

Why Motivation Matters: Examining the Relationship Between Ideal L2 Self and Willingness to Communicate in Japanese EFL Classrooms

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Received: May 19, 2026

Accepted: June 5, 2026

Published: June 8, 2026

doi:10.5296/ijele.v14i2.23812

URL: <https://doi.org/10.5296/ijele.v14i2.23812>

Abstract

The concept of the Ideal L2 Self was introduced in Dörnyei's L2 Motivational Self System, and is described as how learners envision themselves as successful users of a second language (Dörnyei 2005, 2009). What this future-oriented self-image does is motivates learners to close the gap between their current abilities and their desired identities. Dörnyei says that learners who hold a vivid Ideal L2 Self often engage more actively in tasks, and show greater willingness to use the target language when opportunities arise. Since communication plays a central role in language learning, examining the relationship between learners' Ideal L2 Self and their willingness to communicate (WTC) may help teachers better understand how motivation influences classroom participation. Thus, this research examines how students' internal motivation through their Ideal L2 Self impacts their classroom WTC. The three guiding research questions are: (1) To what extent do Japanese university students possess a vivid Ideal L2 Self in relation to English language use in future academic, professional, and social contexts? (2) What is the relationship between students' Ideal L2 Self and their WTC in English during classroom activities? and (3) How do students' willingness to communicate in English vary across different classroom situations (e.g., peer interaction vs. public speaking)?

The participants answered a self-report survey which assessed their Ideal L2 Self and WTC in various classroom environments. The study results show that students have a low to moderate Ideal L2 Self, yet, they also show that communication is better when students work with peers and in groups. Conversely, their WTC shows a significant decrease when they need to participate in public speaking activities. The study shows that strengthening students' future-oriented motivation leads to better English communicative confidence. Thus, this research demonstrates the necessity of understanding why teachers choose communicative teaching methods, rather than focusing solely on how they implement them, while using motivational strategies to boost Japanese EFL students' classroom participation.

Keywords: Ideal L2 Self; Willingness to Communicate (WTC); Motivation; Japanese EFL Students; Classroom Participation

1. Introduction

The broad acceptance of communicative language teaching methods in Japan has not eliminated the problem of low student motivation and restricted English communication willingness among non-English major university students (Matsuoka, 2006; Sato, 2023; Yashima, 2002). A growing body of research has examined motivational constructs such as the Ideal L2 Self, which refers to a learner's vivid mental image of themselves as proficient English users in the future (Matsuoka et al., 2014; Yashima et al., 2004). Research about the Ideal L2 Self's effect on WTC in various social settings such as peer and group communication and public speaking has received insufficient attention in Japanese university settings. The existing gap in the literature demonstrates that researchers should conduct more detailed research on the relationship between internal motivation and situational communication readiness.

This study takes place in a Japanese university with non-English major students who are enrolled in compulsory English communication courses. These students often have minimal exposure to English outside of the classroom and report a lack of confidence in using the language spontaneously (Matsuoka et al., 2014; Sato, 2024). The success of communicative competence approaches depends heavily on students' intrinsic motivation and comfort with speaking English in front of others even though course designs focus on these aspects (Green & Fujita, 2016). This research investigates how students envision their future English-speaking abilities in relation to their classroom communication activities in hopes to be able to develop more effective motivational teaching methods.

The purpose of this study is to examine the intensity of Japanese university students' vivid Ideal L2 Self related to English use, and explores the relationship between this inner vision and their English communication willingness during classroom activities. Additionally, the study aims to investigate how student communication behavior changes according to their interaction context – whether they communicate with peers, or work in groups, or give presentations to the class. By drawing connections, this study aims to link students' envisioned future selves with their real-time communication behaviors to understand the relationship between motivational factors and classroom participation.

Thus, this study investigates three primary research questions:

(1) To what extent do Japanese university students possess a vivid Ideal L2 Self in relation to English language use in future academic, professional, and social contexts?

(2) What is the relationship between students' Ideal L2 Self and their WTC in English during classroom activities?

(3) How do students' willingness to communicate in English vary across different classroom situations (e.g., peer interaction vs. public speaking)?

These research questions focus on revealing deeper understanding of how motivation and context affect EFL learning behavior in academic environments.

2. Literature Review

2.1 WTC

SLA relies on WTC as one of the core concepts. MacIntyre et al. (1998) defines this as having the readiness to initiate discourse with specific people through L2 language at particular times. The concept was developed from L1 research, which was then adapted to study L2 communication readiness in second language contexts. MacIntyre et al. built a heuristic pyramid model of WTC, showing the psychological linguistic and situational variables that affect a person's communicative actions. The model explains two types of WTC. The upper layers (Layer I - III) represent situational, moment-to-moment influences, also known as State WTC. This reflects how willing a learner is to speak at a specific time, depending on the topic, environment, task, and social setting. On the other hand, Trait WTC is more closely associated with the bottom layers (Layers IV–VI), which include personality, intergroup attitudes, and long-term motivation. These represent more stable individual characteristics that influence communication across different contexts.

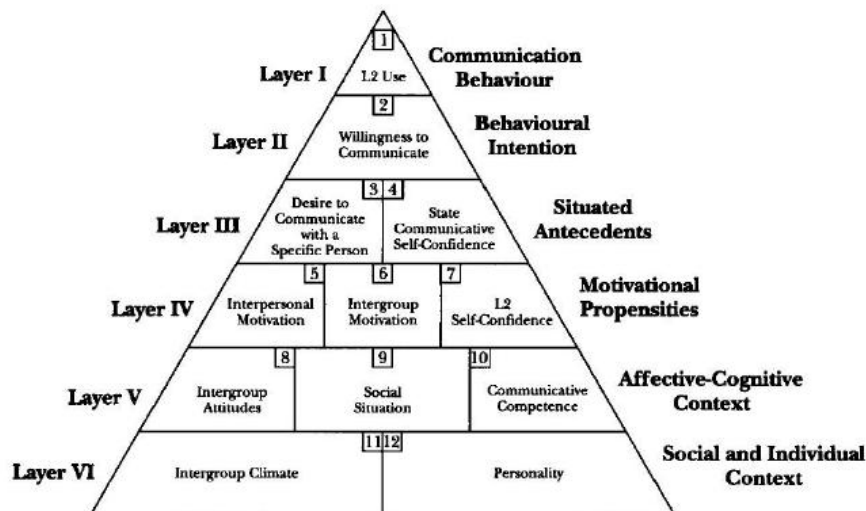


Fig. 1 The pyramid model of WTC (MacIntyre et al., 1998).

The situational layer of WTC is particularly relevant in classroom settings, where communicative behavior is shaped by contextual variables such as peer interaction, teacher support, and task type. According to MacIntyre et al. (1998), the immediate antecedents of WTC include a desire to communicate with a specific person and state communicative self-confidence, both of which are significantly affected by the classroom environment. Classroom-based research has since expanded on this model, identifying additional factors such as group cohesiveness (Yashima, 2002), teacher immediacy (Peng, 2014), and task familiarity (Kang, 2005) as influential on students' situational WTC. These findings suggest that WTC is not simply an individual trait but a dynamic construct responsive to pedagogical design and social interaction.

Research conducted in Japanese EFL environments has delivered important findings about

situational WTC. Yashima (2002, 2009) developed the concept of “International Posture” to describe Japanese learners' drive for cultural interaction through English communication. The research demonstrated that Japanese students' willingness to communicate depends on their anxiety levels and their cultural expectations about speaking out as well as their perceptions of self-confidence. Research by Tsuda and Nakata (2006) and Hashimoto (2002) demonstrates that Japanese university students prefer to communicate within small peer groups that offer support rather than in public or whole-class environments which requires separate analysis of WTC across different situations.

The dynamic nature of language learning requires classroom-based interventions that provide low-stakes speaking opportunities and structured communication tasks and peer interaction to foster situational WTC. The teaching methods that promote active participation and reduce learner anxiety and foster supportive peer relationships create an environment which enables learners to feel more confident using English. Research has recently investigated how affective variables such as motivation, the ideal L2 self and learner autonomy affect situational WTC while demonstrating the need for an integrated approach to understand and improve second language classroom communication.

2.2 Motivation

One of the central elements of SLA depends heavily on motivation. Motivation directs learning behaviors and determines their strength and duration. Educational psychology traditionally separates motivation into integrative and instrumental orientations (Gardner, 1985). However, more recent SLA research focuses on complex models which examine learner psychological processes and identity development. For example, the L2 Motivational Self System (L2MSS) developed by Dörnyei (2005, 2009) has become a leading model because it focuses on how future self-guides and internal goal-setting motivate students to continue their language learning journey. Dörnyei presents a different approach from previous dualities by placing the learner's personal vision and emotional connection to their future language self at the forefront.

Dörnyei (2005, 2009) explains that the core element of L2 Motivational Self System (L2MSS) consists of the “Ideal L2 Self” which describes how individuals envision their future success in using the target language. The self-image functions as a strong motivator because learners who create clear mental pictures of themselves using English fluently in academic or social or professional situations will make the necessary effort to achieve their ideal state. According to Dörnyei (2009), the motivational power of a vision increases when it becomes more vivid and detailed and emotionally intense. Educational research demonstrates that when students develop their Ideal L2 Self through visualization and articulation they become more engaged with tasks and persistent in their efforts while showing greater willingness to communicate (Al-Shehri, 2009; Magid & Chan, 2012).

The Ideal L2 Self concept shows particular importance in EFL classrooms of Japan because students have few chances to use English authentically outside educational institutions (Ryan, 2009). Research by Taguchi et al. (2009) and Ryan (2009) demonstrates that Japanese language learners' motivation stems from their envisioned future selves even when they have limited contact with English in their daily lives. The extent to which classroom practices including

communicative tasks and goal-setting activities and peer interaction support these visions determines how the Ideal L2 Self leads to actual learning effort and classroom participation.

The current research thus investigates how the Ideal L2 Self functions as a motivational force for non-English major students at a Japanese university. The L2MSS framework enables researchers to study how learners' future plans for English use in academic and professional and interpersonal contexts relate to their classroom communication willingness. The research uses questionnaires to study motivational self-concepts in classroom learning environments while providing insights for using these concepts to enhance meaningful English language learning participation.

2.3 Situation in Japan

The motivational obstacles Japanese university students encounter in their English language education result from cultural elements and educational systems (Olah, 2006; Ryan, 2009). According to O'Donnell (2005), the main problem arises from secondary education's exam-oriented teaching approach which emphasizes rote memorization and grammar instead of communicative competence because students begin university without practical English usage opportunities which leads them to view English as a testing subject instead of a communication tool. The test-oriented teaching method could reduce students' feelings of autonomy and enjoyment which are essential for maintaining motivation in the long term (Sato, 2019).

Students who learn as language learners face another significant challenge regarding their self-perception (Olah, 2006; Ryan, 2009). The low self-efficacy and confidence levels of Japanese learners regarding English ability lead to language anxiety and avoidance behaviors. Students develop these feelings because they have limited classroom interaction and the fear of making mistakes in front of their peers. This is compounded by traditional cultural norms that discourage individual performance and standing out in group settings (O'Donnell, 2005). The existing dynamics decrease student willingness to take risks when speaking and prevent them from developing a strong Ideal L2 Self which represents their envisioned future self who uses English with confidence and competence.

Yashima (2009) introduced the concept of "international posture" to describe Japanese learners' attitudes toward English as a tool for international communication. Her research showed that students with a more positive international posture tend to have integrative motivation and WTC. Taking this work forward, Taguchi et al. (2009) investigated the L2 Motivational Self System in Japan and found that the Ideal L2 Self was a strong predictor of motivated learning behavior. However, they also noted that many students in Japan found it difficult to form a vivid and personalized vision of their future English-speaking selves, especially when English use seemed irrelevant to their daily lives.

This research thus aims to demonstrate why, rather than how, teachers must create classrooms which promote authentic communication and help students see themselves as future English speakers while overcoming motivational challenges. Teachers should use authentic tasks to help students build their Ideal L2 Self through modeling achievable success and goal reflection activities. The Japanese university context would benefit most from motivational interventions

which could strengthen their sense of competence and relatedness. The understanding of motivational issues together with purposeful pedagogical design is essential for developing long-term language engagement and communicative growth among Japanese learners.

3. Method

3.1 Study Design

This research design used a cross-sectional approach which involved a single survey distribution during Week 7 of a 14-week academic period. The survey included 230 non-English major university students who were predominantly male (77%) with 53 female participants (23%). The survey asked participants to share their background information about English learning. The survey results showed that most students started their English education in elementary school ($n = 127$, 55%) followed by junior high school ($n = 89$, 39%) and kindergarten ($n = 13$, 6%).

3.2 Instruments

The research instrument for this study was adapted from Alzabidi, Khadawardi, and Baeshin (2022). The instrument was based on several well-established sources in the field of second language acquisition. Their instrument was originally structured by integrating items from previous studies including Dörnyei and Taguchi (2009), Knell and Chi (2012), Lee and Lee (2020), and Peng and Woodrow (2010). The adapted questionnaire was designed to explore the relationship between learners' Ideal L2 Self and their WTC in classroom contexts.

This research also employed the two-scale framework. The first part of the study employed an adapted version of Dörnyei and Taguchi's (2009) original measure to assess students' Ideal L2 Self. The scale consisted of ten items which asked students to think about their future English use in academic, professional and social settings. The responses were collected through a four-point Likert scale which ranged from 1 ("strongly disagree") to 4 ("strongly agree"). This format was selected to prevent a neutral midpoint, thus encouraging more decisive responses, as suggested by Alzabidi et al. (2022).

The second part of the questionnaire assessed students' WTC in different classroom contexts. Twelve items were chosen from previous studies to assess speaking-related WTC. The items were selected 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), who referenced Weaver's (2005) WTC in speaking scale. The items were rated on the same four-point Likert scale, ranging from 1 ("strongly disagree") to 4 ("strongly agree").

The two parts of the questionnaire showed high internal reliability. The Ideal L2 Self scale had a Cronbach's alpha of 0.88 while the WTC scale had an even higher consistency with an alpha of 0.93 (Alzabidi et al., 2022). This study followed their method by using the same four-point Likert scale and also conducted a piloting process to verify the reliability of the adapted items for the current Japanese university student context. This decision is made based on the "emphasis on not including a middle point (neutral) to avoid respondents' reluctance."

(Alzabidi et al., 2022, p. 7)

3.3 Participants

The research participants consisted of first- and second-year private university students who studied English communication at the CEFR A1–A2 proficiency level. The survey received responses from 230 students who participated voluntarily while maintaining anonymity to protect ethical standards and encourage honest answers.

The demographic background of the sample shows a diverse but uneven distribution of academic majors. The Faculty of Economics was the most represented, comprising 25.57% of respondents, followed by the Faculty of Business Administration with 19.18%. The Faculty of Contemporary Social Studies accounted for 14.16%, while the Faculty of Law and the Faculty of Foreign Languages contributed 10.50% and 9.59%, respectively. Smaller proportions came from the Faculty of Cultural Studies (6.85%), Faculty of Information and Computer Science (4.57%), and the Faculty of Life Sciences (3.65%). A few responses were classified as Contemporary Society (unclassified) or Foreign Languages (unclassified), possibly due to inconsistent data entry. Despite the uneven distribution, the sample provides broad representation across a range of non-English-major disciplines within the university.

3.4 Procedure

The survey took place during Week 8 of the semester at the midpoint of the 14-week course. Microsoft Forms served as the platform for in-class data collection which provided students with an anonymous digital response system. The survey took place during a 45-minute segment of a 90-minute lesson after students finished their textbook-based communicative tasks. The survey timing was selected because students were already using the English language and interacting in class so their responses would better represent their current learning experiences. The students had the opportunity to read and understand the purpose of the research, its procedure and the option to withdraw any time during the process..

3.5 Data Analysis

This research used Jamovi (Jamovi, 2024) and Microsoft Excel to analyze quantitative data obtained from the questionnaire. The data analysis followed the three research questions which examined different facets of the connection between learners' Ideal L2 Self and their WTC in English.

The analysis of Research Question 1 about students' vivid Ideal L2 Self required calculating descriptive statistics for Q1 through Q10. The analysis included mean calculations and standard deviation measurements and frequency distribution analysis to study response patterns across the four-point Likert scale. The Ideal L2 Self scale underwent Exploratory Factor Analysis (EFA) in Jamovi (2024) to verify that all ten items measured a single latent factor which would establish both unidimensionality and construct validity of the scale (See Hung & Swanto, 2023; Heo et al., 2012).

The analysis of Research Question 2 focused on the connection between students' Ideal L2 Self and their total WTC in English through the creation of two variables which combined Q1–Q10

for Ideal L2 Self and Q11–Q22 for WTC. The analysis used Pearson’s correlation to evaluate the strength and statistical significance of the relationship between these two constructs (See Wang, 2014; Zare & Othman, 2013). A simple linear regression analysis was also performed to investigate predictive relationships where Ideal L2 Self served as the independent variable and WTC functioned as the dependent variable (See Wang, 2014).

The analysis of Research Question 3 about situational variation in students’ willingness to communicate used three WTC subscales that measured different classroom contexts: WTC_Public (Q12, Q13, Q17, Q18), WTC_Peer (Q19–Q22), and WTC_Group (Q11, Q15, Q16, Q21). The Repeated Measures ANOVA analysis in Jamovi compared the mean scores of these three subscales to determine if students showed greater willingness to speak in specific interactional contexts (e.g., peer vs. public speaking) (See Toprak, 2019). The analysis showed how different classroom settings affected student communication behavior.

4. Results

4.1 RQ1

The first research question is: *To what extent do Japanese university students possess a vivid Ideal L2 Self in relation to English language use in future academic, professional, and social contexts?* Statistics and exploratory factor analysis (EFA) were used to analyze responses to 10 questionnaire items (Q1–Q10).

The analysis revealed that participants maintained Ideal L2 Self at low to moderate levels. The scores for each item on the 4-point Likert scale (1 = Strongly Disagree to 4 = Strongly Agree) ranged between 1.53 (Q7) and 2.32 (Q4). Most items received scores below 2.00 which showed that numerous students lacked strong mental images of using English in their future personal or academic or professional situations. The majority of students chose “Strongly Disagree” for Q1 (“I can imagine myself living abroad and having a discussion in English”) while only 3.5% chose “Strongly Agree.” The lowest response options received more than 50% of selections in Q2, Q7 and Q9. The highest number of positive responses appeared in Q10 where 38.2% of participants chose either “Agree” or “Strongly Agree.”

The author also conducted EFA on the Ideal L2 Self construct through minimum residual extraction with varimax rotation. The factor loadings did not support strong unidimensionality. The first factor received strong loadings from Q7 (0.814), Q9 (0.744) and Q1 (0.672) but other items showed weak or complex patterns of loading. The items Q3–Q6 demonstrated either weak factor loadings or they loaded onto different factors which indicated multiple dimensions. The findings indicate that the items measure different aspects of future self-imagery (e.g., academic vs. social use of English) or that some items do not fit well with the overall Ideal L2 Self construct in this context. Therefore, this indicates that students show some level of Ideal L2 Self but the construct does not appear to be well established or widely accepted by the population. The low mean scores and weak factor cohesion indicate that students may have limited self-vision about their future use of English.

4.2 RQ2

The second research question is: *What is the relationship between students' Ideal L2 Self and their WTC in English during classroom activities?* To conduct this, Pearson correlation and simple linear regression were used to study how students' Ideal L2 Self affects their English classroom WTC.

The correlation analysis revealed a statistically significant and moderately strong positive relationship between Ideal L2 Self and WTC ($r = .645$, $p < .001$), which means that the strength of students' future English use vision directly influences their classroom English speaking willingness. The correlation coefficient of 0.645 suggests a meaningful association (Schober et al., 2018), indicating that Ideal L2 Self and WTC move together in the same direction: when one increases, so does the other. To explore this relationship further, a simple linear regression was conducted. With an R^2 value of 0.416, the model can be considered significant (Ozili, 2023). This means that 41.6% of the differences in students' WTC scores can be explained by how vivid and strong their Ideal L2 Self is. In other words, students' mental images of using English in future academic, professional, or social settings play a major role in predicting how willing they are to communicate in class.

4.3 RQ3

The third research question is: *How do students' willingness to communicate in English vary across different classroom situations (e.g., peer interaction vs. public speaking)?* To conduct this, repeated measures of ANOVA were used to study the changes in students' WTC in English across peer interaction, group discussion and public speaking contexts.

The statistical analysis demonstrated that context strongly affects students' English language WTC because $p < 0.001$. The analysis using Tukey's adjustment showed that students demonstrated lower willingness to speak in public speaking situations than in group work (Mean Difference = -0.22 , $p < 0.001$) and peer interactions (Mean Difference = -0.23 , $p < 0.001$). This means that students reported a substantial decrease in their willingness to communicate during situations that required them to speak in front of the whole class or formal public settings. The public speaking context produces the same level of anxiety in students regardless of whether they compare it to pairs or small groups. The WTC scores between group discussions and peer interactions showed no significant difference (Mean Difference = -0.006 , $p = 0.976$) which indicates students find both speaking situations equally comfortable. The study demonstrates that students' classroom communication depends heavily on their perceived audience size and interactional intimacy. Students demonstrate higher confidence and motivation to use English when they face low pressure situations such as working in pairs or small groups but their WTC decreases when they have to speak publicly due to performance anxiety and fear of negative assessment.

5. Discussion

The findings of this study reveal important insights into the motivational profiles and communicative behaviors of low-level Japanese university students learning English as a

second language. Overall, the results suggest that while some learners do possess an Ideal L2 Self, the construct is neither strongly developed nor consistent across the sample. Mean scores for most items related to Ideal L2 Self fell below the midpoint on the 4-point Likert scale, and the exploratory factor analysis indicated a lack of unidimensionality in the construct, despite Alzabidi, Khadawardi, and Baeshin (2022) conducting a pilot study “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)” (p. 8). This suggests that although the items are reliably interrelated, they may not all measure the same underlying construct. Some students may view future English use in context-specific or fragmented ways (such as academic, professional, or social scenarios) rather than through a unified, motivational self-concept.

Even though the overall development is weak, results from correlation and regression analyses demonstrate that Ideal L2 Self functions as a significant predictor of classroom WTC. The positive correlation ($r = 0.645$, $p < .001$) and the regression model which explains more than 40% of the WTC scores show that students who envision themselves using English in the future tend to participate more in classroom communication activities. The study results align with Dörnyei (2005, 2009) whose study shows that students become more motivated to take action toward their desired future self-image when they have a clear and desirable vision of their future self. In Japan, this connection between future self-image and present classroom behavior stands as a crucial factor in EFL contexts because students rarely encounter English in their everyday lives (Green & Fujita, 2016; Hashimoto, 2002). Students need to develop internal motivation since there is no external pressure or real-world requirements (Yashima, 2009), and the Ideal L2 Self serves as a powerful instrument to connect their desired future self with their current classroom actions (Dörnyei, 2009).

The situational nature of WTC was further highlighted in the results of RQ3, which examined learners' willingness to speak in different classroom contexts. It can be seen that students were significantly more willing to communicate in peer and group settings compared to public speaking situations. This confirms previous WTC research by MacIntyre et al. (1998) and Peng (2015, 2022), who emphasized the influence of situational variables (like task type, classroom dynamics, and familiarity with interlocutors) on learners' WTC. According to MacIntyre's (1998) heuristic model, WTC is not just a stable personality trait, but a dynamic, state-like response that fluctuates depending on immediate classroom conditions. Peng (2015, 2022) further developed this classroom-based perspective by highlighting that students are more likely to speak when they feel psychologically safe, the task is appropriate to their level, and they trust their speaking partners. This study's RQ3 findings support these claims by demonstrating that students' WTC significantly varies depending on the interactional context: students were much more willing to communicate in peer and group settings than in public speaking situations. This shows that even students who are generally motivated (as shown in RQ2 through the strong correlation with Ideal L2 Self) may withhold participation if the classroom situation feels too high-pressure or unfamiliar. In this way, these findings suggest that Japanese university students may experience greater anxiety or hesitation in public settings,

making it essential for educators to scaffold communicative activities in ways that gradually build students' confidence.

Pedagogically, these results point to several practical strategies for improving motivation and classroom participation. First, instructors should consider integrating structured reflection and future-oriented activities to help students construct more vivid and relevant Ideal L2 Selves. Examples include goal-setting journals, vision board tasks, or exposure to real-life English users who resemble students' own aspirations. Second, classroom speaking tasks should be designed to begin in low-risk environments, such as pair or small-group discussions, before moving to higher-risk formats like public presentations. Creating emotionally safe environments through peer familiarity and task repetition can further support WTC. By connecting students' internal motivational images to their classroom experiences, teachers can foster both stronger Ideal L2 Selves and more consistent willingness to engage in English communication.

6. Conclusion

In conclusion, this study shows that Japanese university students who vividly imagine using English in academic and professional and social contexts in the future will demonstrate higher WTC in their classroom. The study also demonstrates that students who envision themselves using English in the future tend to participate more actively in classroom communication through strong positive correlations and statistically significant regression results. The WTC analysis shows that students feel more comfortable speaking in peer and group settings than in public speaking situations, which emphasizes the need for supportive classroom environments with low anxiety levels.

This research contains multiple limitations that need to be acknowledged despite the results. First, this study relies on self-reported questionnaire data which may be influenced by social desirability bias and self-perception inaccuracies. Second, while this study's sample size provides enough data for basic statistical analysis, it still remains small and consists only of Japanese non-English major university students. This limits the study's generalizability. Third, this study uses a cross-sectional design to show a single moment in time but does not show how motivation or WTC changes throughout a semester or academic year.

Therefore, future research can be planned to focus on addressing these study limitations while expanding on the current findings. For instance, a longitudinal research design would enable the study of students' Ideal L2 Self and WTC development throughout different time periods. The future research could also benefit from qualitative methods including interviews and classroom observations to better understand students' motivational beliefs and their actual communicative actions. Furthermore, future research can achieve better generalization by studying students from various educational institutions and different academic fields. At the end of the day, the ultimate objective is to create teaching methods which effectively boost L2 motivation and spontaneous communication in various learning settings.

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Appendix A: Questionnaire

Questionnaires in English:

	1 =	Strongly Disagree
	2 =	Disagree
	3 =	Agree
	4 =	Strongly Agree

Ideal L2 Self

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

Willingness to Communicate (WTC)

11. I am willing to speak English with other students in group activities.
12. I am willing to make a presentation in English in front of the class.
13. I am willing to raise my hand and answer a question in English.
14. If a strange enters my classroom, I am willing to speak to her in English.
15. I am willing to ask for help in English if I am confused by an English task.
16. I am willing to explain my own culture in English to my classmates.
17. I am willing to do a role-play standing in front of the class in English.
18. I am willing to give a short self-introduction in English to the class without any notes.
19. I am willing to ask the teacher in English to repeat what she just said in English because I didn't understand.
20. I am willing to ask my peer sitting next to me in English the meaning of an English word.
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.
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.

Questionnaires in Japanese:

1 =	全くそう思わない
2 =	あまりそう思わない
3 =	そう思う
4 =	非常にそう思う

理想の L2 自己 (Ideal L2 Self)

(将来の自分が英語を使いこなしている姿を想像できますか?)

1. 自分が海外に住み、英語で議論している姿を想像できます。
2. すべての授業が英語で行われる大学で学んでいる自分を想像できます。
3. 将来のキャリアを考えると、英語を使って働いている自分を想像します。
4. 外国人と英語で会話している場面を想像できます。
5. 国際的な友人や同僚と英語で話している自分を想像できます。
6. 海外に住み、地元の人と英語でうまくコミュニケーションを取っている自分を想像できます。
7. まるでネイティブのように英語を話している自分を想像できます。
8. 英語を話せる人としての自分を想像します。
9. 英語を流暢に話している自分を想像できます。
10. 将来やりたいことには、英語を使う必要があります。

英語で話す意欲 (Willingness to Communicate in English)

(教室内で英語を使うことに対してどのくらい意欲がありますか?)

11. グループ活動で他の学生と英語で話すことに前向きです。
12. クラスの前で英語でプレゼンテーションをすることに前向きです。
13. 英語で手を挙げて質問に答えることに前向きです。
14. 教室に知らない人が入ってきたら、その人に英語で話しかけることに前向きです。
15. 英語の課題でわからないことがあれば、英語で助けを求めたいと思います。
16. 自分の文化について、英語でクラスメートに説明したいと思います。
17. クラスの前で英語のロールプレイをすることに前向きです。
18. メモなしで英語で自己紹介をすることに前向きです。
19. 英語で先生に「もう一度言ってください」とお願いしたいと思います。
20. 隣のクラスメートに、英語の単語の意味を英語で質問したいと思います。
21. グループのメンバーに、知らない単語の意味や発音を英語で聞きたいと思います。
22. 英語で自分の考えを表すためのフレーズを、隣の人に英語でどう言うか聞きたいと思います。

Appendix B: Results

Descriptives

Descriptives

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
N	230	230	230	230	230	230	230	230	229	230
Missing	0	0	0	0	0	0	0	0	1	0
Mean	1.58	1.63	2.00	2.32	2.03	1.75	1.53	1.87	1.70	2.30
Median	1.00	1.00	2.00	2.00	2.00	2.00	1.00	2.00	1	2.00
Standard deviation	0.793	0.834	0.857	0.921	0.886	0.859	0.774	0.935	0.838	0.949
Minimum	1	1	1	1	1	1	1	1	1	1
Maximum	4	4	4	4	4	4	4	4	4	4

Exploratory Factor Analysis

Factor Loadings

	Factor			Uniqueness
	1	2	3	
Q1	0.672			0.402
Q2	0.608	0.301	0.308	0.445
Q3	0.387	0.320	0.737	0.204
Q4		0.712	0.375	0.286
Q5	0.354	0.796		0.199
Q6	0.623	0.537		0.283
Q7	0.814		0.301	0.175
Q8	0.601	0.338	0.412	0.355
Q9	0.744	0.318	0.404	0.182
Q10			0.609	0.509

Note. 'Minimum residual' extraction method was used in combination with a 'varimax' rotation

Correlation Matrix

Correlation Matrix

		WTC_Score	Ideal_L2_Self_Score
WTC_Score	Pearson's r	—	
	df	—	
	p-value	—	
Ideal_L2_Self_Score	Pearson's r	0.645***	—
	df	220	—
	p-value	<.001	—

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Linear Regression

Model Fit Measures

Model	R ²
1	0.416

Note. Models estimated using sample size of N=222

Model Coefficients - WTC_Score

Predictor	Estimate	SE	t	p
Intercept	0.786	0.1054	7.46	<.001
Ideal_L2_Self_Score	0.660	0.0526	12.53	<.001

Repeated Measures ANOVA

Within Subjects Effects

	Sum of Squares	df	Mean Square	F	p
Setting	7.67	2	3.833	30.6	<.001
Residual	55.63	444	0.125		

Note. Type 3 Sums of Squares
[3]

Between Subjects Effects

	Sum of Squares	df	Mean Square	F	p
Residual	337	222	1.52		

Note. Type 3 Sums of Squares

Assumptions

Tests of Sphericity

	Mauchly's W	p	Greenhouse-Geisser ϵ	Huynh-Feldt ϵ
Setting	0.710	<.001	0.775	0.780

Post Hoc Tests

Post Hoc Comparisons - Setting

Comparison		Mean Difference	SE	df	t	Ptukey
Setting	Setting					
Public	- Group	-0.22422	0.0306	222	-7.323	<.001
	- Peer	-0.22982	0.0414	222	-5.549	<.001
Group	- Peer	-0.00561	0.0268	222	-0.209	0.976

Acknowledgments

Not Applicable.

Funding

Not Applicable.

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Macrothink Institute.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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