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DIPLOMAMUNKA

MA THESIS

*A digitális média használat hatása a második nyelv
motivációs érendszerére*

*The impact of digital media use on the L2 motivational self
system*

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CERTIFICATE OF RESEARCH

By my signature below, I certify that my thesis for the English Studies MA programme, Applied Linguistics specialisation, entitled The impact of digital media use on the L2 motivational self system

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Signed: Jamil Eftim Toptsi

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Abstract

Many studies have investigated the impact of cultural interest on the L2 motivational self system. However, cultural interest has not been updated to account for digital media that students regularly use. This study aims to investigate how these digital media interact with the L2 motivational self system. The participants in this study are 96 Hungarian university students studying English. A questionnaire was used to gather data measuring the components of the L2 motivational self system in relation to this digital media construct, as well as other motivational variables. The results show that the previously used cultural interest construct is not a reliable scale for studying university students in Hungary; items pertaining to digital media should be included, as evidenced by reliability measurements. Interesting findings about digital media and its relationship to the components of the L2 motivational self system were found as well, as evidenced by correlation and regression analysis.

Keywords: motivation, cultural interest, digital media, L2 Motivational Self System

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1. Introduction

When it comes to language learning, the motivation of the learner is one of the most important factors that leads to success. Not only does motivation provide the drive to start learning a language, but it also sustains the student during the long and tedious language learning process (Dörnyei, 2014). However, to study motivation, one must look at the many internal and external factors that can have an impact on the levels of motivation in the learner. The work of language learning motivation researchers over the past few decades has been to identify and understand these factors, and to develop a theoretical framework from which motivation can be holistically understood (Csizér & Lukacs, 2010). These factors reflect various aspects of the internal attitudes and external environmental factors that can have an effect on the language learner, and include sociocultural considerations (Ushioda, 2008). Researching these sociocultural considerations involves looking at the attitudes that the language learner has towards various aspects of the target language culture, as well as behavior related to these attitudes. With this in mind, entertainment resources such as television programs, music, art, and other forms of media should be considered when constructing a theory of language learning motivation, and research over the years has reflected this idea. Measuring the interest that a language learner has towards the target culture has been carried out with the aid of the *cultural interest* scale developed to be studied alongside other motivational constructs (Csizér & Dörnyei, 2005).

In Dörnyei's *L2 motivational self system theory* (2009), which describes motivation as a desire by the learner to attain the language speaking qualities of their ideal L2 self or ought-to L2 self, the impact of cultural interest on the components of the self system has been investigated, with results showing a relationship to the ideal L2 self component of Dörnyei's theory (Islam, Lamb, & Chambers, 2013). However, this cultural interest construct (also called *media usage* in earlier research) is limited in that it only refers to cultural products such as films, music, television programs and magazines (Dörnyei & Clément, 2001). While these accurately reflect common cultural products in the earlier days of motivation research, it must be noted that the media environment has drastically changed in the past few decades with the introduction of the internet and other digital technology. Yet, despite this, even research carried out in the past decade has used the same cultural interest scale that researchers used in the nineties (Islam et al., 2013).

This thesis aims to bring the cultural interest scale up-to-date by accounting for this changing media environment; this can be accomplished through the inclusion of various types of digital media that language learners are likely to use on a regular basis. The first part of this thesis will provide definitions of the key concepts that are important to this study, lay out the theoretical background of the L2 motivational self system and the components that make it up, and discuss additional variables to be researched alongside these components. The second part of this thesis will consist of an empirical investigation and the application of the digital media scale in order to see whether or not digital media truly plays an important role in the L2 motivational self system. This section will make use of a variety of statistical procedures, including reliability analysis, descriptive statistics, paired sample t-tests, analysis of variance (ANOVA), Pearson

correlation analysis, and regression analysis, and will also include a schematic illustration of the findings. Finally, this thesis will discuss the findings of the study and take a look at what this means for future research.

2 Background

2.1 Language learning motivation

Before taking a look at language learning motivation, it is important to first define motivation in general and discuss the complexity that language learning introduces to the conceptualization of motivation and motivational processes. Dörnyei (1998) gives a general definition of motivation, explaining that “motivation is responsible for determining human behaviour by energising it and giving it direction” (p. 117). However, Dörnyei (1998) also mentions that the details about how this process occurs vary greatly between different fields of research, and this is made even more complicated by the fact that L2 learning motivation is made even more complicated by additional factors that appear as a result of the nature of the language learning process. This includes considerations such as affective elements, which reflect the attitude of the learner towards the target language and the student’s development of an “L2 identity” which reflects how learners see themselves as part of the L2 culture (p. 118). The inclusion of these social dimensions and personality features makes the study of language learning motivation more complicated than that of general motivation research in the classroom, which focuses mainly on environmental and cognitive factors.

Research into language learning motivation began in a bilingual Canadian context. Pioneering L2 learning motivation researchers Gardner and Lambert (1959) introduced motivation as an important element of language learning in a study of Canadian students learning French as an L2. Through factor analysis, they identified a motivational component which was “characterized by a willingness to be like valued members of the language community” (p. 271). This type of motivation came to be identified in later research as *integrative motives*, alongside another type of motives referred to as *instrumental motives*, which reflect the desire to learn a language for practical purposes, such as getting a job or living up to the expectations of one’s parents (Gardner 1985); however, it should be noted that Gardner did not see these two types of motives opposed to one another as a dichotomy, and noted that even instrumental motives reflect elements of integrativeness (p. 168). This was reflected in subsequent motivation research including that of Dörnyei, whose theoretical model of L2 learning motivation showed a strong relationship between instrumentality and integrativeness, as well as other motivational components including *milieu* and the *vitality of the L2 community* (Dörnyei, Csizér, & Németh, 2006). Some of the components included in the model which are also included in the questionnaire study carried out in this thesis include *self-confidence*, which is the degree to which a learner feels confident in their L2 abilities, and cultural interest, which, as was mentioned earlier, is the interest that the learner has in cultural products such as media and art created by members of the L2 community (Dörnyei et al., 2006). In later research, Dörnyei reconceptualized this model which resulted in the L2 motivational self system theory, which will be discussed in the next section (Csizér & Dörnyei, 2005).

It should also be noted that the field of L2 learning motivation research is very diverse, and that other researchers have found different ways of conceptualizing the process. One alternative view of L2 learning motivation is based on research into general motivation by Ryan and Deci (2000) that focuses on a distinction between *intrinsic* (based on the learner's inherent interest or enjoyment) and *extrinsic* (based on external influences, such as rewards) motivation, while another alternative view focuses on language learning motivation as a socially embedded process, based on Vygotskyian sociocultural theory which highlights the way that cognitive functions are internalized as a result of social interaction (Ushioda, 2008). Despite these alternative theories, the author of this thesis has decided to work from the theoretical framework of the L2 motivational self system, due to its influential role in today's L2 learning motivation research and its situation within a decade's worth of substantial research tradition.

2.2 The L2 motivational self system

Based on the previously mentioned work of Gardner and Lambert in regards to integrative motivation, Dörnyei carried out further research investigating the constructs of a theoretical framework for L2 learning motivation, with a focus on the integrative orientation (Dörnyei, 2010). In a later model based on an analysis of data from a motivational questionnaire, the construct of *integrativeness* was found to be influenced by a number of components, including *instrumentality*, *vitality of the L2 community*, *milieu*, *self-confidence*, *cultural interest*, and *attitudes towards L2 speakers*. These,

together, impacted *language choice* and *intended effort*, which were included as variables to measure the motivation of the individual to learn the L2 (Dörnyei et al., 2006).

However, one issue was that the research which Dörnyei was basing his own research on (Gardner, 1985) was from a bilingual Canadian setting, in which there was an L2 community for the learners to feel motivation to integrate into. Yet, despite carrying out research in a monolingual Hungarian setting, Dörnyei still obtained results indicating that integrativeness was one of the most important factors contributing to the motivation of the learners (Csizér & Dörnyei, 2005). The absence of a thriving English speaking community made this finding perplexing and problematic, which led to a push by Dörnyei towards the reconceptualization of integrativeness and the theoretical framework of motivation as a whole.

Around the same time that this research was carried out, Dörnyei came into contact with research which investigated the effects of *possible selves* (Dörnyei, 2010). This concept was laid out by Markus and Nurius (1986) and describes possible selves as the ways in which individuals might think about their future. Dörnyei combined this concept with research by Higgins (1987) which introduced the theory of the ideal and ought self -- the ideal self being the future self-image containing the attributes that one would wish to possess, while the ought self reflects a self-image influenced by beliefs regarding one's obligations, or a sense of duty enforced by those in relation with the individual (p. 319).

Additionally, Higgins's (1987) *self-discrepancy theory*, posited that the distance between the ideal self and the actual self will cause the individual to feel "dejection-related emotions" such as dissatisfaction and sadness (p. 319) which can result in an

increase in motivation to reduce this distance. This can be applied to L2 learning, in that learners will become more motivated to learn the L2 in order to become more like their ideal self, which possesses the language ability desired by the learner. Seeing similarities between the ideal self and the concept of integrativeness laid out by Gardner (1985), Dörnyei replaced Gardner's notion of integrativeness with the ideal L2 self to explain language learning motivation in the Hungarian context. However, it was important to not only replace integrativeness, but instrumentality as well, since instrumentality shared some elements of integrativeness. Instrumentality can be broken down into two categories for this to work; those two categories being *promotion* and *prevention* focus, as laid out by Dörnyei (2009), which are analogous to the *approach/avoid* tendencies laid out by Higgins (1987). Items measuring instrumentality from a promotion focus addressed the hopes and aspirations of the learner, while items measuring the prevention focus addressed the obligations and responsibilities of the learner (Dörnyei, 2010). In Dörnyei's L2 motivational self system, the items from the instrumentality scale with a prevention focus became items of the new *ought-to L2 self* scale which shows the application of Higgin's ought self to the field of L2 learning.

By trading Gardner's integrativeness and instrumentality components for the ideal and ought-to L2 self, Dörnyei conceptualized a theoretical framework that would apply to L2 learning motivation in contexts such as Hungary which lacked a thriving L2 community. Dörnyei's L2 motivational self system, comprised of the previously discussed ideal and ought-to L2 selves, was validated by research carried out in other contexts similar to the Hungarian context which lacked thriving English communities (Ryan, 2009; Taguchi, Magid, & Papi, 2009). A third element to the theory, the *L2*

Learning Experience (which reflects the motives of the learner towards the language learning process, including the classroom, the teacher, and other aspects of the learning environment) has also been researched by Csizér and Kormos (2009), and has also been reflected through scales such as *attitudes to learning English* in Taguchi et al. (2009). The application of the various components of the L2 motivational self system to the questionnaire study carried out in this thesis will be discussed further on in the methods section.

2.3 Cultural interest

As mentioned above, cultural interest is one of the motivational variables measured alongside integrativeness as well as one of the variables researched in regards to its impact on the L2 motivational self system. According to Csizér and Dörnyei (2005) “Cultural Interest reflects the appreciation of cultural products associated with the particular L2 and conveyed by the media (e.g., films, videos, TV programs, pop music, magazines, and books)” (p. 21). This component was first conceptualized as a *social-cultural dimension* of L2 learning motivation by Canadian researchers Clément and Kruidenier (1983), which they identify as an alternative orientation to the integrative orientation introduced by Gardner and Lambert (1959), as the sociocultural orientation would apply to students learning a language in a unicultural setting (p. 288). Later research by Clément, Dörnyei, and Noels (1994) in the Hungarian context identified an *English Media* component which reflected the interest of the learner in cultural products from English speaking countries. A study by Dörnyei and Clément (2001) identified a

similar factor which was labeled as *media usage* but was also referred to as *indirect contact*, reflecting previous research carried out on the topic by Clément and Kruidenier (1983).

While researching components related to integrativeness, the items used by Dörnyei et al. (2006) to gauge the cultural interest of the learners were questions concerning media usage which asked whether learners enjoyed cultural products such as films, television programs, magazines, and pop music (Csizér & Dörnyei, 2005). The structural equation models drawn from the data indicated that cultural interest was a mediating component between self-confidence and attitudes towards L2 speakers, which seemed to reinforce the idea that Hungarians (or learners in unicultural environments in general) turned to media as a source of L2 contact that they were not receiving in from native speakers in their environment (Dörnyei et al., 2006).

After the mainstream acceptance of the L2 motivational self system, cultural interest continued to play an important role in L2 learning motivation research for those working within Dörnyei's reconceptualized framework. In Taguchi et al. (2009) the generalizability of the L2 motivational self system within three non-Hungarian contexts which shared similar non-English unicultural characteristics with Hungary (China, Iran and Japan) was studied, and cultural interest was combined with attitudes to the L2 community, forming a new component which they labelled *attitudes to L2 culture and community*; this scale showed a significant impact on the ideal L2 self. In a more recent questionnaire study by Islam et al. (2013) regression analysis shows that cultural interest acts as a predictor for the ideal L2 self as well as *intended learning effort*, which measured overall motivation to learn the L2. Dörnyei's most recent study including the

cultural interest component measured the components of the L2 motivational self system alongside a number of motivational variables with Chinese participants and compared the results in terms of grouping variables such as gender, rural or urban location, and teaching contexts (You & Dörnyei, 2014). A study by Huang, Hsu, and Chen (2015) compared cultural interest measurements within the L2 motivational self system framework for individuals learning English as an L2 in addition to learning Japanese, French, German, or Korean as an L3. The cultural interest component dropped below acceptable cronbach alpha levels for French and German learners, but showed relatively high correlations with the ideal L2 self and intended learning effort. A regression analysis carried out in the same study also showed cultural interest as a significant predictor of intended learning effort and their *perceived voluntary learning* scale which reflected how often the students made voluntary efforts outside of class to learn the target language (Huang et al., 2015).

The results from these studies show that cultural interest remains an important motivational variable in relation to the L2 motivational self system. However, it should also be noted that the cultural interest component has remained the same over the past few decades, and continues to measure the same types of media consumption, such as music, movies, television, and magazines. In order to attain a more accurate picture of the impact of cultural interest on L2 learning motivation, the component needs to be updated to address the media habits of learners in the digital age, which will be addressed in the next section.

2.4 Updating cultural interest and introducing related components

2.4.1 Digital media

Today's language learners are growing up in a completely different media environment from previous generations, in which the internet, social media and various types of digital technology are often used to interact with English language content. This issue was addressed even as early as Clément et al. (1994) when it was said that "one must recognize that contact with English language and culture through the media and through the use of high-technology devices such as computers was significant and that English was widely recognized as the *lingua franca* of international communication" (p. 419). This statement has become even more relevant with the passage of time, which has seen the increased use of digital technology in the lives of language learners, especially younger ones.

However, despite recognizing the importance of digital technology to the language learner, neither Clément nor Dörnyei included it as a theoretical consideration in either of their future research directions. Motivation research within the framework of the L2 motivational self system over the past decades has continued to use traditional media as the only measure of cultural interest. By excluding digital media, motivation researchers are ignoring a potentially important motivational variable, as learners today are interacting with technology and digital media than ever before.

Outside of the field of language learning motivation, other applied linguists have investigated the role that digital technology plays in the lives of L2 learners. Chun, Kern,

& Smith (2016) describe ways that language teachers can take advantage of digital technology, while also providing background information about the types of digital technology that they should be familiar with. A distinction is made in this article between technology in a broad sense, which includes traditional media and other resources such as textbooks, and new media, which is generally computer or mobile-based technology (p. 72).

Chun et al. also highlight the multimedia nature of the internet, in that it often combines text, visuals, audio and video at the same time (2016). A distinction is also made between *web 1.0* (which describes the more static, clunky webpages and platforms characteristic of the early internet) and *web 2.0*, which includes much of the websites and platforms that people interact with today on a regular basis, such as social media and other websites that encourage participation from the user in the form of comments and content sharing. Video games are also mentioned, as well as their potential benefits to language learners as a way to build their vocabularies (p. 72).

By including similar types of digital media considerations into the cultural interest scale, researchers may be able to piece together a more complete understanding about the L2 motivational self system, especially the social and cultural mechanisms that are involved in the formation of the learner's ideal L2 self; in addition, the scale provides insight into the language learning environments of individual learners, and how this environment impacts various aspects of the L2 learning motivation. Not only is including digital media items into the cultural interest scale likely to produce a more reliable scale, it also has the potential to have an impact on various other motivational variables, as well as the components of the L2 motivational self system in ways that have yet to be

determined. The next section will look at other variables related to digital media that will be included in the questionnaire study in the empirical section of this thesis.

2.4.2 Imagined international communities

As was mentioned in the previous section, technology has had an impact on L2 teaching and L2 learning in that it provides new opportunities and resources for students and teachers to engage with and take advantage of. It must also be noted that this impact goes hand in hand with globalisation and the use of English as a world language. Ryan (2006) highlights the role that English has as the language of the globalized world, and explains the potential impact that this has on language education: “as globalisation continues to place new demands on the English language and its learners, it seems highly likely that interest in the relationship between globalisation, second language teaching and learning is set to increase” (p. 43). As a result of the international nature of English, especially in regard to its prevalence in media products and on the internet, as well as its status as the language of travel, learners may come to feel that they are becoming members of an imagined international language community by learning English,.

The concept of imaged language communities was introduced by Norton (2001) to describe the process by which students form attitudes in the language classroom. Norton describes imagined communities as imaginary groups existing in the minds of individuals which can be attached to domains such as their profession or immigrant status (p. 164). Norton mainly explores the negative impact that such an imaginary group membership can have on language learning, although he also opens up the possibility that

this imaginary group membership can have a positive impact on the language learning process (2001).

Dörnyei (2005) also introduces an idea that is very similar to the idea of an imagined international community. While discussing the question of how integrativeness applies in foreign language learning contexts, Dörnyei proposes the idea of “some sort of a virtual or metaphorical identification with the sociocultural loading of a language, and in the case of the undisputed world language, English, this identification would be associated with a non-parochial, cosmopolitan, globalized world citizen identity” (Dörnyei, 2005, p. 97). However, instead of delving into the theoretical considerations and implications that this concept has as a standalone variable in the L2 motivational self system, Dörnyei instead connects this idea to the learner’s development of the ideal L2 self, which he sees as a way of mentally projecting this identity as a global citizen into their desired future selves; this acts as a sort of theoretical justification allowing the concept of integrativeness to be expanded to a context of L2 learning in a foreign language context.

This concept is expanded upon by Ryan (2006) within the context of globalisation and international English. Ryan introduces the idea of an imagined *global* community, which the language learner (specifically an English learner, as English is an international language) will feel like they are a part of. Ryan frames this idea with the theoretical framework of Dörnyei’s L2 motivational self system, and draws a connection between the concept of integrativeness and the idea of the imagined global community. Instead of possessing integrative motives to integrate into a language community, learners who feel that they are a part of an imagined global community feel integrative motives towards

this imagined community instead. This imagined global community is also tied to Dörnyei's ideal L2 self, since the student's membership in the imagined global community is likely tied to their imagined ideal L2 self (p. 41).

Yashima and Zenuk-Nishide (2008), apparently independently from Ryan (2006), also developed a theoretical concept of an imagined *international* community as opposed to a *global* one, although the concept is quite similar and is even based on research from the same article by Norton (2001). However, as opposed to Ryan, Yashima & Zenuk-Nishide present a way to measure the concept, proposing that the degree to which a learner feels that they are a member of an imagined international community is reflected by their score on the *international posture* scale, which is made up of various components including *intergroup approach-avoidance tendency*, *interest in international vocation or activities*, *interest in international news*, and *having things to communicate to the world* (Yashima 2009). It should also be noted that this scale is quite extensive (with 20 items) and that not all of the items appear to directly address the learner's potential feeling of membership into the imagined international community. In this study, Yashima's (2009) international posture items were used as examples to construct a scale in this study labelled as the *imagined international community* scale. The point of this scale is to distill the broad international posture scale from Yashima (2009) into something that reflected the student's feeling of membership into the imagined international community more directly. Although Yashima does not mention the role that the internet and digital media plays in this process, it is highly plausible that it plays an important part in the development of a feeling of membership into the imagined

international community, due to the influence that both the internet and the English language have on globalization (Dor, 2004).

2.4.3 The L2 learning experience and self-confidence

As mentioned earlier, the third component of the L2 motivational self system, and the least studied of the three, is the L2 learning experience. This component looks at the way in which the learner views their past and current experiences with the L2 learning process, and includes their attitudes towards the teacher, their courses, their classmates, and their experiences with success (Dörnyei, 2010). Previous research looking at the L2 learning experience shows that it is one of the best predictor variables (along with international posture) for the ideal L2 self (Csizér & Kormos, 2009). The author decided to include this scale in this study in order to understand how it interacts with the newly introduced digital media scale, as the introduction of new technology and the increased use of the internet may have resulted in a different type of L2 learning experience for many students.

Another motivational variable which is often researched alongside the L2 motivational self system is self-confidence. Self-confidence reflects the ability of the student to use the L2 without anxiety, as well as their beliefs about their own language learning abilities. In Dörnyei et al.'s (2006) research into L2 learning motivation in Hungary, relationships were found between self-confidence and the immediate environment (or milieu) of the learner; it was also found that self-confidence and attitudes towards L2 speakers was mediated through cultural interest, which shows that

the learner's self-confidence may be a result of their willingness to seek out L2 cultural products. This is important to this study, since it would be interesting to find out if this relationship still occurs after the inclusion of digital media items to the cultural interest scale.

This completes the review of the literature related to the scales that will be investigated in this study as well as the theoretical background related to L2 learning motivation, the L2 motivational self system and digital media. In this background section, language learning motivation was defined and an overview of the research tradition was presented. Next, the development of Dörnyei's L2 motivational self system was explained and its main components were laid out. This was followed by a description of the cultural interest component often included in L2 learning motivation research. The final part explained how the cultural interest scale should be updated to include digital media items, and additional variables to be included for study were recommended. Together, these sections make up the theoretical background which will lay the groundwork for the quantitative study carried out in this thesis. The next section will provide the research questions, followed by the methodology, results, and discussion of the study.

2.5 Research questions

The literature review above provides an overview of L2 learning motivation, with a focus on the L2 motivational self system and the importance of updating the cultural interest scale through the inclusion of items related to digital media. The absence of items

related to digital media in previous L2 learning motivation research leaves a gap which the author of this study intends to fill. While digital media has been considered in other fields of applied linguistics, L2 learning motivation researchers have yet to include it as an important factor to be considered as a part of the cultural interest scale. By updating the cultural interest scale to reflect the media use of today's language learners, the author hopes to reveal findings that will pose new questions in regards to the L2 motivational self system and L2 learning motivation in general. In order to achieve these goals, this thesis is guided by the following research questions:

1. What characterizes the media use of young adult English learners in Hungary?
2. What is the relationship between this media use and the L2 motivational self system, as well as other constructs related to language learning motivation?

3. Research design and method

3.1 Participants

The participants of the empirical study carried out in this thesis were 96 Hungarian university students at either the BA or MA level pursuing degrees in English, ranging in age from 18 to 30 years old. Data was gathered from 103 participants, but 7 were removed due to missing information in their questionnaire or due to outlying responses in their biographical data. All of the participants in the study were students from one of Hungary's major universities.

Among the participants, the majority of the students were female, with 18 males and 78 females. This disparity reflects gender distribution in the English departments of

Hungarian universities. The majority of the participants (n=79) were between the ages of 19 and 23. BA students also made up a majority of the participants (n=74). As for language proficiency, the majority of the participants reported being at the C1 level (n=69) followed by C2 (n=21) and lastly B2 (n=6).

3.2 The instrument

An online questionnaire was used to gather data from the participants. The items in the questionnaire were based on previous language learning motivation research carried out by Dörnyei and others investigating the L2 motivational self system and related components (Dörnyei et al., 2006; Islam et al. 2013; Yashima & Zenuk-Nishide, 2008;). The ideal L2 self, ought-to L2 self and cultural interest components were based on those used in Islam et al.'s (2013) study, while the self-confidence scale was based on the one used by Dörnyei et al., (2006). The imagined international community scale was constructed based on Yashima and Zenuk-Nishide (2008) in that it is a condensed version of her international posture scale. The L2 learning experience scale was developed by the author which combined Islam et al.'s (2014) attitudes to learning English scale with additional items created by the author of this thesis.

In order to investigate the role of digital media, a small qualitative study was carried out in order to find out what kind of digital media was being used by Hungarian university students. After six interviews (with 3 males and 3 females) the author was able to identify seven types of digital media which appeared to be applicable to Hungarian university students. These included video games, online video sharing platforms (such as

YouTube), discussion websites or apps (such as Reddit), microblogging websites or apps (such as Tumblr), social media networks (such as Facebook), podcasts, and online news and articles. These types of digital media were reflected in the items of the digital media scale and were investigated alongside the above mentioned scales, all of which can be found in Appendix A and B.

The final scale consisted of 45 items, the first four of which were used to gather biographical information on the participants, including gender, age, level of study, and level of English proficiency. The rest of the items consisted of Likert-scale type items, which measured the participants responses to the items on a scale of 1 to 5, from “strongly disagree” to “strongly agree”. The language of the questionnaire was in English.

A think-aloud protocol and a pilot study were carried out prior to the main study, resulting in the rewording or removal of some items. Two scales, labelled *instrumentality (prevention)* and *instrumentality (promotion)* were removed after the pilot study, in order to lower the number of items in the questionnaire and due to redundancies in the findings in the pilot study between these two scales and the ideal L2 self and ought-to L2 self scales. Below, the finalized list of constructs and a sample item for each construct is provided.

1. The ideal L2 self (5 items): the views of the participants in regards to their desired future L2 success. Example: it is easy for me to imagine myself using English successfully in the future.
2. The ought-to L2 self (6 items): the views of the participants in regards to their future L2 use as demanded by the obligations of those around them. Example: I have to study English because if I don't, my parents will be disappointed with me.
3. The L2 learning experience (6 items): the views of the participants regarding their English learning process. Example: I feel that I have been successful in my previous English courses
4. Self-confidence (5 items): the views of the participants in regards to their own abilities in the L2. Example: Learning a foreign language is an easy task for me.
5. Cultural interest (5 items): the degree to which a participant interacts with traditional L2 cultural products. Example: I often listen to the music of English-speaking countries
6. Digital media (7 items): the degree to which the participants interact with digital media, such as video games and internet-based platforms. Example: I often read, watch, or listen to English articles or news on the internet
7. Imagined international community (6 items): the attitudes of the students in regards to their participation and membership in a global English community. Example: Speaking English makes me feel a connection with people from other countries

3.3 Data collection procedures

The questionnaire was filled out voluntarily by the participants, who were contacted through internet communication by the researcher. A link was provided to these students, which connected them with the online questionnaire that was put together using Google Forms. The data gathering procedure took place during February of 2018. All questionnaires were anonymous, and students were assured by a statement included in the questionnaire that their identities and information would not be shared and that their data would be used for research purposes only.

3.4 Data analysis procedures

All of the data from the questionnaires were compiled by the Google Forms software and transferred into a spreadsheet, which was analyzed using SPSS (Statistical Package for the Social Sciences), which is software created by IBM for statistical analysis. The reliability of the scales was analyzed through the use of a Cronbach alpha test, and descriptive statistics were carried out. Paired sample t-tests as well as analysis of variance (ANOVA) tests were carried out to compare the scale measurements based on the grouping variables. Correlation analysis and linear regression analysis were also carried out, and a schematic illustration was created to reflect the results of the correlation and regression analysis.

4. Results and discussion

4.1 The internal reliability of the investigated constructs

A Cronbach alpha analysis was carried out on all seven scales investigated in the questionnaire study. Four of the scales (the ideal L2 self, the ought-to L2 self, the L2 learning experience, and the imagined international community scales) reached or exceeded the .70 threshold recommended by Dörnyei (2007) for applied linguistics research. The self-confidence scale was very near to Dörnyei's (2007) recommendation, with a measurement of .68, and is accepted as reliable in this study.

Interesting results were found regarding the cultural interest and digital media scales. Cultural interest fell below the acceptable level of .60 with a cronbach of .55, putting the validity of the scale into question. The digital media scale scored above an acceptable level of .6, but not by much (cronbach alpha = .64). However, when the two scales were combined to make one cultural interest scale, the cronbach alpha value increased to .73. This shows that both the traditional cultural interest scale as well as the digital media scale may not be appropriate as stand-alone measures of cultural interest for studying university students in a Hungarian context. The higher level of validity achieved by including the digital media items might show that although students are still using traditional media sources, digital media now plays an important role in their lives. This is evidence of the importance of including digital media in the cultural interest scale when investigating L2 learning motivation and the L2 motivational self system. As a result of this finding, the cultural interest and digital media scales were combined together and

used to measure cultural interest in this study. The original cultural interest scale was thus removed from the analysis. The Cronbach's alpha levels of the scales measured in this study are presented below (See Table 1).

Table 1
The Internal Reliability of the Constructs

Scale	Cronbach's alpha value
Imagined International Community	.76
The L2 Learning Experience	.74
Culture Interest (combined with digital media)	.73
Ought-to L2 Self	.71
Ideal L2 Self	.70
Self-confidence	.68
Digital Media	.64
Cultural Interest	.55

4.2 Descriptive statistics (cultural interest)

Descriptive statistics were carried out at the item level of the cultural interest scale in order to better understand the media habits of the participants (see Table 2). The highest mean value reported was for the traditional cultural interest item "music of English speaking countries" ($M = 4.84$, $SD = .47$). In terms of digital media, the highest mean values were reported for video sharing platforms and online news and articles ($M = 4.74$, $SD = .57$) for video sharing platforms and ($M = 4.74$, $SD = .51$) for online news and articles. Social media networks (such as Facebook) also reported a high mean value ($M = 4.43$, $SD = .78$). Mean values for online discussion platforms (such as Reddit) and video games were fairly low ($M = 2.82$, $SD = 1.25$, $M = 2.98$, $SD = 1.51$, respectively) and it

should be noted that the uneven gender distribution might account for some of the low mean values in certain items such as video games.

Table 2

Descriptive Statistics: the means and standard deviation values of the cultural interest scale

Item	Mean Value	SD
Music of English speaking countries*	4.84	.47
English TV programs and movies*	4.76	.61
Video sharing platforms	4.74	.57
Online news and articles	4.74	.51
Social media networks	4.43	.78
English language books*	4.25	.96
English language magazines and newspapers*	3.77	.99
English language podcasts	3.40	1.24
Microblogging platforms	3.32	1.45
Video games	2.98	1.50
Online discussion platforms	2.82	1.25

Note: *indicates items from the traditional cultural interest scale; lines indicate boundaries between significant mean differences as indicated by paired-sample t-tests

Paired samples T-tests showed significant differences in mean values between the items of the cultural interest scale. A significant mean differences were found between “online news and articles” and “social media networks” ($t = 3.71$, $p < .01$), “English language books” and “English language magazines and newspapers” ($t = 4.40$, $p < .01$) and “English language magazines and newspapers” and “English language podcasts” ($t = 2.85$, $p < .01$). As we can see from these results, Hungarian L2 learners are still using

traditional media, and in some cases to a greater degree than certain types of digital media. This further highlights the importance of including both traditional media and digital media in the cultural interest scale.

4.3 Descriptive statistics (all scales)

Descriptive statistics were carried out to show the mean values and standard deviation of the various scales which were measured (see Table 3). The ideal L2 self, L2 learning experience, self-confidence, cultural interest and the imagined international community scales all had means above 4.0 of the 5.0 maximum Likert-scale type questions. The lowest mean value was that of the ought-to self ($M = 2.69$, $SD = .65$). The high mean value of motivation for the ideal L2 self scale is consistent with the mean values of Hungarian English learners on the integrativeness scale seen in Dörnyei et al. (2006), who all reported mean values above 4.0 on a 5 point Likert scale, and the cultural interest scale also reported similar mean values. The low mean value reported for the ought-to L2 self scale likely reflects a genuine interest in the English learning process by the participants surveyed as opposed to viewing the English learning process as an obligation, as the students chose to earn degrees in English.

However, compared to Dörnyei et al. (2006), the self-confidence of the students is higher on average ($M=4.15$, $SD = .53$). The ought-to L2 self scale is also low compared to the 2006 data, although a possible reason for this was previously mentioned. The differences between the results of the two studies are most likely the result of the age difference between the students. The participants in Dörnyei et al.'s (2006) study were between 13 and 14 years old, while the participants in this study were mainly between the

ages of 19 and 24. This age difference might affect the self-confidence of the participants, as well as the influence of the ought-to L2 self. Additionally, the student status of the participants in this study might account for the higher levels of self-confidence compared to Dörnyei et al. (2006), as these learners were confident enough to decide to study English at the BA or MA level. Also worth mentioning is the mean value of the digital media scale ($M = 3.77$, $SD = .63$). Although it might be expected to be pretty high (due to young people's reputation for consuming digital media) it should be noted that the construct is made up of seven different types of digital media, and some learners might use certain types more than others; this variation might be reflected in the lower mean value.

Table 3

Descriptive Statistics: the Mean and Standard Deviation Values

Scale	Mean Value	SD
Ideal L2 self	4.69	.39
Imagined international community	4.33	.51
Self-confidence	4.15	.53
Language learning experience	4.10	.49
Cultural interest	4.03	.49
Digital media	3.77	.63
Ought-to L2 self	2.69	.65

Note: Lines indicate boundaries between significant mean differences as indicated by paired-sample t-tests

Paired samples T-tests were carried out on the scales in order to verify the differences among the mean values measured. Nearly all paired samples reported significant differences in mean values, with significance values of $p = .03$ or less. The only exceptions were between the L2 learning experience and self-confidence scales ($t = -.98, p = .33$) and the L2 learning experience and combined cultural interest scales ($t = 1.26, p = .21$). Large mean differences were seen between the ideal and ought to selves ($t = 25.85, p < .01$), which goes against previous research into Hungarian English learners by Dörnyei et al (2006). As mentioned in an earlier section, this difference is likely due to the fact that these students are more motivated by the ideal L2 self than the ought-to L2 self, as they are studying English at the university level, which likely means that they enjoy English, and are not studying to please their families or to fulfill other external responsibilities. The ought-to self also has a significant mean differences when paired with the L2 learning experience ($t = -18.25, p < .01$). Csizér and Kormos (2009) show a relationship between the L2 learning experience and the ideal L2 self; with this in mind, it is not surprising that it has such a difference in mean value when compared to the ought-to self, as the L2 learning experience shared a similarly high mean value as that of the ideal L2 self.

Turning our attention away from the ought-to self, there are other mean differences that should be noted. A mean difference was recorded between the ideal L2 self and the L2 learning experience scales ($t = 11.24, p < .01$). This shows that the mean difference between the two scales ($M = 4.69, SD = .04$ for the ideal self, $M = 4.01, SD = .49$ for the L2 learning experience). This data can be interpreted to show that although

both are important components of the L2 motivational self system, for the sample measured in this study, the ideal L2 was the dominate variable.

4.4 Group-related differences

Differences between gender, level of study, and language proficiency were carried out using independent sample t-tests as well as ANOVA tests. No significant differences between the scales were found based on gender, likely due to the low number of male participants. Between BA and MA students, significant differences were only found in the mean differences of the individual items of the cultural interest scale. Upon closer inspection of the items on the scale, it was shown that the mean value of the “social media” item was significantly higher for BA students ($t = 2.36, p = .02$). This result shows that the social media use of BA students ($M = 4.53, SD = .60$) is higher than that of MA students ($M = 4.01, SD = 1.15$). This finding is likely related to differences in the ages of the BA and MA students, as previous studies have shown age to be a predictor of social media use (Lenhart, Purcell, Smith & Zickuhr, 2010).

An ANOVA test was also carried out to find significant mean differences based on the reported language proficiency of the participants. The only significant variation among the conditions was for the self-confidence scale, $F(2, 93) = 10.37, p < .01$. A post hoc Tukey test showed that students at B2 and C1 levels differed significantly at $p < .01$ and C1 and C2 levels differed significantly at $p < .03$ ($M = 3.43, SD .39$ for B2, $M = 4.13, SD .51$ for C1, and $M = 4.44, SD = .39$ for C2). This relationship between self-

confidence and reported proficiency is to be suspected, as students with a higher level of language ability are more likely to be confident in their language use.

4.5 The relationships between the scales

Correlations were measured using the Pearson correlation coefficient. A number of significant correlations were found among the scales, as well as among the items of the digital media scale (see Table 4). A high correlation was found between self-confidence and the L2 learning experience (.41). This suggests that a positive learning experience may be linked to the student's level of self-confidence. MacIntyre, Mackinnon and Clément (2009) claim that self-confidence has a positive relationship with academic motivation and performance, so it is understandable that the higher a student's self-confidence, the more positive their attitude will be towards the L2 learning process. Significant correlations were also found between the cultural interest scale and all of the other scales included in the study, with the exception of the ought-to L2 self. This is to be expected, as cultural interest has not been shown to have a relationship to the ought-to L2 self in previous research. High correlations between the cultural interest scale and the other scales measured were found for self-confidence (.37), the ideal L2 self (.35) and the L2 learning experience (.32), all of which were significant at the .01 level. These results show relationships that were also present in Dörnyei et al.'s (2006) Hungarian study, where cultural interest was linked to self-confidence and integrativeness. The correlation found in this study between cultural interest and the L2 learning experience can be linked to results found by Islam et al. (2012) who found that their cultural interest scale

correlated with their scale labeled “attitudes to learning English” which is analogous to the L2 learning experience scale in this study. These findings reinforce results from this study showing that interest in cultural products of the L2 can play an important role in the L2 learning experience.

Another interesting and unexpected finding is in regards to the lack of correlation between the ideal L2 self and the imagined international community. While the imagined international community shared correlations with every other scale, there was no significant correlation with the ideal L2 self. This is contrary to what was predicted by Yashima (2009), who postulated a connection between the ideal L2 self and the imagined international community. While it is possible that the ideal L2 self is related to the imagined international community in other settings, differences in the Hungarian context might exist which affect this relationship. This interpretation is further reinforced by the fact that this finding in regards to a Hungarian L2 learning population is not unique, as a study by Kormos & Csizér (2014) also failed to show a link between international posture (analogous to the imagined international community) and the ideal L2 self, despite being predicted. Perhaps, as evidenced by the relationship between the ought-to L2 self and the imagined international community (.30) Hungarians view their membership in a global community as more of an obligation than as a component of their ideal L2 selves. The digital media scale also had significant relationships with a number of constructs. This included the ideal L2 self (.34) self-confidence (.37) and imagined global community scales (.27). A high correlation is also reported with cultural interest (.94) but this should be ignored, due to the fact that the two scales share items. However, the other results

provide further evidence that digital media has an important role to play in the L2 motivational self system.

Correlations were also measured between the scales and the individual items of the individual media scale, in order to understand how the various types of digital media individually impacted the motivational variables and the components of the L2 motivational self system (see Table 5). The ideal L2 self saw only one correlation at the .01 level with social media networks (.26) and two correlations at the .05 level with video games, microblogging platforms and podcasts (.23, .21 and .20 respectively). It can be argued that the nature of social media, video games and blogs contributes to the development of the ideal L2 self; as Chun et al. (2016) points out, video games involve the creation of a personal identity, and since blogs and social media accounts involve the same type of identity creation, this might help the learner to visualize their ideal L2 self, leading to the creation or an increase in L2 learning motivation.

Social media, online discussion platforms, and video sharing platforms also shared a significant correlation at the .01 level with self-confidence (.35, .34 and .29, respectively). This finding shares similarity to a finding by Valkenburg, Peter, and Schouten (2006) who found a relationship between social media use and self-esteem. It should be noted that in their study, although self-esteem measured the beliefs of the participants in regards to their social skills, making it somewhat similar to the self-confidence construct measured in this study, it also measured areas not included in L2 learning research, such as the student's beliefs about his or her appearance and attractiveness. It is possible that with further research, a link could be established between social media use and linguistic self-confidence as well.

Table 4

Correlations (all scales)

	1	2	3	4	5	6	7
Ideal L2 Self	1		.32**	.21*	.34**	.35**	.14
Ought-to L2 Self		1	.15		.12	.14	.30**
L2 learning experience			1	.41**	.24*	.32**	.31**
Self-confidence				1	.37**	.37**	.34**
Digital media					1	.94**	.27**
Cultural interest						1	.28**
International community							1

Note: **Correlation is significant at the .01 level (2-tailed); *Correlation is significant at the .05 level (2-tailed); high correlation between the digital media and cultural interest scales is a result of the items shared by the two scales; missing data represents correlation with Pearson coefficients less than .01

A significant correlation at the .01 level was also found between video sharing platforms and the L2 learning experience (.27). This could point to an increased use of video sharing sites, such as YouTube, in the classroom and the positive effects that such platforms have on the L2 learning process. As Chun et al. (2016) points out, incorporating online video resources into the lesson plan can be helpful to the learning process, and today's language teachers are no doubt taking advantage of these types of resources. Due to the nature of online videos (as well as other content) teachers can not only use technology to make learning easier, but also more fun and enjoyable for the student.

Table 5

Correlations (digital media items)

	1	2	3	4	5	6	7	8	9	10	11	12
1. Ideal self	1		.32**	.21*	.14	.23*	.16	.17	.21*	.26**	.20*	.19
2. Ought-to self		1	.15		.30**	.09	.06	.17	.12	-.02	.09	-.24*
3. L2 learning experience			1	.41**	.31**	-.06	.27**	.14	.26*	.25*	.21*	-.01
4. Self-confidence				1	.34**	.09	.29**	.34**	.26*	.35**	.12	.25*
5. International Community					1	.05	.11	.28**	.22*	.15	.16	.12
6. Video games						1	.17	.45**	.24*	-.02	.21*	.21*
7. Video sharing platforms							1	.32*	.28**	.33**	.09	.20*
8. Online discussion platforms								1	.41**	.19	.30**	.11
9. Microblogging platforms									1	.34*	.16	.16
10. Social media networks										1	.18	.23*
11. Podcasts											1	.05
12. Online news and articles												1

Note: **Correlation is significant at the 0.01 level (2-tailed); *Correlation is significant at the 0.05 level (2-tailed); missing data represents correlation with Pearson coefficients less than .01;

Lastly, a significant correlation at the .01 level was found between online discussion platforms and the imagined international community scale (.28). This finding is not surprising, since Hungarian English learners participating in English medium discussion platforms online are interacting with English speakers from around the world and from various L1 backgrounds. It makes sense, then, that those using these platforms are also more likely to feel part of an international English community. However,

whether this community is imagined (as Yashima (2009) suggests) or is in fact a real, albeit virtual community is subject to debate.

4.6 Regression Analysis

Linear regression analysis was carried out in this study in order to determine causal relationships between the scales. These relationships were compared to the regression results of previous L2 learning motivation research and the potential implications of the findings are discussed. Results of these analyses are presented in the form of regression models shown in the tables below.

The first part of the regression analysis was carried out with the components of the L2 motivational self system, which include the ideal L2 self, the ought-to L2 self, and the L2 learning experience scales as the dependent variables. For the ideal L2 self (see Table 6), combined cultural interest scale and the L2 learning experience appear as predictors ($\beta = .27$ and $\beta = .24$ respectively). This result is similar to those reported in a previous study of Hungarian English learners. In Kormos & Csizér's (2009) study, cultural interest was reported as a predictor for the ideal L2 self ($\beta = .18$) in a population of adult language learners. In the same study, language learning attitudes (a scale analogous to the L2 learning experience) was a predictor for the ideal L2 self ($\beta = .26$) in a population of university students. In terms of the cultural interest scale, the higher β levels in this study may be explained by the inclusion of the digital media items, which provided a more complete measurement of the construct. The similar values for the L2 learning experience, meanwhile, reinforce Kormos and Csizér's findings, revealing the

importance of the L2 learning experience on the development of the ideal L2 self. The findings are also reinforced by the correlational data from the previous section.

Table 6

Significant results of regression analysis with the ideal L2 self as the dependent variable

Scale	Beta	t	p
Combined cultural interest	.27	2.76	.01
L2 learning experience	.24	2.38	.02
R ²	.17		

For the regression analysis carried out on the ought-to L2 self (see Table 7), the imagined international community scale appears as the only predictor of the ought-to L2 self ($\beta = .27$). This reinforces the findings from the correlational analysis, suggesting that the participants may see their membership in the imagined international community as a social obligation as opposed to something that they desire. Similar findings are also reported in a study by Kormos and Csizér (2014) which shows a relationship between instrumentality (analogous to the ought-to L2 self) and international posture (analogous to the imagined international community).

Table 7

Significant results of regression analysis with the ought-to L2 self as the dependent variable

Scale	Beta	t	p
Imagined international community	.27	3.00	< .01
R ²	.09		

Regression analysis carried out with the L2 learning experience scale as the criterion measure (see Table 8) showed the self-confidence and ideal L2 self scales as the predicting variables ($\beta = .36$ and $\beta = .25$, respectively). The presence of self-confidence in this regression model reinforces the results of the correlation analysis, and highlights the importance of the learner's self-confidence and the degree to which they enjoy the learning process. The presence of the ideal L2 self as a predictor also shows that just as the L2 self can be predicted by the L2 learning experience, the L2 learning experience can also be predicted to some degree by the ideal L2 self.

Table 8

Significant results of regression analysis with the language learning experience as the dependent variable

Scale	Beta	t	p
Self-confidence	.41	4.41	< .01
R ²	.17		

Lastly, a stepwise regression analysis was carried out with self-confidence as the criterion measure. This provided an interesting model which showed digital media as the predicting variable ($\beta = .37$). As digital media has not been previously researched in relation to the L2 motivational self system, this finding is new and is open for interpretation. The fact that digital media predicts self-confidence independently from the cultural interest scale not only reflects a difference between traditional and digital media, but also suggests that there is a process unique to digital media which connects it to self-confidence. The answer might lie in the previous section, in which findings from previous research into digital media were used to make sense of correlation results of the individual items of the digital media scale. Looking at Valkenburg et al. (2006), it can be inferred that social media use can have a positive impact on self-confidence. In addition to this, Chun et al. (2016) discusses the role that digital media can play in identity creation. Perhaps this identity creation, happening while in contact with the L2 through digital media platforms, can also lead to the formation of linguistic self-confidence in the learner.

This concludes the regression analysis section investigating the relationships between the components of the L2 motivational self system and the other scales measured in this study. The following section will present a schematic illustration of the correlation and regression results and indicate a theoretical model from which the relationships between the constructs measured in this study can be better understood.

Table 9

Significant results of the regression analysis with self-confidence as the dependent variable

Scale	Beta	t	p
L2 learning experience	.35	3.73	< .01
Digital media	.29	3.12	<.01
R ²	.25		

4.6 Schematic illustration of the scales

Path analysis is used to analyze the relationship between variables and to construct models supported by correlation and regression analysis data that show these relationships. This method can be found in previous motivation research (Gardner, 2007) and is a more simple version of the structural equation modeling used by Dornyei et al. (2006). This study will do something similar to path analysis by using correlational data to show the relationships between the components of the L2 motivational self system, while using regression analysis to show the the predictive relationships between the motivational variables measured in this study. This will be drawn up into a schematic illustration of the relationship between the scales (see Figure 1).

Figure 1

The schematic illustration of the relation between the scales: the results of the correlation and regression analysis



Note: * indicates a level of significance below .05; arrows represent relations determined through regression, with the numbers showing regression coefficients; curved lines represent correlations between the components of the L2 motivational self system, with the numbers showing the Pearson correlation coefficients

The results of the stepwise regression analysis carried out in the previous section can be seen in this model. The ideal L2 self is shown to be predicted by cultural interest. The cultural interest connection is similar to the one found in research by Taguchi et al. (2009) and the relationship between the L2 learning experience and the ideal L2 self is in line with research carried out with Hungarian participants by Kormos and Csizér (2009) which found significant relationships between attitudes towards learning English and the

ideal L2 self. Due to the similarity between the attitudes towards learning English scale and the L2 learning experience scale, the results are comparable to one another. The ought-to L2 self is shown to be predicted by the imagined international community, which is similar to relationship between the international posture and instrumentality scales in Kormos and Csizér's (2014) study. Additionally, the L2 learning experience is predicted by self-confidence, which is a new finding that has not been observed before in previous L2 learning motivation research.

Correlational results were also included in the schematic illustration to show the relationship between the ideal L2 self and the L2 learning experience, which was reinforced by the results of the regression analysis carried out on the L2 motivational self system components. All correlations between the components of the L2 motivational self system are included, although only the relationship between the L2 learning experience and the ideal L2 self was significant. This lack of correlation between the ideal L2 self and the ought-to L2 self, as well as the ought-to L2 self and the L2 learning experience, show the distinct differences between the ought-to L2 self and the other two components. However, the correlation between the ideal L2 self and the L2 learning experience may have been unique to the context in which this study was carried out, as the participants were university students pursuing degrees in English. It is safe to say, based on the high mean values for the ideal L2 self and the low values for the ought-to L2 self presented earlier, that by choosing to study English, the students are likely more oriented towards the ideal L2 self, and this is likely reflected in their mainly positive attitudes towards the L2 learning experience. In this case, such a correlation makes sense; but it could change in different contexts, and students who study language out of a sense of obligation may

see correlations between the L2 learning experience and the ought-to L2 self. It should also be noted that previous research supports the relationship between the ideal L2 self and attitudes towards the L2 learning experience (Csizér & Kormos, 2006; Islam et al., 2013; Taguchi et al., 2006;).

Another new finding is in regards to the presence of digital media as a predictive variable for the self-confidence scale. This relationship shows the unique influence that digital media has on linguistic self-confidence, potentially as a result of the nature of the interaction between the learner and the content presented through digital media platforms. Discussion in the previous section pointed to the implications of this finding, and pondered the impact of identity creation that occurs during interaction through digital media on the L2 motivational self system. Such findings are extremely interesting, and require further study to learn more about this process.

5. Conclusion

As can be seen in the results of this study and in the literature reviewed, digital media plays an important role in the L2 motivational self system, and in language learning in general. Most young language learners (but in this study specifically Hungarian university students in BA and MA English programs) use various types of digital media, and this media usage should be considered while measuring the cultural interest of learners in L2 learning motivation research. Traditional items of the cultural interest scale, when combined with items measuring digital media use in the L2, show interesting findings related to the components of the L2 motivational self system.

Correlation results revealed significant relationships between cultural interest and the components of the L2 motivational self system as well as the other motivational variables, while regression analysis showed cultural interest as a predictor of the ideal L2 self, and that digital media, separate from traditional media, is a predictor of linguistic self-confidence. The schematic illustration provided in last section is important in that it provides an additional model from which motivation can be understood, this time with the inclusion of digital media to provide a more complete picture of the cultural interest construct.

This study has important implications in regards to L2 learning motivation research. Including digital media items within the cultural interest scale, as well as measuring it on its own, revealed findings that could potentially change the way we view the role that media use plays in motivation. New ideas discussed in the previous sections, such as that of the impact that digital media has on linguistic self-confidence and identity creation, offer exciting and potentially groundbreaking new paths for future research.

Despite the interesting findings of this study, it must be noted that there are several aspects which could be improved. The disproportionate amount of female participants made it impossible to find significant differences between genders, and it is likely that a more even distribution would have yielded better results. Additionally, this study would also benefit from a larger sample size, which would provide more statistical accuracy.

Further research should also include motivated learning behavior as one of the scales investigated, in order to determine not only how digital media use in the L2 affects the L2 motivational self system, but also language learning motivation in general.

Additionally, L2 learning motivation research with the updated cultural interest variable should be carried out with Hungarian students who are not completing their degrees in English, as new insights would likely come to light. In addition to quantitative studies similar to this one carried out with different participants and in different contexts, qualitative studies could also be carried out to learn more about student perspectives in regards to technology, L2 learning and L2 learning motivation. This could provide further avenues for research and reveal emerging themes relevant to the study of the relationship between technology and language learning.

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Appendix A: Questionnaire constructs and items

Ideal L2 self (Islam et al. 2013)

1. When I think about my future, it is important that I use English
2. Whenever I think of my future career, I imagine myself being able to use English
3. If my dreams come true, I will use English effectively in the future
4. I can imagine myself living abroad and using English effectively for communicating with the people there
5. The things I want to do in the future require me to use English
6. It is easy for me to imagine myself using English successfully in the future

Ought-to L2 self (Islam et al. 2013)

1. I have to study English because if I don't, my parents will be disappointed with me
2. Studying English is important to me in order to gain the approval of my peers
3. Studying English is important to me because other people will respect me more if I have a high level of knowledge of English
4. Studying English is important to me because an educated person is supposed to be able to speak English
5. I study English because close friends of mine think it is important
6. My parents believe that I must study English to be an educated person

Language learning experience

1. Learning English is great
2. I always look forward to my English classes
3. I enjoy speaking with other English speakers
4. I feel that I have been successful in my previous English courses
5. I feel that my teachers have been successful in helping me learn English
6. I like the atmosphere of my English classes

Self-confidence (Dörnyei et al. 2006)

1. I am sure I will be able to achieve my English language goals
2. I think I am the type who would feel anxious if I have to speak to someone in English
3. Learning a foreign language is an easy task for me
4. I'm satisfied with my English language performance
5. I believe that I have the skills necessary to learn English well

Cultural interest (Dörnyei et al. 2006)

1. I often listen to the music of English-speaking countries
2. I often read English magazines or newspapers published in English

3. I would like to know more about the culture and art of English-speaking countries
4. I often watch TV programs or movies made in English-speaking countries
5. I often read books published in English

Digital media

1. I often play video games in English
2. I often use online video sharing platforms (such as YouTube) to view English content
3. I often use online discussion platforms (such as Reddit) to view English content
4. I often use microblogging platforms (such as Tumblr) to view English content
5. I often use social media networks (such as Facebook) to view English content
6. I often listen to English language podcasts
7. I often read, watch, or listen to English articles or news on the internet

Imagined International Community (Yashima & Zenuk-Nishide, 2009)

1. Speaking English makes me feel like I am a part of an international culture
2. Speaking English will help me become more open-minded than monolingual people in my country
3. Speaking English makes me feel a connection with people from other countries
4. Speaking English can help me make friends from other countries
5. If I didn't speak English, I would be isolated from the rest of the world
6. If I didn't speak English, it would be difficult to make friends from other countries

Appendix B: Questionnaire

4/15/2018

L2 Motivational Self System and Cultural Interest Questionnaire

L2 Motivational Self System and Cultural Interest Questionnaire

The purpose of this questionnaire is to gather information about factors related to language learning motivation and cultural interest. This questionnaire consists of 5 parts. Please read the instructions before entering your response. There are no "right" or "wrong" answers to this questionnaire, and the identity of the participants will remain anonymous. The results of this questionnaire will be used for research purposes only. Thank you for your time!

Part 1

Please provide the answer to the following questions

1. 1. What is your gender?

Mark only one oval.

- Female
 Male

2. 2. How old are you?

3. 3. What is your level of study?

Mark only one oval.

- BA
 MA

4. 4. What is your level of English proficiency?

Mark only one oval.

- B1: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
 B2: Can understand the main ideas of complex text on both concrete and abstract topics
 C1: Can express ideas fluently and spontaneously without much obvious searching for expressions
 C2: Can understand with ease virtually everything heard or seen; can express oneself spontaneously, very fluently and precisely

Part 2

In this part, we would like you to tell us how much you agree or disagree with the following statements by choosing one of the options provided. Please do not leave out any of items.

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L2 Motivational Self System and Cultural Interest Questionnaire

5. I feel that I have been successful in my previous English courses*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

6. When I think about my future, it is important that I speak English*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

7. I often read, watch, or listen to English articles or news on the internet*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

8. I am sure I will be able to achieve my English language goals*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

9. I can imagine myself living abroad and using English effectively for communicating with the people there*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

4/15/2018

L2 Motivational Self System and Cultural Interest Questionnaire

10. Learning a foreign language is an easy task for me*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

11. Speaking English will help me become more open-minded than people in my country who only speak one language*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

12. The things I want to do in the future require me to use English*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

13. Studying English is important to me in order to gain the approval of my peers*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

14. I feel that my teachers have been successful in helping me learn English*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

Part 3https://docs.google.com/forms/d/1eOHsjKG_vg2HaRUBDIBishERi0uiesSFhX_-43xvFjI/edit

3/10

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L2 Motivational Self System and Cultural Interest Questionnaire

In this part, we would like you to tell us how much you agree or disagree with the following statements by choosing one of the options provided. Please do not leave out any of items.

15. If I didn't speak English, I would be isolated from the rest of the world

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

16. I often listen to the music of English-speaking countries

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

17. Studying English is important to me because an educated person should be able to speak English

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

18. I'm satisfied with my English language performance

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

4/15/2018

L2 Motivational Self System and Cultural Interest Questionnaire

19. I have to study English because if I don't, my parents will be disappointed with me*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

20. I would like to know more about the art and culture of English-speaking countries*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

21. I often use online video sharing platforms (such as YouTube) to view English content*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

22. Speaking English makes me feel like I am a part of an international culture*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

23. I like the atmosphere of my English classes*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

4/15/2018

L2 Motivational Self System and Cultural Interest Questionnaire

24. I think I would feel anxious if I had to speak to someone in English*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

Part 4

In this part, we would like you to tell us how much you agree or disagree with the following statements by choosing one of the options provided. Please do not leave out any of items.

25. I often use social media networks (such as Facebook) to view English content*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

26. I always look forward to my English classes*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

27. I enjoy communicating with other English speakers*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

4/15/2018

L2 Motivational Self System and Cultural Interest Questionnaire

28. I study English because close friends of mine think it is important*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

29. My parents believe that I must study English to be an educated person*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

30. I often watch TV programs or movies made in English-speaking countries*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

31. I often play video games in English*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

32. Speaking English can help me make friends from other countries*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

4/15/2018

L2 Motivational Self System and Cultural Interest Questionnaire

33. If my dreams come true, I will use English effectively in the future*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

34. Speaking English makes me feel a connection with people from other countries*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

Part 5

In this part, we would like you to tell us how much you agree or disagree with the following statements by choosing one of the options provided. Please do not leave out any of items.

35. I often read books published in English*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

36. If I didn't speak English, it would be difficult to make friends from other countries*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

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L2 Motivational Self System and Cultural Interest Questionnaire

37. Learning English is great*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

38. I often use microblogging platforms (such as Tumblr) to view English content*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

39. I believe that I have the skills necessary to learn English well*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

40. I often use online discussion platforms (such as Reddit) to view English content*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

41. I often listen to English language podcasts*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

4/15/2018

L2 Motivational Self System and Cultural Interest Questionnaire

42. It is easy to imagine myself using English successfully in the future*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

43. I often read English magazines or newspapers published in English*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

44. Studying English is important to me because other people will respect me more if I have a high level of English proficiency*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

45. Whenever I think of my future career, I imagine myself using English*Mark only one oval.*

- Strongly Agree
 Agree
 Neither Agree or Disagree
 Disagree
 Strongly Disagree

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