

**MOTIVATION TO LEARN ENGLISH:  
THE POWER OF THE FUTURE L2 SELF-IMAGES**

A case study of adult immigrants in Finland as  
English language learners of vocational education

Master's thesis

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<p>Tiivistelmä – Abstract</p> <p>Motivaatiota englannin kielen opiskelussa on tutkittu paljon ja useista eri näkökulmista. Suomen kontekstissa kuitenkin aikuiset maahanmuuttajat englannin opiskelijoina ovat olleet harvinainen kohderyhmä, vaikka ulkomaalaisten määrä Suomessa jatkaa kasvuaan vähitellen. Tämän tutkimuksen tarkoituksena on selvittää aikuisten maahanmuuttajien motivaatiota englannin opiskelemisessa ammatillisten opintojen aikana Suomessa.</p> <p>Teoreettisena pohjana on käyty Dörnyein motivaatiomallia L2MSS, joka selittää motivaatiota opiskelijan luovien visioiden avulla. Lisäksi malli ottaa huomioon opiskelijan kokemukset, jotka voivat vahvistaa tai estää motivaation muodostamista. Näin tutkimuksen keskeisenä kysymyksenä on selvittää, miten maahanmuuttajaopiskelijat kokevat itsensä englannin käyttäjinä ja miten nämä visiot motivoivat heitä englannin opiskelussa. Tutkimus myös vastaa kysymykseen, miten englannin ja suomen samanaikainen opiskelu vaikuttaa vieraan/ toisen kielen oppimisen motivaatioon. Tutkimuksen aineistona on kuusi puolistrukturoitua haastattelua. Haastateltavat ovat aikuisia maahanmuuttajia, jotka osallistuvat ammatillisiin opintoihin kolmessa ammatillisessa opistossa Etelä-Suomessa. Haastattelut nauhoitettiin, litterointiin ja analysointiin laadullisen sisällönanalyysiin menetelmiin.</p> <p>Tutkielman tulokset osoittavat, että maahanmuuttajaopiskelijoiden sekä ”ideaaliminä” (Ideal Self) että ”oletettu- minä” (Ought-to Self) vaikuttavat vahvasti ja enimmäkseen positiivisesti englannin opiskelemiseen. Myös haastateltavien aikaisemmat kokemukset ovat äärimmäisen tärkeässä roolissa motivaation muodostamisessa. Tutkimukset antavat kielten opettajille kuvan, miten innostusta englannin opiskeluun voisi vahvistaa. Tämän lisäksi maahanmuuttajaopiskelijat voivat hyödyntää tätä tietoa ja oppia tukemaan oman kielen oppimismotivaationsa rakentamista sekä estää demotivoivia tekijöitä.</p>	
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## 1 INTRODUCTION

Motivation is a key component that language teachers use in describing successful learners. It is common to hear that when having high motivation, language learners can achieve excellent language proficiency, while unmotivated students fail in their mastering a second language (L2). Recent motivational theories on L2 learning emphasized the importance of creating future L2 'selves' while learning a foreign language. The future L2 selves represent the visions of how the L2 learner sees himself/ herself as a language user in the future. Language 2 Motivation Self System (L2MSS; Dörnyei 2005, 2009) is one of the latest motivational theories, which states that shaping future self-images can help learners to enhance their motivation to learn a language, since the images become the learners' goals and desired competence in L2. Thus, L2MSS serves as a theoretical framework for this study.

Learning languages in conditions of immigration has remained a matter of debate. Finland is not an exception as immigration flow has been steady over the last decade in this country. Thus, 31,797 persons moved to Finland in 2017 (Statistics Finland 2018). Immigration brings various changes for the citizens of Finland, but simultaneously, forces newcomers to integrate into Finnish culture and learn the Finnish language. However, it is necessary to remember the new role of the English language as a Lingua Franca and the global need to master English today as well. Hence, Finnish immigrants often find themselves struggling between the needs to learn the two languages, English and Finnish, in order to have good competence in the labour market.

Even though motivation has been studied for several decades intensively, adult immigrants have been a rare target group in researching L2 motivation. Referring to the Finnish context, the previous studies have mostly focused on school pupils with immigrant backgrounds rather than adult immigrants, and the focus of studies has been on studying Finnish. However, adult immigrants getting vocational education in Finland have to accomplish a compulsory program of studies including the English language, which has become an essential skill when living and working in Finland.

The importance of the present study is also attributable to the fact that teaching immigrants seems challenging to L2 teachers, and hence, L2 teachers in Finland need to reinforce their multicultural competence by receiving updated knowledge (Education International 2017). In these terms, understanding immigrant students as learners of English is an important subject for exploration, since it can provide L2 teachers with a general understanding of the roots of immigrant students' L2 motivation and give helpful tools for enhancing their motivation to learn the language. Moreover, immigrant students will also probably find the research useful as it can help them to explore themselves as learners of English in conditions of immigration.

The present study aims to investigate the motivation to learn English among immigrant students living permanently in Finland and studying in Finnish vocational institutions. Before coming to Finland, some of them had weak English knowledge, while others spoke the language quite fluently. Thus, formulating the objectives of this study, the first one is to find out how the learners see their potential future related to the English language and how strong a motivation is evident in their visions. So, approaching the first objective there is a need to expose the Ideal L2 Self and the Ought-to L2 Self of the participants, as these are the two main components of L2 motivation based on L2MSS. The second objective is to identify, how the participants' past experiences can be seen in their motivation to learn English today. To examine this, the third element of L2MSS will be introduced. Finally, the last objective is to find out the participants' experience in studying the two languages simultaneously, Finnish and English, and how this factor affects their motivation on English language learning in the current time.

The study will begin by defining the concept of language learning motivation. A brief history of main developments in the field of L2 motivation is given in Chapter 2. Thus, the four major phases, including the social psychological period, the cognitive-situated period, the process-oriented period as well as the current phase with socio-dynamic perspectives will be represented and discussed here. Chapter 3 is devoted to the consideration of the main theory of the study – Language 2 motivational self-system,

where clues about the emergence of the theory and its components will be found. In addition, there will be a need to take a look at the Directed Motivational Currents, the latest theoretical framework in the field of L2 motivation. Also, previous studies based on the L2MSS theory will be discussed in the same chapter. Chapter 4 examines statistical data related to the immigration flow as a phenomenon in Finland. Also, vocational education as a part of an integration program for immigrants, the latest reform of the National Core Curriculum for Basic Education for adults (2017) as well as the linguistic and cultural competence within the vocational program will be described. Chapter 5 reports the findings of the study. Chapter 6 further summarizes the results and discusses the findings and relates them to the findings from previous studies. The last chapter 7 is devoted to reviewing the strengths and weaknesses of the current study as well as giving suggestions for future studies.

## **2 DEFINING THE CONCEPT OF L2 MOTIVATION**

The purpose of this chapter is to make an attempt at defining L2 motivation since the concept is considered to be rather abstract and multidimensional. I also want to examine what factors make it multifaceted and how we currently understand the concept. The aim is also to review the history of L2 motivation that will help us in understanding how the definition of L2 motivation has changed over time, where the field is now and what the future perspectives are.

It appears that there is no agreement on the exact definition of motivation (Oxford & Shearin, 1994), although the term is frequently used in both educational and research contexts (Dörnyei 1998: 117). Scholars explain the divergence of views with the fact that the notion consists of different components and could be defined using various approaches: psychological, socio-cultural as well as educational. In psychology, motivation is defined as a reason or set of reasons for engaging in a particular behaviour (Olsson 2008: 5). According to the socio-cultural approach, motivation derives from the individual's integration into the same economically and socially valued activities as other members of the community are involved in (Rogoff 2009:



106). Perhaps the only thing about the motivation that most researchers would agree on is that it concerns the fundamental question of why people behave as they do (Dörnyei 2014a: 519). Specifically for language learning, motivation is perceived as a phenomenon that provides the initial impetus for L2 learning and later the driving force to sustain the long, often tedious learning process (Dörnyei & Ryan 2015: 72). To put it simply, it explains why a person starts to learn a language and what keeps him or her interested in the long process of L2 learning (Dörnyei 2005: 65).

The earliest research determined L2 motivation as a predictable and measurable construct. It was even believed that L2 motivation cannot be controlled by learners as it results from unexpected circumstances or learners' inborn talents (Mariani 2014). It was also considered for a long time that two groups of factors, internal and external, impacts on an individual's motivation (Brophy 1987; Deci & Ryan 2000; Dörnyei 2001; Sampson 2016). Internal factors characterize individual personality traits including age, cognitive abilities and native language, while external factors focus on the particular language learning situation: the curriculum, instructions, learner's culture, and status, parents, teachers as well as peers. In other words, it has been long believed that only this complex interplay of different aspects determines the speed and facility with which the new language is learned.

Over the past few years the characteristics of motivation in the language learning framework have evolved to respond to changing SLA needs. Nowadays there is a growing understanding that L2 motivation is a socially situated, dynamic, interactive and multidimensional phenomenon. Motivation is believed to be a feature which is rooted in the learner's internal motives and various external conditions, and forms "the ever-changing complex world of the learner" (Larsen-Freeman & Cameron 2008: 563). Thus, we can talk about one of the most meaningful characteristics of L2 motivation - its dynamic nature. Interestingly, the attempts to define this concept meaningfully were undertaken by different researchers and, in some cases, lie at the core of several motivational models in the past of L2 motivational history (e.g. Ushioda, 1996; William & Burden, 1997; Dörnyei & Otto, 1998; Dörnyei, 2000, 2001, 2009). However, the current periods' view is firmly grounded in the beliefs of dynamic

systems theories (Larsen-Freeman & Cameron 2008: 124) as it helps us acknowledge the evidence that the constituents of our motivational behaviour, such as motives or willingness, are changing constantly depending on internal and external conditions (Pawlak 2012: 252). Thus, the individual may suddenly feel the inner need to work on his/her language proficiency and begins learning the language more intensively as long as the strong wish to receive a new workplace can become a new impulse for studying.

The dynamic nature of L2 motivation has a direct correlation with its other characteristics. Thus, L2 motivation is socially situated and may be reinforced or weakened by the social context. If we look at one of the first theories of L2 motivation by Gardner and Lambert (1959), the researchers introduced integrativeness (also known as an integrative motive) that refers to a desire to learn L2 to have contact with, and perhaps identify with, a member from L2 community (Noels et al., 2000: 59). Thus, integrative motivation was introduced as a positive effect toward the other language community. The reconceptualization of Gardner's theory made by Dörnyei (2001, 2009) in his L2 Motivational Self System (L2MSS) revealed an even stronger situational aspect in the learning process: positive learning experience component derives from the language learning situations where one feels him/herself confident and comfortable. Thus, Dörnyei wanted to emphasize the situations when the integration was not possible or the identification with the L2 community was not expected (Dörnyei et al., 2006), but students are still highly motivated and achieve good results in L2 learning. Moreover, digital technology, which has actively developed over recent years, brought quite a new view to the social aspects of L2 learning. Learners themselves can create language learning situations using digital virtual spaces where they deal with the target language purposefully and successfully. Although evidence of directly beneficial influences on linguistic outcomes is "slight and inconclusive" (Henry 2018: 1), technology "may impact indirectly and positively on learner attitudes and behaviours" (Macaro 2012: 1).

Another important new development in motivational psychology has been an increasing emphasis placed on the study of motivation that stems from the

sociocultural context (Dörnyei 2001a: 30). Thus, a cultural aspect also characterizes L2 motivation and is considered to have a salient impact on the learner's interest in the target language. It is even hard to imagine learners who have huge enthusiasm to learn L2 without any motivation to experience its culture. Students whose motivation is culturally oriented assimilate into the culture of the language they study by being engaged in the social life activities in that cultural group (Nicholson 2013: 277). In these terms, the learners get a strong desire to acquire the language as there emerges a need to develop communicative skills to become a member of the cultural group (Gardner et al. 1976: 199). Gardner's integrativeness has been the first finding of interaction between the culture of the target language and motivation. Later scholars tried to involve this concept into their motivational theories explaining the positive correlation between a cultural component and strong desire to learn L2 (Gardner & Lambert 1959, 1972; Gardner 1985; Dörnyei 1990; Yu & Watkins 2008). However, other studies simply failed to find any relationships between the cultural component and L2 proficiency (Gardner & MacIntyre 1991; Lee 1998; Yashima 2000; Yu & Watkins 2008).

To sum up the discussion above, we can see that L2 motivation is a complex and multifaced phenomenon. It is abstract and not directly observed, difficult to measure as well as challenging to define. L2 motivation is interrelated with different components starting from the individual him/herself with his/her ability characteristics and coming to the various learning language circumstances and contexts. Next chapters will further discuss the history of L2 motivational theories and give more evidence on how these components have been presented as well as repeatedly criticized and evolved in an effort to reflect newly developed investigations in SLA and the changing position of foreign languages (FL) in our globalized world.

## **2.1 Brief history of motivational theories**

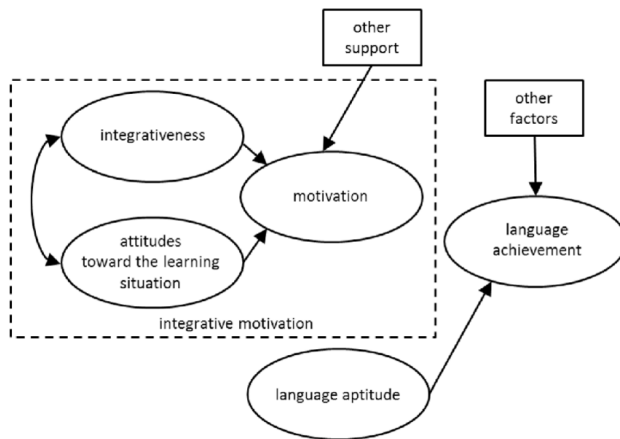
As a field of inquiry, the study of L2 motivation has a rich history dating back some fifty years to the early work on individual differences in language learning (Mercer et al., 2012:58). According to Dörnyei (2005), it is useful to divide it into three major phases: the social psychological period (1959-1990), the cognitive-situated period

(during the 1990s) and the process-oriented period (the turn of the century). This strict division into periods is relative, as there was a considerable amount of overlap between stages; for example, some research from the cognitive-situated period still contained elements of a social psychological approach, and the cognitive theories introduced in the 1990s are still pursued in the current era (Dörnyei & Ryan 2015: 74).

### **2.1.1 The social psychological period**

The most extensive studies in the area of L2 attitudes and motivation have been conducted by Robert Gardner, who with Wallace Lambert and several other scholars grounded motivation research in a *social-psychological framework* (Dörnyei 1994: 273). Gardner's and Lambert's social-psychological approach was based on the assumption that "learners' attitudes towards a specific language group are bound to influence how successful they will be in incorporating aspects of that language" (Gardner, 1985: 6). To put it simply, Gardner and his associate emphasized the importance of L2 culture in the process of learning the target language as the foundation in understanding L2 motivation.

To develop relationships between L2 cultural context and language learner, Gardner introduced *social-educational model of second language acquisition* (1985). The central concept of his model is *motivation* that is directly influenced by *integrativeness* and *attitudes towards the learning situation*, which all together form integrative motivation (Fig.1). Thus, an integratively motivated student has a strong desire to learn a language, associates himself with the target language community and takes a positive attitude towards learning situations, even if they would not be ideal.



**Fig.1. Socio-Educational Model of Second Language Acquisition (Gardner 2001)**

However, the “*integrative motive*” has not been the only motivational aspect found to be associated with second language achievement” (Clément et al., 1977: 124). Gardner’s model introduces the concept of *integrative orientation* and *instrumental orientation* in L2 learning. Integrative orientation is defined by a learner’s authentic desire to assimilate into the culture of the language community and his/her broadmindedness towards the people represented by the language group (Gardner 2001: 5). *Instrumental orientation*, in its turn, tends to be concerned with social or economic advantages which one can receive from L2 learning: the reputation of a “good” student or career advancement (Dörnyei 2001: 49). It is important to mention that there is a major distinction between motivation and orientation according to Gardner’s theory. Orientations are related to the reasons explaining the learner’s motivational behaviour towards the language, and thus, could be linked to language learning success (Gardner 2001: 16). Thus, it is motivation that “refers to the driving force in any situation” (Dörnyei & Schmidt 2001: 6) and “is more highly related to language achievement than other variables” of the theory (Masgoret & Gardner 2003: 205). Later Gardner’s model became the foundation for many other motivational theories, including our main Dörnyei’s theory, though it had been criticised for its very theoretical approach and inapplicability in L2 learning real life. We will cover Dörnyei’s critique concerning Gardner’s theory in the third chapter.

### 2.1.2 The cognitive-situated period

Although Gardner's work has had a great impact on the advancement of L2 motivation research, at the beginning of the 1990s, there became a necessity for a novel outlook on L2 motivation research (Noels 2001: 43). Thus, developments in cognitive theories were followed by a birth of a new phase called the *cognitive-situated period* (Takač & Berka 2014: 81). The emergence of this period was a response to the need to start considering L2 motivation in more detail by engaging learners' mental processes: abilities, possibilities, potentials, limitations as well as past performances. The new phase by no means negates the research of earlier periods but begins investigating unexplored L2 motivation areas by applying previous research as a base (Guerrero 2015: 95).

According to Dörnyei (2005: 76), one of the most effective approaches in motivational psychology *has been self-determination theory* (SDT) by Deci & Ryan (1985, 2002), which outlines how human motivation relates to individuals' behaviour and well-being. Even if SDT has achieved widespread recognition to explain human motivation in general, it has been skilfully applied in educational frameworks, specifically in analysing L2 motivation. SDT could be considered a macro theory containing several mini theories, and, at least, two of them are relevant in considering L2 motivation: Basic psychological needs and Organismic integration theory.

Basic psychological needs theory determines human motivation by meeting the needs of autonomy, relatedness and competence (Deci & Ryan, 2000: 27), where the last need of competence is usually experienced as the most effective for motivational behaviour (Niemić & Ryan 2009: 135). Within a language learning context, this need concerns learners' achievements, knowledge and skills when they have to develop their mastery over different tasks and meet the challenges of their learning process. Still, when wishing to experience strong motivation towards the subject, it is not enough just to feel competent (Markland 1999: 358). Another need, autonomy, indicates that students themselves are involved in decision-making, and make choices in their learning. For example, it is possible to say that learners are autonomous if they use time and energy needed in the learning process skilfully and independently. The last need, relatedness,

reflects the degree to which an individual is connected to or interact with others. In the classroom, relatedness is firmly linked to the situations in which the students feel support from the teacher and peers as well as belonging to the learning process (Niemic & Ryan 2009: 135). Thus, in line with SDT, the individual can be strongly motivated in any situation if all these three needs are satisfied (Patrick & Canevello 2011: 13).

Organismic integration theory (OIT) by Deci and Ryan (1985) describes different types of motivation and the consequences of them (Ryan & Deci 2000 b: 72) (Fig.2). The theory is not only linked to the classification of motivation but also to the nature of different motivational outcomes (Niven & Markland 2016: 91).

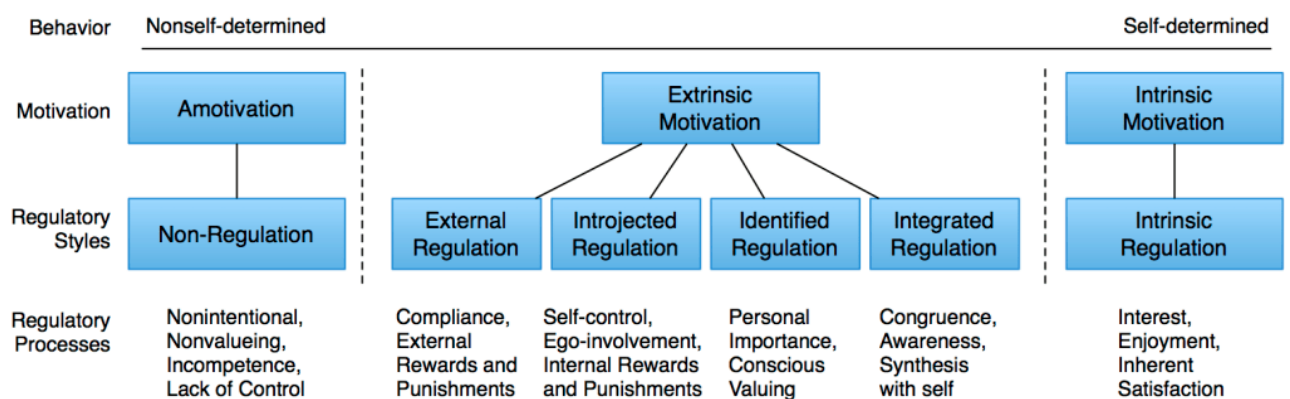


Figure 2. Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. (Ryan & Deci 2000b).

OIT represents three different types of motivation including extrinsic motivation, intrinsic motivation and amotivation. Amotivation refers to a lack of motivation, both intrinsic and extrinsic (Niven & Markland 2016: 91). Thus, an unmotivated student neither feels value of learning nor believes that learning is valuable. Another type, intrinsic motivation, is related to individual's behaviour that is triggered internally to satisfy his/ her inner needs (Ryan & Deci 2000 a: 56). When intrinsically motivated, students learn a foreign language since they get enjoyment from the learning process. Still, extrinsic motivation is oriented to receiving beneficial outcomes, for instance good marks, or escaping punishment (Dörnyei 2001: 27). Unlike the views of the

nonautonomous nature of extrinsic motivation, SDT states that it can easily change depending on external motives (Ryan & Deci 2000a: 60). Within our language learning context, the example could be a student who learns a foreign language for his possible future occupation. Another learner might do work because of the fear to be punished with a bad grade or parents' sanction. Thus, OIT proposes that contextual factors promote or hinder regulations of individual's behaviour and, consequently, define his motivation.

The emergence of SDT has given researchers broad opportunities to incorporate its certain elements to explain L2 motivation. Thus, Douglas Brown (1990, 1994) was one of the enthusiasts who emphasized the importance of intrinsic motivation in the L2 classroom stating that traditional school forces students to focus too intensively "on the material or monetary rewards, instead of instilling appreciation for creativity and exploration" (Dörnyei 2005: 76). Another researcher, Kim Noels found some similarities between Garden's integrative orientation and SDT and, based on these findings, she introduces a motivational model which consists of three interconnected components that have been applied in studying languages. Moreover, when examining the nature of a learner's self-determination, there became an interesting pattern: the more students were controlled by the teachers without any constructive feedback, the less internally motivated the students became (Dörnyei 2005: 77).

*The cognitive-situated period* is also characterised by the appearance of *Attribution Theory* which has achieved a special status among contemporary motivational theories in psychology (Dörnyei 2005: 79). Heider (1958) was the first to propose a psychological theory of attribution, but Weiner and his colleges (e.g., Jones et al., 1972; Weiner, 1974, 1986) developed a theoretical framework for the theory (Shaukat 2010: 82). Attribution theory explains how individuals interpret different events, what reactions on these events the individuals might have and what causal attributions they use to explain others' behaviour (Williams & Burden 1999: 194). In other words, the theory is concerned with the reasons (attributions) that could explain individuals' behaviour and thinking. In addition to previous investigations, Williams and Burden (1997; 1999; 2001; 2002; 2004) linked the attribution theory to language learning and teaching. They



also viewed that such factors as gender, age and perceived success can be significant attributions “in ascribing success and failure to language learning” (Mohammadi et al. 2016: 519). Later Dörnyei also correlated the language learning process with frequent failures and, in this light, emphasises the important motivational role of attributional processes in L2 learning (Dörnyei 2005: 79).

Finally, it is necessary to emphasize the *Task Motivational Theory* in the cognitive-situated period because of its very situated approach. Tasks in the language learning context can be seen as the primary instructional variables or the building blocks of classroom learning (Dörnyei 2002: 137). Based on empirical data, language students participate in rather bizarre tasks with little or no real communicative meaning, whereas in authentic, real life communication they would be unlikely to take such meaningless exchange seriously (Wen & Ahmadian 2019: 55). In these terms, according to Dörnyei (2003: 14), recognizing the significance of tasks in shaping learner’s interest and enthusiasm makes an enormous difference in students’ attitudes towards learning; therefore, the study of task motivation is fully in line with the “educational shift”. However, interest in task motivation content in L2 learning was limited in the past. Wen (2019) suggested that there was one important factor of scant attention – the “learning mode”, which is typically adopted by students when pursuing instructional tasks. “Learning mode” contains the idea that “practice makes perfect” even if the activity does not make sense. Later Dörnyei reviewed understanding of task engagement and offered a new angle for it in his research of directed motivational currents (DMC) (Wen & Ahmadian 2019: 53).

### **2.1.3 The process-oriented period**

*Process-oriented approach* emerged from the need to draw attention to another, rather neglected aspect of motivation (Dörnyei 2005: 83): the growing emphasis on dynamic nature of motivation and its temporal variation (Al-Hoorie, Ali 2017: 3). According to Dörnyei, (2005: 83) motivation came to be examined in its relationships to specific learner’s behaviour and classroom processes considering the daily ups and downs of motivation to learn as well as its ongoing changes over time. In other words,

researchers started to explore the short-term and long-term changes in the individuals' motivation when learning L2. Further, it was argued that the process-oriented period has three important perspectives to L2 motivation (Guerrero 2015:99).

Williams and Burden (1997) were perhaps the first to argue that motivation is a continuum involving stages from initial arising interest to sustaining the interest, which presupposes investing time, energy and effort (Takač & Berka 2014: 83). The researchers suggested three stages of motivational behaviour: getting the reasons for doing something, deciding to do something and maintaining the attempts for doing it. They also explain learning motivation as a state triggered by internally but still depending on external aspects (Bower 2017: 4). Internal factors in this framework include inner enthusiasm towards the activity, understanding of its importance, agency and self-sufficiency in doing the activity. External factors, on the other hand, are linked to the learning environment along with social expectations and beliefs (Öztürk 2012: 41). This approach was applied by, among others, Ushioda (1996, 1998), who viewed that motivation has temporal nature as it is directly related to the learner's learning experience (Takač & Berka 2014: 83).

Notwithstanding the above-mentioned attempts to adapt a process-oriented perspective to motivation across the life span, the *process model of L2 motivation* developed by Dörnyei and Otto (1998) offered a more elaborate description of the L2 motivational fluctuation by focusing on motivation as a dynamic construct constantly changing and influencing learners' success in L2 learning (Lasagabaster et al. 2014: 24). The model separates the motivational process into three distinct phases: pre-actional phase, actional phase and post-actional phase. Pre-actional phase corresponds to "choice motivation" that precedes the launching of action (Hiromori 2009: 314) and creates the goals for the learner. In L2 framework, this phase is associated with learner's attitude to the L2-speaking community, his/her expectations and beliefs, and environmental support. The actional phase is "the executive motivation that influences the level of language effort (Öztürk 2012: 42). This stage is relevant to sustained activities such as studying an L2 and learning in the classroom context, where students are exposed to a great number of distracting influences, such as off-task activities, or

physical conditions that make it difficult to complete the task (Dörnyei 2005: 84). During this phase, the learner's motivation is directly linked to the teachers' and parents' influence, self-autonomy in the L2 learning process and the ability to use L2 learning strategies. Finally, the last post-actional stage comes to concern the learner's retrospective evaluation of how things went (Dörnyei 2005: 84). Grades and feedback obtained from teachers, parents or peers and student's own sense are at this stage (Öztürk 2012: 42). Exactly at the final stage, learners self-reflect on the language learning experience and outcomes and often make decisions about the most motivating tasks during the L2 learning process.

*The process-oriented period* raises awareness of learners and their specific learning context in L2 motivational research (Guerrero 2015: 100). This period is also characterized as a challenging one for motivation theories in general because of the attempts to describe the temporal organisation of motivation (Dörnyei 2001a: 60). Moreover, according to Dörnyei (2003: 18) this nature of motivation has been still neglected and "many of the controversies and disagreements in L2 motivation research are, in fact, a result of insufficient awareness of the temporal aspect of motivation". We will take this aspect in more detail talking about the next period.

### **2.1.4 The current phase: socio-dynamic perspectives**

Currently, it can be seen that the language motivation field is moving into a third phase, i.e towards socio-dynamic perspectives (Al-Hoorie, Ali 2017: 3; Dörnyei & Ryan 2015). The current period is marked by a strong need to emphasize the communicative role of foreign languages regarding them as a social tool, and there have been attempts at mentioning this aspect into account in various investigations in the field of L2 motivation. Furthermore, the use of English as an international language raises concerns in terms of motivation. It has even been argued that there has been a growing need to use the "two-tier" approach to analyzing L2 motivation: one for the study of English and another for the study of another language (Martinović 2018: 133; Dörnyei 2005; Dörnyei & Ushioda 2011: 81). This concept can definitely make sense in the non-English speaking countries where English has been moving from the status of a foreign

into the second language, and Finland is clearly on the path of obtaining such status for English. The role of English *as a lingua franca* was taken into consideration by Dörnyei in his unique L2 Motivational Self System (L2MSS) (2005, 2009), which is the basis of the present study and discussed in detail in the next Chapter 3.

It has also been clear that today's Second Language Acquisition (SLA) field has geared the focus on the learner: every student is unique as he/she has his/her own individually unique characteristics of a learner which, in turn, has an impact on the L2 learning process (Guererro, 2014). Learner's personal and social characteristics are noticed with renewed vigour in the framework of L2 motivation. Thus, individual differences (ID), including motivation, have been repeatedly shown to correlate with language learning success or failure (Dörnyei 2005). Also, the emerged psychological Person-in-Context approach is reflected in SLA, stating that class instructions, school curricula, materials as well as the teacher's background matter. Here, it is fundamentally important to understand that what is happening in each individual classroom greatly affects students' impetus for further learning (Pfenninger 2017: 186; Ushioda 2013: 235).

At the current phase, temporal nature of motivation was recognized to be the most significant characteristic of the notion (Al-Hoorie, Ali 2017: 3), as was mentioned above. The attempts to account for the dynamic dimension of motivation began with the theories of Williams and Burden (1997), Dörnyei and Otto (1998) as well as Ushioda (1998) in the previous period, the process-oriented, and remain to be successful. Belonging to the new phase Dörnyei's L2MSS is considered to be a smooth continuation of the process-oriented view as the theory's three components are believed to fluctuate depending on different conditions. However, getting an excellent theoretical framework is not just enough. By the end of the 2010s, it had become obvious that even if lots of theoretical data about the dynamic nature of L2 motivation emerges, there is a lack of empirical studies (Dörnyei et al. 2015a: 1). Thus, one of today's priorities in L2 applied linguistics is to provide the dynamic dimension of L2 motivation with impressive empirical evidence.

To sum up, the examination of motivational theories' history is crucial in understanding L2 motivation. Although this field began to exist as a separate one relatively recently, about 60 years ago, it has gone through different stages reflecting the emergence of a novel approach in psychology and other fields of SLA. Gardner is considered to be a pioneer of L2 motivation since his views served as a starting point in the understanding of the concept. Despite his limited attention to the individual learner, Gardner introduced the famous notions of *integrativeness*, *instrumental motivation*, and *orientation*, which became a theoretical framework of the first *social-psychological period*. Then the progress from a macro towards a micro perspective in the 1990s revealed the need to look at the L2 learning process in detail. However, the second phase with its cognitive approach was not denying the previous research, but a process of L2 motivational evolution with a touch of criticism. This phase was called the *cognitive - situated period*, which was enriched by a range of theories where L2 learner's individual features and the language learning context play a crucial role in the successful acquiring of L2. Moreover, looking at motivation so closely and in a situational dependent manner led to another focus in the field with its main view that motivation evolves and fluctuates over time. Thus, our current period named *process-oriented with socio-dynamic perspectives* makes us pay attention to L2 motivation as a *changeable variable* in the learning process. Also, the current period argues that agreement on one single definition of L2 motivation is not possible because of the complexity of its nature, which requires personal, social, political as well as financial aspects to be considered. One thing is certain: L2 motivational field needs further investigations including empirical studies in order to remain relevant over time and circumstances. One of the most influential approaches, which reflects the needs of our current time taking into consideration the new role of English is Dörnyei's Language 2 Motivational Self System. Let us take a look at the theory next.

### **3 L2 MOTIVATIONAL SELF SYSTEM (L2MSS) BY DÖRNYEI**

In the previous chapter we explored how the study of L2 motivation has evolved through different theoretical phases, and how it is now moving into a new phase

focusing on the dynamic and situated complexity of the L2 motivation process. This chapter views the most influential approach of the current period in the L2 motivation research, Dörnyei's *Language2 Motivation Self System (L2MSS)*, and provides a detailed theoretical description of this construct. The principal aim of the chapter is to describe the components of the system to identify how and to what extent these components interact as well as to find out where the motivational power to learn a language comes from. Our exploration will be crucial in understanding the reasons of why the present study is based on this specific theory.

### 3.1 Searching for the foundation of L2MSS theory

L2 Motivational Self System (Dörnyei 2005, 2009) is a new conceptualisation of L2 motivation that re-orientates the concept in relation to a theory of self and identity (Dörnyei 2005). It was based on several motivation theories and partly Dörnyei's dissatisfaction with Gardner's socio-educational model. First, scholars' growing understanding that Gardner's integrativeness, which has been identified with the target language culture, does not entirely reflect on the current SLA reality. The reason is the changing role of the English language, which is becoming global, and it does not make sense to talk about integrative attitudes when English is associated with different varieties: British, American or World English (Dörnyei & Ushioda 2009: 2-3). This fact raised the question of whether the integrative orientation is fundamental to the motivation process or whether it has relevance only in specific socio-cultural contexts (Noels et al. 2000: 60).

Gardner's socio-educational model was not the only one that took part in the formulation of L2MSS. Dörnyei's system offers a synthesis of recent conceptualisations of the theory of possible selves by Markus and Nurius (1986), studies by Noels (2003) and Ushioda (2001), as well as research in personality psychology on identity, self-regulatory processes, and self-discrepancy theories (Taguchi et al. 2009: 66). As a basis, L2MSS borrows Markus' and Nurius' concept of *possible selves*, which represent the individual's ideas of what they *might* become, what they *would like* to become, and what they *are afraid of* becoming. *Possible selves* are concerned with how people

conceptualize their potential selves and how they direct them from the present towards the future (Dörnyei 2009: 29-30). Higgins's *self-discrepancy theory* (1987) proposed two core self-guides: *the ideal self*, whom we would like to become, and *the ought self*, what others want us to become (Dörnyei & Ryan 2015: 87). Even though the concept of *self* has been studied primarily in psychology and used seldom in L2 learning, researchers, however, have always believed that L2 forms are an important part of a learner's identity (Dörnyei & Ushioda 2011: 79). Possible selves can explain us explicitly our hopes, fears, and fantasies towards the target language and, consequently, what drives us to learn it.

In addition to reviewing motivational theories, Dörnyei (2005) explained that the stimulus for his L2 Motivational Self System was his 12-year long research with his associate, "in which they conducted a repeated stratified national survey of the motivation of 13,391 middle school students in Hungary toward studying five target languages" (Csizér & Dörnyei 2005: 19-20; Dörnyei et al. 2006; Taguchi et al. 2009: 66). The results of this study indicated that integrativeness plays an important role in the motivational disposition of Hungarian learners, but basic concepts of integrativeness, such as direct communication with members of L2 community, was not available for the majority of the students in a school setting during the research. Thus, the Hungarian study found that students could still be motivated internally even if they do not contact with representatives of L2 language community (Csizér & Dörnyei 2005: 30). This data proves the fact that English, which is losing its own culture because of acquiring the status of the World language, has been still learnt by highly motivated students.

### **3.2 Components of L2MSS**

Next, we discuss the L2MSS three major components, including *the Ideal L2 self*, *the Ought-to L2 self*, and *L2 learning experience*. The deep analysis of these components and how they interact provides us with an understanding of where the L2 motivational power derives from.

*Ideal Self* is the central concept, which concerns the representation of the attributes that someone would ideally like to possess. In language learning terms, it is the learner's idea about his/ her possible self in the second language (SL) domain (Sampson 2016: 28). In other words, this dimension deals with the learner's hopes, aspirations, or wishes regarding L2. Therefore, if a learner would like to master a language perfectly, the ideal self can work as an excellent motivator to learn the language. Learners, seeing the discrepancy between their actual language level and the desired one, undertake an effort to bridge the gap between what they would like to achieve and their actual language proficiency level (Dörnyei 2009: 29; Piechurska-Kuciel et al. 2012: 104).

It is also necessary to mention that the *Ideal L2 Self* component corresponds to Gardner's integrativeness: a person, whose ideal self is concerned with becoming a proficient L2 user can be described in Gardner's tradition as having an integrative disposition (Dörnyei & Csizér 2002: 453; Piechurska-Kuciel et al. 2012: 104). However, according to L2MSS, a learner's *Ideal L2 Self* can be a great motivational set-up even if there is no actual contact with the L2 community (Dörnyei et al. 2006: 16-17). The theory views that a learner can possess a vision that he/she belongs to the target language community based on real-life experiences of members of the L2 community or at least on imaging this situation. It has been assumed that as long as the L2 learner images himself/herself as a successful L2 speaker in the future, it can trigger powerful motivation despite the type of motives he/she is motivated by: intrinsic or extrinsic. Thus, *the Ideal L2 Self* might provide learners with excellent opportunities to master the target language effectively.

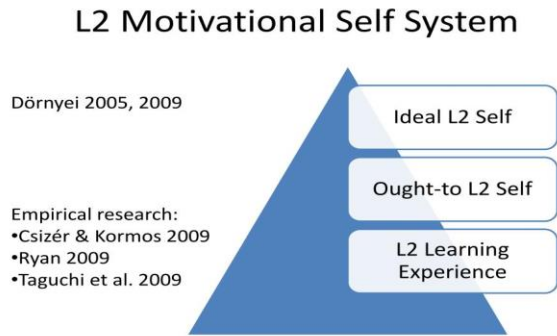
The second component is *the Ought-to L2 Self*, which focuses on the attributes that one believes he/she ought to possess in order to meet expectations and avoid possible negative outcomes in the language learning process. In other words, *the Ought-to L2 Self* reflects on the learner's obligations regarding the social environment and responsibilities, which are expected from him/her as a language learner. Therefore, this component is related to "more extrinsic types of motives" (Dörnyei et al. 2006: 100-105) or Gardner's instrumental motivation. However, as already mentioned above, extrinsic motivation might be rather effective for some learners: rewards or other



incentives – such as parents’ praise, fame among peers, or a better salary – might be crucial in stimulating L2 learning and, thus, characterize the learner’s *Ought-to L2 Self*.

There could be a misunderstanding in the distinction between *the Ideal* and *the Ought-to Selves* concerning the level of acquisition of *the Ought-to self*. It seems to be challenging to determine, whether *an Ideal-like Self* state represents one’s authentic desire to master the L2 or whether it has been compromised by the social pressure (Dörnyei 2009: 14). Which hopes and desires are considered to belong to the inner learners’ and which to someone else’, so called “‘imported’ images of the future”? (Dörnyei & Ryan 2015: 88). These discussions however raise the question: is it even necessary to decide the images’ belonging to *the Ideal or Ought-to Selves*? Indeed, both dimensions have been considered to become crucial in creating a driving force for the learner and pushing him/her to get good results in language learning.

The third component of the Dörnyei’s model, *the L2 Learning Experience*, differs from the first two in that “it focuses on the learner’s experience, covering a range of situated, ‘executive’ motives related to the immediate learning environment as, for example, the impact of the L2 teacher, the curriculum, the peer group, and the experience of success” (Dörnyei & Ryan 2015: 88). The dimension was reconceptualized by Dörnyei in 2009, since in his first introduction of the theory in 2005, the L2 Learning Experience was discussed little and referred to the learning environment and background. Later the researcher considered that it was not possible to neglect the importance of learning experience, since L2 identities need to be understood within the particular learning context (Chen 2012: 2) with all learner’s experience and attitudes towards the L2. The importance of this component can be explained with the situations when a learner finds the source of motivation being not internally or externally triggered by but enjoying the process of learning and completing tasks successfully (Dörnyei 2009: 29). Learners can find it interesting to learn a language with a particular teacher or just doing interesting activities – and it can affect their motivation positively.



**Figure 3.** Dörnyei 2005, 2009. Empirical research: Csizer & Kormos 2009; Ryan 2009, Taguchi et al.2009

Dörnyei's borrowed concept of possible selves emphasizes the role of visions in the formation of L2 motivation. Visions are considered to be images and senses of "what kind of language users we might be" in the future. The attraction of using visions in our thinking of motivation is that they can form strong motivational forces, and thus, long-term motivation towards L2 learning (Dörnyei 2014: 11). Strong visions can create the energy, which inspires L2 learners to improve the language. So, there is the assumption that "visual" learners may bear more effective Ideal L2 visions and hence have stronger impetus in learning L2 (Dörnyei 2009: 166). In these terms, if the learner wants to motivate himself/ herself to learn L2, he/she should probably try to create a "stronger vision" of the future selves related to language learning.

As can be seen by the description above and Figure 3, the L2 Motivational Self System suggests that there are three main sources of motivation to learn an L2: a) *the Ideal L2 Self*, the learner's internal desire to become an effective L2 user, (b) *the Ought-to L2 Self*, social pressure coming from the learner's environment to master the L2, and (c) *the L2 Learning experience*, the actual experience of being engaged in the L2 learning process (Dörnyei & Chan 2013: 439). Realizing the fact that human action should be regulated by different purposes, the Selves in Dörnyei's theory demonstrate aptly the idea that the desired *Future Self-image*, including *the Ideal or Ought-to L2 Selves*, has a long-term guiding potential since it can fuel learners' L2 motivation. The first two elements could be combined to become guiding in the model, since they represent a learner's future language-specific images, which have been constantly compared with the learner's current state. They can act one each or both at the same time reinforcing the learner's

motivation. In addition to that, if the guiding elements are surrounded by favourable learning context, where the learner's previous and current experience regarding L2 learning is positive, they can be turned into the greatest power to learn L2. In the next chapter, we will view the direct motivational currents by Dörnyei, unique periods of intensive motivational behaviour fuelled by a highly valued vision, where the power of motivation is explained in more detail.

### **3.3 Direct motivational currents by Dörnyei**

Next, I discuss the latest theoretical framework related to vision and motivation, which is called Directed Motivational Currents (DMCs). DMCs is a novel construct proposed by Dörnyei, Ibrahim and Muir (2014) and it represents an intense motivational drive that is capable of both stimulating and supporting long-term behaviour, such as learning a foreign/ second language (L2) (Dörnyei et al. 2014: 9). DMCs have been compared with the Gulf Stream, one of the strongest currents in the world's oceans. Both motivational and ocean currents symbolize "a formidable flow of energy, carrying the life-forms caught up within them unimaginable distances" (Dörnyei, Henry & Muir 2016: 12). To view this phenomenon simply, DMCs are periods of time, when individuals have a very strong desire to accomplish the goal-related activity.

To understand the connection between L2MSS and DMCs, it is necessary to discuss the role of the Ideal L2 Self as the strongest motivator. When describing the Ideal L2 Self, I have mentioned above that the learner of an L2 can imagine himself/ herself belonging to the L2 society in order to feel the state of authenticity in L2. To be more precise, when people are more conforming to their own ideal selves, they might feel more authentic (Lenton et al. 2013: 277), which gives them, in turn, powerful positive emotions. When the emotional dimension is permeated within DMC by feelings of authenticity, this facilitates the energy of the future ideal self-state. In DMC the Ideal Self is believed to become an inseparable part of a learner as it is experienced extremely explicitly (Dörnyei, Henry & Muir 2016: 113). Thus, DMC can be seen as a long-term trigger for enhancing the individual's Ideal Selves. In language learning contexts,

DMCs can generate a learner's motivational behaviour over a long term moving above social expectations and time restrictions (Dörnyei et al. 2014: 9).

A good example of language learning within DMCs is immigrants arriving to another country and wishing to achieve good competence in L2. Although the goals for such learners could vary with the conditions of an immigrant country or educational background, the visions of future possibilities materialized in the learners' minds may carry them for a long time towards the language proficiency. It has been also considered that even though this specific DMC ends, it transforms learner's self-image and leaves behind in its wake something that the individual would go on to replicate again with other languages – a special kind of “magic”, which continues even later to fuel the learner's passion and fascination with language (Dörnyei, Henry & Muir 2016: 11). Thus, having experienced the state of DMCs the learner would probably wish to experience it again one day if the outcomes have been successful.

DMC differs from the “motivation of a good learner” as its duration is believed to be shorter. In other words, DMCs aimed at achieving the goal generates motivational energy for a particular period of time, while the “motivation of a good student” may last throughout the years (Dörnyei, Henry & Muir 2016: 3). The comparison of the two L2 learners will help in the understanding of this feature of DMCs. One of the students is strongly motivated, and his motivation is stable during the whole period of the learning process. Another one has definite periods of heightened motivated behaviour, and these periods usually occur before the tests, exams or deadlines, and during these periods of time, the learner can experience the state of DMCs and pass the exam successfully. In neither case, the motivational behaviour can be determined as a better one. However, it can be said that DMCs give learners so-called super-power to reach their L2 learning objectives.

The long-term nature of a DMC means that the motivational flow can be interrupted from time to time, and in these terms, it requires to be re-triggered anew (Dörnyei, Henry & Muir 2016: 71). In language learning contexts, this feature of DMCs has been seen as rather relevant, since being motivated in learning a foreign language over a long period of time is extremely hard and demands strong inner enthusiasm.

However, the area of L2 teaching and learning has various opportunities to re-motivate the learners. Classroom activities, such as warmers and ice-breakers, as well as different communicative opportunities in the century of high technology – L2 films, music, food, traditions, or other cultural aspects –, can all be used as a potent “vision-reminders” or triggers for motivational currents (Dörnyei, Henry & Muir 2016: 72). So, language learners can create themselves favourable circumstances for enhancing their L2 motivation while participating in academic L2 learning or using language sources for easy-going studying. These terms may occasionally or unconsciously become the triggers for the rise of DMCs.

Undeniably, DMCs offer an exciting research perspective revealing the unique nature of such a phenomenon for scholars. Although the main theory of this study, L2MSS, has not explicitly identified or highlighted the DMC in its totality, we have already mentioned the similar visualization-based approach used in both frameworks. Recognizing DMCs in the interviewees’ narratives may provide us with the better understanding of their future L2 selves' nature. Hopefully, revealing the DMC phenomenon can also explain the environment or conditions, in which DMC has emerged for the participants of the current study.

### **3.4 Previous research on L2MSS**

The L2 Motivational Self System has been widely tested and validated in many different countries (Al-Shehri, 2009; Csizér & Kormos, 2009; Ryan, 2009; Taguchi, Magid, & Papi, 2009; Islam, Lamb & Chambers, 2013; Murray, Gao, & Lamb, 2011; Sampson, 2016; Ushioda, 2013:10; Lasagabaster, Doiz, & Sierra, 2014:20, 55; Thompson & Vásquez, 2015:159-174). Much of the recent research on L2MSS has been devoted to exploring the capacity of Dörnyei’s L2MSS to explain the issues of L2 learner motivation and, by extension, L2 achievement. As all of the previous studies have had slightly different goals as well as different contents, target groups, and other conditions, it would be misleading to draw any broad conclusions based on the results of these studies. Hence, next I will discuss several studies that are devoted to searching

for the roots of L2 motivation by using the components of L2MSS. The studies were conducted in different countries, and therefore they shed light on L2 motivation of different contexts. Moreover, a review of previous studies gives a good understanding if the chosen theoretical framework is appropriate in order to answer the questions of my study. So, previous research builds a good foundation for the current study.

The study by Dörnyei and Chan (2013) focused on the 13-15-year Chinese students' conceptions of their future L2 self-guides (ideal and ought-to L2 selves) and how these variables were linked to learning achievements in two target languages, English and Mandarin. The study was carried out using a questionnaire survey, and the results demonstrated important associations between the future self-guides, intended effort, and actual grades. The findings also revealed the meaningful role of vision in the development of the students' future L2 selves emphasizing the importance of human vision not only as a function of L2 learning but as a good generic mechanism of the human mind. Finally, the study confirmed that different languages have their ideal language selves, which can interfere with each other in a positive way or a negative demotivating manner. The findings of the current study showed that the future selves related to the English language are supported by more vivid and lively images compared with Mandarin, and in that sense, dominate the future selves of Mandarin.

The study conducted by Claro in Japan (2016) investigated the motivation to learn English among the first-year Japanese engineering students. One of the most interesting results of this study is the weakness of the two possible selves, the Ought-to L2 Self and the Ideal L2 Self. The weakness of the Ideal L2 Self is not surprising, as the Japanese educational system promotes English study as a way to pass English exams, not as means of communication, the opportunity for traveling, living or working in another country as well as fulfil the family expectations. Moreover, attitudes toward learning English, the Ideal L2 Self, Linguistic self-confidence as well as Integrativeness were found to be predictors of intended learning effort. However, the findings report that the relationship between the Ought-to L2 Self and the intended learning effort is weak. A similar study by Ryan (2008) also found that the Ought-to L2 Self did not exist as an independent dimension of the L2 self-system among

Japanese students. It has been concluded that the Ought-to L2 Self does not produce the power to make a difference in actual motivated learner behaviour by themselves.

As for Finnish contexts, L2MSS has not been applied a lot. The study by Huhtala et al. (2019) explored the motivation of 51 Finnish university students who studied German, Swedish or French, and it was carried out using written narratives by the students. The results indicate the significance of L2MSS theory's components with a different extent to each of them. The role of the Ought-to L2 Self including mostly social pressure increased at the moment of making the study decision, but its importance diminished during actual studying years. In contrast, the vision of ideal L2 speakers (Ideal L2 Self) as well as peers, teachers, course contents, and the learning atmosphere (L2 learning experience) became more essential during the studies. Also, the findings demonstrate the need to support languages other than English (LOTE) in Finnish universities. As it has been concluded, English as a lingua franca is seen, heard and used almost everywhere, whereas using a LOTE requires its activity on the part of the students.

Iwaniec and Ullakonoja (2016) investigated the role of context by comparing motivational characteristics of 15-16-year-old students from Finland and Poland. The same motivational questionnaire was used in the study with a total of 351 students. The study applied the L2 motivational Self-system partly, but also other variables such as international orientation and knowledge orientation were included in the study as research goals. The findings reveal the number of differences between the two contexts. Finnish students' Ideal L2 Self was stronger compared with Polish students. Finnish teenagers enjoyed studying English more, demonstrated more positive attitudes towards English, and endorsed knowledge orientation to a greater extent than their Polish peers. Also, the role of peers and parents was different in the two countries: in Poland, both parents and peers affected the language learning goals measured while in Finland, however, peers affected only international orientation, and parents influenced knowledge orientation as well as instrumental orientation.

According to my knowledge, L2MSS has not yet been applied as a theoretical framework in studies exploring Finnish adult immigrants' motivation to study English, even if the subject has been deemed to be relevant in conditions of immigration flow in Finland. Virtanen (2013) investigated the motivation to study Finnish among ten immigrants in Finland in an English-medium degree program of nursing. Although this study was not based on the L2MSS model, future selves of the two languages, Finnish and English, and L2 motivational variables were discussed as a result of the study. The main result of the study revealed the direct correlation between the students' future selves and motivation to learn Finnish. Additionally, it was considered that L2 future selves will not be strong if students do not experience the progress in Finnish language competence. In these terms, the research highlights the need to support Finnish at workplaces for enhancing the language proficiency of foreign workers and consequently, professional skills.

As can be seen from the previous studies, the role of the future selves has been an important predictor for L2 learning in different contexts with various target groups. Strong Ideal L2 Self seems to be vital in successful language learning, and in most of the cases it becomes a dominant aspect effecting L2 motivation positively. Interestingly, the role of the Ideal L2 Self and the Ought-to L2 Self can vary depending on the context such as the research country, target language or group. Also, the importance of the Ought-to Self can become more or less significant in different periods of the learning process and even turn into variables of the Ideal L2 Self. Moreover, almost all previous studies discuss the role of context in the forming of L2 motivation. Thus, the third component of L2MSS, the learner's language experience, has been mentioned a lot. This aspect repeatedly demonstrates that L2 motivation is strongly affected by such elements as the learning environment, teacher, peers, curriculum and individual learner needs. A review of previous studies, however, brought some questions. First, L2 motivation has been investigated a lot within school or institutional contexts, but not much from the sociological perspective. In addition, the correlation between the components of L2MSS within the model has not been clear.



Moreover, the relationships between the components of L2MSS and the learner's proficiency needed to be more explicit.

To summarize, this chapter reviewed the background and history of the Language 2 Motivational Self-System (Dörnyei 2005, 2009). The key components of the model were also discussed emphasizing their meaningful role in the forming and development of L2 motivation. The Ideal L2-Self and Ought-to L2 Self are referred to learner's self-guides as these variables have capacity to regulate the learner's behaviour. In turn, the Ideal L2 Self has been found to be the most influential component which is able to keep the learners deeply engaged and motivated by internal interest. It has also been seen that the learners' ability to create visions about themselves as language learners serves as a motivational surge of energy focusing on the achievement of goals of language proficiency. Thus, the notion of Directed Motivational Currents continues the idea of strong visions in the definite periods of L2 language learning bringing "magic powerful energy" and keeping the learner's motivation high. The relevance of L2MSS is also evident in the large number of studies which are based on the model. The previous studies have shown that L2 motivation is a crucial aspect in achieving any desired language proficiency.

All in all, the previous studies illustrate that the field of L2 motivation needs to be investigated more by applying specific contexts, different languages as well as target groups. Therefore, the present study is significant as it focuses on a rare target group, immigrants studying English in Finland, and thus fills a gap in research. The lack of similar research has been already mentioned. Next, I will discuss the immigration flow in Finland and the system of vocational education for adults as it will help the reader to understand the scope of this phenomenon in this country.

#### **4 IMMIGRANTS IN FINLAND**

In this chapter, I am going to discuss the immigration flow in Finland considering it as a necessary part of this study to understand the intentions of the target group for moving to Finland as well as their motivation to learn English within the vocational

studies. First, I discuss the immigration history in Finland and the reasons for such a phenomenon. The quantitative statistics related to the last migration waves in Finland as well as a variety of immigrant groups will also be presented. Secondly, I will briefly review upper vocational education in Finland, its latest reform and how flexible the system is towards foreign-language students. Finally, I will examine the cultural competence as one of the objectives of the Finnish National Core Curriculum for Basic Education for Adults 2017 and the aspects of recognizing this skill significant among other professional requirements in today's multicultural societies.

The latest statistics report that there were 402,619 persons with foreign backgrounds living in Finland at the end of 2018, which was 7.3 percent of the entire population. There were 335,414 persons of the first generation with foreign background, i.e. born abroad, and 67,205 persons of the second generation with foreign background, i.e. born in Finland. The number of children with foreign backgrounds has doubled in ten years (Statistics Finland 2018). Also, the spectrum of immigrant groups in Finland is wide. Regarding the country of origin, the largest immigrant groups in Finland at the end of 2017 were those born in the former Soviet Union/Russia, Estonia, Iraq, Somalia and former Yugoslavia (Gröndahl & Rantonen 2018: 22).

Historically, migration has not been as widespread a phenomenon in Finland as in many other European countries. Still, migration is not a new phenomenon in Finland either. After World War II, the country has been considered as a country of emigration. From 1945 through 1980, roughly 400,000 individuals moved from Finland to Sweden as labour force immigrants reducing considerably the number of Finland's population (Gröndahl & Rantonen 2018: 20), even if the country itself needed labour to rebuild the country after the war. Finland started actively receiving immigrants relatively recently, at the beginning of the 1990s, which caused quite a negative attitude towards the immigration flow among the majority population. It turned out that immigrants in the 1990s were perceived as a social burden, not as a labour force, since the government had to rebuild the welfare system adding social support for a new sector of the population, upgrading the education system as well as forming a multicultural society. Thus, instead of experiencing immigrants as an opportunity to improve the country's

competitiveness in the global market, the native population of Finland experienced immigration as a national threat.

Finland, against all odds, has continued receiving immigrants during recent years. It launched the process at the beginning of the twentieth century when the first immigrants from the Baltic countries and Soviet Union came. Later, in the 1970s large groups of immigrants from Chile and Vietnam arrived, and after that, newcomers from Somalia, Iran, Iraq as well as from the regions of the former Yugoslavia came to Finland to seek asylum (Gröndahl & Rantonen 2018: 22). The last decade brought to Finland a record number of immigrants, mainly relating to the status of refugees as well. Although the reasons for immigration to Finland vary among newcomers, the most attractive factor among seekers of a safer and more stable life is the Finnish welfare system, as it is designed to guarantee dignity and decent living conditions for everyone living in Finland (Statistics Finland 2018).

Despite positive expectations, people migrating to Finland experience difficulties. When being in a new country and culture, a newcomer can bump into unexpected obstructions which he/ she is not used to meet in the home country (Statistics Finland 2018). One of the main barriers is the labour market, which reveals its rigidity. First, a lack of Finnish language skills required from newcomers prevents recruitment of immigrants, even if they are talented specialists in their professional fields. Then, the discrepancy of education between Finland's education system and the system of their home countries is a strong difficulty for foreign immigrants in their hope of finding employment opportunities.

Research findings indicate that active labour market programs for disadvantaged immigrants can be remarkably efficient. It has been suggested that an important component of the immigrant employment system was a reallocation of resources away from traditional active labour market programs towards training specifically designed for immigrants, particularly language courses (Hämäläinen et al. 2016: 503). More immigrants could be helped to enter the Finnish labour market through the creation of suitable vocational training and re-training. In addition, resources should be put into recognizing the skills and qualifications that immigrants already possess. Such

solutions are not the only ones to change radically the problem of immigrant unemployment, other policies of integration are surely needed. Still, having mentioned vocational training as a part of effective employment policy for immigrants, in the next sub-chapter we will examine, how vocational education in Finland helps immigrants to adapt to the host society.

#### **4.1 Vocational education and training in Finland**

The education of immigrants in Finland is organized under the supervision of the Ministry of Education and Culture and mainly within the existing education system. Thus, all forms of basic education, such as preschool education, primary and secondary school education, as well as upper secondary education, vocational studies and higher education are available for immigrants equally with the native population (Ministry of Education and Culture 2016: 12). It must be noted that more or less throughout the educational track, immigrant students are provided with different kinds of support including preparatory studies, remedial instruction, individual learning objectives as well as individual criteria in evaluation. The opportunities for vocational education in particular are discussed in more detail here, as the target group of this study participates in Finnish vocational education programs and has the goal of obtaining qualifications in different fields.

Vocational education including training (VET) has been developed in the education system to lead to both employment and further studies. The programs of vocational education in Finland are the result of labour market requirements, where employers express their opinions on future workforce needs and education administration actively supports them in organizing courses or studies (Kyrö 2006: 18). Thus, choosing vocational education as a basis for professional development could be a good option for foreign newcomers. Getting vocational upper education usually leads directly to working life and to a professional qualification, which might be complemented in the future, for example, when continuing studies at a university. The programs for immigrants are organized in a very flexible manner with intensive studying of the Finnish language, if necessary. Additionally, education contains many

practical courses and on-the-job training periods, which is a perfect chance to train professional skills and receive a good experience. Indeed, the demonstration of gained knowledge, as well as acquired professional skills in training, might become an excellent employment opportunity for students.

The number of immigrants completing vocational qualifications and specialist vocational qualifications has increased in Finland over the past decade. In 2016 approximately 19,000 foreign-language students took part in vocational upper secondary education and training (Statistics Finland 2018). Social and Health Care, as well as the Technology and Transport Sector, have been the most requested field by foreign-language students in the last decade (Ministry of Education and Culture 2016: 18). This has mainly been the result of policies of the employment office and active actions of the Ministry of Labour.

Although when moving to Finland many adult immigrants have already had professional qualifications at various levels, they can also apply for vocational education and training to become more competitive on the Finnish labour market. Before starting vocational education, the immigrant must have Finnish language skills, as the instruction is given in Finnish. Moreover, foreign-language students most commonly participate in vocational education with Finns if their language proficiency is enough for studies. Still, some educational institutions can provide programs in English.

Qualifications can be completed in the form of school-based education and training at vocational institutions (*ammattilliset oppilaitokset*), apprenticeship training (*oppisopimukset*) or competence-based qualifications (*ammattitutkinnot*). Initial training is organized mainly as school-based training and most students are young people with no prior vocational training (Kyrö 2006 :23). The system of vocational education is quite flexible for adult immigrants, as almost all vocational qualifications may be obtained through apprenticeship training, which means combining studies with actual work. During the last decade, many Finnish adult immigrants seized the opportunity of getting vocational qualifications through apprenticeship training. The growth has been concentrated in the technology and transport sector; the tourism,

catering and home economics sector; and the business and administration sector (Ministry of Education and Culture 2016: 19).

All upper secondary vocational qualifications are built on the basic educational syllabus, which is defined by the National Core Curriculum. The latest reform of the National Core Curriculum has taken place in 2017 and brought to basic education for adults a new focus on cultural aspects and an integrative approach (National Core Curriculum for Basic Education for adults 2017: 7-11). In fact, the reform came into effect in January 2018, and it aimed to increase competency-based learning and learning in the workplace (Dziomba 2019). It also aimed to improve the joy and meaningfulness of learning and student agency development of learning institutions as a collaborative educational community.

The National Core Curriculum is a national regulation issued by the Finnish National Agency for Education, which provides the foundation for local curricula. It should be emphasized that the local curriculum provides the foundation for daily studies, although it has to be consistent with the National Core Curriculum. The local curriculum creates the programs for getting vocational qualifications taking into account local conditions, special features, opportunities and the needs of students as well as the institution's self-assessment and the results of its development work (National Core Curriculum for Basic Education for adults 2017: 8). For example, the vocational institutions of Helsinki include more English-language courses for students as well as exchange-student programs taking into account the specificity of the region, where services and working places oblige you to master English at a fluent level.

The core curriculum describes seven transversal competence areas including thinking and learning-to-learn, cultural competence, managing daily life, multiliteracy, information and communication technology (ICT) competence, working life competence and entrepreneurship as well as participation and building a sustainable future. Thus, it is emphasized that it is particularly important to encourage students to recognize their uniqueness, personal strengths and potential for development in all of these areas of competence. The objectives of transversal competence are taken into account when determining the objectives of different subjects and defining the key

content areas (National Core Curriculum for Basic Education for adults 2017: 33). Then, local curriculum designers are responsible for emphasizing the above-mentioned goals and including them into the content of the studies when creating the courses of vocational education.

## **4.2 Cultural awareness and languages in education for adults**

Cultural competence is defined as one of the objectives in a new curriculum for the reason, that, in our multicultural world the need to become positively culturally oriented has become increasingly significant. Within cultural competence, the new reform aimed to introduce to the students values, norms, and attitudes related to the Finnish culture, to guide students in identifying the characteristics of their own culture, to guide to adopt an open attitude to culturally different viewpoints as well as to support them to act constructively as a member of a culturally diverse community and fight racism against all ethnic groups (National Core Curriculum for Basic Education for adults 2017: 76). Hence, cultural competence is more than being aware of cultural diversity, traditions, values, and beliefs. It also implies being respectful of the cultures represented in society, where people live or work. Focusing on cultural competence in vocational education, Finnish society aims to educate professionals, who demonstrate a stable set of skills, awareness, and knowledge over time and circumstances.

The question of the need to include cultural awareness and intercultural competence into the curriculum of educational institutions was raised at the beginning of the twenty-first century. It has been considered that educational systems have a responsibility to provide students with skills and abilities necessary to become productive members of society. This responsibility also includes “preparing students to be globally literate so that they can recognize global independence, be capable of working in various environments and accept responsibility for world citizenship” (Emert et al. 2007: 67; Spaulding et al. 2001: 190). It has been also viewed that nowadays there are many opportunities to nurture one’s own cultural awareness without leaving the home country but just contacting people representing different cultures

(Ragnarsdottir 2016; 76). Thus, integrating foreign-language students into groups with indigenous students crosses the cultures and thus provides both sides with deeper understanding of cultural aspects, both inside the classroom and outside of it (Emert et al. 2007: 67). Both locals and foreigners find advantages in being together in the same learning environment as this experience allows students to be open-minded and to get a deeper understanding and appreciation of each other's cultures. Still, developing cultural competence is a process rather than an endpoint. Being able to understand and appreciate diversity in its many forms as well as being effectively engaged and communicate with people from different countries cannot be brought up or educated in two or three years. It must become a case for the whole society, one of the most important educative tasks of the state. Hopefully, the process has already launched in Finland.

It is necessary to highlight that cultural competence is inextricably linked to foreign languages or being more precise, to linguistic competence, which means the capacity of an individual to communicate in a way that is easily understood by others (Lee & Zaharlick 2013: 5). Thus, cultural competence implies foreign language studying, but by no means, it does not equate only to foreign language learning. Obtaining cultural competence includes perceiving one's own culture and seeing oneself there as an individual. It also means accepting the norms and values of other cultures. Language learning, in turn, can be viewed as a channel through which cultural competence could be obtained. Thus, the role of foreign language teachers is important in this process, as they can instruct students in acquiring culture through mastering the language and vice versa.

Concerning Finnish vocational education, foreign language studying is strongly emphasized. Language competence is considered to be a significant skill needed in most of today's services as well as in business, engineering, manufacturing and construction, the social and health care field and many aspects of professional life. The most common languages taught at Finnish Vocational Educational Institutions are as follows: English (taught at 100%); German (54%), Russian (51%), Spanish (49%) and French (43%). The statistics of 2018 reveals that a majority of students, 94 percent, in



vocational education study English and 86 percent study Swedish. Three percent of students participated in studies of three or more languages simultaneously (Finnish National Agency for Education 2019: 36).

English is thus studied by most of the students in upper vocational education since English language skills are seen as the most important foreign language skills for Finnish students nowadays. Moreover, Finnish students would like to have more vocationally oriented English language classes with a focus on authentic spoken language communication (Dziomba 2019). The English language is believed to provide access to the labour market as speaking English is becoming a “must” competence required by today’s workplaces. It can be suggested that foreign newcomers are not an exception in thinking about the global role of today’s English. The fact that foreign students can have equal opportunities compared to locals in improving English language skills during their professional studies in Finland is positive. Still, the results of studying English between foreigners and Finns might differ for many reasons: the previous knowledge of English is poorer or better, the system of studies in home countries has been different or perspectives of using English out of the school in a home country have been weak. That is what I have to find out in the current study.

## **5 RESEARCH DESIGN**

In this chapter, the research design will be presented. First, this chapter will examine the purpose and the tasks for the present study. Then, the data collection method, i.e. the semi-structured interview will be explained in detail. Next, the participants of the study will be described as well as the criteria of choosing them for the study will be reviewed. Finally, content analysis as a tool of analysis will be presented as it is considered to be a good technique for interpretation of semi-structured interviews.

### **5.1 The purpose of the study and research questions**

The motives that lead me to start exploring this subject arose from my personal experience. I have worked on the Adult Integration Courses for immigrants as an

assistant and have substituted Finnish language teachers for a long time. As a future English teacher, I was interested in finding out how immigrant-students learn the English language under the conditions of immigration. So, after my own observations and conversations with an English teacher of a vocational institution in Western Finland, I concluded that finding the motivation to learn English for such students could be rather different compared to the native students. First, the lack of a mutual mother tongue with the English teacher, who is often a native Finnish speaker, might affect their efforts to understand vocabulary and grammar rules. Second, some students are not very interested in learning English and they explain this with particular reasons, such as the need to put all efforts into studying Finnish, while other students have strong enthusiasm towards English learning. English language teachers are in the same situation of challenges: the language level of the groups could be rather uneven, and the mastering of the Finnish language differs among immigrant students.

The aim of the present study is to find out how immigrant students see themselves as users of English and whether their visions enhance or hinder their motivation to learn English. The research questions that this study investigates are based on the main motivational theory (L2MSS) of the current study, my personal interest as well as my individual experience being a foreigner in Finland. My teacher's experience gained in both countries, Finland and Russia, has affected the content of the questions, as well. Thus, the present study seeks answers to the following questions:

1) Do future self-images work as motivators to learn English?

a) To what extent English is present in the students' future self-images (Ideal L2 Self and Ought-to L2 Self)?

2) How do past experiences of learning English relate to the students' motivation to learn the language?

3) How does the need to study the Finnish language affect students' motivation to study English?

The research questions reflect the above-discussed theoretical framework, setting the goals to examine the students' future selves including the Ideal L2 Self and Ought-to L2 Self. Also, past experience related to learning English will be investigated, since it takes into consideration background aspects of the interviewees and brings a deeper understanding of students' current motivation. In addition, the specificity of the target group justifies the goal of finding out how learning Finnish affects the English studies. Examining this question is expected to give extra explanation to the challenges that are encountered in learning English under the conditions of immigration. The last research question aims to examine this topic.

## **5.2 Data collection: semi-structured interview**

Thinking over methods, which can be applied for data collection, I have found that there is no "best" method for exploring motivation since each research has benefits and difficulties (Dörnyei & Ushioda 2010: 201). Yet, it has been believed that quantitative approach is not the most appropriate in researching the dynamic nature of motivation (Campbell et al. 2011: 168). Quantitative research methods deal with quantifying and analysis of variables in order to get numerical data using specific statistical techniques as well as to answer the questions who, how much, what, where, when, how many and how. The results of previous quantitative research on L2 motivation have been criticized for their attempt to find the reasons of motivational behaviour rather than exploring the learner with his/ her unique background (Dörnyei, 2009: 31). Working on such an abstract psychological concept as motivation, a qualitative approach is seen to be able to reach the intended purposes of this study. The advantages of qualitative approaches refer to the fact that a researcher can choose him/herself important aspects of motivation and work on them, that would not be always available in the quantitative research (Campbell et al. 2011: 168). Thus, for example, when conducting interviews, giving the participants the opportunity to self-identify, many interesting views of their learning experience could be revealed.

Among the various data collection methods, interviewing was chosen as the most useful tool as this technique makes it possible to investigate motivation from a

qualitative perspective (Dörnyei 2001a: 193, 238). In this study, an interview will provide greater detail and depth and gives insight into how individuals understand their experience in learning English. In other words, an interview as method will interpret L2 motivation through individuals' narratives. Thus, the decision was made to conduct individual or face-to-face interviews. In a situation, when the interview language is not the native language of the participants, one-by-one interviews encourage them to be fully engaged in the subject using emotions and non-verbal signs freely, if communication verbally is not enough. The purpose of individual interviews is also removing the communication barriers, which are usually shown up in, for example, group interviews.

After choosing interviewing as a technique, the question about the type of interview arose. At least four broad types can be distinguished: the first three involving a one-to-one format and the fourth a group format (Dörnyei & Ushioda 2010: 236). The one-to-one format is either an unstructured, structured or semi-structured interview. The last one was chosen as a perfect alternative in trying to reach the aims of the present study. Although the semi-structured interview has a set of pre-prepared guiding questions and prompts, the format is open-ended and hence the interviewer is allowed to make conversations in explanatory manner by going into details within the interesting issues represented by respondents (Dörnyei & Ushioda 2010: 236). In this regard, one of the great benefits of applying semi-structured interview is that it provides flexibility for the conversations, where I can go in multiple directions based on the unique situations of the interviewees including their personal values, views, and experience (Eizadirad 2019: 98). That is exactly what I need in discussing L2 motivation with the participants.

Thus, following the format of the semi-structured interviews, I have developed a set of questions (Appendix 1). The question list derives from previous studies but taking into consideration my acquired research knowledge and background of the participants. The interview questions were grouped under the following themes: warm-up, Ideal L2-Self and Ought-to L2 Self as well as learning experience gained in home countries and Finland. The order of asking the questions was not followed

strictly as some of them have been already answered in a natural way during answering other questions. Only in one interview, I had to follow the question list strictly, since the participant answered the questions in short monosyllabic words. In all other cases, the prepared questions were followed in a very informal manner in order to give the interviewees the maximum freedom to describe their experiences in English language learning. The duration of the interviews was between forty and ninety minutes. Before conducting the interviews, the topic of the study was discussed with the participants as well as the permission for recording was also asked. All the participants gave consent to use the interviews as data for research purposes.

### **5.3 Research participants**

The participants of the current study are students in the three vocational institutions in Southern Finland. The criteria for choosing the interviewees were ongoing English language studies and immigrant background. Thus, three male and three female participants between the ages of 20 and 39 were found to take part in the interview. Most of the interviewees immigrated to Finland after 2010 and thus, the principles of English language studying in Finland should not differ widely among the participants. Still, such age distribution can provide interesting angles into teaching and learning English in their home countries. In addition, individuals who are originally from different home countries have different understandings of how the English language should be taught and studied.

The vocational fields studied by the interviewees were different. The two male participants originally from Kongo participated in the same educational program of Transport Services and Logistics, and they were first- and second-year students. One of the female respondents moved from Iraq over five years ago and was first-year student in the Social and Health Services. It is necessary to add that she began English studies within the vocational program in autumn 2019. However, her experience in studying English in Finland was rich, as she had already graduated from basic education for adults before. Another female interviewee's home country was Russia, and her vocational field related also to Social and Health Services but with a specific

area of cleaning and sterilization of surgical instruments. The third female participant also came originally from Russia and took part in the Business and Administration educational program. The third male interviewee was originally from Iraq and trained as an IT-specialist and was an experienced English learner as well as a fluent English speaker. Still, precise information on how many English courses each of the participants has taken under the vocational program or in their home countries was not available as students were not certain of the exact number of courses received in both countries. However, the results of the current study should not be affected by such a shortage as the focus will be on the content of interviewees' experience about language learning.

**Table 1. The participants' background information**

<b>Male/Female, home country, age</b>	<b>Education in home country, English language studies</b>	<b>Education in Finland, English language studies</b>
M, Congo, 21	Basic education, 5 years 3 years of English studies	Transport and Logistics, 2 years of English studies
M, Iraq, 27	Higher education, 14 years 9-10 years of English studies	IT 2 years of English studies
M, Congo, 34	Basic education, 5-6 years 1 year of English studies	Transport and Logistics, 3 years of English studies
F, Iraq, 20	Basic education, 9 years 5-6 years of English studies	Social and Health Services, 3 years of English studies
F, Russia, 20	Basic education, 10 years 5 years of English studies	Business and Administration, 2 years of English studies
F, Russia, 39	Higher education, 16 years 8-9 years of English studies	Social and Health Services, 0,5 years of English studies

As I am a foreigner in Finland myself and have contacts in the educational field, searching for the interview participants did not take much time. Some participants were contacted with the help of their English teacher of a vocational institution and were met face-to-face in spring 2019. Some of the participants were found through my working experience with immigrants. Still, all potential respondents were informed about the subject of the meeting before its actual conducting, as well as their signatures required in permissions were collected in advance. When thinking over the anonymity of the participants, I decided to use neither names nor codes as this can provide thorough protection of private data of the interviews. Such strict decision was taken also by the reason that I have worked with the participants as a teacher some years ago, and therefore they could be recognized from the statements.

#### **5.4 Processing the data: content analysis as a research method**

In the current study content analysis was applied to analyse the data. This approach was chosen as the most appropriate, since it can be used in all types of written texts, deep interviews, focus group interviews, one single written question, open-ended questions as in a questionnaire, or observations of situations (Bengtsson 2016: 10). This research methodology is able to make sense of the content of various messages interpreting thoroughly the presence of the certain words, themes, or concepts within the given data, in the case of this study, the interviews. One of the fundamental features of content analysis is that it summarizes a significant amount of data into smaller groups that allows a researcher to reveal explicitly themes of the written data. Even if the mechanism of content analysis seems simple, the process is consecutive and includes accurate analysis, examination and verification of the contents of written data (Cohen et al. 2007: 475).

In the literature, different views of the procedures and stages in content analysis are presented. However, there are similarities in the way researchers do the process by dividing it into stages (Bengtsson 2016: 11). Generally, four basic phases can be identified: 1) preparation of the data, 2) reading and reflection, 3) coding and categorizing as well as 4) developing themes and conceptual models of the theory. It

seems necessary to assume that following the stages carefully does not guarantee the quality and trustworthiness of the analysis since in the analyzing process human mistakes, as well as misinterpretation is always possible. However, it is the researcher's responsibility to maintain the quality of the process by ensuring validity and reliability throughout the entire study, as the results must be as rigorous and authentic as possible (Bengtsson 2016: 11).

In practice, processing the data began with the interviews themselves where I started making observations on the responses identifying the reoccurring concepts within them. Respecting the participants' preferences in language choice the interviews were conducted in different languages including Finnish, English and Russian. The purpose of using more than one language simultaneously – translanguaging – is beneficial in this case study, since it promotes a deeper and fuller understanding of the issue supporting the weaker languages of speakers. In addition, the opportunity to choose the desired language for expressing oneself in different situations creates a relaxing and motivating atmosphere for communication. Also, the extracts in Chapter 6 were translated into English. Although the transcriptions were made thoroughly for detailed analysing, the quotations do not include the pauses or such reactions as laughing and changing the voice if they do not bring any extra meaning to the quotation. Also, in order to make the extracts more explicit, they needed to be fulfilled with additional words as well as some grammatical mistakes have been corrected.

After interviewing, the interviews were transcribed verbatim, and I decided to do it myself without using digital programs. When transcribing verbatim myself, I was provided with deep understanding of the data and was able to interpret it already during transcribing. After, I printed out the transcripts and read them carefully several times. Reading the data as a whole and reflecting on what the participants are sharing gives an initial understanding of the narratives (Ravindran 2019: 40). While rereading the transcripts, I made notes underlining the words, phrases or the whole answers with different colours to group them according to themes. I was also looking for specific words or phrases, which appeared once or repeated a few times and brought meaningfulness for the categories. As coding was done, I reread the data to ensure that



it represents fully each category as well as it is appropriate and reasonable. This process provided me with the understanding that I have to reanalyse some words and phrases as they did not fit the same codes I had marked before. It is considered that emerging new codes may later fit into a category or form new categories (Ravindran 2019: 43). Thus, in this study, the category of Directed Motivational Currents appeared after such a detailed analysis of the answers, although initially it was not planned to be as a stand-alone category. However, it is necessary to mention that accurate distinction between all categories was not drawn at this stage. For example, the distinction between Ought-to L2 Self and Ideal L2 Self was not initially made. In the next stage I rearranged the data within categories, came up with subcategories or deleted unnecessary data. This stage of content analysis can also be called a reduction of the data (Tuomi & Sarajärvi 2009: 109-110).

Developing themes involves the process of deciding what codes are relevant enough for forming a theme and which ones are too vague and need to be discarded. The themes should be internally similar and externally different, which divides them accurately into particular groups (Bengtsson 2016: 12). It seems safe to assume that forming categories and themes is a critical stage of the analysis, since the researcher should identify the arguments for forming certain categories or in other words, why certain words or phrases belong to the particular category (Tuomi & Sarajärvi 2009: 101). Thus, all subcategories and categories were looked through carefully again, searching for similarities between them. Then, the subcategories were compared and combined into categories. The last step was to form themes, which would answer the research questions. The process of naming the themes was made easier by comparison with the themes from previous research. The table in Appendix 2 demonstrates the part of the process that has just been described here.

The above-mentioned notions of validity and reliability are essential criteria in assessment of the quality of the research. Validity determines if the tools, processes, and data in the study are appropriate. A valid study should demonstrate whether the findings truly represent the phenomenon under the study. The term reliability refers to the consistency of the methods used in the study. In other words, this aspect is

concerned with the ability of the researcher to get the same findings every time he/she uses the different methods exploring the same subject. Thus, assuring validity and reliability of the present study, I adhered to the following principles. First, I ensured that the goal of the study and the theoretical framework were well defined and described. In the review of the theory, I tried not to miss important earlier studies by highlighting the essential results in them and comparing them with my study. Secondly, the most suitable method to meet the objectives of the study was chosen. In addition, in collecting the data I have tried to maintain a neutral attitude towards the topic of my study while conducting interviews. Finally, in analysis the transcripts of the interviews I took care to remain objective and keep the authenticity of the responses.

Hence, as the research design has been discussed, the focus moves on presenting the results of the current study.

## **6 FINDINGS**

This chapter reports the findings of the present study. The organization of the chapter proceeds according to the research questions, and the findings are presented with the extracts from the interviews and discussed in relation to the theory. The chapter is divided into four sections. Thus, Chapter 6.1 and 6.2 outline whether the future self-images (Ideal L2 Self and Ought-to L2 Self) work as motivators to learn English and, in particular, to what extent English is present in the participants' future self-images. Chapter 6.3 reports how past experiences of learning English relate to motivation to learn the language. Chapter 6.4 explains how the need to study the Finnish language affects students' motivation to study English.

### **6.1 Ideal L2 Self**

This section deals with the Ideal L2 Self or, in other words, the representation of all the attributes that an individual would like to possess regarding mastering the language. In the case of this study, Ideal L2 Selves are represented by the narratives describing

the respondents' future objectives concerning English language learning. As mentioned, separating Ideal L2 Self from Ought-to L2 Self seems to be challenging as the dimensions have many overlaps. Yet, the narratives explicitly demonstrated the respondents' future visions about their career as well as the ideal communicative competence in English. Moreover, the findings suggested that some interviewees had experienced unique motivation behaviour called Directed Motivational Currents. It is discussed last.

### 6.1.1 Career

The participants showed a very strong Ideal L2 Self when telling about their future career. All the interviewees did not even imagine getting any workplace nowadays where English is not required, at least at a minimum level. Five of six participants associated their future workplace with using English every day. These participants had a strong wish to communicate in English at work, since they saw it as an excellent opportunity to develop their confidence in speaking the language as well as enhance professional skills (1-3):

(1) "Я уверена, что обязательно буду пользоваться английским в своей будущей профессии. Я хочу много общаться на английском, поэтому мне просто необходимо уметь понимать и правильно реагировать."

[I am sure that I will definitely use English in my future occupation. I want to communicate in English a lot, therefore I need to be able to understand and react correctly].

(2) "When using English at work, I think I develop myself, like, globally, because my work could not be only in Finland, it can be outside Finland, too."

(3) "Haluan työskennellä siellä, missä puhutaan englantia. Tämä on tosi hyvä mahdollisuus mennä ammatissa eteenpäin."

[I want to work there, where everybody speaks English. It is a very good opportunity to move forward in the profession].

Also, the participants discussed their future career both in Finland and abroad. It was pointed out that the opportunities of today's Finnish labour market seemed promising and finding a good job inside the country was possible. Two of the participants (4,5) stated that many Finnish companies internationalize and become more open for collaborative work with foreign partners, and therefore English is a necessary skill to meet job expectations, even in Finland. In addition, the four of the participants did not

exclude a possibility of getting a job abroad. However, it was not their primary career goal. They mentioned that they could try to look for a workplace abroad after graduating (4-6):

(4) "В Финляндии сейчас тоже хорошие международные компании, в которых есть перспективы. И понятно, что английский в них как "must have". Но я всё-таки буду пробовать себя за границей, поэтому мой английский должен быть на очень-очень хорошем уровне."

[There are also many good companies in Finland now, where you can find career perspectives. And it is clear that English is like "must have" in such places. But I will try to recruit my abilities abroad, therefore my English must be at a very-very good level].

(5) "The company, where I work part-time, decides to do the English language as the official company language. So, this is a tendency now in Finland. Because it is cheaper for the company to have all the stuff in English. I think that Finland now is more open to outside in order to offer more to others."

(6) "Haluan saada todistuksen ja opiskella jotain uutta englanniksi. Ajattelen, että voin mennä toiseen maahan ja löytää työtä sieltä. Sen takia on pakko puhua hyvää englantia."

[I want to get a certificate and then study something new in English. I think that I can go to another country and find a job there. That's why I must speak English very well].

Also, it seems necessary to mention that the participants had a very clear vision of how they would use English on a daily basis at work. Four of the interviewees related the use of English at work with helping their customers. Thus, the participants talked about collaborative working with foreign colleagues or serving the Finnish tourists using English. Also, three of the interviewees saw themselves speaking English while serving immigrants whose Finnish would be not fluent yet (7, 8). They expressed deep concern about the need to serve nicely the Finnish newcomers, since they remembered how they had found themselves in similar situations in the early days of immigration in Finland (7-10):

(7) "Totta kai, tarvitsen Englantia ammatissani koska voin auttaa ihmisiä. Joskus ihmiset eivät osaa puhua suomen kieltä, esimerkiksi maahanmuuttajat. Minä voin auttaa heitä."

[Of course, I need English in my future profession because I can help people. Sometimes people cannot speak Finnish, for example immigrants. I can help them].

(8) "Tarvitsen englantia joka päivä. Jos tulee kuljettaja toisesta maasta, minun pitää puhua hänelle englanniksi. Sitten meillä on paperit ... no, ohjeet työssä, myös englantia. Minun täytyy lukea ja ymmärtää paperit. Tai jos tulee kauppaan eri ihmisiä, maahanmuuttajia, ja he eivät puhu suomea, sitten minä voin puhua englantia. Muistan sen ajan"

[I will need English every day. If a track driver comes from another country, I should speak to him/her English. Then, we have papers ... well, instructions, also in English. I must read and

understand the papers. Or if different people come to the shop, for example, immigrants, and they do not speak Finnish, then I can speak English to them. I remember that time].

(9) "Oh, my profession is not possible without English. All IT stuff is in English, so without Finnish you can deal, but not without the English language."

(10) "Я думаю, что английский нужен будет каждый день. В первую очередь, для общения. Также для переписки и прочтения документов. Если буду работать за границей, то он будет моим рабочим языком".

[I think that I will need English every day. First of all, for communication. Also, for corresponding and reading documents. If I work abroad, it will be my work language].

A conversation about getting a successful career by using English dealt with earning money, one way or another. Most of the participants mentioned a good salary as one of the important parts of their vision of an ideal desired job. One of the participants told me that a good workplace meant making good money, and by mastering the English language he would have access to such a great job. This participant saw himself continuously updating the English language level in order to be well informed, up-to-date and modern in his occupation. Hence, by doing this, he might be recognized by a work leader as a professional co-worker that provides him a good salary. Thus, he concluded that English gives an access to a better life (11):

(11) "Jos minulla on hyvää työtä, minä saisin paljon rahaa ... no, ehkä riittävästi rahaa. Ja ajattelen, että englantia auttaa minua, koska jos puhun hyvää englantia, sitten olen hyvässä paikassa työssä. Mutta pitää aina opiskella uutta ... no vähän niin kuin nostaa tasoa, koska nykyään kaikki jutut minun ammatissa muuttuu nopeasti ... no, niin kuin minun pitää aina mennä eteenpäin englannissa. So, minä olen valmis opiskella englantia lisää ja lisää, koska pomo katsoo kuinka hyvä olen ja antaa minulle parempaa työtä. Ja sitten ajattelen, tulee parempi elämä".

[If I have a good workplace, I will get much money ... well, enough money. I think English will help me in that because if I speak good English then I am at a good workplace. But I need always to study new ... well, like raise the level because today all stuff in my profession is changing fast ... well, like I should always go further. So, I am ready for studying English more and more because then my boss will see how good I am and gives a better job to me. And then I will have a better life, I think].

One of the participants, however, did not expect herself to use English in everyday working life. She criticized her own abilities of mastering foreign languages and did not relate her future work to communication in English at all. She saws herself speaking little at work in general, since, by her own words, she does not need to work closely with people. Also, she was consciously searching for the professional sphere where speaking skills are not of great significance (12):

(12) "Нет, моя профессия никак не связана с английским. Я знаю, что я и не смогла бы нигде работать, где нужно разговаривать на английском. На финском-то делаю ошибки, не говоря уж об английском. Я специально искала что-то, где не нужны языки вообще. Конечно, если ситуация потребует, и кто-нибудь со мной заговорит, наверное, смогу и ответить по-английски."

[No, my future profession does not relate to the English language. I know that I would not be able to work somewhere with English. I still make mistakes speaking Finnish, to say nothing of English. I was purposely looking for something where languages are not required at all. Of course, if the situation obliges, and somebody will speak English to me, I think I would be able to response in English].

To summarize, only the last example demonstrates disconnection of the English language proficiency and career. However, the overall findings illustrate the strong Ideal L2 self-images of the participants towards their future career, where English is seen as a possible key in order to find a good workplace and, as a consequence, to have successful future. Hence, the Ideal L2 Selves of some of the interviewees clearly focused on the various job purposes.

### 6.1.2 Communication

The Ideal L2 Self of the interviewees is also influenced by the need to communicate in English in everyday life. When conducting interviews, the participants shared lots of examples of their everyday English communication with natives and non-native interlocutors. Some of the interviewees viewed their skills as appropriate for particular communicative situations, while others expressed a strong desire to improve their performance. Thus, the interviewees found themselves in situations where they communicated with neighbours, teachers, colleagues as well as shop-assistants. Most of the participants did not find "everyday communication English" as an extraordinary talent but as a usual skill needed to possess nowadays. However, their visions of the Ideal L2 Self did not correspond to their current level, which in turn, created a trigger for fostering commitment to learning English (13, 14):

(13) "Actually, yes, I do use English every day. My neighbour is not Finnish, so I talk to him English.... I think it is enough for such situations. What else? For example, I can deal in shops and offices, and I always manage with my English. But if I bumped into natives, then sometimes I fail".

(14) "Kyllä, käytän vähän englantia joka päivä. Minulla on kaveri kotimaassa, hän puhuu vain englantia. Minä kirjoitan messages hänelle englanniksi. Jos kommunikoin hänen kanssa, kyllä, minulla on hyvä englanti. Mutta joskus koulussa meillä oli opiskelijat Euroopasta. He puhuivat tosi hyvää englantia. Minulla oli häpeä, koska en puhunut niin hyvin."

[Yes, I use little English every day. I have a friend, he speaks only English. I write messages in English to him. If I communicate with him, I think that I have a good English level. But sometimes at school we had students from Europe. They spoke excellent English. I felt shame because I did not speak English so well].

When moving to Finland, the participants made a lot of new contacts as well as found many friends by participating in different courses and educational programmes. Although the interviewees were able to interact in Finnish, their habit of using English with particular people turned into a natural and enjoyable communicative style. This need to keep contact with new acquaintances encouraged the participants to communicate often in English by talking with them face-to-face, via texting or social networking. The interviewees did not see it as an obligatory but as an excellent motivator to develop their English communicative proficiency (15, 16):

(15) "Не знаю, почему, но с определёнными людьми я общаюсь на английском, даже зная, что они владеют финским. В основном это такие же приезжие иностранцы, как и я. ... Считаю это отличной практикой, и безусловно в компании с такими знакомыми хочется как-то выделиться в английском. Я имею в виду, непросто сказать о чём-то простыми фразами, а выразить мнение как-то красиво."

[I do not know why, but I communicate in English with certain people even if I know that they are able to speak Finnish. They are also foreigners like me ... I think that this is excellent practice, and of course, I want to demonstrate my English skills somehow in such groups. I mean not to say something in an easy way, but to express myself nicely].

(16) "Joskus minä lähetän kaverille sms (viestiä), tarvitsen englantia. Minulla on kaverit Suomessa, ja en tiedä, miksi me puhumme englantia keskenään. Kun minä tulit Suomeen, minä puhuin heille englantia, ja tämä jäi nyt."

[Sometimes I send messages to my friends, I need English. I have friends in Finland, and I do not know why we speak English together. When I came to Finland, I spoke English to them, and this (means 'habit') remained now].

Friends might influence positively on the views towards the foreign language. Two of the participants had groupmates whose English was close to native language. The respondents acknowledged that they looked forward to the opportunities when they

could talk to their familiar schoolmates. When communicating English with them, the interviewees experienced that they were impressed by the level of the proficiency of their interlocutors. Since then, such conversations encouraged the interviewees to focus more on their own speaking skills and using language forms properly (17, 18):

(17) "У меня была соседка по квартире в студенческом жилье, которая была шведской финкой. У неё английский был как родной. Она с детства читала книги в оригинале и смотрела фильмы на английском. Всегда, когда мы с ней разговаривали, я получала огромное наслаждение. Мне очень нравилось слушать, как она говорит, и я в ответ тоже пыталась говорить правильно, подбирая более красивые и подходящие слова."

[I had a flatmate in a student resident. She was a Swedish-Finn. Her English was like a native language. She read English books in original and watched movies in English. When I talked to her, I was always impressed. I liked listening to her, her way of speaking, and I also tried to reply correctly by using more beautiful and appropriate words].

(18) "Minulla on yksi opiskelukaveri. Hän on kotoisin Irakista ja puhuu englantia, kun englantilainen.... No, tosi, tosi hyvää. Minä joskus odotan välituntia, koska haluan harjoitella englantia hänen kanssa."

[I had a fellow student. He was originally from Iraq ja he spoke English like an English ... Well, very, very fluently. Sometimes I waited for the breaks because I wanted to practice English with him].

One of the interviewees shared his/her experience about being in a relationship with a foreigner where their mutual language was English. Further I will neither mention this interviewee's sex nor mother tongue to keep confidentiality of such a private response. As the participant argued, after half a year he/she caught him/herself speaking English with ease and fluency as well as getting more self-confident in his/her speech. He/she claimed that his/her partner became an unconscious motivator to speak English having broken the language barrier which he/she had had before. The participant acknowledged that by using daily one might suddenly find him/herself achieving good performance in English. Despite growing proficiency, the interviewee had a target to continue efforts to improve her English language competence, as can be seen in extract 19:

(19) "When I started my relationship, I was quite good at English, but not so fluent. I was very pleased that my partner did not notice my mistakes. His/ her English was super excellent, and by communicating all the time, I understood that I feel confidence in speaking. So, I can claim that I was learning English even not realizing that I am actually learning it. One day I spoke to him/ her on the phone I described something in detail and heard" Wow, you speak brilliant English!" That was amazing to hear. Of course, I do not want to stop on it because I have a better



picture in my mind about my English level. ... So, I therefore recommend to all that friendship can help to improve your proficiency, if your communication is in English."

Also, a native speaker can serve as an excellent motivator in enhancing language proficiency. One of the interviewees told me that he was attending international choir classes where the leader was originally from an English-speaking country and the choir participants had different foreign backgrounds. The interviewee enjoyed the situations when they took a new repertoire and worked on pronunciation of the song lyrics and thus, he felt himself continuously improving his English proficiency. In addition, he looked forward to the moments when he had a chance to communicate with the teacher in private talk. The choir instructor became a "so-called" idol of the English language for the interviewee for a while. However, he experienced certain dissatisfaction with his own English language proficiency when communicating with the teacher. His view is demonstrated in the next extract (20):

(20) "Meillä on kuoro. Laulan kuorossa englanniksi koska opettaja on englantilainen. Tämä on niin hyvä, koska minä nautin, miten hän puhuu meille ja me katsomme kaikki äänteet sanoissa ... Joskus tulen aikaisemmin, ja silloin minä keskustelen opettajan kanssa. Silloin me vain keskustelemme matkoista ja elämästä. Todellakin tykkään tästä hetkistä, koska minä nautin hänen englannista. Mutta joskus puhun väärää englantia, ja minulla on huono feelis tästä. Sen jälkeen aina ajattelen, että haluan puhua samaa kun hän puhuu. Tämä harrastus on hyvä harjoitus ... niin kuin englannin harjoitus."

[We have a choir. I sing in the choir in English because the teacher is English. This is very good because I enjoy how she speaks to us, and we look through all the sounds in the words ... Sometimes I come earlier, and then I communicate with a teacher. At those times we just discuss journeys and life. I like these moments because I enjoy her English. But sometimes I speak bad English, and I have a bad feeling about it. After it I always think that I want to speak English like she does. This hobby is a good exercise ... like English exercise].

In addition, the findings reveal that using the Internet as a tool of communication in English is relevant today. All the interviewees responded that they had various social networks and they were involved in communication in English through networking. Thus, the interviewees used Facebook as a platform for informal communication, friendship and socialising among the friends. Most of the participants claimed that commenting on friends' status, reading group updates or messaging turned into their daily routine where knowledge of English plays an essential role. The following quotations further illustrate the views of the participants (21-23):

(21) "Ну да, в интернете без английского не обойтись сегодня. Хоть читать и знать основные слова – просто необходимо. Ммм, даже и не задумывалась, что почти каждый день пользуюсь английским. (Смеётся) Ну, если так можно сказать, пользуюсь..."

[Well, yes, one cannot do without English on the Internet today. It is just necessary even to be able to read basic words. Hmm, I have not even thought about the fact that I use English every day. (Laughing) Well, if it is possible to say – I use ...]

(22) "Actually, I am an active user of social pages. I use only Facebook. It is always open in the mobile since I like to comment on the status of my friends and update mine."

(23) "Даже не помню, когда я пользовалась эл почтой, чтобы пообщаться с друзьями или послать им весть. В основном Фэйсбук, конечно. И сейчас я делаю это на английском, что не кажется сложным."

[I do not even remember when I used email in order to communicate with my friends or send messages to them. I use mostly Facebook for it, of course. And nowadays I do it in English that does not seem challenging].

To conclude, the majority of the interviewees acknowledged that they communicate in English daily and they clearly see themselves as fluent English users. The findings reveal that the interviewees' satisfaction or dissatisfaction with their own English competence is closely linked to the communication situations. The respondents experienced confidence in managing English in their everyday routine by talking to neighbours or cashiers in the supermarket. There are, however, the situations where the respondents revealed concerns about their ability to speak English. All these communicative situations develop their Ideal L2 Selves with strong motivational power as the situations create and constantly keep the impetus to learn English.

### 6.1.3 DMCs

When the participants spoke freely about their experiences in using English and growing desire to increase their competence in the language, they were describing themselves as being at a heightened level of energy towards learning English from time to time. When realizing that they were describing DMCs, I asked to deepen their narratives in greater detail.

One of the interviewees experienced DMCs in the conversations with the person who shared the same apartment with her. The participant's neighbour spoke English very fluently and they spent plenty of time talking about daily routines along with discussing books and movies. After such talks, the interviewee noticed that she was

caught up in the high motivational current focused on improving English. Thus, the interviewee started reading the novels that they had discussed or watching the films in original English. She could not explain the reason for acting in this way (24):

(24) "Ну, я даже не могу это объяснить. Я получала как будто заряд энергии каждый раз после разговора с ней. Я хотела немедленно бежать в библиотеку почитать что-то стоящее. Так я и делала. Когда я находила что-нибудь особенное на английском, я хотела обсудить это именно с ней. Она стала для меня ярким примером человека идеально говорящего на английском на тот период времени."

[So, I cannot even explain it. I received like a "surge of energy" all the time after the conversation with her. I wanted to run to the library in order to read something essential in English. And I did it. When I found something special in English ... well, a web page or a book, I wanted to discuss it exactly with her. She became a bright example of an ideal English speaker for me at that time].

Another interviewee found himself in DMCs two years ago when he travelled to his second home country where English is an official language. He started feeling growing energy towards English while being in the aircraft on his way there and admiring other passengers' proficiency in English. During his holiday, he noticed that he was enjoying speaking English with locals. His desire was so powerful that he even was searching for interlocutors in order to communicate. The interviewee experienced that his competence in English was deteriorating since he arrived in Finland. He compared his English proficiency with the proficiency of local population and felt frustrated because he could not interact in English freely. Thus, he started to work on his language fluency by watching videos and reading in English (25):

(25) "Minä kävin kotimaassa noin kaksi vuotta sitten. Siellä kaikki puhuu englantia. Kun tulin lentokoneeseen, minulla oli sellainen tunne ... vähän niin kuin olen vapaa puhumaan englantia. Lentokoneessa kaikki puhuivat englantia, ja minä kuuntelin ja kuuntelin sitä. Minulla oli niin hyvä fiilis, koska minäkin puhuin hyvin englantia ennen. Kun olin lomalla siellä (kotimaassa), minä olin niin iloinen, että voin puhua englantia. Ehkä, koska minä tiedän, miten englantia pitää puhua (verrattuna suomeen). Minä kävelin ulkona ja yritin etsiä ihmisiä kenen kanssa voin puhua. Mutta minulla on tunne, että en voi puhua niin hyvin, kun he ... hmm ... vähän niin kuin minun englanti tuli huono. Ja kun olin siellä (kotimaassa) minä aloitin katsoa englantia YouTubessa ja lukea paljon. Minä päätin, että nyt minä parannan minun englannin."

[I travelled to my home country about two years ago. Everybody speaks English there. When I came to the airplane, I felt that I am free to speak English. Everybody spoke English in the aircraft, and I listened and listened to them. I had an amazing feeling because I spoke English very well before. When I was on holiday there (in his home country), I was glad that I was able to speak English, maybe, because I knew how to speak (compared to Finnish). I was walking outside and tried to search for the people whom I could communicate in English with. However, I felt that I cannot speak English like they spoke ... well ... like my English became worse. And when I was there (in the home country) I started watching videos in English and read a lot. I decided that I should improve my English now].

However, this strong motivational power which was experienced by the participants lasted for a while. The one of interviewees argued that when her fluent English-speaking neighbour left the apartment, she did not feel so strong a desire to develop her competence in the language. The respondent believed that within that short period of time she had made uncommonly rapid progress in improving her English skills. Thus, as the participant mentioned, handling different school tasks became easier and more enjoyable. Also, she began to gain greater self-confidence while speaking English to the audience at school (26):

(26) "Это всё длилось какой-то период времени, около полугода. Потом, когда она съехала, у меня пропала эта дикая мотивация. Конечно, я продолжаю заниматься языком, делать домашние задания, участвовать в групповых заданиях, но я не делаю того, что я делала тогда, когда жила с ней. Но я хочу сказать, что это невероятно помогло мне с английским. Мне стало легче с учёбой, и появилась какая-то другая уверенность в себе. Я сейчас, например, намного лучше выступаю перед аудиторией. Я думаю, это благодаря тому времени."

[It lasted for a while, about a half of a year. When she left the flat, I lost this wild desire to do something. Of course, I kept on studying English, doing my homework and participating in group projects, but I am not doing that I did then. But I want to say that it helped me so much with English. Studying became easier and I gained some another self-confidence. For example, now I am speaking in front of the audience much better. I think it happens thanks to that period].

Another participant described himself losing strong motivational energy after coming back to Finland from his home country. When he came back to Finland, he even started an evening course in English but quitted it soon. The respondent alleged that there might be at least two reasons. First, the course was organised in an adult educational centre, and the teachers' explanations were usually in Finnish as the audience was Finnish. Thus, the interviewee began feeling disappointment about the progress since he was not fluent in Finnish yet while attending the course. Another reason might be simply losing that motivational power when coming back to Finland. The interviewee claimed that he did not feel an urgent need to further develop his English proficiency in Finland because the environment had changed (27):

(27) "Kun tulin takaisin Suomeen, minä aloitin englannin kielen kurssin kansalaisopistossa. Minulla oli niin kuin energiaa opiskella. Kun tulin, minä päätin, että nyt opiskelen paljon englantia. Mutta en lopettanut sitä kurssia koska minun halu jotenkin lähti. En tiedä oikeasti miksi. Ajattelen, että ensin siellä (kurssilla) oli vain suomalaisia, ja opettaja selitti kaikki asiat suomeksi. Minä tunsin, että se oli tosi vaikea ymmärtää koska kaikki oli suomeksi. Ja toinen asia

on että ehkä Suomessa tarvitsen suomea. Minulla ei ollut enää fiilistä, että tarvitsen englantia tosi paljon.”

[When I came back to Finland, I started English language course in an adult educational centre. I had, like, energy to study. When I came back, I decided that now I study English a lot. However, I did not graduate from the course because my desire was lost. I do not know why. I think that first (on the course) there were only Finnish people, and the teacher explained everything in Finnish. I felt that it was very difficult to understand because everything was in Finnish. And one more thing is that maybe in Finland I need the Finnish language. I do not have feelings that I need English so much].

To summarize, the findings indicate that the respondents recognized that they experienced strong motivation (DMCs) towards learning English during the short period of time. Experiencing DMCs had an impact on developing the participants' Ideal L2 Self visions, as this formulated new goals for their proficiency in the language. Thus, the gap between the participants' current and the desired competence was seen more explicitly. Under the influence of that power, they acknowledged that they had practiced English in a more effective way than before as they put much more energy into studying. The responses also showed that this powerful motivational period was of short duration. They did not experience DMCs after when they lost their source of inspiration.

## **6.2 Ought-to L2 Self**

As the theory of LMSS pointed out, the Ought-to L2 Selves concerns the attribute that one believes one ought to possess or to meet expectations or avoid possible negative outcomes. Performance of Ought-to L2 Self was clearly demonstrated by narratives of the respondents. Thus, this section is divided into four parts, which discuss studying, fears of failure, social expectations as well as the role of English as a global language.

### **6.2.1 Studying**

Although all the participants overall had a positive attitude towards the English language, the process of studying English did not evoke so many positive emotions among the interviewees. For that reason, studying English was decided to be related to the Ought-to L2 Selves. In the interviews, Ought-to L2 Self was recognized while students discussed both their immediate and distant goals towards graduating from

the courses or passing the exams in English. They expressed their opinions using the expression “I have to prepare for the exam” or “The classes are not so interesting, but I have no options because I must learn English”. Regarding the current goals, most interviewees put a great deal of effort into studying English in order to receive good degree certificates. Some of the interviewees emphasized that they were even ashamed to get a bad grade exactly in English (28-29):

(28) *”Totta kai, haluan hyvän arvosanan englannin kielessä. Jos minulla on huonot pisteet testistä, ... , minä melkein itken. Se on häpeää. Jos minä haluan töihin minun pomo katsoo minun diplomaa. Jos paperissa on esimerkiksi 1 (tarkoittaa arvosana) englannin kielessä, minä ehkä en saa mitään työtä.”*

[Of course, I want to get a good mark in English. If I have bad points ... , I almost cry. This is shame on me. If I want a job, my boss looks at my certificate. If there is 1 (means grade) in English, I will not receive any working place].

(29) *”По-моему это важно, что стоит в дипломе. А тем более сейчас, когда английский везде, просто стыдно, если в дипломе плохая оценка. В моей профессии это недопустимо.”*

[To my mind it is important what grades are in the certificate. Especially now, when English is everywhere, it is just ashamed, if there is a bad grade. It is unacceptable in my occupation].

Practicing English for rewards was sometimes experienced as uninteresting or even demotivating. Two of the interviewees took the process of studying mostly as an obligation. They expressed concerns about excessively complicated academic tasks given on the English courses, since the tasks did not relate to their real life. Thus, the interviewees felt usually frustrated about the way of teaching. However, as they argued, students do not often have any options to choose English courses or instructors, therefore they had to attend boring courses (30-31):

(30) *”Sometimes English classes are simply boring. I cannot understand how I can use the stuff in my professional life or even daily life. Anyway, I have to attend the course to get a mark.”*

(31) *”Joskus hyvät tunnit, joskus ei. Mutta mitä minä voin tehdä. Joskus en ymmärrä harjoitusta, koska se on todella vaikea. Minä kysyn opettajalta, miksi me teemme vaikeita harjoituksia. En tiedä, mihin minä tarvitsen, mitä opiskelen”.*

[Sometimes good classes, sometimes not. But what can I do? Sometimes I do not understand the task because it is very complicated. I ask a teacher, why we do difficult tasks. I do not know where I need what we are studying].

Avoiding possible negative outcomes refers to Ought-to L2 visions, as well. One of the interviewees put a lot of effort to studying the English language in order not to feel a

bad student among other classmates. She argued that it was extremely hard to lose the position of a straight-A student as she had been such in high school in her home country. Thus, now she worked very hard in English courses driven by fear of losing out in the classroom “competition”. When conducting the interview, the participant compared her own proficiency in English to the classmates’ skills. Although the interviewee realized that such comparison with others created psychological pressure, it also brought benefits. As the respondent claimed exactly the more successful English students forced her to improve her competence in English, even if the tasks seemed to be unsurmountable from time to time (32):

(32) “Когда я попала учиться в Финляндии, я даже не представляла, как я сильно отстала в английском по сравнению с местными ребятами. Дома я всегда была отличницей и одной из лучшей учениц в школе. Сейчас я могу сравнить себя в английском со средними учениками, а то и ниже. Сначала это для меня было шоком и создавало сильный психологический дискомфорт. Порой какие-то задания казались просто невыполнимыми. Я сидела ночами над ними. Но именно вот это и заставляло преодолевать трудности и работать над произношением, словарным запасом и т.д.”

[When I came to study in Finland I did not even imagine how far behind I was in English compared to local guys. At home I was always a high achiever and one of the best students in the school. Now I can compare myself in English with the average students, or even lower. First, it was a shock for me, and it created a strong psychological discomfort. Sometimes the tasks seemed to be extremely hard. I worked on them over nights. But exactly this forced me to overcome difficulties and develop my pronunciation, vocabulary and so on].

Another interviewee struggled with passing the courses in English. The interviewee received his English assessments back many times during the first studying year, since the English teacher wanted him to do the tasks properly by making corrections. He even had to correct the same assessment twice or three times. Fear of being expelled from the course made the respondent practice English more effectively. He also mentioned the role of skilful groupmates in motivating him to enhance his English proficiency. He usually felt disappointed while listening to others’ fluent English speaking and doing collaborative projects with such advanced English speakers. However, this displeasure served as a trigger for him, as the next extract illustrates (33):

(33) “Especially the first year was not easy. My English teacher returned my tasks to be corrected many times. Some of them even two or three times. First, I felt absolutely frustrated because I was afraid of being expelled from the course. Also, my Finnish groupmates ... well ... sometimes they told that they were not good at English, but in reality, they were brilliant. When I listened to

how they spoke in English, I felt that I had to improve my skills immediately. I did myself a lot, like, looking through the sentence structures and how to pronounce the words properly and other things.”

Three of the interviewees had distant objectives towards English by doing one of the international standardised tests of English language proficiency, IELTS or TOEFL. By having successfully taken the exam, the respondents believed that they are able to apply to study at English programs in Finnish universities or even international schools and universities at English programs in Finnish universities. One of the interviewees claimed that taking a test was getting relevant even then for him as he planned to make it in the nearest two years. As he claimed, the thought about the future test made him look through Academic English Textbooks and educational web pages from time to time. His opinion is viewed next (34):

(34) “I do not know where I want to study next, but I am thinking of IELTS or another English exam. Even if my English is good but my goal is C1, so ... well the exam will help me with the language. I often read IELTS courses and educational materials on the internet, different webs. I do not know ... if I want to study in English in my future in Finland or not in Finland, the certificate will help me to apply. I think so.”

Although the decision to apply in English-speaking programs was not certain yet, another interviewee planned preparation for the TOEFL in the nearest future, as well. She thought that taking and passing the exam would help her to see what her own proficiency in English is like. As pointed out, passing the exam seemed an excellent possibility to obtain additional self-confidence in using English. However, the interviewee did not expect the paper to reflect her fictive skills but to assess the real knowledge of her English. In addition to gaining greater self-confidence, the respondent believed that the certificate would provide her with excellent possibilities ranging from finding a workplace both in Finland and abroad to getting in touch with foreign friends (35):

(35) “У меня есть свои личные цели по поводу английского, например, сдать TOEFL. Я бы хотела для себя уровень продвинутого пользователя, ну не меньше C1. Я хочу не просто бумагу, а чтобы мои знания соответствовали сертификату. Хочу реально знать на этом уровне. Я думаю, что у меня бы сразу выросла уверенность в себе. Я бы как-бы доказала внутри себя, что я владею языком на продвинутом уровне. Ну и конечно же, с таким дипломом я бы получила миллион возможностей, например, работа, как здесь, так и за границей. Друзья, знакомства ...”



[I have my personal goals towards English, for example, to pass TOEFL. I would like to achieve an advanced level, at least C1. I do not want only the paper, but I would like that my knowledge would correspond to the certificate. I want to master really at that level. I think that my self-confidence would immediately grow. I would ... like ... prove to myself that I have a good proficiency. Of course, if I had such a certificate, I would get a million possibilities starting with getting work here or abroad. Friends, new contacts ...]

To summarize, studying English as a process is viewed as an obligation for most participants of the study. Some of them experienced the necessity to learn the language even if the learning process does not attract them a lot. Teaching styles and the course content were the main reasons for losing motivation. However, the interviewees' compulsory English courses in professional institutions make them exercise English and complete all of the required assessments. Also, distant objectives regarding English also illustrate the interviewees' Ought-to L2 visions. The desire to possess recognition in English proficiency, by taking TOEFL or IELTS, motivates the participants to focus on English assessments better even now.

### **6.2.2 Fears**

As the theory of LMSS pointed out, the Ought-to L2 Selves concerns the attribute that one believes one ought to possess or to meet expectations or avoid possible negative outcomes. For that reason, a feared possible self belongs to Ought-to L2 selves as the vision prevents learner's undesirable result in the area where he expects good results. Fear as a feeling is usually considered an unpleasant emotion. When studying, fear is often interpreted as learning anxiety that gives negative impacts and hinder further learning experience possibilities. Despite unpleasant outcomes, this negative feeling can work as a trigger to overcome anxiety by practicing more in the learning area. In other words, it can motivate the learner to reach a learning goal. The participants of this study also experienced anxiety while learning and speaking English. Most of them described situations when they were afraid of speaking English because of making errors in building the sentences and, consequently, being misunderstood. Hence, the interviewees were afraid of losing their faces and being judged by their interlocutors (36-38):

(36) "Puhuminen on vaikeaa. Joskus en muista sanoja tai miten sanon ne lauseessa, siksi en puhu paljon englantia."

[Speaking is hard. Sometimes I do not remember the words or how to use them in the sentence, therefore I do not speak English much].

(37) "В отпуске за границей нормально. Могу сказать пару фраз, и знаю, что меня поймут. Там в Южных странах все так говорят, как я. Но, если надо беседовать на какую-нибудь тему ... о, я чувствую, что меня не поймут. Раньше пыталась говорить больше, сейчас нет."

[On vacation abroad I feel myself normal. I am able to say a couple of words, and I know that I will be understood by others. There, in the South everybody speaks like me. But if I must talk on some topics ... oh, I feel that I will be not understood by others. Before I was trying to talk more but not now].

(38) "Не люблю языковые ошибки, поэтому всегда пытаюсь говорить правильно. Если я не уверена, что скажу без ошибок, я и не буду говорить."

[I do not like language mistakes, therefore I always try to speak correctly. If I am not sure that I will say without mistakes, I will not even speak].

English pronunciation was one of the forms of language anxiety. Two of the students claimed that they had a very strong English accent, which was the reason for making them nervous while communicating in English. They acknowledged that they were often worrying about failing to pronounce particular English words correctly. Such conversation situations made the respondents feel frustrated and helpless. The interviewees also emphasized that their pronunciation unsureness was growing when they had to speak English in front of a large audience in the classroom. However, they felt more confident in smaller groups while making collaborative work (39,40):

(39) "I know that I have a strong accent, so sometimes I am misunderstood. From time to time it makes me angry. If I see, that somebody does not understand me, I am searching for the same words, I mean same meaning. If it does not help, I just say in another way. I do not know; I am just frustrated then. But otherwise what can I do?"

(40) "О, как я переживала за свой акцент раньше. Знаю, что у нас у всех он разный, но я всё равно обращала внимание на свой акцент и работала над ним. В начале учёбы я даже стеснялась разговаривать на английском, когда мы делали маленькие проекты, не говоря уже о выступлениях в классе перед всеми. Я так боялась произнести что-то не так."

[Oh, I was really upset before that I have a strong accent. I know that we all have different accents, but I still payed attention to my own accent and work on it. At the beginning of my studies I was even shy to speak English when we made small projects, to say nothing about presentations in front of a big audience. I was really afraid to pronounce something wrong].

Language anxiety worked as a motivator in learning English. One of the participants started practicing pronunciation after continual failures while communicating in English. She argued that it had happened after moving to Finland as she had to use

English more often compared to her home country. After moving, she found herself surrounded by the people who spoke English with a greater proficiency than she had. It fostered her language anxiety for a while, but since then, promoted enthusiasm to concentrate more on practicing English. When the respondent became more confident in using the language, she stopped feeling fear with English-speaking interlocutors (41):

(41) "Когда я переехала в Финляндию, я поняла, что владею английским очень плохо. Здесь все, даже пенсионеры, разговаривают на английском. И я бы сказала, что многие владеют на хорошем уровне. Сначала я была, мягко говоря, в шоке. Потом начала учить слова и тренировала дома произношение с помощью разных обучающих видео. Сейчас я более уверена в своём английском, наверное, потому что мой уровень стал лучше."

[When I moved to Finland, I understood that my English is at a very bad level. Here all people, even pensioners, who speak English very well. And I would say that most people master English at an excellent level. First, I was shocked, to put it mildly. Then I began learning new words and practiced my pronunciation at home using different education videos. Now I am more confident in my English, probably, since my level has increased].

Another participant also felt frustrated after making his first project in English at the beginning of his professional studies. As he claimed, his language proficiency was lower than that of the others' in the group. He felt even shame speaking English in such a skilful group and avoided participating in the project. This experience made the respondent understand that his English competence needed to be improved (42):

(42) "I remember the first project in English on the first academic year. I then realized that I was not good at English, even if before I thought that I was. Everybody in my project seemed better than me. They spoke very well. I remember that I even ... like ... did not want to express my opinion how to do the project ... like ...when we were discussing it. Honestly, I felt shame. I remember that I began to practice my English at home to be more confident."

A feared possible self was also recognised when two interviewees talked about their future work. One of the respondents (43) experienced fear of being unprofessional at work if she would not have enough competence in English. Also, her concern was measured by English proficiency of other co-workers. As she claimed, anxiety grew if colleagues would master English better than she would. Another interviewee (44) expressed his fears of losing his job without adequate competence in English. He was worrying of being unable to manage work situations and, consequently, being discharged from his workplace (43-44):

(43) "Если я останусь в Финляндии и пойду на работу, то у меня есть страх говорить на английском хуже, чем финны. Боюсь того, что я в какой-то степени буду выглядеть как-бы непрофессионалом на их фоне."

[If I stay in Finland and go to work, I have a fear to speak English worse than Finns. I am afraid of being ... like ... unprofessional among them].

(44) "Joo, minä pelkään, jos minä en osaa puhua englantia, työ loppuu. Minun pomo voi katsoa, jos minä en voi keskustella ulkomaalaisten kanssa. Minä pelkään tätä, jos työ loppuu, kun minä en osaa puhua englantia."

[Yes, I am afraid, if I am not able to speak English, my work will end. My boss will check, if I cannot communicate with foreigners. I am scared of that, if the work ends for me, when I am not able to speak English].

While some of the participants got self-confidence in using the language thanks to struggling with the fears, one interviewee did not still overcome her language anxiety. Thus, the participant told about being unable to communicate in English as she could not get over her inner fear of not being understood. As she mentioned, many attempts were made to overcome anxiety in speaking English: from self-study to various language courses. However, her language anxiety was getting in the way of her language learning progress and unmotivated to make new attempts. When meeting misunderstanding again and again, the respondent began experiencing disappointment in using the language, which triggered unwillingness to develop her proficiency in English (45):

(45) "Я сейчас особо и не пытаюсь учить английский. На учёбе надо пройти определённые курсы, и всё. Ну не могу я преодолеть свою внутреннюю неуверенность, не могу. Пыталась много раз. Ходила на курсы английского, сама пыталась учить. Ну не могу я говорить и всё тут."

[I do not make attempts to learn English now. On the studies I must do certain courses, and that's it. I cannot overcome my self-confidence, I just cannot do it. I tried to overcome it many times. I visited English courses as well as I did self-studies. I am just not able to speak it, that's it].

In summary, fear as a language anxiety was recognized to belong to Ought-to L2 visions and simultaneously a motivational factor among most interviewees. When experiencing language anxiety, the participants felt frustrated for a temporary period as they met undesirable language expectations: misunderstanding or more skilful interlocutors. Later, anxiety worked as a trigger to studying English. The interviewees felt they needed to bridge the gaps where they existed. Some of them increased their English vocabulary or enhanced their general English knowledge while others worked

on pronunciation. However, feeling fear to communicate in English was experienced also as demotivating.

### 6.2.3. Social expectations

Somebody's expectations are usually experienced as an obligation. However, expectations of performance in foreign languages are essential predictors of future achievement. The participants of this study were surrounded by people whose expectations towards their language competence were very high. Most interviewees told that their parents believe that learning English is an important element in the future and career, and thus, they encouraged them to learn English well. The two of the interviewees argued that in addition to her family's supporting, the fathers' good proficiency in English became an excellent motivator for them (46-47):

(46) "Meidän isä puhuu englantia hyvin ja hän haluaa, että kaikki lapset meidän perheessä opiskelevat englantia, koska nykyään on pakko puhua englantia. Oikeasti, kaikki kotona sanovat, että minun pitää opiskella englantia hyvin. Kun olen valmis ammatin kanssa, haen taas englannin kurssia."

[Our father wants everybody to study English, because today it is necessary for all to speak English. Really, everybody at home say that I must learn English properly. When I graduate from my professional studies, I will register again for the English course].

(47) "Minun isä aina kertoi minulle, että minun pitää opiskella englantia, koska se auttaa tulevaisuudessa. Hän puhuu itse englantia hyvin, ja tämä oli minulle todella hyvä esimerkki."

[My father always told me that I must study English because it helps in the future. He speaks English very well, and it was a very good example for me].

A good example in English competence demonstrated by parents has a direct correlation with children's motivation. As the next example illustrates, it is not always necessary for a close person to master English fluently to be able to influence L2 motivation. It was pointed out that it is even enough for a parent to be very strongly motivated towards English in general in order to bring up a positive attitude in learning it (48):

(48) "У меня всегда перед глазами был отличный пример - это моя мама. Хоть её английский далёк от идеала, но она всегда для меня была примером сильной мотивации. Когда мы переехали в Финляндию, мы с мамой начали самообучение: ходили по улице, учили английские слова и проверяли их друг у друга."

[I have always have an excellent example – this is my mum. Although her English language level is far away from an ideal, my mum has always been an example of a strong motivation. When we moved to Finland, I started self-studying with my mum: we were walking outside learning new English words and checking each other].

As the interviewee explains, the enthusiasm to study English was great when her mother participated in the process of studying. This finding emphasizes the evidence that parents' support seems to be essential even for adult learners of English.

It was also pointed out that parents' high expectations might have a positive impact on academic learning. One of the participants claimed that his father's expectations played a crucial role in his English academic studies. In his case, high expectations boosted his own beliefs and motivated him to do well at English classes. The fathers' influence was so strong that it turned into long-term motivation. As the participant argued, he wanted to impress his father even when studying in the university. However, the respondent expressed doubts about the correctness of such motivation, which is based on rewards or punishment. His view is illustrated next (49):

(49) "We have a very powerful father in our family. I cannot say that I was forced to study English, maybe sometimes. But I did really want to meet his expectations, especially regarding my English. When I managed well at school, he praised me. Even if I was in my university there in my home country, I ... like wanted to gladden him with good grades. I do not know now if it is good or bad to be motivated like me."

To sum up, social expectations that emerged from the data fell under the parents' hopes and beliefs regarding the participants' English proficiency. The participants perceive that they must learn English in order to meet family expectation and thus, formulate their Ought-to L2 visions. As it was shown, interviewees appreciated their parents' encouragement as it helped them to realize the importance of English and its' possible positive impact for the future. The findings also revealed that parents were found to play an important role in enhancing participants' motivation in general. In addition, the interviewees felt more motivated to study English as their parents' English competence was good or they studied English together.

## 6.2.4 Global English

The meaningfulness of English today has definitely been noticed by not only linguistics, but also non-linguists such as my interviewees. Although a direct question about English as a global language was not presented, all participants indirectly pointed out the important role of English today, that is the reason to learn it. Many of my interviewees talked about globalisation and emphasized the role of English in travelling or working life. One of the participants (51) claimed that English turned into a “must” language today. There is almost an obligation for everyone to speak at least a little English if one wants to become educated and progress. Thus, knowledge of the English language was seen as a characteristic of a truly educated person (50-52):

(50) “Ajattelen, että englannin kieli on hyvä [tärkeä], koska koko maailma tarvitsee englantia.”  
[I think, that English language is good [important], because all the world needs English].

(51) “Английский сейчас везде. Без него никуда. Это уже как обязанность знать хотя бы немного английского, чтобы путешествовать и общаться там. Я бы сказала, что английский – это как “must have”. Я думаю, это атрибут каждого образованного человека в нашем современном мире.”

[English is everywhere now. You can not do without it. It is like a duty to know at least little English in order to travel and communicate there. I would say that English is like a “must have” language. I think that it is an attribute of every educated individual in our modern world].

(52) “Несмотря на то, что я владею только английским путешественника, я осознаю его глобальную роль на сегодняшний день.”  
[Despite the fact that I speak only English for travellers, I realize its global role these days].

Two of the participants stated that the English language has become a global link in the real sense of the term. They realize that using English increases their chances in socialisation as well as international communication. As the interviewees argued, by using English one can meet new people and make friends. One of the participants viewed that English expanded her social circle both in Finland and other countries (53-54):

(53) “... koska englantia puhuvat melkein kaikki ihmiset... Se yhdistää ihmisiä, koska voi tutustua uusiin ihmisiin, jos puhut englantia ...”  
[... because almost all people speak English ... It connects people, because you can get acquainted to new people, if you speak English ...]

(54) “Я думаю, что знание английского языка дает большие возможности развивать себя, путешествовать, знакомиться с разными новыми людьми ... У меня очень много знакомых сейчас, с которыми я начала общаться только с помощью английского языка. И в Финляндии, и в других странах мира.”

[I think that mastering English gives great opportunities for self-developing, travelling, meeting new people ... Today I have many new contacts which I made only thanks to English. In Finland, and other countries].

The global role of English was emphasized in the statements about traveling. It was argued that going outside Finland without English competence seems challenging or even impossible. Interestingly, the findings revealed two similar views towards traveling, and it sounded as the interviewees could discuss the question among themselves before our conversation. The participants compared the two languages by de-emphasizing the role of Finnish while traveling abroad. However, disrespect towards the Finnish language was not observed in their comments. It was only stressed that Finnish is spoken only in Finland while English is used everywhere, and that is the reason for its importance (55-57):

(55) "Joo, minä ajattelen, se on tärkeä kieli, koska jos minä menen matkustamaan toiseen maahan, minä puhun vain englantia. Suomi on vain Suomessa, mutta englantia voi puhua kaikissa maissa."

[Yes, I think it is an important language, because if I go to travel to another country, I speak only English. Finnish is only in Finland, but English is spoken in any country].

(56) "Englanti on iso (tärkeä) kieli tänään. Jos haluan matkustaa johonkin, suomen kieltä en tarvitse ulkomailla. Tarvitaan englantia. Suomen kieltä tarvitaan vain Suomessa. Jos osaat englantia, voi matkustaa koko maailmassa. Pitää osata englantia."

[English is an important language today. If I want to travel anywhere, I do not need Finnish abroad. I need English. I need Finnish only in Finland. If you speak English, you can travel all over the world. There is a need to speak English].

(57) "I like traveling. Without English it could be a disaster because you must speak English if you travel."

While talking about English as a lingua franca, the participants highlighted advantages of speaking English for Finland as a state. As it was mentioned, the ability of mastering English provides an access to deal with international companies with no difficulties in communication. When being at a part-time job, one of the participants shared his opinion (58) about making English as a work language in the short run. He accepted that it would facilitate the work with foreign partners as English proficiency of the company staff would be improving. He also highlighted that the chances of surviving on the market for his professional sphere are much worse without knowledge of



English. Another interviewee expressed his concern about weak English-speaking competence of Finns (58-59):

(58) "Now, you see, in Finland English is everywhere because they (Finland) want to be ... like ... ready for people who come outside Finland. They want to be ... like ... open to the whole world. And I think that it is right. My company also wants to make English as a work language. It is a good tendency as they try to be more flexible for other companies in the world. So, without English there is no chance for our company."

(59) "Vielä ajattelen, että suomalaisten täytyy osata englantia, koska ei kaikki osaa. Jos tulee esimerkiksi joku rikas amerikkalainen ja haluaa tehdä oman firman Suomessa, suomalaiset voivat mennä hakemaan töitä häneltä. So, englantia on tosi hyvää koko Suomelle."

[I think that Finnish people must speak English because not everyone is able to speak. For example, if somebody rich American comes to Finland in order to establish his own firm here, Finnish people can apply job from that firm. So, English is very good for all Finland].

To conclude, the needs to learn English because of its "global functions" clearly formulate the participants' Ought-to L2 visions and thus, motivate learners. The role of the language as an access for making new acquaintances and expanding social circles was identified as important. The interviewees highlighted the necessity to master English at a minimum level in order to survive and prosper in the modern world. English proficiency is seen as a vital attribute of an educated person. Also, using English in traveling has been mentioned as a reason to learn it. The respondents claimed that one can get into difficulties without English-speaking skills while traveling. In addition, improving English proficiency in Finland has been seen as excellent benefits for the whole state as it can provide flexibility with foreign partners as well as making foundation for international business in Finland.

### **6.3 L2 learning experience**

This section illustrates the findings about L2 learning experience among the interviewees. When examining L2 motivation, the component should be definitely taken into consideration as it largely explains the background of existing current and future L2 Selves of the participants. The first part of the section is devoted to the school context where the interviewees tell about their school time and experiences in both home countries and Finland. The subsection demonstrates the findings about the role of the teachers and teacher's behaviour in L2 formation. Also, the analyses reveal

essential statements concerning English classroom atmosphere as well as course content created by the teachers. The second part reveals the findings relating to comparison of Finland and the interviewees' home countries as English learning environments. Interestingly, the responses of the interviewees were very country specific as the conditions for practical English differ significantly depending on the context.

## 6.2.1 School context

### 6.2.1.1 Teachers

When discussing English studies at school, all the participants related their narratives primarily to the teachers. English teachers and their behaviour were recognized as a powerful tool that motivates the students or, conversely, adversely affects students' impetus to learn the language. The respondents highlighted that passionate English teachers were able to convey enthusiasm to them and, thus, enhance their motivation to study English. As one of the participants mentioned (60), the teacher should be truly interested in his/ her subject in order to provide good attitude to it among his/her students. Another interviewee (61) described the teaching style of her previous English teachers and argued that they had a different impact on her desire to study. Thus, the first English teacher did not enjoy teaching itself, which made the classes boring and unmotivating. The second teacher, in turn, became an example of qualitative teaching, since she was highly engaged and accompanied explanations with real-life instances. As the participant argued, such a teaching approach turned previously unmotivated students into lovers of English among her classmates (60-61):

(60) "Я считаю, что связь между учителем и мотивацией прямая. Если учитель горит своим предметом и по-настоящему заинтересован в том, что он преподаёт ... , это всё напрямую влияет на мотивацию учеников."

[I think that the correlation between the teacher and motivation is direct. If the teacher is fully engaged with his/ her subject and really interested in the subject, it affects directly on the motivation of the students].

(61) "Первый мой учитель английского делал работу для галочки. Она давала сухо материал и особо ничего не объясняла. Если не понял, то это твоя проблема. Она как будто хотела от нас избавиться. Было не очень интересно у неё на уроке. Всё изменилось, когда пришла вторая учительница. Она всё объясняла на жизненных примерах. Её уроки были

жизненные и познавательные. Помню, как даже самые немотивированные ученики нашего класса стали интересоваться английским.”

[My first English teacher worked formally, for a tick. She taught us without extra explanations. If you do not understand, it is your problem. She, like, wanted to get rid of us. Her classes were not so interesting. Everything has changed when we got another teacher. She explained everything using real-life examples. Her classes were useful. I remember how our unmotivated classmates became interested in English].

The interviewees acknowledged that only friendly and approachable English teachers influenced them. As the one participant mentioned, his first English teacher was very kind and willing to help at any moment. He did not feel frustrated in his classes as the teacher treated him kindly and always gave positive feedback. The participant told that he was eagerly looking forward to English classes to learn something new (62):

(62) ”Minun ensimmäinen opettaja oli tosi hyvä. Jos joku ei osannut, hän tuli aina auttamaan. Hän auttoi tosi paljon. Ja hän oli aina iloinen, hän tykkäsi opiskelijoista. Minä aina odotin seuraavaa tuntia, koska oli niin kivaa ja minä opin uusia englannin sanoja.”

[My first teacher was very good. If someone could not do anything, he always came to help. He helped a lot. And he was always cheerful, he liked pupils. I always looked forward to the next class, because it was so nice, and I learnt new English words].

The findings also revealed that, for a teacher, being too kind is not effective. As the interviewee told, the kindness of her English teacher reflected her requirements. The teacher did not demand a lot from the pupils and usually gave good grades. As it was argued, receiving good grades without knowledge began provoking a feeling of disappointment at English classes, even if undemanding teaching excited her. Despite the participant’s young age, as she was attending comprehensive school then, she realized the result of such teaching. Hence, she became aware of the need to get tutoring in English in order to prepare for exams (63):

(63) ”Помню, что одна учительница английского была очень добрая, ну слишком добрая. Она была нам как друг. Я у неё всегда училась очень хорошо, но ничего не знала по-английски. Я стала это понимать, даже будучи в старшем звене. Я думаю, такое послабление – тоже нехорошо, т.к. это не прибавляет желания и мотивации. Ну если только в самом начале (смеётся), а потом становится неинтересно. Тогда я начала задумываться о репетиторе, чтобы как-то сдавать экзамены.”

[I remember that one teacher of English was very kind, well, too kind. She was like a friend to us. I always did well at her classes, but I did not know anything in English. I came to realize it when attending comprehensive school. I think that such slack is not good either, as it does not enhance motivation to learn more. Well, maybe just at the beginning (laughing), and then it is getting boring. Then I got an idea of private classes of English as I wanted to pass the exams].

For another participant, noticing students' individual needs was mentioned as a rather essential trait among other characteristics of a good teacher. Thus, the interviewee described the situations of studies in Finland, where she had to do school tasks using both Finnish and English. Although she put a lot of effort into implementing the tasks of learning both languages, the teacher did not take her invested effort into account and evaluated her badly. The respondent reported feeling frustrated while having classes with that teacher. As she claimed, English teachers did not realize the difficulties that she bumped into learning English as a non-Finnish student. Her opinion is viewed next (64):

(64) "Мне не очень нравилась одна учительница английского, с которой я столкнулась в Финляндии. Она была слишком строгая и не понимала, что где-то проявляются мои качества иностранца. Она не учитывала, что я не знаю что-то где-то по-фински. Мне порой приходилось учить два языка одновременно. Я, бывало, сидела днями и ночами над заданиями, но эта учительница часто снижала мне оценку, и я очень расстраивалась из-за этого."

[I did not like one teacher of English that I met in Finland. She was too strict and did not understand that I was a foreigner. She did not take into consideration the fact that I did not know something in Finnish. Sometimes I had to learn the two languages simultaneously. I used to do the tasks days and nights, but this teacher gave me bad marks, and that made me frustrated].

As mentioned, English language learning experience referred firstly to English teachers. Passionate and fully engaged teachers were acknowledged as the most effective way to keep motivation high. Although kind and easy-going teachers can more easily reach out to the pupils, the lack of studying requirement was seen as a demotivating factor for the respondents. In addition, the reluctance of the teacher to regard students individually was considered a cause of demotivation to do well at English classes. Specifically, support was considered to be needed by foreigners when studying in Finnish educational schools and institutions.

### **6.2.1.2 Course content and methods**

Although language learning experience was presented by narratives predominantly about teachers, also English course content and methods were mentioned by the interviewees as the learning experience. Most interviewees claimed that English

textbooks can provide interesting content but they could also be a powerful demotivator to study the language. As one of the participants claimed, boring black and white textbooks that focused on doing grammar tasks did not draw her attention at school. Using such depressing books made English classes lifeless without clear goal setting. When the textbooks were changed, the interviewee became excited with English classes. As it was argued, there came the understanding why English is learnt for. The classes became more interesting and focus changed to speaking practice. The respondent reported feeling hopeful about being able to master English as illustrated in extract 65:

(65) "Я помню, как мы учились по старым чёрно-белые учебникам, где делали какие-то непонятные упражнения на грамматику. И в какой-то момент учебники поменялись на цветные современные Happy English. У нас появился настоящий интерес к английскому языку ... мы очень часто делали сценки по ролям. Было по-настоящему весело и применимо к жизни. Мы стали много разговаривать на уроке. Я помню, как меня буквально прорвало. Я поняла, что смогу научиться говорить."

[I remember how we studied using old black-and-white textbooks, where we did some unclear grammar exercises. At some moment the textbook changed to coloured modern Happy English. We got real interest to English classes ... We often did role playing tasks. So, it was really fun and practical. We began to speak a lot at the classes. I remember how I started to study actively. I understood that I could learn to speak English].

Focusing on grammar was not experienced only negatively by the participants. Some of them expressed the idea that doing grammar exercises in English could be enjoyable. Thus, as one interviewee claimed, she was interested in doing grammar exercises at school English classes. She argued that drilling texts and retelling them provided opportunities to show up and receive positive feedback. Specifically, making presentations in English among other classmates was reported to be an enjoyable experience. In addition to drilling, word tests were perceived as a necessary part of English studying (66):

(66) "Если вспоминать русскую школу, то мне нравилось, что нас заставляли учить пересказ ... Мне нравилось, что почти каждый урок были словарные диктанты, так как это должна быть обязательная часть обучения языку. И ещё мне нравилось то, что нам давали возможность как-то проявить свои знания перед всем классом. Вызывали к доске, где нужно было написать что-то или пересказать."

[If I remember my Russian school, I liked that we were forced to drill and retell the texts ... I liked that almost at each lesson there were word tests, as it must be a compulsory part of language learning. And I liked that we had a chance to demonstrate our knowledge in front of the whole class. We were to make presentations, write something on the board or retell something].

When comparing the methods used both in Finland and in the home country, most participants acknowledged that English classes in Finland were more practical. As one of the interviewees claimed, Finnish teachers avoid complicatedness and make learning easier. Using digital gadgets on English courses was experienced positively as it made learning more enjoyable and efficient. Thus, Finnish teachers of English were perceived as professionals as their teaching gave good outcomes without putting much effort. His view is illustrated next (67):

(67) "There are better teachers here, because they try to make everything more easier. For example, on the English course, they use many ways in teaching: projects, games, different tasks. They teach practical things, what I need in future. Also, when using gadgets at English, teachers try to teach how to get better results without much effort."

The other two interviewees also admired teaching methods of English in Finland. Good materials and methods were described as more innovative compared to the home countries of the respondents. Also, applying variety of teaching methods made studying interesting and easy to follow. It was also found that interviewees were more engaged when using digital technologies in the lessons. Digital programs were illustrated as an extra effective way to improve foreign language competence, also outside the school (68, 69):

(68) "Joo, minä tykkään opiskella englantia Suomessa, koska tässä on hyvät kirjat ja opettajat. Joskus me teemme tehtävät ryhmässä, joskus yhdessä. Tämä on kiva. ... Myös nyt me opiskelemme paljon englantia tietokoneella. Ja minä ajattelen, tämä on tosi hyvä, koska minä opin koko ajan uutta, ja voin opiskella kotona."

[Yes, I like to study English in Finland, because here are good books and teachers. Sometimes we do tasks in groups, sometimes together. This is nice. ... Also, now we learn English at the computer. And I think that this is very good, because I learn new all the time, and I can study at home].

(69) "Suomessa on hyvät englannin opettajat. Minun maassa on myös hyvät, mutta täällä parempi. Minä aina opin jotakin."

[There are good teachers in Finland. I also had good teachers in my home country but here are better teachers].

In addition to positive experience received on English language classes, one of the interviewees criticized the methods of teaching. As the participant described, he felt frustrated doing collaborative exercises with the more proficient classmates. He

complained about the unfair Finnish system that forced him to learn in uneven groups where English language proficiency could differ greatly among students.

(70) "Joo, oli hyvä opettaja, mutta joskus ei ollut hyvää englannin tunnilla. Minun kaverit ryhmässä olivat aina parempi englannissa kuin minä. Joskus oli tosi vaikeaa tehdä tehtäviä, koska minä halusin tietää helpot asiat, mutta he tiesivät jo ne. Ehkä se on koko koulun systeemi huono, tai minä olin väärässä ryhmässä."

[Yes, I had a nice teacher but sometimes my English class was not good. My classmates were always better than me. Sometimes it was very challenging to do the tasks because I wanted to know simple things, but my groupmates knew these things already. Maybe, the whole school system is bad, or I was in the wrong group].

In summary, the different characteristics of English course content and teaching methods were mentioned by the interviewees as motivating or, on the contrary, hindering English learning motivation. First, as argued, English textbooks may provide impetus to learn the language, but the lack of impressive content may lead to losing interest. Second, focusing on grammar at English classes was perceived differently by the participants. One of the participants enjoyed doing grammar exercises and considered them necessary for language studying while another respondent experienced them as a boring part of language studying. Moreover, most participants acknowledged that teaching English in Finland includes contemporary and practical training. Collaborative learning as well as using digital technologies were reported to be effective in improving proficiency in English.

## 6.2.2 Home country and Finland as a learning environment

While analysing the findings, it was found that the country of residence can become a natural language learning environment. While living in a country where an official language is English, the two of the participants experienced confidence in using English then. Language studying was described in a funny manner while communicating with locals and absorbing English at ease. It was mentioned that realizing the advantages of living in an English-speaking country came only after moving to Finland where there appeared a need to struggle with the Finnish language. Simultaneously, English language practice in everyday life became less, and it was experienced by the respondents with regrets (71-72).

(71) "Minun toisessa kotimaassa kaikki puhuivat englantia. Minä osasin hyvin silloin. Siellä ei tarvitse opiskella, koska voi puhua kaupassa, naapurin kanssa, kaikissa paikoissa. Minun mielestä se on kiva, ei tarvitse tietää verbeistä, lauseista ... no, niin kuin gramatiikasta. Sinä vain asut ja puhut, se on helppoa."

[Everyone spoke English in my second home country. I could speak English well then. There is no need to study because one can speak in the shop, with the neighbour, everywhere. I think it is nice, no need to know about verbs, sentences ... well, like grammar. You can just live and speak, it is easy].

(72) "Nyt ymmärrän, että oli niin hyvää asua siellä Sambiassa, koska minä puhuin hyvin englantia."

[Now I understand that it was so good to live there in Zambia because I spoke English well there].

Despite the fact that Finland provides less opportunities for practicing everyday English compared to English-speaking countries, they still exist. As pointed out, nowadays English practice opportunities are very rapidly growing in Finland. Thus, the same interviewees described the ways of learning English in Finland including communication with foreign Finnish friends, watching TV in original English or using English in local services if necessary. They claimed that although they were not surrounded with the language like in their home countries, the English language is heard and practiced almost daily (73-74).

(73) "Joo, kyllä, Suomessa voi puhua englantia. Nyt on paljon ihmisiä, jotka voivat puhua minun kanssa, esimerkiksi, minulla on paljon ulkomaalaisia kavereita. Ja minä katsoin televisiota myös originaalilla englannilla."

[Yes, you can speak English in Finland. Now there are a lot of people who can talk to me, for example, I have many foreign friends. And I watch TV in original English].

(74) "Oikeasti käytän englantia. Totta kai, ei niin paljon mutta ajattelen, että Suomessa voi harjoitella monessa paikassa ... Hmm, varmasti kuule englantia joka päivä. Ja harjoittelen myös, esimerkiksi kaupassa tai toimistossa, jos en voi sanoa suomeksi."

[Yes, I use English. Of course, not so much but I think that you can exercise English in many places ... Hmm, surely, I hear English every day. And I exercise it, as well, for example in shops or offices, if I cannot say something in Finnish].

For the interviewees from non-English-speaking countries, moving to Finland was experienced as gaining a great chance to practice everyday English and become fluent. The respondents reported feeling continuously frustrated in their home countries as they could not apply acquired English knowledge nowhere. As mentioned, learning English without real practice made competence in English being totally destroyed. When the respondents lived in their home countries, English could be exercised only



while traveling abroad using simple tourist vocabulary. When coming to Finland, the interviewees became practicing English in actions by talking with neighbours as well as shop assistants. The next extract discusses their views:

(75) "В моей родной стране нет применения английскому. Очень редко где можно столкнуться с языком вне учебных заведений. Помню, что практиковала английский, когда выезжала куда-то отдыхать за границу, но и то, использовала в основном, туристические фразы."

[In my home country there is no practice for English. You might not meet the language outside the school. I remember that I exercised my English when I only went abroad where I could use only tourist vocabulary].

(76) "А где там применять язык? Вышел из школы, и закончился английский. Нет табличек на улице, с тобой никто не заговорит, да и тебе самому не нужно ни с кем разговаривать. А здесь ... и в магазине можно пообщаться и с соседом-иностранцем ..."

[But where could I use the language there (means "home country")? One goes out from the school, and his English is over. There are no signs in English, nobody speaks to you in English, and you do not need to speak to somebody. And here ... you can communicate in the shops and with the neighbour-foreigner ...].

To conclude, a country of residence was perceived by the participants as a supportive and motivating environment for learning the language. When commenting, the interviewees mentioned that they became aware of this fact only after moving to Finland. For two of the interviewees, moving turned into disaster for English proficiency as they arrived from the English-speaking country. In contrast, two of the interviewees saw moving to Finland as a perfect opportunity to improve their English language proficiency, since there were no opportunities for trying the English language outside the school in their home countries. As pointed out, nowadays English can be widely practiced in Finland in multiple places.

## 6.4 Finnish vs English

Learning Finnish and English languages simultaneously was discussed a lot when conducting the interviews. It drew up in such a great issue resulting from the respondents' background factors and their concerns about challenging existing conditions. When living in Finland, an urgent need to study both languages is understood by all of the interviewees, since acquiring both languages might provide them with good living and career outcomes. Simultaneous studying of two languages

developed the interviewees' Ought-to Selves, which enhanced or hindered their impetus for learning.

First and foremost, all the participants shared their concerns about setting a priority language between Finnish and English. The importance of studying Finnish actively is clear for the respondents as mastering the language gives them an access to integrate gradually into Finnish society by communicating with locals and being employed. However, when putting all effort into studying Finnish, the interviewees reported feeling disappointed as they were not able to practice English. Among the reasons for not paying greater attention to learning English, a lack of time and energy were mentioned as the major ones, as the following extracts show (77-78):

(77) "That is the point! It is just impossible to do it (to learn English) as I really want to be fluent in Finnish ... But at the same time, English is important."

(78) "Для меня сейчас в приоритете – финский, так как я живу в Финляндии. В то же время надо учить английский, потому что мне нужен хороший уровень языка."

[My priority is Finnish because I live in Finland. At the same time, I must study English, as I need good confidence].

For many interviewees, lack of time resulted from heavy schoolwork burden and eagerness to do well at classes conducted in Finnish. The interviewees claimed that pretty simple tasks were time-consuming for them. Specifically, when they received the tasks at English classes, struggling between the two languages caused disappointment. When getting sometimes professional word list where neither Finnish nor English equivalents were familiar, the respondents took a lot of time in order to find out the meaning of the words. And for instance, preparing such a list for testing required double effort. As a result, one of the interviewees experienced unfairness when comparing her own impact into doing tasks to the local classmates (79-80):

(79) "У меня было очень много сложностей, особенно когда у нас были списки профессиональных слов на английском. Мне приходилось учить слова и на финском, и на английском, потому что я не очень хорошо знала финский тогда. И я понимала, что это нечестно, несправедливо по отношению ко мне. Я делала двойную работу по сравнению с моими финскими одноклассниками."

[I had many difficulties, especially when we got the lists of professional words in English. I had to learn the words in both English and Finnish, since I could not speak Finnish very well then.

And I understood that it is unfair regarding me. I did double work compared to my Finnish classmates].

(80) "Joo, täytyy aina kääntää, jos en tiedä sanoja. Mutta minulla on tosi vähän aikaa, koska tulee paljon tehtäviä: matematiikkaa, suomen kieli ... Se oli pakko tehdä. Jos en opi paljon suomea, en saa todistusta."

[Yes, I should always translate if I do not know the words. But I do not have time to do translations a lot because I have many school tasks: maths, the Finnish language ... I had to do (them). If I do not study Finnish well, I will not get a professional certificate].

For one of the participants, the language priority changed several times after moving to Finland. The interviewee has a part-time job where his communication happens in both languages. Moreover, his organisation is about to make English the working language. As he claimed, his current priority language is changing into English as it helped him to receive full-time job there (81):

(81) "The importance is changing. Now it is English. I have many studies in English. And the company where I work wants to make English as a working language."

Losing good proficiency in English after moving to Finland was acknowledged by the interviewees as a disadvantage. Two interviewees experienced regret about impossibility to develop their English language proficiency. As it was pointed out, everybody had to speak Finnish at Finnish classes supervised by the teachers. In those circumstances English of the respondents had been practiced little and confidence was shattered (81-82):

(81) "Kyllä, osasin hyvin englantia, kun tulin Suomeen. Mutta nyt on pakko oppia suomea. Ja jos sinä puhut englantia (suomen tunnilla), opettaja ei halua, on pakko puhua suomea. Ja minun englanti meni huonoksi."

[Yes, I was able to speak good English, when I came. But now I must study Finnish. And if you speak English (at the Finnish class), a teacher does not want you to speak Finnish. And my English proficiency is getting worse].

(82) "I think I spoke better English when I came. When I had to speak only Finnish at the beginning of life in Finland, I noticed that I was losing English vocabulary. Now when I am at work, I feel confidence again in English."

In addition to disadvantages of simultaneous learning, it was pointed out that using the two languages for analysing the vocabulary can facilitate understanding. Some rare languages are not provided with good dictionaries and thus, applying two languages was considered a rescue. Thus, limited Swahili-Finnish or Arabic-Finnish

translators do not usually give fair explanations and, hence, the English language comes to the help. The participants told that they could often check unfamiliar words up both through Finnish and English dictionaries. Also, as it was argued by the respondent, this skill did not come immediately but after gaining proficiency in both languages (81-82):

(81) "Joskus englannin kieli auttaa kääntämään. Joskus minä kirjoitan sanakirjaan suahiliksi ja joskus tulee eri sanasto, ei samaa. Mutta englanniksi tulee totta, 100%. Joo, jos minä osaan englantia, sitten opin suomen kieltä paljon. So, englanti on tärkeää."

[Sometimes the English language helps to translate. Sometimes I write in Swahili to the dictionary and sometimes I get incorrect words, not the same. But English dictionaries translate correctly, 100%. Yes, if I am fluent in English, then I can learn Finnish a lot. So, English is important].

(82) "I use google translator, but it is not reliable. So, sometimes I use both languages and Arabic to find out the meaning. Of course, now it is easier because my confidence in both languages is better."

Another positive finding about simultaneous learning was found. Competence in English helped the interviewees to learn the Finnish language immediately after moving to Finland. As it was pointed out by one of the participants, he even could not imagine how he would do without English at first Finnish courses. English became a bridge between the two languages when there was no mutual language between the respondents and Finnish teachers (83-84):

(83) "When I studied the Finnish language, English made it easier to understand Finnish, especially at first times ... Yes, English helped me to study Finnish, otherwise how could I ask the questions at Finnish classes ... When I started living in Finland English was my main thing to understand Finnish. I understood Finnish through English."

(84) "Joo, englanti auttoi tosi paljon. Kun tulin Suomeen, puhuin vain englantia. Ja suomen kurssilla ymmärsin paremmin koska puhuin englantia."

[Yes, English has helped a lot. when I came to Finland, I spoke only English. And I understood better at Finnish language course because I spoke English].

To sum up, the findings reveal positiveness and disappointment regarding simultaneous learning of two languages among the interviewees of this study. Learning English and Finnish at the same time was considered demotivating by most of the participants. Choosing priority between the two important languages was considered to be hard or even impossible. The reasons of feeling frustrated were the desire to do well at Finnish classes and, as a consequence, putting more effort into

Finnish learning and less attention into studying English. Also, the inability to train English actively made the respondents feel regret and frustration. However, simultaneous learning was experienced positively as well. Proficiency in English language helped the participants to assimilate into Finnish society as well as acquire the Finnish language better at the beginning of immigration and still then, at the moment of conducting the interviews.

## 7 DISCUSSION AND CONCLUSION

The study has intended to investigate motivation to study English in the light of Dörnyei's (2005, 2009) theory among six adult immigrants. The immigrants live in Finland permanently and participate in vocational studies in three educational institutions in Southern Finland. In this study, semi-structured interviews were applied. In general, the findings revealed that the three dimensions of L2MSS have an effect on learning the target language, even though the impact of each constituents seemed to be varied. When answering the questions of the study, this chapter discusses the findings by relating them to the results of previous research.

### *Ideal L2 Self and Ought-to L2 Self*

In line with previous studies (Dörnyei & Chan 2013), it was found that Ideal L2 Self and Ought-to L2 Self are strong predictors in acquiring the target language. The analysis of the present study showed that the English language is presented in both Ideal and Ought-to L2 Selves, albeit in varying degrees. Thus, the present study confirms earlier studies (Iwaniec and Ullakonoja 2016) concerning the fact that the dimensions are presented with varying level of experience depending on the respondents' background constituents. Equally, these dimensions are not in entirely antithetical positions, and the Ideal L2 Self can sometimes be understood as the Ought-to L2 Self, or vice versa (Dörnyei & Ushioda 2009: 289). When being in such firm correlation, the dimensions seem to be challenging to separate easily from each other. Thus, although the Ideal L2 visions are fulfilled with authentic desire to achieve

proficiency in English, reward expectations still appeared in the narratives of the interviewees.

When considering the Ideal L2 Self-visions, English was seen a prerequisite for successful competition in the future job market and for participation in communication both in Finland and outside. In terms of career expectations, English is recognized as an essential tool in achieving a desired working place, and for some respondents, as a crucial aspect in a career move. Thus, the visions of working at international organisations, where partners communicate in English, appeared clearly in the interviews. Furthermore, a good proficiency in English was viewed as an opportunity to find a prestige job abroad, even if it was not considered a primary career goal. The findings also revealed that for some interviewees, serving foreigners in English seems to be an essential aspect in their working life. The reason for such an intention is the respondents' experiences in Finnish service places when they felt challenges in communication during the first days of immigration. As a consequence of career progress, mastering the English language was viewed as an attribute of future life success in general, and this displays motivated behaviour towards learning English.

However, experiencing English to be vital in working life might vary depending on the occupation. As the participants of this study represented different professional areas, the importance of good English competence was observed with different degree. Thus, when working in Health Care with minimal needs in communication, the role of English was regarded to be minor. Searching for professional sphere with minimum foreign language performance might be purposeful, especially among immigrants with language anxiety. These findings acknowledged the need to develop proficiency in Finnish along with English among Finnish immigrants. Similar outlooks were proposed in the previous study by Virtanen (2013), in which immigrants' future selves were not displayed strongly if students did not experience the progress in Finnish competence.

The visions of the Ideal L2 Self were also caught up while talking about the desire to obtain good communicative competence in English. However, the participants did not express their wishes to become as fluent as native speakers or belong to the community

of English-speaking countries, as the Gardner's Integrativeness is characterised. Still, the interviewees wished to understand everyday English with no difficulty as well to be able to communicate in day-to-day life. This wish to master everyday English was largely provoked by moving to Finland when needs to keep contacts with new foreign acquaintances and friends emerged. Thus, communication with people whose proficiency in English is good was found to be motivating to learn the language. Also, the importance of social networks and communication in the internet should not be neglected as a provoker to keep English competence up.

In my analysis of the data, I encountered some unexpected findings concerning Directed Motivational Currents, unique highly motivated behaviour introduced in the theory of DMCs (Dörnyei, Ibrahim and Muir 2014). The DMCs were recognised when the participants reported to be fully engaged in studying English in particular periods of time. Some of them were triggered by more proficient English-speaking friends, while others changed the learning environment into an English-speaking one, which served as a motivator to them. Accordingly, such findings belong to the Ideal L2 Self dimension as experiencing DMCs generates authentic desire to work on the language proficiency.

While the Ideal L2 visions are characterised by a strong desire to master English triggered mostly internally, the Ought-to L2 Self vision emerges under the pressure of external motives. Although the Ideal L2 Self is considered to motivate learners with greater efficiency, Ought-to L2 visions were found to be largely positive contributors to boosting motivation. That is contrary to the previous studies proposed by Claro (2016) where the relationship between the Ought-to L2 Self and the intended learning effort is revealed to be weak. The findings of the current study indicate that English is viewed as a necessary attribute of an educated person, even if it becomes a "must" language to acquire. Equally, the interviewees demonstrate their knowledge about the globality of the language by being aware of the role of English as a lingua franca. The need to move with the times forced the respondents to put effort into learning English. As a consequence of global English, it is getting more difficult to explain motivation in terms of interest towards the English language culture or community (Ushioda 2013:

232). In this light, grouping the learners' motives into internal and external seems to be challenging.

When communicating in English, the interviewees reported experiencing frequently a fear of failure. Despite the negative characteristics of fear in general, it was recognized to be a motivational trigger for learning English. In this respect, fear or language anxiety as one of the most frustrated aspects in language learning can be overcome by exercising English in a more effective way. The findings also reveal that some of the interviewees were under the pressure of social expectations of their close family members. The interviewees' parents repeatedly reminded about importance of English and demanded good school grades from their children. It is necessary to take into consideration that the home countries of the respondents do not belong to Europe, and thus, family cultural hopes regarding the children might be expected to be higher. This finding also provides support for the study conducted by Claro in Japan (2016), where Japanese parents also have hopes for their children. Regarding English, Japanese parents want their children to master the language in order to gain a successful future.

All in all, the findings show that the degree of the participants' motivation on Ideal L2 as well as Ought-to L2 Selves is positive and great. The narratives received from the interviews seem to contain realistic desired future selves triggered by the L2MSS dimensions, and that accordingly enhances the impetus to learn the language. The data strongly supports the evidence that learning English tends to be an advantage to the respondents in the light of the visions of their Ideal L2 Selves or by being under the pressure of the Ought-to L2 Selves. As the current study is not quantitative, it was not possible to measure effectiveness of each dimension and compare one to the other. Still it seems safe to acknowledge that both constituents of L2 Motivational Self-System motivate language learners despite having distinct level of influence.

### *L2 language experience*

The findings demonstrate that motivation is strongly tied to L2 learning experience. First and foremost, discussions about language learning experience were related to the school context including teachers, teaching methods, and textbooks along with English course content. Teachers were found to play an essential role in L2 motivation



formation. Thus, passionate and fully engaged teachers were able to promote a driving force towards studying English while formal strict teaching was considered to hinder motivation. When talking about teacher's characteristics, kindness, positiveness, readiness to be helpful and ability to take individual needs into account were regarded as effective in providing the impetus to learn English.

When getting comprehensive education and, in some cases, professional training in different countries, the interviewees compared the styles of teaching English in them to Finland. Experiences received in schools of home countries were different. For most respondents, studying English was seen as a process of completing grammar or written exercises at the lessons. Practicing English out of school was not available then. In addition, the findings illustrate largely positive experience received in Finnish educational institutions. Thus, the respondents emphasized that many English teachers in Finland have an excellent capability of being easy-going and firm at once. Also, teaching in Finland was reported to be provided with digital equipment and multiple group projects, which were considered funny and effective methods. Yet, in parallel with positiveness, criticism was expressed regarding English teaching in Finland. When being foreigners, the respondents felt frustrated about the schoolwork burden and putting lots of effort in doing the English tasks as their fluency in Finnish was not good yet. However, the teachers did not always take this fact into account and evaluated the interviewees strictly with bad grades. When feeling frustrated, some of the respondents began working with a greater effect, while for some of the interviewees, frustration was crucial, and they gave up studying actively.

English textbooks were found to influence motivation. As the findings showed, if a textbook contained uninteresting content with many grammar exercises, it was experienced as unmotivating. In contrast, when a textbook included attractive communicative tasks it could increase the understanding of language areas and, thus, change the attitude towards the language as a whole. As mentioned in findings, one of the interviewees came to understand why English was studied for after the textbook was replaced. However, focusing on grammar was not experienced entirely

negatively. Grammar exercises as a considerable language area was regarded to facilitate comprehension and hence, feel confidence in English.

L2 learning experience is not related only to school context. For the respondents of this study, moving to Finland turned into an English learning experience through communication in Finnish society. When being originally from non-English-speaking countries, the respondents found themselves in another language environment, where English language knowledge became a rescue in communicative situations. Accordingly, there was a need to pay attention to the lack of English proficiency and improve it. In contrast, moving to Finland from English-speaking countries was eventually frustrating for the respondents. It was found that Finnish society as a language learning environment hindered English language proficiency.

### *Simultaneous learning of the two languages*

Simultaneous learning of Finnish and English was presented as a separate issue in this study as a consequence of the specificity of the target group. Learning the two languages simultaneously was found to have both positive and negative outcomes regarding motivation to study English. Concerning benefits, simultaneous language learning might facilitate understanding the two languages together by comparing the structures and translating vocabulary. This aspect especially seems to be relevant when the mother tongues of the learners belong to a rare language group, and good dictionaries are not available. Thus, Swahili-Finnish translations did not always make sense and searching for the English equivalent of the words was the only option. In addition, when moving to another country, where one is supposed to study the local language in the local language, individuals can find themselves in trouble. Thus, for some participants, English turned into a “bridge” between Finnish and native languages, which simplifies understanding the Finnish on language courses as well as integrate into Finnish society successfully.

Simultaneous learning of Finnish and English languages was also viewed as demotivating. Lack of time and putting effort into studying Finnish were a cause for hindering English language competence. Concerns grew when the participants realized the role of English today and felt an urgent need to improve their proficiency.

Still, working on school tasks in Finnish did not allow them to succeed in English learning exactly as they would like to do. As a consequence of psychological struggling, the respondents reported experiencing frustration. Moreover, disappointment became stronger when the interviewees were evaluated with bad grades, even when they spent a lot of time doing homework or preparing for tests.

### *Implications*

There are certain implications for the field of second language motivation in general and L2 motivation focusing on immigrant learners in particular that can be drawn from this study. Specifically, the implications concern future L2 visions along with experiences of Finnish adult immigrants by revealing the essential role of different aspects that might be not of great importance among mainstream population. The present study applied the L2 Motivational Self system as a framework that was not a novel approach to investigating Language 2 motivation. Still, it has been challenging to use the model as a foundation in the study since, in the context of Finland, it has been applied rarely and the target group was unconventional.

Several practical implications can be drawn for English teachers who work with foreign learners in Finland. The findings gave a promising message to the teachers including both positiveness and criticism towards teaching methods, materials and evaluation. As pointed out, teachers are able to enhance motivation to language learning as well as be a source of demotivation for the students. Moreover, when learners begin experiencing motivation or demotivation towards the language in the classroom, it formulates general attitude to language learning. In addition, for immigrant students, English teachers should be able to recognize individual needs and suggest support when necessary. When working with immigrants, English teachers should be aware of the evidence that immigrant learners are often under double work burden even if they do not show their concerns up.

Also, practical implications for immigrant learners could be also suggested based on the current study. The findings revealed that future visions can be powerful for language learning motivation. Motivated language learners of the study boosted their own motivational behaviour with strong future selves. When conducting the

interviews, such respondents described visions especially clearly and in detail as well as told about their future desired achievements in English studies. Hence, the message of the study for immigrant learners is to try to evaluate constantly the English proficiency and try to imagine yourself as an ideal language learner. This mental training can help to understand the gap between the levels and boost intention to reduce this gap.

When considering the chosen method for data collection, it seems that a qualitative approach with a semi-structured interview was the most appropriate one to answer the research questions. I am sure that there is even necessity to apply qualitative approach when discussing motivation as a phenomenon. The interviewees allowed me to receive deep and context-bound data through nicely emotional narratives. Another piece of evidence in favour of interviews is that I did not have a mutual native language with all the respondents. Thus, I encouraged the interviewees to use all other languages including English, Finnish or Russian, if they experienced difficulties to express their opinions. Hence, when conducting the interviewees, I had an opportunity to interpret responses deeper than it could be possible by using only one language or applying, for instance, a quantitative approach. Piece of criticism, however, can be drawn from interview as a data collection method. For the respondents, there was no anonymity in expressing their opinions as the themes constantly concerned sensitive issues of the participants' private life.

Finally, when making conclusions, it can be asked whether the study could have been done in another way and which elements of the process could have been done differently. First, I would focus more on the research by Dörnyei and his co-researchers at the very beginning of my investigation, when searching for theoretical clues for my study. Research of other scientists, definitely, were useful and suggested various angles for considering the phenomena. Still, Dörnyei's research provided me with a great foundation in understanding details of language learning motivation as well as how constituents of motivation are all bound up together. Secondly, for the interviewing, I would probably take the participants from all different home countries. Although the participants were originally from the three non-European countries with

completely different background including school education level, age or sex, still, the interviewees from the same home country often gave similar responses. Thus, completely different home backgrounds could hint to more interesting insights towards language learning and particularly L2 motivation among Finnish immigrants.

It seems safe to acknowledge that the study was successful: the aim was fulfilled, and research questions were answered. However, as the current work was a case study, more studies focusing on L2 motivation among Finnish immigrants are needed to confirm the findings of the study. Correlation in the dimensions of L2MSS should be considered more in further studies and focusing on each dimension separately would provide new insights. Equally, more quantitative research is also needed with immigrant English learners in the Finnish context as a target group. This would allow to reach a higher sample size and receive even statistical data. The reasons for such research are completely justified for the Finnish context as the amount of immigrant population is gradually growing.

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## APPENDIX 1: The schedule of the semi-structured interview

### 1) Background questions

- Age
- Home country and mother tongue
- Educational background in the home country
- Studies in Finland
- Date of moving to Finland

### 2) Warm-up:

- 1) What do you think about the importance of the English language?
- 2) Why do you study it?

### 3) L2 learning experience (past/ present):

- 1) Tell me when you began to study English? How was it?
- 2) What about experience in a comprehensive school? Please tell me about studying English during your comprehensive school studies. How was it? Did you like the atmosphere at your English classes? What is it?
- 3) Do you remember any nice English class/classes? What did you do on it/ them?
- 4) What about boring English class/ classes? Can you describe it/them? What did you do then?
- 5) Do you find English learning interesting? What tasks do you find interesting at English classes?
- 6) What feelings do you have when you know that today you are going to the English class? Do you look forward to it?
- 7) What can you say about your English teacher(s)? Do you like how she/he teaches? Why?
- 8) Tell me about your peers at the English classes? Do they help if you need help?
- 9) How can you communicate in English today? Can you describe your English competence right now? Would you like to improve it? What do you still want to learn?

#### **4) Ought-to L2 Self: (present/ future)**

- 1) Imagine your future working place. Do you need English there? Describe, please, the situations where you are using English there. Do you think that English ability would help you get a better paying job?
- 2) Is there something that scares you regarding English at your future working place? Can you describe these situations?
- 3) Do you have somebody from your own family or close people who think that you need study English? Do you affect your decision to study English? How? Why?
- 4) How does your English teacher affect your studying? Does he/she give you energy to study? Do you have feelings (from time to time/ every time) that "Yes, I want to learn English, I need it!" at your English classes.
- 5) Imagine a situation that you have a choice to stop studying English. Do you accept it? What feelings does it bring? What happens if you do not learn English? Do you think that if you fail to learn English, you will be letting other people down (for ex. your parents, teacher, other relatives)?
- 6) How can English help you when you travel abroad? Can you describe these situations?
- 7) Do you think that studying English is important to you because an educated person should speak English?

#### **5) Ideal L2 Self (future):**

- 1) Do you think that it is important/ not important to study English? Why?
- 2) Imagine yourself speaking English. Where and how could it be? Describe, please, these situations.
- 3) Do you think that you will use English in your future? Can you describe these situations? How will you use?
- 4) Imagine a situation where you are speaking English with foreigners? Where could it happen? With international friends? With native speakers?

- 5) Imagine that you are speaking English at your future working place. Do you think that it is possible? Can you describe these situations?
- 6) What feelings do you have when you are studying English? Have you ever had the situations when you managed in English and you were proud of yourself? Can you describe them? What did you feel after these situations?
- 7) Imagine a situation that you are studying in a university where all of your courses are taught in English? Is it possible? What do you study?
- 8) Do you write e-mails or messages in English? Can you imagine yourself writing English messages or e-mails?
- 9) Imagine a situation that you have a chance to go to any English-speaking country. What country could it be? Why?
- 10) What music do you like listening to? What about music in English language?
- 11) What films do you watch? Do you like Hollywood films? Do you watch TV-shows or other programs in English language? How do you find them? Do you think that it is useful for your English language level?
- 12) What newspapers and magazines do you like to read? Do you read newspapers and magazines in English language?
- 13) If you have a chance to study English more, would you do it? What would you do?



## APPENDIX 2: Examples of the analysis

### Example of analytical process regarding determining the Ideal L2

Step 1 Interpreting the transcriptions	Step 2 Reduced meaning	Step 3 Determining subcategories	Step 4 Determining themes	Step 5 Main category
<p>(1) "I am sure that I will definitely use English in my future occupation. I want to communicate in English a lot, therefore I need to be able to understand and react correctly".</p> <p>(3) "I want to work there, where everybody speaks English. It is a very good opportunity to move forward in the profession".</p> <p>(4) "There are also many good companies in Finland now, where you can find career perspectives. And it is clear that English is like " must have" in such places. But I will try to recruit my abilities abroad, therefore my English must be at a very-very good level</p> <p>(6) "I think that I can go to another country and find a job there. That's why I must speak English very well".</p>	<p><b>Needs to use English at future work</b></p> <p><b>Perspectives when working in English</b></p> <p><b>A "Must" language for working abroad</b></p> <p><b>English helps to find a job abroad</b></p>	<p><b>Using English at work</b></p> <p><b>Working abroad</b></p>	<p><b>Career</b></p>	<p><b>Ideal L2 Self</b></p>