# The Role of Ideal L2 Self in Motivating Students to Verbally Communicate in L2 Speaking Classes

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## Abstract

EFL (English as a Foreign Language) learners' willingness to verbally communicate in language speaking classes remains an intriguing issue for many advanced learners. Many preparatory year students in Saudi Arabia exhibit low levels of willingness to communicate (WTC) in a second language (L2) classroom context, where English is used as a medium of instruction. This study aims to highlight the issue by investigating the Saudi female EFL preparatory year students' willingness to verbally communicate in L2 speaking classes, focusing on the Ideal L2 Self as a higher/ individual factor of the motivation self-system. The study used a quantitative method consisting of a questionnaire instrument to determine the correlation between the Ideal L2 Self and willingness to communicate. The questionnaire was electronically administered to 123 participants, and the data collected were analyzed statistically. The findings of the study show a significant moderated correlation between students' WTC and their Ideal L2 Self. Furthermore, the results reveal that relating the Ideal L2 Self to speaking classes positively affects students' willingness to communicate verbally in the Saudi context, especially if they recognize their Ideal L2 Self early. Therefore, the study attempts to offer an insight into the impact of the Ideal L2 Self in enhancing EFL students' willingness to verbally communicate using English in L2 speaking classes and construct a meaningful difference in teaching EFL speaking skills.

**Keywords:** EFL learners, Ideal L2 Self, motivational self-system, speaking classes, verbal communication, WTC (willingness to communicate)

## 1. Introduction

Speaking is an essential factor of communication in second/ foreign language learning contexts that allows learners to use their language knowledge to articulate their thoughts and meanings. It contributes to students' academic and personal success and enables them to engage thoughtfully with academic content. Though language speaking classes are the appropriate context for oral communication to learn English as a foreign language (EFL), some adult learners are demotivated to verbally express information and ideas or maintain social relationships using the target language in these contexts. Many difficulties in speaking skill refer to the second language L2 willingness to communicate (WTC). Based on MacIntyre's conceptual framework (1998), the WTC occurs due to the individual and situational factors that represent significant reasons for learners' engagement during L2 interactions (S Alqurashi & A Althubaiti, 2021). Individual factors influence learners' oral ability and can block the learning process (Arnold & Brown, 1999). For example, worrying about being wrong or incomprehensible ultimately influences learners' speaking performance. Furthermore, the lack of verbal communication in L2 speaking classes may be due to the situational influences represented in low motivation. This is particularly the case when teaching English in a foreign language context where "one or two languages are taught in school for several years as academic subjects, and many students develop proficiency in them" (Dörnyei, 1990, pp. 48-49). Thus, it is worth mentioning that motivation is believed to be the significant situational factor that instructors can target to facilitate learning a foreign language. However, Ushioda (2003) viewed motivation as a process of identity development and construction within complex and various contexts. She stated that motivation and identities are shaped by engagement contexts regarding the nature of motivation as emergent through the complex interactions of social, individual, and contextual processes to reflect a more widespread theoretical shift in conceptualizing L2 motivation from individual-cognitive to social-interactive perspectives. That is in line with Dörnyei's (2010) definition of motivation as a tedious individual process consisting of the learner's enthusiasm, dedication, and persistence which are all critical determinants of mastering a foreign/second language (L2).

As a result, the motivation concept has moved from the integrative/instrumental dichotomy as the traditional conceptualization to the consideration of motivation as part of the learner's self-system associated closely with the learner's Ideal L2 Self. According to Dörnyei, the Ideal L2 Self is the students' ideal future visions of the desired selves about mastering English which is a more robust predictor in Dörnyei's motivation self-system theory (2005-2009). The Ideal L2 Self is considered the most significant self-construct because this component, other than other components of Dörnyei's theory, shows the gap between one's preference to be a fluent L2 speaker and one's current self. At the same time, it acts as a self-guide that serves as the motivator to reduce the discrepancy. Thus, this current study focuses on this component (Ideal L2 Self) of Dörnyei's theory. Though understanding that motivation is considered a powerful element in enhancing students' verbal communication in the EFL classroom, a lack of motivation to use English prohibits foreign learners from performing well or exhibiting a good level of willingness to communicate in the classroom (Assalahi, 2019). Despite many different teaching methods, strategies, and interactive tasks being employed to teach speaking skills

inside classrooms, WTC verbally in the English language speaking classes remains an intriguing issue for many EFL adult learners. For example, it has been observed that most Saudi EFL female preparatory year students show a lack of enthusiasm in speaking classes. Although these individuals are advanced EFL learners, they exhibit low levels of WTC; willingness to use L2 when interacting with others in different situations (MacIntyre et al., 1998), such as inside speaking classes where English is used as a medium of instruction.

Therefore, this study aims to investigate the Saudi EFL female preparatory year students' willingness to verbally communicate in language speaking classes, correlated to a motivational self-system framework in terms of the Ideal L2 Self in this context. The study aims to investigate the role of the Ideal L2 Self as a more robust predictor in Dörnyei's motivation self-system theory and its impact on the EFL learners' WTC verbally in language speaking classes. The significance of the study is to increase students' willingness to verbally communicate using English in speaking classrooms at a Saudi university and construct a meaningful difference in terms of EFL instruction in speaking. Furthermore, the study is conducted with preparatory year students in the Saudi context, which may enable the findings to be applied to similar educational contexts and contribute to curriculum designers in terms of meeting students' needs.

## 2. Literature Review

### 2.1 Willingness to Communicate (WTC)

MacIntyre et al. (1998) developed the model of L2 WTC to state short and long-term factors that affect individuals' L2 WTC. These factors influence a learner's performance when deciding whether to participate or not in verbal communication using the target language. Verbal foreign language communication is a conscious action individuals make when presented with the opportunity to engage with others in conversation and has been described as one of the most critical factors for communication with people from other cultures (Lu & Hsu, 2008). However, the influence of individual variables as the foundation for the rest of the variables cannot be denied. For example, in a specific time or situation where the need to speak in the target language arises, particular behavioral attention is indicated by each individual about whether to enter a spoken discourse or not. MacIntyre et al. (1998) have postulated that at this moment, an individual's action to choose to speak or not is affected by many potential variables represented by situational influences at a given time or enduring influences of the environment or personality. Motivation is one enduring influence that encourages or discourages communication flow and affects WTC in the L2/FL context. In other words, verbal communication will not take place until the motivation shows an effect on L2 communication. Therefore, motivational action is seen as an integration of meeting an interpersonal purpose to start a speech controlled by specific situations and continue speaking (Fushino, 2010).

#### 2.1.1 Motivation and WTC

Individuals' WTC is a recent extension of research into motivation because motivation creates an active psychological moment, consciously or unconsciously, as when a person decides to engage in conversation or remain silent (MacIntyre & Doucette, 2010; & Marlina, 2009). However, enduring factors such as motivation and identity change affect language learners'

decision to engage in an FL conversation. There is an important relationship between motivation and WTC; when motivation is high, a person's WTC is also shown to be high (Kember, 2000; & Sugita and Takeuchi, 2010). Therefore, it is crucial to understand student motivation related to WTC in the current study to predict verbal communication in the FL classroom, as motivation has long been considered the single most significant factor in second/ foreign language learning (Dörnyei, 2005; MacIntyre, 2007; & Yashima, 2002). Moreover, many studies (e.g., MacIntyre and Charos, 1996; Hashimoto, 2002; Yashima, 2002; Peng & Woodrow, 2010; Knell & Chi, 2012; Liu & Park, 2012; Wu & Lin, 2014; & Shirvan et el., 2019) have been conducted on the relationship between WTC and related variables in learning English, focusing on motivation as one of the key variables influencing foreign/second language learners' WTC. For example, Yashima (2002) emphasized that the relation of motivation to WTC in the FL context was significant because motivation affected self-confidence in L2 communication, which led to the willingness to communicate. Thus, using the WTC model and motivation components to account for communication in the FL context was practical. Liu and Park (2012) conducted a quantitative study investigating the relationship between WTC, motivation, English proficiency, and perceived speaking ability among EFL Korean college students to find that WTC correlated with motivation's sub-components, such as Ideal L2 Self and Ought to Self. In addition, in a meta-analysis conducted by Shirvan et el. (2019), different conceptualizations of motivation were used to understand the correlation with socio-educational and self-determination perspectives affecting one's WTC. The premise was that researchers would make more efforts to explore relatively under-investigated variables such as future Self and ideal L2 Self. Those mediators might have a potentially important role in predicting L2 WTC in various FL contexts along with dynamic changes in situated WTC.

## 2.2 Motivation in Foreign Context

As most learners' motivation does not remain constant during learning, Dörnyei and Ottó (1998) developed a dynamic L2 motivational model to describe the process dimension of L2 motivation in a specific situation, such as inside the classroom. This model analyzes the motivational change in a learning setting either in a task, during a course of study, or over a person's learning history. This model also organizes the motivational influences of L2 learning, including the motivational forces that support the behavioral process from initial wishes into goals along a sequence of actional events. Dörnyei (2001) postulated that motivation is not a static attribute but a dynamic factor that displays continuous fluctuation depending on contextual variables such as the phase of the school year or the type of activity in the classroom. The underlying principle of this process-oriented motivational model is ongoing and changes over time which is in line with the dynamic of L2 WTC in the FL contexts, which is on point with the aim of this current study focusing on investigating the role of the Ideal L2 Self on the EFL learners' WTC verbally in language speaking classes.

According to the development of L2 motivation over the past decades, Dörnyei (2005, 2009) constructed a new motivation theory in response to a need for a new framework of L2 motivation that links L2 motivation to Self and identity. The L2 Motivational Self System (L2 MSS) was formed by combining concepts from possible selves-theory and self-discrepancy theory associated with Gardener's (1985) motivation model. This system attempts to broaden

the scope of motivation. It makes the motivation concept applicable in diverse language learning situations where a foreign language is taught only as a school subject without direct contact with its speakers. This means that the literal meaning of 'integrating' is not very meaningful because there is nothing to integrate into (e.g., teaching English in Arab countries).

2.2.1 L2 Motivational Self System (L2 MSS)

The L2MSS framework consists of three primary constructs: the Ideal L2 Self, the Ought to L2 Self, and the L2 learning experience. The first construct, the 'Ideal L2 Self,' refers to "the attributes that someone would ideally like to possess" as an L2 user (Dörnyei & Ushioda, 2009, p. 82). The ideal language self is a cognitive representation of all the motivations associated with L2 mastery. The Ideal L2 Self is considered the most significant self-construct in this framework because this component shows the gap between one's preference to be a fluent L2 speaker and one's current self-acts as a self-guide which serves as the motivator to reduce the discrepancy. Because of this, the current study focuses on Ideal L2 Self. Hence, success in L2 learning grows proportionately with a learner's motivation to reduce this discrepancy.

The second construct, the Ought to L2 Self, involves what one is extrinsically motivated to learn and concerns the attributes that one ought to possess or to meet expectations to avoid possible negative consequences (Dörnyei, 2005). The third component, the L2 learning experience, is more contextualized and refers to the learning environment and experiences involving teachers' influence, curriculum, peer group, and the learning process inside and outside the classroom (Lamb, 2017). Thus, the L2 MSS framework has become an influential motivational theory on L2 or foreign language learning in recent years. Moreover, the L2 MSS framework has proved to be a significant predictor of L2 willingness to communicate in EFL contexts (Hashimoto, 2002 & Fallah, 2014). Thus, this framework is aligned with the current study to investigate the role of motivational self-system theory on FL students' WTC, particularly explaining the role of the Ideal L2 Self in increasing students' willingness to verbally communicate using English in L2 speaking classrooms.

*2.3 The Association between MSS and WTC in L2/FL Context*

Many recent studies (e.g., Bursali & Öz, 2017; Munezane, 2013, 2016; Öz, 2016; & Peng, 2007, 2015) concentrating on the latest theory of motivation developed by Dörnyie (2009) have discovered that the application of the L2 MSS was compatible with L2 WTC. Furthermore, they illustrated that MSS has a positive relationship with a willingness to communicate in L2/FL contexts, and language learners with a suitable amount of motivation would show a significant willingness to communicate. Therefore, based on Dörnyie's (2009) L2 MSS framework, studies such as Bursali & Öz, 2017; Lee & Lee, 2020; Magid & Chan, 2012; Öz and Bursali, 2018, have investigated the relationship between the MSS factors and WTC in different FL contexts. For instance, Lee and Lee (2020) studied the role of the L2 motivational self-system, namely-the Ideal L2 Self and the Ought to L2 Self on L2 WTC within Korean EFL university and high school students using sequential mixed methods. The findings showed that both groups of participants who exhibited a stronger Ideal L2 Self and Ought to L2 Self had a higher level of L2 WTC inside and outside the classroom.

Based on results from the literature and on Dörnyei's (2009, p. 29) argument that "the ideal L2 self is a powerful motivator to learn the L2" because it shows the desire to reduce the discrepancy between the actual self and ideal future self, the current study can claim that the Ideal L2 Self as a higher predictor may contribute to the students' WTC in English speaking classes in the Saudi context. In addition, the L2 Self can have an impact on students' motivations and can enhance the students' perceptions of communication. Thus, a focus on WTC is needed to be integrated with the Ideal L2 Self to understand the level of communication when using English in mainly speaking classes.

### 2.3.1 Ideal L2 and WTC

Over the last decade, a significant body of research on L2 MSS has underscored the importance of the Ideal L2 Self as an individual variable in learning a second or foreign language in different contexts. For example, Lee and Lee (2020) conducted a study investigating the Ideal L2 Self as an individual motivational factor and its impact on WTC in English among Chinese EFL university students. They found that the Ideal L2 Self significantly predicted L2 WTC in the classroom and in a digital setting. The students attempted to decrease the difference between their current L2 Self and Ideal L2 Self-images by increasing their WTC in both communication environments. Therefore, these results contributed to pedagogical implications that the Ideal L2 Self can facilitate L2 communication orientation in in-class or out-of-class/digital environments.

Furthermore, Zulkepli (2020) emphasized that the Ideal Self was the stronger predictor of participants' out-of-class WTC, in line with Kanat-Mutluoğlu's (2016) study, which indicated that the Ideal L2 Self was the best predictor of L2 WTC. Besides, Öz (2016) and Mehmet (2020) conducted studies on Turkish university students majoring in English as a foreign language. The results revealed a close link between the ideal L2 Self and WTC with a more positive attitude toward L2 communication, which establishes and sustains contact with foreigners to increase motivation and higher levels of L2 achievement. This has raised awareness of the role of the Ideal L2 Self in fostering L2 communication among EFL learners to succeed in L2 learning, which encourages the present study to determine the possible relationship between the Ideal L2 Self and L2 WTC. Specifically, trying to elevate the students' Ideal L2 Self can contribute to their communication behavior and can eventually make them more competent users of the target language. This has also led scholars to suggest seeking further insights into the impact of the Ideal L2 Self as the strongest predictor of the willingness to communicate in different contexts. Although some studies have focused on the Ideal L2 Self as a significant predictor, which would be positively correlated with university students' WTC among university students in different L2/FL contexts, such as in China and Turkey mentioned above, there is a dearth of studies in the Saudi context.

On the other hand, the speaking skill is not handled sufficiently in some contexts. Thus, a systematic understanding of the contribution of the Ideal L2 Self in enhancing students' WTC in L2 speaking classes may solve the problem. For this purpose, several studies were conducted in Saudi contexts in order to examine students' willingness to communicate inside or outside the classroom (e.g., Rafada & Madini, 2017; Ahmad Al-Khotaba et al., 2020; & Alrasheedi,

2020). These studies focused on investigating the factors affecting willingness to communicate, such as anxiety, attitudes, and other psychological factors associated with motivation. However, there was not enough focus on the motivation self-system (the ideal L2 Self) as an individual predictor that affects willingness to communicate, which the current research aims to address. Therefore, the present study sought to illustrate the relationship between the Ideal L2 Self and L2 WTC. This would establish the theoretical and pedagogical implications for language learners, teachers, and curriculum designers in order to advocate the application of L2 MSS in the Saudi context.

*2.4 Research Question*

RQ1: Does the motivational self-system (the Ideal L2 Self) significantly affect Saudi EFL preparatory year students' WTC in L2 speaking classes?

- Is there a statistically significant correlation between students' WTC and their Ideal L2

Self?

-To what extent does the ideal L2 Self contribute to students' WTC in L2 speaking classes?

**3. Method**

*3.1 Study Design*

This study seeks to measure the relationship between the Ideal L2 Self and WTC. Moreover, it aims to explore the impact of the Ideal L2 Self on female EFL preparatory year students' WTC as a means to improve their WTC in speaking classes. To serve the purpose of the study, a quantitative research method was employed to provide a more reasonable interpretation of the research problem. Applying this approach in the present study would extend a more in-depth understanding of the problem and provide a rounded picture of the phenomenon under investigation (Martin, 2018).

*3.2 Study Instruments*

The questionnaire instrument used in this study was adapted from previous studies (e.g., Dörnyei & Taguchi (2009); Knell et al. (2012); Lee & Lee (2020); and Peng & Woodrow (2010)) to structure a suitable survey that fits the aim of the study. According to Martin (2018), the questionnaire survey can target various language-related issues and allow researchers to create inferences about different aspects of foreign language learning. Thus, the online adapted questionnaire was used to examine the relationships between Ideal L2 Self and WTC in the context, and it consisted of two scales.  The Saudi female EFL students' views of their Ideal L2 Self were assessed using Dörnyei and Taguchi's Ideal L2 Self measure scale (2009). This scale was adapted a little to suit the purpose of the study by reducing the ranked scale from a six-point Likert scale to a four-point Likert scale with the emphasis on not including a middle point (neutral) to avoid respondents' reluctance. The scale contained ten items of the Ideal L2 Self that were ranked from 1 ("strongly disagree") to 4 ("strongly agree"). To this end, the students were asked to choose how much they agreed or disagreed with the statements given,

referring to imagined future standards regarding the use of English in different speaking tasks. This part of the questionnaire was found to have (0.88) solid internal consistency reliability, which was equal to the main Ideal L2 Self scale (2009). The second scale sought to assess students' perceived level of WTC in the L2 speaking classes based on the literature for WTC. The current study combined twelve items from previous studies to associate the focus on measuring speaking willingness (see the appendix). Four items were adopted from Knell et al. (2012) based on MacIntyre et al. (2001), two items from Lee and Lee (2020), and six items from Peng and Woodrow (2010), which were based on Weaver's scale measuring WTC in speaking (2005). A four-point Likert scale was used for this measurement which ranged from 1 "almost never willing" to 2 "sometimes willing" to 3 "often willing" to 4 "almost always willing." The participants were asked to specify how willing they were to engage in different classroom situations to understand their WTC using English with others. The internal consistency of this section calculated using Cronbach alpha was found to be high ($\alpha = 0.93$).

Overall, the adopted items were modified to suit the aim of the current study. Therefore, upon this modification, a piloting test was conducted to check the reliability and the Cronbach Alpha coefficients based on the commonly agreed 0.70 threshold value for Cronbach Alpha (Creswell, 2017). The questionnaire survey was generally found to have reliable and solid internal consistency Cronbach Alpha (0.93). Additionally, the questionnaire was further translated into Arabic to ensure the students' understanding of all items. Besides, Google Forms was used to create the online version of this questionnaire survey.

### 3.3 Participants

A convenience sample of 123 EFL female preparatory year students at a Saudi university was recruited to participate in this study. All of the participants shared the same mother tongue, which is Arabic. Their age ranged between 18-21 years old. Most of these participants began to learn English between grades 4- 6 (see table 1). The female sample was from different English course levels and varied in terms of their academic track at the ELI, with most of them doing (Level 104) B2 in the current academic year (2022). At each level, they were required to study speaking skills as a part of the preparatory year program from the prescribed listening and speaking textbooks. Focusing on speaking skills, the students must participate in different speaking tasks or oral presentations inside the classroom, and they have to pass the midterm and final exams. (English Language Institute [ELI], 2021).

Table 1. *Demographic Information of The Participants*

| Age | No. | % |
| --- | --- | --- |
| 18 | 25 | 20.3 |
| 19 | 71 | 57.7 |
| 20 and above | 27 | 22.0 |
| Total | 123 | 100 |
| Level of English Course | No. | % |
| 104 | 81 | 65.9 |
| 103 | 15 | 12.2 |

| | | |
|---|---|---|
| 102 | 18 | 14.6 |
| 101 | 9 | 7.3 |
| Total | 123 | 100 |
| Started grade of learning English | No. | % |
| Elementary school- grade (1-3) | 25 | 20.3 |
| Elementary school- grade (4-6) | 58 | 47.2 |
| Intermediate school | 24 | 19.5 |
| High school | 16 | 13 |
| Total | 123 | 100 |

*3.4 Procedure*

After getting the required permission from the English language institution at a Saudi university (see appendix), the piloting test was conducted as an initial phase, followed by the actual data collection processes. The questionnaire was administered to participants to collect the data via students' official emails and WhatsApp to be filled out electronically. The participants were informed of the study's purpose to answer each question optionally, and there were no correct or incorrect answers to ensure their responses' sincerity and validity. Furthermore, based on ethical research principles, the participants' privacy and anonymity were guaranteed by saving the responses only for research purposes.

3.5 Data Analysis Method

The obtained data from the questionnaire were analyzed through descriptive statistics (frequency, percentage, means, and standard deviations) and inferential statistics to indicate a correlation between students' WTC and their Ideal L2 Self in L2 speaking classes using SPSS software. However, the internal data consistency was measured by Cronbach Alpha Coefficient (0.70), and the statical significance was indicated based on probability coefficient $p < 0.05$ (Creswell, 2017). In addition, the Pearson Correlation Test was used to determine the correlation between the two main variables in terms of motivational self-system (Ideal L2 Self) and WTC. Finally, the Kendall test was also used to compare such variables and add more illustrations to the quantitative data.

**4. Results**

In order to investigate the effectiveness of the motivational self-system (the Ideal L2 Self) on Saudi female EFL preparatory year students' WTC in L2 speaking classes, a comparison between the means, standard deviations, and percentages of all items was carried out for the items of the first scale (see Table 2). The participants' responses indicated that the students generally have positive beliefs toward the Ideal L2 Self that can affect their speaking in the classroom tasks and their WTC. As shown in Table 2, approximately 54% of the participants strongly agreed on item 10, which received the highest mean score (M= 3.29) among all the items on the questionnaire, and found that the things they wanted to do in the future require them to use English (M = 3.29, SD = .912).

The students also perceived item 4 positively (I can imagine a situation where I am speaking English with foreigners, M= 3.21, SD= .832) and item 8 (I imagine myself as someone who is able to speak English, M= 3.20, SD=.905). Whereas item 1 (I can imagine myself living abroad and having a discussion in English) received the lowest mean score (M= 2.78). Moreover, the majority of the students found that Ideal L2 Self encourages their speaking and positively affects their studying by agreeing on item 2 (I can imagine myself studying in a university where all my courses are taught in English, M= 3.02) and item 5 (I can imagine myself speaking English with international friends or colleagues, M= 3.11). In addition, most of them believed in the necessity of the Ideal 2 Self because it can affect their usage of English in their future career (item 3, M =3.24).

Table 2. *Descriptive Statistics of students' responses to Ideal L2 Self Scale (n=123)*

| Statement | Mean | Std. Deviation |
|---|---|---|
| 1. I can imagine myself living abroad and having a discussion in English. | 2.78 | 1.177 |
| 2. I can imagine myself studying in a university where all my courses are taught in English. | 3.02 | .967 |
| 3. Whenever I think of my future career, I imagine myself using English. | 3.24 | .924 |
| 4. I can imagine a situation where I am speaking English with foreigners. | 3.21 | .832 |
| 5. I can imagine myself speaking English with international friends or colleagues. | 3.11 | .907 |
| 6. I can imagine myself living abroad and using English effectively to communicate with the locals. | 3.06 | .943 |
| 7. I can imagine myself speaking English as if I were a native speaker of English. | 2.81 | 1.074 |
| 8. I imagine myself as someone who is able to speak English. | 3.20 | .905 |
| 9. I can imagine myself speaking English fluently. | 3.13 | .966 |
| 10. The things I want to do in the future require me to use English. | 3.29 | .912 |
| Total | 3.0854 | .67359 |

The second scale examined the WTC items (see table 3). The results showed that approximately 42% of the participants strongly agreed on item 15 (M = 3.02, D = 1.016) and item 21 (M = 3.02, SD= .979). Both indicated that the participants were willing to communicate by asking for help with the meaning or pronunciation of a word using the target language if they were confused in an English task, by asking their teachers or peers. At the same time, the indication represented by items 19 and 20 showed a high mean score for both (M= 2.99 and M=2.98). There was only a minor difference between them (item13, M= 2.96) (I am willing to raise my hand and answer a question in English) and (item 18, M= 2.90) (I am willing to give a short

self-introduction in English to the class without any notes), but they both have a high mean score. Although students' responses encountered a positive attitude toward communicating in the target language when asking for help, they found that participating in such activities was not easy, which is indicated by item 14 (M= 2.57, SD=1.131) (If a stranger enters my classroom, I am willing to speak to her in English) and item 16 (M= 2.59, SD=1.078) (I am willing to explain my own culture in English to my classmates).

Some variables which addressed the students' WTC in-class speaking activities suggested that the students might face such difficulties while participating in speaking tasks. According to the responses, the tasks in which they faced the most difficulty were speaking English with other students in group activities (item 11, M= 2.70, SD=1.008) and making a presentation in English in front of the class (item 12, M= 2.63, SD=1.088). Meanwhile, the responses on item 17 (M= 2.40, SD=1.122) revealed that the lowest mean score was doing a role play in front of the class in English, which negatively affected their performance. This result emphasized that most students negatively perceived doing a role play in front of the class.

Table 3. *Descriptive Statistics of Students' responds to WTC Scale (n=123)*

| Statement | Mean | Std. Deviation |
|---|---|---|
| 11. I am willing to speak English with other students in group activities. | 2.70 | 1.008 |
| 12. I am willing to make a presentation in English in front of the class. | 2.63 | 1.088 |
| 13. I am willing to raise my hand and answer a question in English. | 2.96 | 1.011 |
| 14. If a strange enters my classroom, I am willing to speak to her in English. | 2.57 | 1.131 |
| 15. I am willing to ask for help in English if I am confused by an English task. | 3.02 | 1.016 |
| 16. I am willing to explain my own culture in English to my classmates. | 2.59 | 1.078 |
| 17. I am willing to do a role-play standing in front of the class in English. | 2.40 | 1.122 |
| 18. I am willing to give a short self-introduction in English to the class without any notes. | 2.90 | 1.059 |
| 19. I am willing to ask the teacher in English to repeat what she just said in English because I didn't understand. | 2.99 | 1.036 |
| 20. I am willing to ask my peer sitting next to me in English the meaning of an English word. | 2.98 | .958 |
| 21. I am willing to ask my group mates in English the meaning of a word I do not know or how to pronounce a word in English. | 3.02 | .979 |

| | | |
|---|---|---|
| 22. I am willing to ask my peer sitting next to me in English how to say an English phrase to express the thoughts in my mind. | 2.85 | .989 |
| Total | 2.8015 | .7771 |

Moreover, the correlational analysis was also conducted to examine the relationship among variables of predictors and outcomes, which was the affecting factor of the Ideal L2 Self on WTC in speaking classes. The Pearson Correlation test revealed that there was a significant moderate relationship between the Ideal L2 Self and WTC of the sampled participants (r= .31, p< .01). Additional correlation tests were conducted to find any relation affecting the results of the Ideal L2 Self and the result of participants' WTC among the categorical variables such as age, level, or starting grade to learn English by using the Kendall test. The results revealed that there was an inverse relationship between the starting grade of learning English and the Ideal L2 Self (r = -.220, p< .01) and with the participants' WTC (r = -.223, p< .01). In contrast, there was no significant relation with the participants' age or level.

## 5. Discussion

The current study investigates the role of Ideal L2 Self affecting the EFL Saudi preparatory year students' WTC in language speaking classes. The research findings indicate that most Saudi EFL preparatory year students have positive beliefs about the Ideal L2 Self, which can affect their speaking in the classroom tasks and their WTC. In general, the students perceive that the Ideal L2 Self has the main role in encouraging their WTC verbally and positively thereby affecting their studying in a university where all courses are taught in English. Also, the Ideal L2 Self perceived by students has a primary role in encouraging their speaking in English with international friends or colleagues. These findings are in line with previous studies (e.g., Dörnyei, 2010; Lee & Lee (2020); Zulkepli (2020); & Kanat-Mutluoğlu's (2016)) highlighting the valuable role of the Ideal L2 Self. Similarly, the results reveal that most students have found the ideal l2 Self an effective tool to enhance their speaking during class activities to express themselves. This finding highlights the assumption that the Ideal l2 Self can significantly increase learners' self-confidence while performing language communication. Yashima (2002) emphasized that the relation of motivation to WTC in the FL context was significant because motivation affected self-confidence in L2 communication, which led to the willingness to communicate.

In addition, most participants believed in the necessity of the Ideal 2 Self because it helps them imagine a good future image of their selves. This makes them more motivated to do the things which require them to use English, even if it is only asking for help from their teachers or peers or avoiding shyness to ask for the meaning or pronunciation of a word to clear any confusion in a speaking task. This aligns with the findings of several previous studies (Dörnyei (2001, 2005, 2009, 2010); Lee & Lee (2020); MacIntyre & Doucette, 2010; & Marlina, 2009). These studies have revealed that the ideal language self is a mental picture that creates an active continuous psychological moment that supports the behavioral process from initial desires to

L2 proficiency goals. Dörnyei stressed that "people are motivated to reach a condition where their self-concept matches their personally-relevant self-guides" (Dörnyei, 2005, p. 100). Therefore, an inadequate level of Ideal L2 Self can be one of the reasons why somebody does not maintain L2 motivation at high levels and consequently does not achieve a high level of WTC using the target language. Furthermore, the gap between one's current L2 Self and Ideal L2 Self could affect one's motivation to learn a language or improve proficiency both in its initiation and continuation (Bursali & Öz, 2017). That means learners with sufficient motivation can achieve a working knowledge of an L2 and express a suitable level of L2 WTC, regardless of their language aptitude (Peng & Woodrow, 2010). In contrast, the brightest learners are unlikely to persist long enough to attain any helpful language or WTC without sufficient motivation.

On the contrary, many EFL Saudi students are not aware of using visionary tactics, which causes them not to share the same level of motivation or interest in their L2 WTC; however, students with a clear vision of their 'Ideal L2 Self' are more aware of increasing their L2 WTC. Thus, it is clear that when students can envision themselves as future L2 users rather than simply consumers, their WTC should not be categorized as a set of fixed traits that can increase rather rapidly when presented with a new set of circumstances (Al Murtadha, 2019; Dörnyei, 2009; & Yashima, 2009). As a result, being aware of their 'Ideal L2 Self' appeared to be a strong motivational force that affected their willingness to communicate verbally in the classroom. The Ideal L2 Self is considered a self-guide that serves as the motivator to decrease the discrepancy between learners' current L2 Self and their preferred L2 Self-images to become fluent L2 speakers. Therefore, it is essential to stimulate learners' WTC in speaking tasks and English communication. Moreover, speaking proficiency proves that language learning is achieved (Glover, 2011). On the other hand, students face difficulties while participating in speaking tasks in the classroom. For example, speaking English with other students in group activities, making a presentation in English, or doing a role play in front of the class can negatively affect students' WTC. In the same vein, Alrasheedi (2020) asserted that the spoken skill is by far one of the most challenging of the four skills, especially for Arab learners. Besides, Shabani (2013) emphasized that speaking is considered the most challenging skill in mastering a language because of its spontaneous nature that might not associate with types of activities or appropriate teaching approaches. Thus, deciding on sufficient types of tasks and activities can help maintain students' WTC and also reduce any discrepancy between their current L2 Self and their Ideal L2 Self.

Furthermore, a significant moderated correlation exists between Saudi EFL preparatory year students' WTC and their Ideal L2 Self. This reveals the relationship of the affecting factor of the Ideal L2 Self on WTC, particularly in speaking classes. This is in line with Bursali and Öz (2017) (2018); Öz (2016); and Mehmet (2020), who emphasized that a close relationship between the ideal L2 Self and WTC due to the motivation's component (Ideal L2 Self) can predict verbal communication in the FL classroom. Also, motivation is a significant factor in second/ foreign language learning. This can support the idea of the L2 WTC model consisting of motivation as an enduring influence belonging to the environment or personality. In addition, an inverse relationship between the starting grade of learning English and the Ideal L2

indirectly affects the EF participants' WTC. For example, the students who started to learn English in their lower elementary grades showed the highest Ideal L2 Self than students of other groups, and they had significantly more WTC than other students. This is associated with Kember (2000) and Sugita and Takeuchi (2010), who have supported this fact and indicated an important relationship between motivation and WTC; when motivation is high, a person's WTC is also shown to be high, especially with young learners. Therefore, the Ideal L2 Self as an individual variable of the MSS has been shown to be an essential predictor that encourages learning a target language. Furthermore, it is the highest predictor of the WTC that is used to motivate, encourage participation in a speaking class, or develop language capacity. This is in line with Dörnyei's primary area of focus, the Ideal L2 Self, with a view to creating pedagogical applications.

As a result, the L2 MSS has become an influential motivational theory in EFL contexts. As its component (Ideal L2 self) is a higher predictor, Williams and Burden (1997) stated that motivation is not simply "arousing interest"; it also involves maintaining interest and investing time and energy into arranging the required effort to attain specific learning goals. That is associated with the concept of the Ideal L2 self as a good future vision of mastering a language. At the same time, it is in line with the nature of L2 WTC, which makes the application of the L2 MSS compatible with L2 WTC to better understand the WTC construct in EFL classes. Therefore, generating a WTC in the motivation field appears to be a crucial component of modern L2 pedagogy and is central to WTC, using the TL is a major element of mastering a second and foreign language (Mack, 2012; Sakamoto, 2012; MacIntyre & Doucette, 2010). Moreover, this proved to be a significant predictor of L2 communication and L2 willingness to communicate, in agreement with the literature (Hashimoto, 2002; Fallah, 2014; Bursali & Öz, 2017; Munezane, 2013, 2016; Öz, 2016; & Peng, 2007, 2015)

## 6. Conclusion, Limitation, and Further Recommendation

This study investigated the role of the Ideal L2 Self as the higher predictor of the MSS theory and its effect on EFL female preparatory year students' WTC in L2 speaking classes. The study aims to investigate the predictive validity of the Ideal L2 Self-regarding willingness to communicate in a speaking class, as well as the importance of the construction of motivation models. This could propose a more precise orientation in directing motivation in foreign language communication. The main finding of this study revealed that the students positively perceived the role of Ideal L2 Self as a motivator factor encouraging their WTC verbally in speaking classes. Therefore, the Ideal L2 Self has to contribute to students' actual motivated behavior. The findings suggested that directing students' attention to the importance of their Ideal L2 Self-image can help motivate them to reduce the discrepancy between their current L2 self and their future Ideal L2 Self, which benefits increasing their WTC. Thus, this investigation can help academic institutions and educators to implement the strategies which will enable the desired self to enhance learning.

This study, however, is subject to some limitations. First, the investigation focused on only the preparatory year students. It is recommended for further research to investigate the role of the

Ideal L2 Self for students from different levels as future work. Second, the participants' demographic characteristics were limited to females, and this could be improved in the future by including male students with various levels of language proficiency, from beginner to advanced. The study is also limited to a questionnaire as the main tool to collect the data. Thus, a qualitative approach may provide a deeper understanding of students' perceptions. Finally, more research on the role of the Ideal L2 Self and its influence on students' different language skill performance should be conducted to confirm the benefits of applying the MSS framework.

**Acknowledgments**

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## Appendix A

**Appendix A: The Questionnaire**

Dear Participant,

We are pleased to invite you to participate in this questionnaire to collect data for a study conducted by an MA student at King Abdulaziz University.

We kindly request you fill out all the questionnaire's parts to help us identify the preparatory year students' perspectives on motivational self-system (the ideal L2 self) in the English classes.

This questionnaire is not a test, so there are no "right" or "wrong" answers, and you do not even have to write your name on it. We are interested in your personal opinion. The results of this survey will be used only for research purposes, so please give your answers sincerely, as only this will ensure the success of this project. It will take 10 minutes to be completed, and if you decide in the end that you would prefer not to participate in this survey, you will be free to opt-out without any consequence.

Thank you very much for your help!

## Part I

### Informed Consent

I have read the information above about the aims and purpose of the study, and I agree to participate voluntarily.

Clicking on the "Agree" indicates that you have read the above information and voluntarily agree to participate.

☐Agree

## Part II

### Please provide the following information by clicking on the box

**What is your track?**

☐Academic/   ELIS                                            ☐General   /   ELIA

☐Others: ………..(Please Write it)

**What level of English are you studying currently?**

☐101          ☐102          ☐103          ☐104

**Age**

☐17          ☐18          ☐19          ☐20 and above

**Gender**

☐Male          ☐Female

**At which grade have you started to study English?**

☐Elementary school- grade (1-3)


☐Elementary school- grade (4-6)


☐Intermediate school

☐High school

## Part III

**(Ideal L2 Self): the students' future visions of the desired selves about mastering English.**

In this part, how much do you agree or disagree with following statements by choosing a number 1 to 4.

| Strongly disagree | Disagree | Agree | Strongly agree |
|---|---|---|---|
| 1 | 2 | 3 | 4 |

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 1. I can imagine myself living abroad and having a discussion in English. | 1 | 2 | 3 | 4 |
| 2. I can imagine myself studying in a university where all my courses are taught in English. | 1 | 2 | 3 | 4 |
| 3. Whenever I think of my future career, I imagine myself using English. | 1 | 2 | 3 | 4 |
| 4. I can imagine a situation where I am speaking English with foreigners. | 1 | 2 | 3 | 4 |
| 5. I can imagine myself speaking English with international friends or colleagues. | 1 | 2 | 3 | 4 |
| 6. I can imagine myself living abroad and using English effectively to communicate with the locals. | 1 | 2 | 3 | 4 |
| 7. I can imagine myself speaking English as if I were a native speaker of English. | 1 | 2 | 3 | 4 |
| 8. I imagine myself as someone who is able to speak English. | 1 | 2 | 3 | 4 |
| 9. I can imagine myself speaking English fluently. | 1 | 2 | 3 | 4 |
| 10. The things I want to do in the future require me to use English. | 1 | 2 | 3 | 4 |

## Part IV

In order to understand how much you are willing to communicate in English with others, please select the appropriate choice for you from number 1 to 4.

| No, never willing | Sometimes willing | Often willing | Strongly agree |
|---|---|---|---|
| 1 | 2 | 3 | 4 |

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 11. I am willing to speak English with other students in group activities. | 1 | 2 | 3 | 4 |
| 12. I am willing to make a presentation in English in front of the class. | 1 | 2 | 3 | 4 |
| 13. I am willing to raise my hand and answer a question in English. | 1 | 2 | 3 | 4 |

| | | | | |
|---|---|---|---|---|
| 14. If a strange enters my classroom, I am willing to speak to her in English. | 1 | 2 | 3 | 4 |
| 15. I am willing to ask for help in English if I am confused by an English task. | 1 | 2 | 3 | 4 |
| 16. I am willing to explain my own culture in English to my classmates. | 1 | 2 | 3 | 4 |
| 17. I am willing to do a role-play standing in front of the class in English. | 1 | 2 | 3 | 4 |
| 18. I am willing to give a short self-introduction in English to the class without any notes. | 1 | 2 | 3 | 4 |
| 19. I am willing to ask the teacher in English to repeat what she just said in English because I didn't understand. | 1 | 2 | 3 | 4 |
| 20. I am willing to ask my peer sitting next to me in English the meaning of an English word. | 1 | 2 | 3 | 4 |
| 21. I am willing to ask my group mates in English the meaning of a word I do not know or how to pronounce a word in English. | 1 | 2 | 3 | 4 |
| 22. I am willing to ask my peer sitting next to me in English how to say an English phrase to express the thoughts in my mind. | 1 | 2 | 3 | 4 |

**Thank you for taking the time to complete this survey**

استطلاع آراء طلاب وطالبات السنة التحضيرية في دور الصورة المثالية للذات في تحفيز الطلاب على التواصل اللفظي
داخل صفوف التحدث باللغة الانجليزية

أعزاءنا طلاب وطالبات السنة التحضيرية،
تسرنا مشاركتكم في هذا الاستطلاع الذي يهدف إلى معرفة اراء طلاب وطالبات السنة التحضيرية في جامعة الملك عبدالعزيز
بجميع فروعها في دور الصورة المثالية للذات (وهي رؤية الطلاب لذواتهم حول إتقان اللغة الإنجليزية في المستقبل) في
تحفيزهم على التواصل اللفظي داخل صفوف التحدث باللغة الانجليزية.

سيتم استخدام بيانات الاستبيان للغرض البحثي فقط ونتعهد على الحفاظ على سريتها.
ليس هناك اجابات صحيحة أو خاطئة نحن فقط مهتمون بمعرفة رأيكم الشخصي.
الإجابة على هذا الاستبيان قد تستغرق 10 دقائق، علماً بان مشاركتكم اختيارية، كما لديكم الحق في الانسحاب من المشاركة
في أي لحظة من دون أي عواقب .
نرحب بجميع استفساراتكم على: ealialzabidi@stu.kau.edu.sa

نشكر لكم مساهمتكم ونقدر وقتكم الثمين!


**القسم الأول**

**إقرار بالموافقة**
لقد قرأت المعلومات الواردة أعلاه حول أهداف الدراسة والغرض منها، وأوافق على المشاركة.

الرجاء الضغط على "موافق" في حال قراءتك المعلومات السابقة ورغبتك بالمشاركة.

☐أوافق

**القسم الثاني**

**فضلاً قم بالضغط على المربع لاختيار الإجابة المناسبة**

**ما هو مسارك التعليمي؟**

☐مسار آخر: ............ (فضلا اكتب مسارك العلمي)   ☐عام (ELIA)   ☐أكاديمي (ELIS)

**ما هو مستوى لغة الانجليزية الذي تقوم بدراسته حاليا؟**

104☐                    103☐                    102☐

101☐

**العمر**

☐ 20 ومافوق          19☐          18☐          17☐

**الجنس**

☐ أنثى          ☐ذكر

**في أي مرحلة دراسية بدأت تعلم اللغة الإنجليزية؟**

☐المرحلة الابتدائية (خلال الصف 1 - 3)

☐المرحلة الابتدائية (خلال الصف 4 - 6)

☐المرحلة المتوسطة

☐المرحلة الثانوية

**القسم الثالث**

**الصورة المثالية للذات في اللغة الثانية: هي رؤية الطلاب المستقبلية لذواتهم حول إتقان اللغة الإنجليزية Ideal L2 (Self)**

في هذا القسم من الاستبيان، حدد الى أي مدى تتفق أو لا تتفق مع الجمل التالية باختيار الرقم المناسب من 1-4

| أوافق بشدة | أوافق | لا أوافق | لا أوافق بشدة |
|---|---|---|---|
| 4 | 3 | 2 | 1 |

| | | | | |
|---|---|---|---|---|
| 4 | 3 | 2 | 1 | 1. أستطيع أن أتخيل نفسي أدرس في الجامعة حيث يتم تدريس جميع موادي الدراسية باللغة الإنجليزية. |
| 4 | 3 | 2 | 1 | 2. أستطيع أن أتخيل نفسي أعيش في الخارج وأجري مناقشات باللغة الإنجليزية. |
| 4 | 3 | 2 | 1 | 3. عندما أفكر في مهنتي المستقبلية، أتخيل نفسي انني استخدم اللغة الإنجليزية. |
| 4 | 3 | 2 | 1 | 4. أستطيع ان اتخيل نفسي في موقف أتحدث فيه الإنجليزية مع ناس لا اعرفهم. |
| 4 | 3 | 2 | 1 | 5. أستطيع أن أتخيل نفسي وأنا أتحدث الإنجليزية مع أصدقاء أو زملاء من مختلف انحاء العالم. |
| 4 | 3 | 2 | 1 | 6. بإمكاني أن أتخيل نفسي أعيش في الخارج وأستخدم اللغة الإنجليزية بشكل فعال للتواصل مع السكان المحليين. |
| 4 | 3 | 2 | 1 | 7. أستطيع أن أتخيل نفسي أتحدث الإنجليزية كما لو كنت متحدثًا أصليًا للغة الإنجليزية. |
| 4 | 3 | 2 | 1 | 8. أتخيل نفسي كشخص قادر على التحدث باللغة الإنجليزية. |
| 4 | 3 | 2 | 1 | 9. أستطيع أن أتخيل نفسي أتحدث الإنجليزية بطلاقة. |
| 4 | 3 | 2 | 1 | 10. الأشياء التي أريد القيام بها في المستقبل تتطلب مني استخدام اللغة الإنجليزية. |

**القسم الرابع**

في محاولة لفهم مدى استعدادك ورغبتك للتواصل باللغة بالإنجليزية مع الآخرين، يرجى تحديد الخيار المناسب لك من 1-
إلى 4

| نعم، أرغب دائما | أرغب في كثير من الأحيان | لا أرغب أحيانا | لا، لا أرغب أبدا |
|---|---|---|---|
| 4 | 3 | 2 | 1 |

| 4 | 3 | 2 | 1 | |
|---|---|---|---|---|
| 4 | 3 | 2 | 1 | 11. أنا على استعداد للتحدث باللغة الإنجليزية مع زملائي في الأنشطة الجماعية. |
| 4 | 3 | 2 | 1 | 12. أنا على استعداد لتقديم عرض باللغة الإنجليزية أمام الفصل. |
| 4 | 3 | 2 | 1 | 13. يمكنني أن ارفع يدي لأجيب على الأسئلة الموجهة باللغة الإنجليزية. |
| 4 | 3 | 2 | 1 | 14. إذا دخل شخص غريب إلى الفصل، فأنا على استعداد للتحدث معه باللغة الإنجليزية. |
| 4 | 3 | 2 | 1 | 15. أنا على استعداد لطلب المساعدة باللغة الإنجليزية إذا شعرت بالحيرة تجاه مهمة أو تمرين متعلق بمادة اللغة الإنجليزية. |
| 4 | 3 | 2 | 1 | 16. أنا على استعداد لاستخدام اللغة الإنجليزية للتحدث عن ثقافتي امام زملائي في الفصل. |
| 4 | 3 | 2 | 1 | 17. أنا على استعداد للوقوف أمام الفصل والقيام بتمثيل أدوار باللغة الإنجليزية. |
| 4 | 3 | 2 | 1 | 18. أنا على استعداد لتقديم مقدمة قصيرة للتعريف عن نفسي باللغة الإنجليزية في الفصل بشكل تلقائي بدون تجهيز ملاحظات. |
| 4 | 3 | 2 | 1 | 19. أنا على استعداد لأطلب من معلمة اللغة الإنجليزية أن تكرر ما قالته باللغة الإنجليزية إن لم أفهم. |
| 4 | 3 | 2 | 1 | 20. أنا على استعداد لسؤال زميلتي التي تجلس بجواري باستخدام اللغة الإنجليزية عن معنى كلمة إنجليزية. |
| 4 | 3 | 2 | 1 | 21. أنا على استعداد لاستخدام اللغة الانجليزية لسؤال زميلتي في المجموعة عن معنى الكلمات الإنجليزية التي لا أعرفها أو عن كيفية نطقها. |
| 4 | 3 | 2 | 1 | 22. أنا على استعداد لأن استخدام اللغة الإنجليزية لأسأل زميلتي التي تجلس بجواري عن كيفية نطق عبارة إنجليزية للتعبير عن الأفكار التي تدور في ذهني. |

**شكرا لك على الوقت الذي قضيته في إكمال هذا الاستطلاع**

**Appendix B**

**Appendix B: Approval letter**

**ELi**

**CEA**

**Ethics Approval Form 2021**

This application form is to be used by faculty members and postgraduate students seeking ethical approval for an individual research project where primary research focus is in the English Language Institute at King Abdulaziz University.

**Research must NOT begin until approval has been received from the ELI Ethics Committee.**

## 1. Applicant Details

| | |
|---|---|
| **1.1 Primary applicant** | Eftekhar Yahya Alzabidi |
| **1.2 Affiliation** | ELI |
| **1.3 KAU ID (if applicable)** | 2100126 |
| **1.4 KAU Email (if applicable)** | ealialzabidi@stu.kau.edu.sa |
| **1.5 Applicant Type** | ☐ Faculty member<br>☑ ELI Postgraduate student<br>☐ KAU postgraduate student<br>☐ Other, please specify:........................................................... |
| **1.6 List the names and affiliation of others involved in the research group** | |

## 2. Research Study Details

| | |
|---|---|
| **2.1 Title** | The Role of Ideal L2 Self in Motivating Students to Verbally Communicate in L2 Speaking Classes |
| **2.2 Proposed start and end date of data collection** | Start Date: 10/3 / 2022          End Date: 10/ 5/ 2022 |
| **2.3 Main supervisor (postgraduate students only)** | Name: Dr. Hanadi Khadawardi<br><br>Email: hakhadawardi@kau.edu.sa |
| **2.4 Project type: Please choose the predominant data collection research instrument(s)** | ☑ Questionnaire/ Survey<br>☑ Interviews<br>☐ Focus groups<br>☐ Experiment<br>☐ Classroom Observation<br>☐ Other, please specify............................................................... |
| **2.5 Briefly describe the aims of this research study. Any technical terms or discipline-specific phrases should be explained. Please use no more than 300 words.** | |
| The study aims to investigate the Saudi EFL female preparatory year students' willingness to verbally communicate in L2 speaking classes, correlated to a motivational self-system framework, in terms of the ideal L2 self in this specific Saudi context. | |

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| 2.6 Please provide an outline of the proposed research methods and procedure. Please use no more than 300 words. |
| --- |
| The main research method that will be used is a questionnaire and semi structure interview. |

## 3. Participant Information

| 3.1 Who are the participants? | ELI preparatory year students (females) |
| --- | --- |
| 3.2 Number of participants required with justification. | 120 at least to come up with accurate results |
| 3.3 How will they be recruited? | The questionnaire will be sent to them through WhatsApp groups (snowballing) |
| 3.4 What is the inclusion/exclusion criteria? | All the ELI preparatory year female students are allowed to participate |
| 3.5 Are there any possible risks that participants may experience while participating in the research? | No |
| 3.6 Explain whether participants will be provided with any financial incentive or other "reward" that will be used during the research | They will participate voluntarily |

## 4. Publication and Dissemination of Results

| 4.1 Please briefly describe how:<br>• How the research results will be reported/ published;<br>• How will the participants' and the institution's confidentiality be maintained in your reports and/or publications. |
| --- |
| The result will be reported objectively without bias, the research will be conducted in line with the KAU ethical code.<br>In collecting the data, the participants names would not be required to maintain their confidentiality. The ELI institution would be referred to as Saudi university institution. |

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## CHECK-LIST OF INFORMATION TO ENCLOSE WITH THE APPLICATION

Please note that this is only a list of essential documents that would be required for the consideration of the application by the committee. Please attach any further documentation that you think might help the committee in reaching a decision about your application.

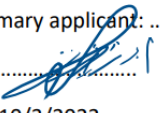Please note that without this documentation, ethics approval will NOT be given.

- Research Proposal (postgraduate students only)
- Interview Schedules and/or Questionnaires
- Participant Information Sheet
- Participant Consent Form

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## Declaration

I certify that the information contained in this application is accurate. I have attempted to identify the risks that may arise in conducting this research and acknowledge my obligations and the rights of the participants. I confirm that the research will be conducted in line with KAU ethical code, will avoid conflict of interest, and will preserve the confidentiality and dignity of the participants.

Name of primary applicant: …… Eftekhar Yahya Alzabidi …………………………………………

Signature:……………………………..

Date:…………10/3/2022………………..

## Approval

The ELI Ethics Committee has considered the ethical aspects of this application. The committee recommends that the project be:

☑Approved          ☐deferred (for reasons attached)          ☐not approved

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**Dr Badiah Hakeem**
ELI Vice-Dean women's campus          …………………………………….          18./ 4../ 2022

**Dr Nashwa Saaty**
Head of the Graduate Studies and
Academic Research Unit          …………………………………….          18/ 4../ 2022

**Dr Hana Jan**
Head of the Academic Affairs Unit          …………………………………….          18/ 4../ 2022

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