview lasted around 40 minutes for each participant. With the consent of the participants, all the interviews were voice-recorded. However, only information concerning students' English-related and Chinese-related selves was transcribed and translated into English.

Table2: Sample items of the questionnaire

Components	Samples
IS/own	As far as I am concerned, being proficient in this language will help me get a job that I like.
IS/other	My parents will be proud of me if one day I master this language.
OS/own	I must learn this language well. If not, I will fail in my future career.
OS/other	My parents put a lot of pressure on me to learn this language.
MB	I concentrate and participate actively in the classes of this language.

Note: IS=Ideal Self; OS=Ought-to Self; Own= From own standpoint; Other=From other standpoint;

For analysis of collected data, correlation analysis was taken to show the relationship between English-related selves and Chinese-related selves. And then the

descriptions and statements concerning the interactions between the students' English-related and Chinese–related selves in the semi-structured interview were collected. Salient themes were identified first based on students' perceptions on their future self-guides of English and Chinese. Then the themes were categorized into groups to support the quantitative data.

5. Findings

Table 3: Correlation between each component of the 2x2 model of L2MSS concerning English and Chinese

		English majors	Chinese majors
E-IS/own	C-IS/own	.647**	.675**
E-IS/other	C-IS/other	.872**	.828**
E-OS/own	C-OS/own	.691**	.884**
E-OS/other	C-OS/other	.940**	.968**

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

Correlation scales: $-1 \leq r < 0$ Negative Correlation; $0 < r \leq 1$ Positive Correlation;

$|r| \leq 0.3$ Negligible; $0.3 < |r| \leq 0.5$ Low; $0.5 < |r| \leq 0.7$ Moderate; $0.7 < |r| \leq 0.9$ High; $0.9 < |r| \leq 1$ Very High.

Note: E=English; C=Chinese; IS=Ideal Self; OS=Ought-to Self; Own= From own standpoint; Other=From other standpoint;

Table 3 demonstrates that each component of the 2x2 model of L2MSS concerning English and Chinese is significantly and positively correlated to each other accordingly. It means that if the students' English learning motivation increase, the students' motivation to learn Chinese also increase. English learning does not have a negative impact on the Chinese language in this case. This is consistent with some studies (Csizér & Lukács, 2010; Siridetkoon & Dewaele, 2017; Zaragoza, 2011) and opposed to some (Henry, 2010; Busse, 2017; Wang & Zheng, 2019).

The correlation between E-IS/own and C-IS/own is positively significant at a moderate level for both English majors (r=.647) and Chinese majors (r=.675). Their imagined self-images of English and Chinese are positively correlated to each other, suggesting that the students may hope to master both English and Chinese in the future.

For English majors and Chinese majors, the correlations between the students' E-OS/own and C-OS/own both are positive, but a different level. For English majors,

their E-OS/own and C-OS/own are moderately correlated (r=.691) to each other while for Chinese majors there is a significant correlation between their E-OS/own and C-OS/other at a high level (r=.884). The difference may be explained by the status of the language in their learning. English majors may think they should focus more on their major subject i.e., English than Chinese. Meanwhile, influenced by global English, Chinese majors may hope to learn English and Chinese well. This is reflected by a high level of correlation between their E-OS/own and C-OS/own.

For both English majors and Chinese majors, motivational components from other standpoint concerning English and Chinese, whether it is IS or OS, are strongly correlated to each other at a high or a very high level. The correlation between E-IS/other and C-IS/other: English majors r=.872**; Chinese majors r=.828**. p<.01. The correlation between E-OS/other and C-OS/other: English majors r=.940**; Chinese majors r=.968**. p<.01. It means that significant others (parents, teachers, or friends) wish or require the students to master both English and Chinese well. The students perceived aspirations or obligations to learning English and Chinese similarly from significant others.

The quantitative results are also supported by the qualitative data by asking the students semi-structured questions concerning their English-related and Chinese-related selves. Two themes were found to support and explain the finding that global English has a positive impact on motivation to Chinese in Thailand. The first theme is the instrumental and practical value of the language (English and Chinese in the current study). The second one is the language status (major or minor) in the students' learning; that is, whether the language is their major subject or not.

To clarify the first theme, perceived by the students themselves, both English and Chinese have instrumental and practical values for the students' future careers, further study and personal entertainment in Thailand. According to Ushioda (2017), the instrumental value of languages could be taken into consideration by learners not only in English learning but also in language learning in general. The instrumental value of English and Chinese have been highlighted by Thai university students.

Concerning future careers, there were 11out of 15 English majors who mentioned that they may need English and Chinese for their future jobs and higher salary. English major No.7 said:

In the future, I want to be a cabin crew. I think English and Chinese will help me. Because I know English and Chinese. If I can speak both of them

frequently, I think it will make me an interesting candidate for the job. (English major No.7).

For Chinese majors, all 15 students considered English and Chinese important in their future careers. They needed to reach a certain level of language proficiency necessary for work. "If I can speak both English and Chinese well, I can have more opportunities to find a good job."(Chinese major No.10) This finding is consistent with Siridetkoon and Dewaele's (2017) work, which argued that Thai university students hope to master another foreign language except English due to the competition in the job market.

For further study, 5 out of 15 English majors said that they needed English for further study and they hoped that they could study abroad. " I would like to study in Australia. So I need to learn English harder." (English major No. 6) For Chinese majors, 6 out of 15 participants mentioned that they would like to go to China for further study. "I want to be a translator in my future. But my knowledge is not enough. I want to study more in Shanghai or Sichuan in China. Because some of my friends study there." (Chinese major No.11). The students' self-images as international students motivated them to learn languages harder.

Many participants said that they needed these two languages for personal entertainment, such as traveling, chatting online, reading foreign novels or watching movies and playing popular online games. "For English, I like cartoon animation. I play some games too which I need to use English and Chinese. …This game is from China. I need to read it in Chinese...." (English major No.1;) Chinese major No.8 said that:

> I need English for traveling. I would like to travel to many foreign countries. … I think I like Chinese very much and like listening to Chinese songs. I like Chinese and like writing Chinese characters. I like watching Chinese TV shows and listening to Chinese songs. I also play Chinese games, named 'Yuanshen' and the content is given in Chinese. (Chinese major No.8)

Secondly, the language status in the students' learning also plays a role in their motivation to learn English and Chinese. It acts as an influential factor in the interaction between the students' English-related selves and Chinese-related selves. Because one

language is their major subject and the other is their minor subject, the students may put an unequal emphasis on learning these two languages.

For example, English majors have distinct criteria for learning English and Chinese. Some students said that they wanted to be top students in their major (English), but felt at ease learning Chinese which is their minor subject. "I need to be like… keep fighting, need to try my best in studying English. I would like to be in the top-ten group. Only the top ten students will get the certificate. … I feel easy to learn Chinese." (English major No.12) "I want to be professional in English, while I just take Chinese as my hobby." (English major No.2).

However, there are some different voices among English majors. Some of them said they had difficulties in learning Chinese. It is not because of the impact of learning English, but the language properties of Chinese. "I have worried about the Chinese Alphabets. Because Chinese is really hard to write. I cannot remember them." (English major No.2) "I feel like…that I cannot remember the Chinese characters, the word, how to write it. So if I cannot write it, I cannot read it too. I cannot remember that these words mean these words." (English major No.4)

For Chinese majors, the students paid more attention to Chinese learning but they were also aware of the importance of English as an international language. Because Chinese is their major, Chinese majors would like to devote their time to Chinese learning

My major is Chinese in university. English is a minor subject. I study hard on learning Chinese. But I don't have pressure on learning English…I like English too… Basically, when we (language learners) look for jobs, not only Chinese (my major) is needed, but also English. (Chinese major No.14)

In addition, some (4 out of 15) Chinese majors mentioned that they once failed in learning English, and as a result they chose Chinese as their major. From their reasons, their motivation to learn English seem to be suspended while learning Chinese. "When I find I like learning Chinese, I just put English aside. I only focus myself on learning Chinese." (Chinese major No. 2) "I am worried about my English because I am mainly studying Chinese now and I don't have time to practice English." (Chinese major No.4)

6. Discussions

In the current study, the correlation between English-related and Chinese-related selves was positive, indicating that global English had a positive impact on the students' motivation to learn Chinese in Thailand. This finding was consistent with Csizér and Lukács' (2010) work that if students learn English as their first foreign language, English would have positive effects on motivation to learn German as a second foreign language in Hungary. Thus, most Thai students who learn English as their first foreign language may have gained an international posture and realized that learning one foreign language would not probably be sufficient. They would like to acquire another foreign language (Chinese) to be more able to compete with others in job markets. This is in congruence with the finding of the study conducted by Siridetkoon and Dewaele (2017) which argued that English also encourages students to learn other foreign languages in Thailand.

By contrast, this finding was opposite to the findings of Busse's (2017), Henry (2015) and Wang and Zheng (2019), which measured the relationship between English and other European languages, Spanish and Japanese, respectively. The importance of target languages that they measured in their studies may be taken as minority languages compared to English. Learners may consider LOTEs less valuable than English. The high motivation to learn English may reduce their motivation to learn LOTEs. Hence, negative effects of Engish on motivation to learn LOTEs were found. However, in the current study, students perceived the instrumental value of both English and Chinese and consider English and Chinese important in their future.

Students perceived their English-related selves and Chinese-related selves similarly concerning the instrumental values but differently concerning the language status (major or minor) in their learning. First, participants mentioned that they learn English and Chinese for their future careers, for further study and for personal entertainment. They highlighted the instrumentals values similarly in English and Chinese, which confirms Ushioda's (2017) idea that the prevailing instrumentalist view is a concern not only in English learning but also in language learning in general. Second, concerning the language status (major or minor) in their learning process, English major and Chinese major students showed totally different perceptions regarding their English-related and Chinese-related selves. English majors had distinct criteria for learning English and Chinese. They were serious about English but felt relaxed with Chinese learning even though some of them had difficulties in learning Chinese because of Chinese properties. Chinese majors considered both English and Chinese important, but some of them used to fail in learning English and then chose to learn Chinese as their major; consequently, their motivation to learn English is lowered

while learning Chinese. This phenomenon could be explained by Henry's (2010) assumption that working self-concept may provide an explanation for between-language effects in simultaneous language learning. Because students may have a main working self-concept while learning two languages simultaneously, they may pay more attention to one of them due to the different status of the language in their learning. However, the interaction between students' English learning and Chinese learning was still positive in Thailand.

7. Conclusion

Motivation in multilingual learning is a complex issue, where students' motivation may be distributed unequally. The current study investigated Thai university students' motivation to learn English and Chinese in simultaneous learning. The impact of global English on students' motivation to learn Chinese was focused on specifically. Based on the quantitative and qualitative data collected, a positive correlation between English and Chinese learning was found. The interaction between English and Chinese learning was positive for simultaneous language learners in Thailand. Further, global English showed positive effects on students' motivation to learn Chinese. In the self-perception of their English and Chinese learning, the students highlighted the instrumental value of both two languages. They perceived the practical use of English and Chinese in their future, so that they would like to learn both of them well, which confirmed the finding of a positive correlation between English and Chinese learning. Concerning the language status (major or minor subject) in their learning process, the students demonstrated higher motivation to learn their major subjects. Even though the unbalanced motivations were devoted to learning their major and minor subjects, the students still showed a positive relationship between English and Chinese learning.

The impact of global English on motivation to learn Chinese was positive in Thailand, which may provide more information and implications for teachers, educators and policymakers to consider when making decisions on the English or Chinese curriculum in Thailand. Further, teachers are encouraged to find ways to keep students' English and Chinese working self-concepts active and motivate them to learn both English and Chinese well simultaneously, as students' English-related and Chinese-related selves are positively correlated to each other.

However, the situatedness of social discourse in which language learning happens plays a significant role in explaining the research finding. The current study examines English and Chinese, these two languages, in Thailand. The results may be different if similar research is conducted in other social-cultural and educational contexts concerning other languages. The current study was based on data collected from a

university in southern Thailand. Hence, the results could not be generalized to other contexts. Moreover, the gender, age and individual differences, which were not examined in the current study, may also be influential factors that help us understand the students' motivation for language learning accurately and are suggested for further studies.

8. Acknowledgements

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Paper 2

The role of future self-guides in motivated language learning behaviors: The case of English and Chinese languages learners in Thailand

Xiaopeng Zhang[1]

Chonlada Laohawiriyanon[2]

Abstract

This study examined the 2x2 model of future self-guides, a revision of future self-guides outlined in the L2 Motivational Self System (L2MSS), in explaining students' motivated behaviors in language learning. This mixed-method study investigated (1) to what extent students' motivation to learn English and Chinese is regulated by each component of future self-guides (2) the relationship between future self-guides and motivated language learning behaviors; (3) students' perceived motivation in learning English and Chinese. Motivational questionnaires were distributed to 136 Thai university students (64 English majors and 72 Chinese majors), and follow-up semi-structured interviews were conducted with 15 English majors and 15 Chinese majors to investigate their perceived language learning motivations. The results showed that the students' high motivation to learn English and Chinese was regulated by future self-guides. It was found that Ideal L2 Self from own standpoint was the component that most correlated to motivated language learning behaviors for both English and Chinese majors, followed by Ideal L2 Self from other standpoint, Ought-to L2 Self from own standpoint for English and Chinese majors respectively and Ought-to L2 Self from other standpoint with the weakest correlation. The interview data indicated that the instrumental values of the target languages, significant others' expectations, and perceived self-obligations were perceived as contributing factors to their motivation to learn English and Chinese. This paper concludes with pedagogical implications as well as recommendations for further research.

Keywords: the 2x2 model of future self-guides, motivated language learning behaviors,

[1]Student, Master of Arts Program in Teaching English as an International Language, Faculty of Liberal Arts, Prince of Songkla University, Hat Yai Campus, Thailand.
[2]Asst. Prof. Dr., Department of Foreign Languages, Faculty of Liberal Arts, Prince of Songkla University, Hat Yai Campus, Thailand.

Corresponding Author: xiaopengzhang.zxp@gmail.com

English and Chinese, Thai university students

Introduction

It has long been acknowledged that motivation plays a prominent role in the success of learning a second (L2) or foreign language (Dörnyei, 1998). L2 motivational research has shifted from a social psychological period to cognitive-situated, process-oriented and socio-dynamic periods (Dörnyei & Ushioda, 2011), in which future self-guides have gradually emerged as important components in language learning motivation. Currently, the predominant theory in L2 motivational research is L2 Motivational Self System (L2MSS), proposed by Dörnyei (2005, 2009). L2MSS provides a model for us to understand L2 motivation concerning an individual's self-concept and future self-guides.

L2MSS contains three main components: Ideal L2 Self, Ought-to L2 Self and L2 Learning Experience. Ideal L2 Self represents the L2 attributes the learner would ideally like to have. Ought-to L2 Self refers to the L2 attributes the learner believes they have to gain to meet expectations of significant others; L2 Learning Experience concerns learners' past and current learning environment and experience. The fundamental assumption of the L2MSS is that the discrepancy perceived by language learners between their current state and their future self-guides (i.e., Ideal or Ought-to L2 Self) may work as a motivation to reduce the perceived gap and reach the desired end-state. This model has been employed in a number of empirical research in different contexts around the world (Al-Hoorie, 2018; By & Laohawiriyanon, 2019; Csizér & Kormos, 2009; Dörnyei & Chan, 2013; Papi & Teimouri, 2012).

However, the power of the three components of L2MSS in explaining learners' motivation is asymmetric. While Ideal L2 Self and L2 Learning Experience were found to be significant predictors of intended effort, motivated language learning behaviors, achievement or language proficiency, Ought-to L2 Self was not shown as a significant construct or with little motivational significance in many studies (Al-Hoorie, 2018; Csizér & Lukács, 2010; Lamb, 2012). According to Higgins (1987), Ideal Self and Ought-to Self are considered two major self-guides that regulate human behaviors. It does not make sense theoretically that Ought-to L2 Self did not emerge as a valid construct and was even excluded in some previous studies (Al-Hoorie, 2018). Therefore, criticisms have been put on this model because of the lack of motivational potency of Ought-to L2 Self.

According to Higgins (1987), Self-discrepancy Theory includes two domains (Ideal Self and Ought-to Self) and two standpoints (own and other). The two domains, Ideal Self and Ought-to Self could be perceived from own and other standpoints. Higgins (1987) has maintained that Ideal Self has a promotion focus whereas Ought-to Self has a prevention focus. Promotion and prevention are two motivational orientations that regulate individuals' behaviors in Higgins's Regulatory Focus Theory. Promotion-focused individuals are concerned with advancement, growth and accomplishment. They are sensitive to the presence or absence of positive outcomes. On the other hand, prevention-focused individuals focus on security, safety, and calmness. Individuals are sensitive to the presence or absence of negative outcomes. Dörnyei (2005, 2009) has borrowed Ideal Self and Ought-to Self from Higgins's (1987) Self-discrepancy Theory and combined them with the conceptual content of Markus and Nurius's (1986) Possible Selves Theory. However, two standpoints and regulatory distinctions (promotion or prevention focus) are not included in L2MSS.

In an attempt to solve the problem of the Ought-to L2 Self, Teimour (2017) offered a trichotomous model of L2 selves, including Ideal L2 Self, Ought-to L2 Self from own standpoint and Ought-to Self from other standpoint, which was tested with 524 high school students in Iran. Multiple regression results indicated that all three types of learners' L2 selves could predict their intended effort in language learning. Ideal L2 Self was the strongest predictor of intended effort (B=.46, p<.001). Compared to Ideal L2 Self, both Ought-to L2 Self from own standpoint (B=.15, p<.001) and Ought-to L2 Self from other standpoint (B=.10, p<.05) explained a much smaller amount of variance. In Teimour's (2017) work, the model with three future self-guides did not show stronger evidence of the validity of the Ought-to L2 Self than in previous studies. The reasons speculated by Papi et al. (2018) were that the questionnaire used in the study did not pay enough attention to the regulation distinction (promotion or prevention focus) of Ideal L2 Self and Ought-to L2 Self, and the items measured students' motivated language learning behaviors had a regulatory bias (with promotion focus only).

Further, based on Higgins's Self-discrepancy Theory and Regulatory Focus Theory, Papi et al. (2018) proposed the 2x2 model of future self-guides (Figure 1), which includes Ideal L2 self from own standpoint (Ideal L2 Self/Own), Ideal L2 Self from other standpoint (Ideal L2 Self/Other), Ought-to L2 Self from own standpoint (Ought-to L2 Self/Own) and Ought-to L2 Self from other standpoint (Ought-to L2 Self/Other). Ideal L2 Self/Own represents the attributes that the learner from his or her

own standpoint would ideally hope to have in the future, with a promotion focus; Ideal L2 Self/Other represents the attributes that the learner's significant others (e.g. parents, teachers and friends) would ideally hope the learner will achieve in the future with a promotion focus. Ought-to L2 Self/Own represents the attributes that the learner, from his or her own standpoint, believes he or she ought to obtain (e.g., obligations, duties and requirements) to avoid negative outcomes, with a prevention focus. Ought-to L2 Self/Other represents the attributes that the learner believes other people require him or her to possess (e.g., obligations, duties and requirements) in order to avoid negative outcomes, with a prevention focus.

Standpoint

	Ideal L2 Self/Own	Ideal L2 Self/Other
Promotion		
Regulation distinction		
Prevention	Ought-to L2 Self/Own	Ought-to L2 Self/Other
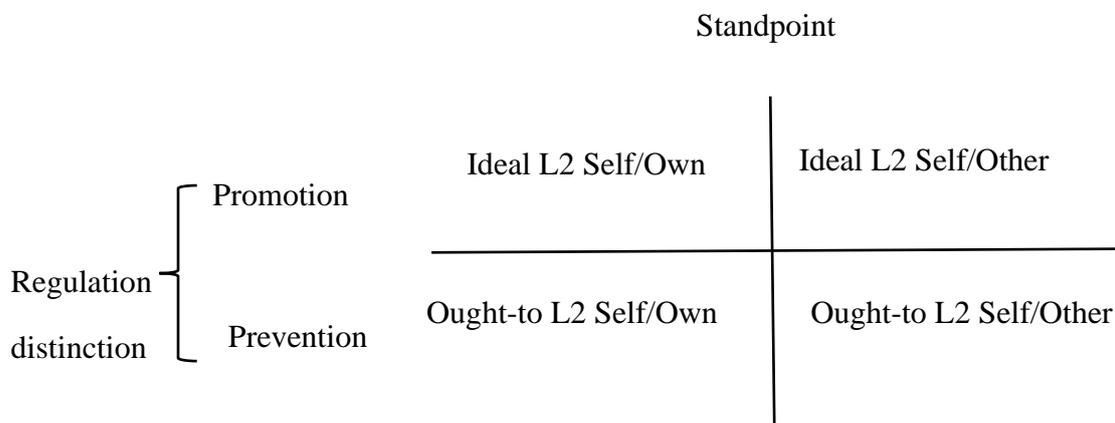
Figure 1. The 2x2 model of future self-guides

As an empirical study, Papi et al. (2018) revised the existing questionnaire by showing clear promotion and prevention focus concerning Ideal L2 Self and Ought-to L2 Self and without regulatory bias concerning motivated language learning behaviors. The questionnaires were administered to 259 English learners in a university in the United States. Multiple regression results revealed that all four future selves were strong predictors of motivated language learning behaviors. It was found that Ought-to L2 Self/Own (B=.37) was the strongest predictor in this study, which supports the hypothesis by Higgins (1987) that Ought-to Self-guides can be the main motivator. This finding was explained by Papi et al. (2018) that the participants in the study made an effort to learn English in order to avoid negative academic, professional and social outcomes. However, this result did not suggest that Ought-to L2 Self/Own was the strongest predictor in other contexts. It was suggested that the revised model would be a more refined representation of L2 selves than the previous ones, and it needs further examinations in future motivational research.

Attracted by Papi et al.'s (2018) revised model, Blair and Azaz's (2019) and Feng and Papi's (2020) examined the trichotomous model of L2 selves and the 2x2 model of future self-guides, respectively. Blair and Azaz (2019) examined the trichotomous model with L2 Arabic learners at a university in the United States. The results indicated that Ideal L2 Self had the strongest indirect effect on intended effort. While Ought-to L2 Self/Own showed a positive effect on intended effort, Ought-to L2 Self/Other yielded a negative effect. In 2020, Feng and Papi explored the future self-guides in motivational intensity and persistence with 94 students who learn Chinese as a foreign language in the United States. The results revealed that Ideal L2 Self/Own and Ought-to L2 Self/Own were significantly predicted motivational intensity. Ideal L2 Self/Own and Ideal L2 Self/Other were positive predictors of persistence whereas Ought L2 Self/Other was a negative predictor. Further, the results indicated that different selves predicted qualitatively different motivated language learning behavior.

Concerning the revised model of future self-guides, different research results have been found in related studies. Papi et al's (2018) work revealed Ought-to L2 Self /Own was the strongest predictor of motivated language learning behaviors, while Blair and Azaz's (2019) and Teimour's (2017) showed that Ideal L2 Self/Own had the strongest effect on intended effort. Even though Ought-to L2 Self/Own was not shown as the strongest predictor, Ought-to L2 Self/Own showed a positive effect on intended effort in Blair and Azaz's (2019) work, and significantly predicted motivational intensity in Feng and Papi's (2020) work. Similarly, Ought-to L2 Self/Other was found to be a negative predictor in these two studies (Blair & Azaz, 2019; Feng & Papi, 2020). Furthermore, most of the related studies were conducted in the context of the United States (Papi et al., 2018; Blair & Azaz, 2019; Feng & Papi, 2020), which calls for examining the revised model in more diverse language learning settings for its validity. The present study is conducted in Thailand context.

In addition, research on L2 motivation shows a strong language bias on global English, which calls for more research on other target languages. According to a review of Boo, Dörnyei, and Ryan (2015), 72.67% of the studies on L2 motivation during the past decade have taken English as the target language. Especially in Asian context, L2 motivation research is almost exclusively concerned with English (Ushioda & Dörnyei, 2017). It raises the question of how far current theoretical perspectives are adequate to account for motivation to learn languages other than English. (Boo et al., 2015; Ushioda, 2017). Therefore, the present study includes English and Chinese as the target languages, to examine the validity of the 2x2 model of future self-guides.

Thailand has its special characteristics in foreign language education. Firstly, English has been taken as the primary foreign language for more than a century and its

importance has been highlighted in Thai educational system (Baker & Jarunthawatchai, 2017). However, Thai students' English language proficiency is still low (Siridetkoon, 2015), which inspires people to think about the complexity when students need to learn more than one foreign language simultaneously, which is a common phenomenon in the globalized world. Secondly, along with the economic development of China and the historical connection between China and Thailand, the interactions between the two countries are increased resulting in the popularity of learning Chinese in Thailand (Tungkeunkunt, 2016). Chinese comes in second as the foreign language most studied in schools, apart from English. In Thailand, university students who choose to study in language programs need to learn at least two foreign languages (Baker & Jarunthawatchai, 2017). Based on their interests and grades, students can take one language as their major and another foreign language as their minor course. Nowadays, the most popular combination is English and Chinese in Thailand. It is curious to explore Thai students' motivation to learn English and Chinese simultaneously.

As discussed above, concerning the problematic issue of the Ought-to L2 Self in the L2MSS, the 2x2 model of future self-guides was proposed as a revision, but this model has been under-examined in various contexts. Adopted the 2x2 model of future self-guides, the current study aims to investigate Thai university students' motivation to learn English and Chinese from the perspective of future self-guides and enrich the literature by adding a new socio-cultural and educational context and two target languages in simultaneous learning.

Objectives and research questions

The objectives of the present study were to examine the extent that Thai university students' (multilingual learners) motivation to learn English and Chinese is regulated by each component of future self-guides and the correlation between future self-guides and related motivated language learning behaviors and students' perceptions of their future self-guides. The following research questions were proposed.

1. To what extent is students' motivation to learn English and Chinese as major or minor subjects regulated by each component of future self-guides?
2. What are the correlations between future self-guides and motivated language learning behaviors of simultaneous English and Chinese language learners?
3. How do they perceive their future self-guides?

Research methodology

A mixed-method approach was employed in the present study. A questionnaire was used to collect quantitative data to measure the magnitudes of students' motivation to learn English and Chinese that were regulated by future self-guides and examine the correlation between four future selves and related motivated language learning behaviors. A semi-structured interview was employed to collect qualitative data on students' perceptions of their future self-guides. The participants were 136 students, including 64 English majors and 72 Chinese majors from sophomore to senior at a university in southern Thailand. They studied both English and Chinese (as major or minor subjects) in the language program at the university. They had been learning English for at least 13 years. English majors had an average of 4.6 years of learning Chinese, while Chinese majors had at least 6 years experiencing learning Chinese. Their ages ranged from 18 to 25 (M=20.26). The participants' information was shown in Table 1.

Table 1: Participants' information

	English majors	Chinese majors
N of participants	64	72
Gender Male	12	7
Female	52	65
Age	18-25 years old	
Average years of learning English	13.11	13.55
Average years of learning Chinese	4.61	6.07

The questionnaire was adapted from Dörnyei & Chan (2013), Huang et al. (2015), Teimouri, 2017, Papi et al. (2018). The questionnaire was modified after the pilot study had been conducted. Only items with high internal consistency were kept. There were 38 items in the questionnaire, including 7 items for Ideal L2 Self/Own, 7 items for Ideal L2 Self/Other, 4 items for Ought-to L2 Self/Own, 6 items for Ought-to L2 Self/Other and 14 items measuring students' motivated language learning behaviors. Sample items of the questionnaire were shown in Table 2. All the items were parallel concerning English and Chinese respectively. The questionnaire was designed using a six-point Likert scale, ranging from "strongly disagree" to "strongly agree" with the future self-guides items; ranging from "never true of me" to "always true of me" with the items of motivated language learning behaviors. The questionnaire was translated into Thai before being administered it. The questionnaire was administered online by using Google Forms. The link of the questionnaire was shared with English and Chinese

learners through Facebook, Line groups or emails from July 13th, 2020 to August 6th, 2020. The value of Cronbach's Alpha of this questionnaire was 0.958.

Table 2: Sample questionnaire items

Components	Samples
Ideal L2 Self/Own	As far as I am concerned, being proficient in this language will help me get a job that I like.
Ideal L2 Self/Other	My parents will be proud of me if one day I master this language.
Ought-to L2 Self/Own	I must learn this language well. If not, I will fail in my future career.
Ought-to L2 Self/Other	My parents put a lot of pressure on me to learn this language.
Motivated language Learning Behaviors	I concentrate and participate actively in the classes of this language.

To obtain participants' perceptions of their future self-guides, semi-structured interviews were conducted. The invitation to the interview was asked at the end of the questionnaire. 15 English majors and 15 Chinese majors volunteered to participate in the following interview. The interview included questions about students' Ideal L2 Self and Ought-to L2 Self from their own and other standpoints, as well as their motivated language learning behaviors. Sample interview questions included: Why do you learn English and Chinese? What do you want to be in the future? Is there anyone who influenced you to learn English and Chinese? The interview was conducted from November 20th, 2020 to December 30th, 2020. Students were interviewed in the major language they studied. The interview was conducted one by one and took around 40 minutes for each participant. With the permission of the participants, all the interviews were voice-recorded.

The quantitative data were analyzed for descriptive statistics (mean score and standard deviations) and Pearson correlations. The interview data were transcribed and read through for sub-themes identification, subsequently, the sub-themes were categorized into three major themes.

Findings

In order to examine the extent to which students' motivation to learn English and Chinese was regulated by each component of future self-guides, the mean scores of their responses to the questionnaire were calculated and were shown in Tables 3 and 4

for English majors and Chinese majors respectively. English majors and Chinese majors strongly agreed or agreed with the statements concerning Ideal L2 Self/Own, Ideal L2 Self/Other and Ought-to L2 Self/Own for both English and Chinese, while they slightly agreed with the statements related to Ought-to L2 Self/Other.

Table 3: English majors' responses to each component of future self-guides

	English (major)			Chinese (minor)		
	Mean	SD	Scale	Mean	SD	Scale
Ideal L2 Self/Own	5.48	0.518	Strongly Agree	5.14	0.560	Agree
Ideal L2 Self/Other	5.13	0.796	Agree	4.91	0.810	Agree
Ought-to L2 Self/Own	5.29	0.646	Strongly Agree	5.02	0.695	Agree
Ought-to L2 Self/Other	4.11	1.259	Slightly Agree	3.89	1.204	Slightly Agree

Note: 1-1.83=strongly disagree; 1.84-2.67=disagree; 2.68-3.51=slightly disagree; 3.52-4.35=slightly agree; 4.36-5.19=agree; 5.20-6.00=strongly agree.

As seen in Table 3, concerning English, English majors strongly agreed with the statements on Ideal L2 Self/Own ($\overline{x}$=5.48) and Ought-to L2 Self/Own ($\overline{x}$=5.29); they agreed with the statements on Ideal L2 Self/Other ($\overline{x}$=5.13) and slightly agreed with the items on Ought-to L2 Self/Other ($\overline{x}$=4.11). As for Chinese, they agreed with the statements on Ideal L2 Self/Own ($\overline{x}$=5.14), Ought-to L2 Self/Own ($\overline{x}$=5.02) and Ideal L2 Self/Other ($\overline{x}$=4.91); while they slightly agreed with the items on Ought-to L2 Self/Other ($\overline{x}$=3.89). In addition, for the English majors, the mean score of each component of future self-guides concerning English was higher than that of Chinese.

Table 4: Chinese majors' responses to each component of future self-guides

	English (major)			Chinese (minor)		
	Mean	SD	Scale	Mean	SD	Scale
Ideal L2 Self/Own	5.35	0.536	Strongly Agree	5.55	0.419	Strongly Agree
Ideal L2 Self/Other	5.11	0.539	Agree	5.27	0.548	Strongly Agree
Ought-to L2 Self/Own	5.23	0.635	Strongly Agree	5.38	0.584	Strongly Agree
Ought-to L2 Self/Other	3.97	0.949	Slightly Agree	3.99	1.002	Slightly Agree

Note: 1-1.83=strongly disagree; 1.84-2.67=disagree; 2.68-3.51=slightly disagree; 3.52-4.35=slightly agree; 4.36-5.19=agree; 5.20-6.00=strongly agree.

As shown in Table 4, concerning English, Chinese majors strongly agreed with the items on Ideal L2 Self/Own ($\overline{x}$=5.35) and Ought-to L2 Self/Own ($\overline{x}$=5.23); they agreed with the statements on Ideal Self/Other ($\overline{x}$=5.11) and slightly agreed with the items on Ought-to Self/Other ($\overline{x}$=3.97). Concerning Chinese, they strongly agreed with the statements on Ideal L2 Self/Own ($\overline{x}$=5.55), Ought-to L2 Self/Own ($\overline{x}$=5.38) and Ideal L2 Self/Other ($\overline{x}$=5.27); They slightly agreed with the statements regarding Ought-to Self/Other ($\overline{x}$=3.99). It can also be seen that for Chinese majors, the mean score of each component of future self-guides concerning Chinese was higher than that of English.

In sum, based on the mean scores, Ideal Self/Own was the highest for both English and Chinese languages, followed by Ought-to Self/Own, Ideal Self/Other and Ought-to Self/Other, which means that the participants' high motivations to learn English and Chinese were regulated by Ideal Self/Own, Ought-to Self/Own, Ideal Self/Other and Ought-to Self/Other in rank order. Furthermore, the participants had higher motivation to learn their major than their minor language.

Tables 5 and 6 display the results of the correlations between four future self-guides and related motivated language learning behaviors of English majors and Chinese majors respectively. The results showed all four future selves positively and significantly correlated to related motivated language learning behaviors.

Table 5: Correlation between future self-guides and related motivated language learning behaviors of English majors

English Motivated Learning Behaviors		Chinese Motivated Learning Behaviors	
English Ideal L2 Self/Own	.623**	Chinese Ideal L2 Self/Own	.576**
English Ideal L2 Self/Other	.584**	Chinese Ideal L2 Self/Other	.495**
English Ought-to L2 Self/Own	.507**	Chinese Ought-to L2 Self/Own	.452**
English Ought-to L2 Self/Other	.424**	Chinese Ought-to L2 Self/Other	.362**

* Correlation is significant at the 0.05 level (2-tailed)
** Correlation is significant at the 0.01 level (2-tailed)

In Table 5, for English majors, Ideal L2 Self/Own was the component that most correlated to motivated language learning behaviors (r=.623** for English and r=.576** for Chinese, p≤.01, 2-tailed). The second component was Ideal L2 Self/Other (r=.584**, r=.495** for English and Chinese respectively, p≤.01, 2-tailed), followed by Ought-to L2 Self/Own (r=.507**, r=.452** for English and Chinese, respectively, p≤.01, 2-tailed). The last component was Ought-to L2 Self/Other which significantly correlated to motivated language learning behaviors (r=.424**, r=.362** for English and Chinese, respectively, p≤.01, 2-tailed), but at a low level.

Concerning English, English Ideal Self/Own (r=.623**), Ideal L2 Self/Other (r=.584**) and Ought-to L2 Self/Own (r=.507**) were correlated to English motivated learning behaviors at a moderate level (r>.5). It indicates that this group of participants' English learning was motivated by their own and significant others' hopes, as well as their own obligations, while significant others' pressure seems not to function as a powerful component compared to the other three components. Concerning Chinese, which is a minor subject for this group of participants, only Chinese Ideal L2 Self/Own (r=.576**) correlated to Chinese motivated learning behaviors at a moderated level, whereas Chinese Ideal L2 Self/Other (r=.495**), Ought-to L2 Self/own (r=.452**) and Ought-to L2 Self/Other (r=.362**) correlated to Chinese motivated learning behaviors at a low level (0.3<|r| ≤0.5). It indicates that participants' Chinese learning was mainly motivated by their own hopes and aspirations with a promotion focus.

Table 6: Correlation between future self-guides and related motivated language learning behaviors of Chinese majors

	English Motivated Learning Behaviors		Chinese Motivated Learning Behaviors
English Ideal L2 Self/Own	.604**	Chinese Ideal L2 Self/Own	.500**
English Ideal L2 Self/Other	.377**	Chinese Ideal L2 Self/Other	.411**
English Ought-to L2 Self/Own	.495**	Chinese Ought-to L2 Self/Own	.428**
English Ought-to L2 Self/Other	.326**	Chinese Ought-to L2 Self/Other	.290**

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

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

In Table 6, for Chinese majors, Ideal L2 Self/Own was the only component that

correlated to motivated language learning behaviors (r=.604** for English and r=.500** for Chinese) at moderate levels. It indicates that Chinese majors were more likely to make effort to learn English and Chinese based on their own hopes and aspirations. Although Ought-to L2 Self/Own(r=.495**, r=.428** for English and Chinese, respectively), Ideal L2 Self/Other (r=.377**, r=.411** for English and Chinese, respectively) and Ought-to L2 Self/Other (r=.326**, r=.290** for English and Chinese, respectively) were the following components in order of strength that significantly correlated to motivated language learning behaviors, the correlations were at low levels (0.3<|r| ≤0.5) or a negligible level (|r| ≤0.3), which means that students are less influenced by others' hopes, own obligations and others' pressure on learning English and Chinese, comparing with their own hopes and desires.

The interview data address the third research question: students' perceptions of their future self-guides to learn English and Chinese. The instrumental value of target languages, significant others' expectations, and perceived self-obligations were the three major themes obtained from the qualitative data.

The instrumental values of English and Chinese were highlighted by Thai university students. Most of the participants mentioned that they learned English and Chinese for their bright future careers, further studies, and entertainment.

The future career was the key reason that motivated the participants to learn English and Chinese. Almost all of the interviewees mentioned that they are guided by the bright future careers they have imagined. They would like to make efforts to learn English and Chinese to achieve their goals for their desired careers in the future. For example, English major No. 7 said:

> In the future, I want to be a cabin crew. I think English and Chinese will help me. Because I know English and Chinese. If I can speak both of them frequently, I think it will make me an interesting candidate for the job. (English major No.7)

Working in the tourism field was popular and welcomed by both English majors and Chinese majors. Many participants mentioned that they would like to work in travel agencies to be tour guides, in hotels to be receptionists or in airports to be cabin crew. In addition, business was another ideal career that the participants would like to work in. They would like to work in business companies to do English-related or Chinese-related jobs. Some participants are interested in international online business and they

would like to take their advantage as language learners to do business between Thailand and other countries. Last but not least, English teachers or Chinese teachers were popular occupations mentioned by the participants. Many participants said that they would like to be language teachers in international schools for high salaries and in government schools for good welfare. Some participants said that they would like to have their own language tutor schools.

Expect for their future career, some participants mentioned that making great efforts to learn English or Chinese now is for studying abroad in their future. They would like to get scholarships for further study. As Chinese major No. 8 said, studying in China motivated him to study harder.

> I want to be a Chinese teacher, I want to be a Chinese teacher working at a university, but I think my ability is not enough now, so I want to go to China to study further, majoring in teaching Chinese as a foreign language. Now, I want to apply for studying at Yunnan University or Peking University. (Chinese major No. 8)

Meanwhile, most of the participants said that they learn English and Chinese for entertainment, such as, traveling abroad, enjoying English or Chinese novels, movies and TV shows, and playing games. Here are examples which are given by English major No.3 and Chinese major No.8.

> I think the main purpose of learning English is that I want to broaden my mind. Deep inside, I want to travel abroad. I like traveling. I love to be on the journey. My main goal, after finishing this degree, after 4 years, I will go abroad. (English major No.3)

> I think I like Chinese very much and like listening to Chinese songs. I like writing Chinese characters. I like watching Chinese TV shows. I also play Chinese games, named Yuanshen, and the content is given in Chinese. (Chinese major No. 8)

Besides the instrumental values that were perceived by the participants, students also mentioned that learning English and Chinese was to meet significant others' expectations. The most influential others that motivated the participants to learn English and Chinese were their parents, which were mentioned many times by the participants. The following are their own words:

> My father, he always told me that he hopes I can study very well in

English. He always told me he will support me to go Britain or something like that. He wants his children to be very educated. And he said English is an important language. I agree with my father. (English major No. 4)

My mother works in the tourist business in Phuket. Phuket has many tourists; Chinese is important in that way. Because my mom used to tell me that she wants me to be a tour guide. She hopes that I can learn English and Chinese well". (English major No. 2)

Except for the instrumental values and significant others' expectations, students also perceived obligations to learn English and Chinese well by themselves. Influenced by their status as university students, they felt they have the responsibility to learn their subjects well. From the interview, some participants said that they had pressure on themselves to learn English and Chinese. The pressure may come from the examinations they are going to take, the quizzes that they often take on classes, and the graduation requirements. As in the English major No. 1 case:

Now I have serious pressure in English. Because the test is very hard. And some teachers are very strict. I have to pass the TOEIC or TOFEL test to prove that I am really good at English. Actually, I think, me, I push myself. There is no one to push me. (English major No.1)

In addition, some participants said they have to work hard to avoid the regress compared to themselves, even though they were quite good in their self-reported grades, as mentioned in the following:

Because I have studied in China. But my Chinese is a little bit regressed after coming back to Thailand. I am also a little worried. I have to try harder to learn Chinese. (Chinese major No. 6)

Discussions

The present study explored Thai university students' motivation to learn English and Chinese by using the 2x2 models of future self-guides. Both quantitative and qualitative data showed that the participants' high motivation to learn English and Chinese was regulated by all four future selves and the four future selves were significantly and positively correlated to English and Chinese motivated learning behaviors accordingly. It shows that all four future self-guides were valid components.

Especially, the Ought-to L2 Self/Own was shown as a significant component that correlated to participants' motivated language learning behaviors at a moderate or near moderate level, which is opposite to some previous findings (Al-Hoorie, 2018; Csizér & Lukács, 2010; Lamb, 2012; Teimour, 2017) where Ought-to L2 Self was taken as a questionable construct. Furthermore, as a response to Papi et al.'s (2018) calling for further examinations of the 2x2 model of future self-guides, the findings of the present study confirmed the validation of the model concerning English and Chinese languages in the Thai context.

For English majors, the results demonstrate that Ideal L2 Self/Own was the component that most correlated to motivated language learning behaviors concerning English and Chinese, followed by Ideal L2 Self/Other, Ought-to L2 Self/Own and Ought-to L2 Self/Other. As the importance and instrumental value of English and Chinese have been realized and internalized by Thai university students, Ideal L2 Self/Own and Ideal L2 Self/Other were the top two components that significantly correlated to their motivated language learning behaviors at a (or near) moderate level (Ideal L2 Self/Own: r=.623** for English and r=.576** for Chinese; Ideal L2 Self/Other: r=.584** for English and r=.495** for Chinese). It means that this group of participants was more motivated by aspirations and hopes no matter from their own opinion and significant others'. They were more promotion-focused individuals who were more driven by advancement, growth and accomplishment. This result was consistent with Feng and Papi's (2020) finding that Ideal L2 Self/Own and Ideal L2 Self/Other were positive predictors of persistence. Meanwhile, Ought-to L2 Self/Own was shown as a significant component at a moderate level (r=.507**) in the present study concerning English, which is the participants' major. It indicates that concerning their major subject, the participants' self-obligations exert an influence on their investment in learning, which is consistent with the findings in Papi et al.'s (2018), Blair and Azaz's (2019), and Feng and Papi's (2020) work.

For Chinese majors, Ideal L2 Self/Own was followed by Ought-to L2 Self/Own, Ideal L2 Self/Other and Ought-to L2 Self/Other, in order of strength that correlated to motivated language learning behaviors concerning English and Chinese. Ideal L2 Self/Own was the only component that correlated to motivated language learning behaviors at the moderate level (r=.604** for English and r=.500** for Chinese) for this group of participants. It indicates that this group of participants was more motivated by their aspirations and hopes to learn English and Chinese with a promotion focus. And they were more driven by the positive outcomes. They imagined they can learn

English and Chinese well in the future. This finding of Chinese majors was similar to that of English majors, which is mentioned above. In addition, concerning the English language (minor subject), Ought-to L2 Self/Own was the component that correlated to English motivated learning behaviors at a near moderate level (r=.495**). It indicates that this group of participants was also driven by their perceived self-obligations to learn English with a prevention focus. They would regulate their English learning behaviors in order to avoid negative outcomes. This finding was also confirmed by what Chinese majors revealed in the interview. There were 8 out of 15 Chinese majors mentioned that they used to fail in learning English and then chose to learn Chinese when they went to the university. They learn English because they do not want to fail in quizzes, exams or graduation in the university.

Ideal L2 Self/Own demonstrated as the component that most correlated to related motivated language learning behaviors for both English and Chinese majors, which is consistent with previous findings (Teimour, 2017; Blair & Azaz, 2019; Feng & Papi, 2020). It indicated that the participants in the present study were more promotion-focused individuals. They were more driven by the ideal self-image and sensitive to positive outcomes. Meanwhile, this finding was also supported by the qualitative data. Most of the participants mentioned that they learn these two languages for their future careers, further studies or for entertainment. They would like to master these two languages well for their bright futures, in which the instrumental values of English and Chinese were highlighted.

Ought-to L2 Self/Own, even though not shown as the strongest predictor of motivated language learning behaviors as it played in Papi et al's (2018) work, was still a significant component that correlated to motivated language learning behaviors at a moderate (r>.5) or a near moderate level (r>.4) in the present study. This finding confirmed the validation of Ought-to L2 Self as well as the distinction of standpoints. In the interview, students perceived obligations and pressures in learning English and Chinese. This information also confirms the validation of Ought-to L2 Self/Own component in the present study.

Ideal L2 Self/Other correlated to motivated language learning behaviors at a moderate level (for English majors concerning English learning only) or low levels. Ought-to L2 Self/Other correlated with motivated language learning behaviors at low or negligible levels. These findings supported the assumption in motivation research that the more-internalized motives (from own standpoint) explain more variance

compared to less-internalized motives (from other standpoint), which is consistent with Papi et al's (2018) finding. Even though, at low or negligible levels, Ought-to L2 Self/Other positively and significantly correlated with motivated language learning behaviors in the present study, which was opposed to the finding in some previous studies (Blair & Azaz, 2019; Feng & Papi, 2020), where Ought-to L2 Self/Other was a negative predictor of intended effort. In the interview, few participants mentioned their parents or teachers gave them high pressure on learning English and Chinese in Thailand. They do not perceive strong obligations in language learning from significant others.

Conclusion

Based on the 2x2 model of self-guides, the present study examined the extent to which Thai university students' motivation to learn English and Chinese was regulated by each component of future self-guides and the relationship between future self-guides and motivated language learning behaviors. It also explored students' perceptions of the motivation to learn English and Chinese simultaneously. The results of this study show that Thai university students' motivation to learn English and Chinese was regulated by all four future self-guides. It also demonstrates a positive significant relationship between four future self-guides and motivated language learning behaviors. For English majors, the results showed that Ideal L2 Self/Own was the component that most correlated to motivated language learning behaviors, followed by Ideal L2 Self/Other, Ought-to L2 Self/Own and Ought-to L2 Self/Other. For Chinese majors, Ideal L2 Self/Own was followed by Ought-to L2 Self/Own, Ideal L2 Self/Other and Ought-to L2 Self/Other. Based on the findings of the semi-structured interviews, the instrumental values of target languages, significant others' expectations and perceived self-obligations were revealed to support the quantitative findings.

The findings of the present study have pedagogical implications for language (English and Chinese in particular) teachers. First, as all four future selves were positively and significantly correlated to motivated language learning behaviors which confirms the power of future self-guides, it is suggested that language teachers should encourage students to construct vivid future self-images to regulate their language learning behaviors. Second, as Ideal L2 Self/Own was the component that most correlated to motivated language learning behaviors, language teachers should find ways to assist their students to set suitable personal goals and not hesitate to give

positive feedback to students when they make any progress because students who are regulated by Ideal L2 Self/Own are more promotion-focused individuals. Further, the instrumental values or benefits of learning the target languages should be introduced and highlighted to students in the current globalized world. Last but not least, language teachers should take individual differences into consideration as each individual may be regulated by each component of future self-guides differently. For example, Ought-to L2 Self/Own was also a valid component that regulated some participants' learning behaviors in the present study. Teachers should know their students well and motivate them to learn foreign languages based on their personal characteristics.

This study has the following limitations. First, the number of participants in the questionnaire survey and the follow-up semi-structured interviews was relatively small. Surveys and interviews with a larger student population are suggested for future research. Second, the 2x2 model of future self-guides was validated in the Thai university context concerning English and Chinese languages. The results may be different if similar research is conducted in other social-cultural and educational contexts concerning other languages. Various social and educational contexts and different target languages are suggested for future studies.

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VITAE

Name   Mrs. Xiaopeng Zhang
Student ID   6011121007
Educational Attainment

Degree	Name of Institution	Year of Graduation
Bachelor of Arts in English	Institute of Foreign Language, Tangshan Normal University	2016

List of Publication and Proceeding

Zhang, X., & Laohawiriyanon, C. (2022). *Positive or Negative? The impact of global English on motivation to learn Chinese in Thailand* [Paper Presentation]. The 14th International Conference on Humanities and Social Sciences, Malaysia.

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