Exploring the Concept of the Ideal L2 Self in an Asian EFL Context: The Case of Japanese University Students

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The objective of this article is to explore, in a Japanese EFL context, the ideal L2 self with some hypothesized relationships among motivated learning behaviour, self-efficacy, L2 anxiety, and the perceived amount of information related to learners' future self-guides by performing structural equation modelling on the data of 126 Japanese first-year university students. Moreover, the present study examines the possibility of postulating two levels of the ideal L2 self to confirm whether a theoretical model better than Dörnyei's original one can be attained by doing so. The SEM analysis showed that we can postulate two levels of the ideal L2 self, indeed resulting in a better theoretical model. The proposed model revealed that self-efficacy and the perceived amount of information had a positive influence on learners' formation of a better ideal L2 self. Furthermore, the model indicated that the ideal L2 self and self-efficacy positively affected motivated learning behaviour, while the ideal L2 self negatively affected anxiety. Based on these findings, the authors argue that the L2 motivational self system (with the two levels of the ideal L2 self) can be developed into a framework that explains not only L2 motivation but also other affective variables, all in one system.

INTRODUCTION

Motivating second or foreign language (L2) learners in learning activities is one of the most challenging but essential tasks that L2 teachers face. Dörnyei (2005) argues that 'motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process' (p. 68). Motivation is indeed a key to L2 learning success. However, it is also considered to be one of the most complex concepts in second language acquisition (SLA) (Dörnyei & Ushioda, 2011). Furthermore, the focus of contemporary L2 motivation research has been shifting drastically due to rapid globalization, which refers to the expanding connectivity and interdependence of economic, social, technological, and cultural spheres across local activities. In an increasingly globalized society, empowered individuals communicate across cultural and national boundaries. As a result, English has widely been used as a *lingua franca* among speakers of various languages. As Dörnyei (2010) notes, the interactions in English between so-called native and non-native speakers, along with those between only native speakers, comprise only a portion of global communication today. Non-native to non-native interactions dominate the scene. Because of this rapid globalization and the resultant rise of *Global English* (Crystal, 1997), in which English is used simply as a tool for international communication, the construct validity of the traditional Gardner's model of motivation (Gardner, 1985) has increasingly been disputed. Consequently, such concepts as attitudes (towards the target language speakers and their culture) and integrativeness (defined in its strong form as identification with and a desire to integrate into the target language community) have begun to lose their original explanatory power. For a large number of contemporary learners of English, no clear-cut target reference group exists into which they would like to integrate. They see English simply as a communication skill not tied to a particular culture or community. Japan,

an example of an Asian English as a foreign language (EFL) context, is no exception to this drastic change. The US and the UK, both of which used to be the target communities for Japanese EFL learners, no longer sustain this privileged position (Yashima, 2009). People in Japan increasingly see English as a tool for communication in globalized society, not tied to any particular culture or community.

Reflecting on this kind of shift, Dörnyei (2005) proposes an alternative framework for L2 motivation research. The framework is called the L2 motivational self system and is based on Higgins' (1987) self-discrepancy theory and Markus and Nurius' (1986) possible self theory. In this system, Dörnyei focuses on the notion of self, arguing that 'motivation involves the desire to reduce the discrepancy between one's actual self and the projected behavioural standards of the ideal/ought-to selves' (2009, p. 215).

Dörnyei's L2 motivational self system consists of three subcomponents: (1) The ideal L2 self is considered to be a central component in the system. It refers to the L2-specific facet of one's ideal self and is the representation of all the attributes that a person would ideally like to possess; (2) the ought-to L2 self represents the attributes that one believes one ought to possess; and (3) the L2 learning experience concerns 'situated', 'executive' motives related to the immediate learning environment and experience (Dörnyei, 2009, p. 29). The ideal L2 self and the ought-to L2 self are often referred to as the future self-guides because they have the capacity to guide and regulate behaviour (Magid & Chan, 2012). The ideal self has a definite guiding function in setting a 'to-be-reached' standard. Thus, a positive relationship between the ideal L2 self and L2 motivation (i.e. motivated learning behaviour) has been confirmed in a number of different Asian countries such as Indonesia, China, Korea, and Japan (e.g. Kim, 2009; Lamb, 2012; Taguchi, Magid & Papi, 2009; Ueki & Takeuchi, 2012). Dörnyei (2005) even states, 'the more vivid and elaborate the ideal L2 self, the more motivational effectively it is expected be' (p.100). In this connection, Papi (2010) insists that the more elaborated ideal L2 self the learners have, the less anxious they become in using or learning the L2 in the Iranian EFL context. Likewise, Yang (2012) claims that the ideal L2 self is the best predictor of L2 anxiety based on the findings in the Taiwanese EFL context. These results indicate

that learners' way of perceiving the ideal self is one of the factors that contribute to their L2 anxiety. Furthermore, Kormos, Kiddle, and Csizér (2011) argue that self-related learner beliefs, especially self-efficacy, play an important role in the development of the ideal L2 self. They note that most of the expressions representing the ideal L2 self (e.g. 'I like to think of myself as someone who will be able to speak English') contain the phrase 'be able to', which is an important constituent of self-efficacy belief. Therefore, it can be postulated that there is a positive relationship between the ideal L2 self and self-efficacy, although the relationship has been relatively unexplored in SLA research.

While the studies mentioned above have shown the potential impact of the ideal L2 self on various affective factors, the question as to how the vivid and elaborated ideal L2 self-images can be formed remains to be answered, particularly in EFL contexts, where learners have limited opportunities to use L2 in their daily lives. However, we can gain some insights into the process (of how the vivid ideal self-images can be created) from psychological studies. For instance, Raynor and McFarlin (1986) argue that providing information related to learners' future self-guides can act as a motivational enhancer because this information helps learners form clearer images of their ideal selves. They claim that this clearer image, in turn, leads to a higher level of motivation. Swann and Bosson (2010) also maintain that providing learners with a moderate amount of information concerning the goal-related image, or the ideal self, has a strong impact on motivation. Studies on athletic coaching agree with these insights. Gould, Damarjin, and Greenleaf (2002), Isaac (1992), and Martin and Hall (1995), to name a few, state that providing information related to an athlete's future self-guide or his/her desired outcomes, such as how to be the best player and what will happen after he/she wins the competition, is one of the most basic techniques to promote the creation of concrete images and maintain high motivation. Thus, providing information related to learners' future self-guides can be a good strategy for helping L2 learners form more vivid and elaborated ideal L2 self-images.

Lastly, when we think about the possible expansion or improvement of the L2 motivational self system, the concept of 'short-term/long-term goals'

should be taken into consideration. Over the last decade, many researchers have come to maintain that goal, rather than drive or incentive, is the key to answering the question, 'What is involved in the decision to move in one direction and engage in an activity as opposed to moving in a different direction to engage in other activities?' (Ames, 1992; Bandura, 1986; Schunk & Zimmerman, 2008). Hence, in educational psychology as well as in applied linguistics, there is a considerable amount of research regarding goal setting and its relationship to motivation and performance (Gardner, 2001; Locke & Latham, 1990; Schutz & Laneheart, 1994). Vansteenkiste, Lens, and Deci (2006) suggest that goals can be grouped into two levels by examining how far a learner projects him/herself into the future. Some studies (Ames, 1992; Bandura, 1997; Boekaerts, Pintrich & Zeidner, 2000) show that having short-term goals results in higher motivation than having long-term goals does; others (Bandura, 1997; Locke & Latham, 1990; Schutz, 1994) have found that setting long-term goals enhances motivation and eventually promotes performance. These studies indicate that the effect of motivation may vary depending on the term of the learner's goals. As Dörnyei (2009, p. 15) notes, since the ideal L2 self, which is the representation of all the attributes that a person would ideally like to possess, can be considered to be roughly equivalent to the images of goals, it might be possible to postulate two levels, that is, micro (short-term) and macro (long-term) levels, in the ideal L2 self, too. In fact, the questionnaires developed by Al-Shehri (2009) and Taguchi et al. (2009) suggest that two levels of the ideal L2 self can be hypothesized by including items associated with the short-term (micro) ideal L2 self and the long-term (macro) ideal L2 self, respectively. Thus, incorporating the distinction between micro and macro ideal self-images is an effective way to expand the existing L2 motivational self system.

The purpose of the present study, hence, is to explore, in a Japanese EFL context, the ideal L2 self, with some hypothesized relationships among motivated learning behaviour, self-efficacy, L2 anxiety, and the perceived amount of information related to learners' future self-guides (which helps learners have clearer images of their ideal selves). Moreover, the present

study examines the possibility of postulating two levels (macro/micro) of the ideal L2 self to confirm whether a model better than Dörnyei's original one can be obtained by doing so. Lastly, whether the L2 motivational self system can be developed into a more comprehensive framework of affective variables is also to be tested in this study.

METHOD

Hypothesized Model

Structural equation modelling (SEM) was used to confirm how the hypothesized model fit the collected data. The hypothesized model is presented in Figure 1 as a structural equation diagram. It is based on previous research in the fields of both L2 learner motivation and psychology, as outlined above. Each hypothesized path between variables is assigned either a '+' or '－' sign, indicating whether a positive or negative influence, respectively, is assumed for a particular path.

In the hypothesized model in Figure 1, the criterion measure was motivated learning behaviour, one of the most important antecedents of learning achievement (Dörnyei 2005). Three positive paths from the ideal L2 self (macro), ideal L2 self (micro), and self-efficacy, respectively, are directly linked to motivated learning behaviour. These paths are postulated based on the results of past studies. For example, Dörnyei (2009) and Taguchi et al. (2009) show that possessing the well-elaborated ideal L2 self is an important precursor to motivated learning behaviour. Kim (2009) demonstrates that creating mental images of the ideal L2 self contributes to a higher level of motivated learning behaviour. Dörnyei and Ushioda (2011) maintain that, with a higher level of self-efficacy, L2 learners put more effort into their behaviour.
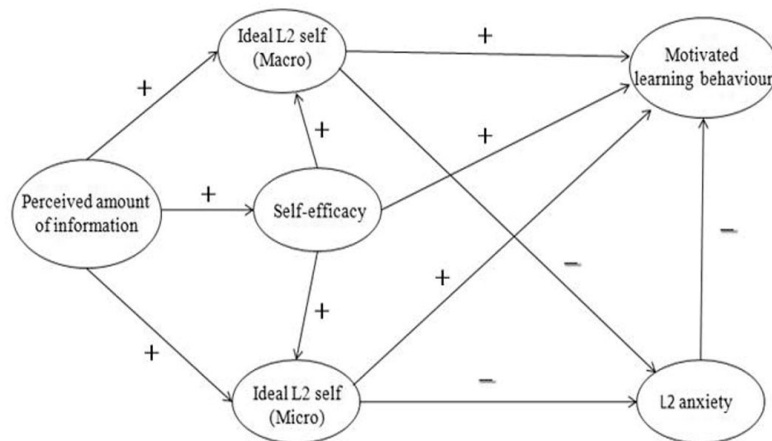
FIGURE 1
Schematic Representation of the Hypothesised Model.

Meanwhile, on the basis of Papi (2010), the hypothesized model postulates the negative relationships between the ideal L2 selves and L2 anxiety. In addition, with reference to previous studies on L2 anxiety (Mills, Pajares & Herron, 2006; Yashima et al., 2009), a negative path is drawn from L2 anxiety to motivated learning behaviour.

In this model, we also hypothesized that the perceived amount of information related to learners' future self-guides has a positive influence on the two levels of the ideal L2 self and on self-efficacy. This assumption is based on past studies in psychology (Raynor & McFarlin, 1986; Swann & Bosson, 2010), which show that information related to learners' future self-guides plays an important role in the formation of their vivid self-images and self-efficacy, thereby contributing to the enhancement of learner motivation. It is thus reasonable to assume, in our model, that information related to learners' future self-guides helps them form clearer images of themselves as competent L2 learners (i.e. the ideal L2 self) and also enhances

their self-efficacy in L2 learning. In addition, this model assumes, based on the general assumption in self-efficacy research (Bandura, 2001; Zimmerman, 2000), that self-efficacy has a positive impact on the two levels of the ideal L2 self.

Lastly, EFL proficiency and achievement were not included in the hypothesized model because the focus of the present study is primarily on the interplay of the ideal L2 self (with two levels in it) and other affective variables such as L2 anxiety and self-efficacy belief. EFL proficiency and achievement are simply out of the scope of this study.

Participants

A total of 126 Japanese first-year university students participated in this study (male: 28, female: 98; age range: 18–20). Each student had formally studied English in junior and senior high schools for a total of six years. None had stayed in English-speaking countries for longer than 6 months. Their self-reported TOEFL PBT score was 480 on average, which is relatively high for first-year college students in Japan. All were majoring in English and, in the second year, they were expected to participate in a one-year study abroad programme in an English-speaking country as a requirement for graduation. Given that these students planned to study abroad in the near future and had had ample opportunities as English majors to learn and use their L2, it can be said that their L2 learning context was favourable for the formulation of a clear ideal L2 self-image. In the Japanese EFL context, according to Yashima (2009), English majors tend to have clear images of their ideal L2 self, while non-English majors tend not to. Thus, English majors with the intention of studying abroad were the most suitable participants for the present study, which aims to explore the interplay of vivid ideal L2 selves and other affective variables.

Instrument

A questionnaire with some 30 items was administered to the participants.

Most of the items were based on ones used previously in the field (Al-Shehri, 2009; Csizér & Kormos, 2009; Papi, 2010; Pintrich & De Groot, 1990; Ryan, 2009; Taguchi et al., 2009; Ueki, in press; Ueki & Takeuchi, 2012), although some were specially developed for this study. All the items were measured using a six-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree). The items were fine-tuned with the help of a pilot study of five university English majors. In the pilot study, after completing the questionnaire, the students were asked to report any difficulties they had encountered in understanding and answering the items. Their answers were used to improve the items for the final version of the questionnaire. Moreover, reliability statistics were run to check internal consistency, and the items that were found to lower the overall Cronbach's alpha value were eliminated. Listed below in 1) to 5) are the concepts that the questionnaire intends to measure. A sample item from the questionnaire is also given for each concept.

1) The Ideal L2 Self: This concept refers to the representation of the attributes that L2 learners would ideally like to possess. The present study postulates two levels (macro and micro) of the ideal L2 self.

The macro ideal L2 self (4 items): This concept measures learners' perception of how clearly they are able to imagine the level of their L2 attainment long after they graduate from university. The items were originally developed by Al-Shehri (2009) and Taguchi et al. (2009). (*Ex. Whenever I think of my future career, I can imagine myself using English*.)

The micro ideal L2 self (4 items): This concept measures learners' perception of how clearly they can imagine their level of L2 attainment while at university. The items were originally developed by Al-Shehri (2009) and Taguchi et al. (2009). (*Ex. I can imagine myself as someone who is able to speak English upon graduation*.)

2) Motivated learning behaviour (5 items): This concept measures learners' perception of the level of efforts and persistence they are investing into L2 learning. In this study, the concept is used synonymously with L2 motivation. The items were originally developed by Papi (2010) and Ryan (2009). (*Ex. I am working hard at learning English.*)

3) Self-efficacy (5 items): This concept measures the level of learners' belief or confidence in doing a specific task. The items were originally developed by Pintrich and De Groot (1990). (*Ex. I am sure that I will be able to acquire higher English proficiency*.)

4) L2 anxiety (6 items): This concept measures the level of L2 anxiety, that is, the feeling of tension and apprehension which EFL learners have with regard to L2 learning and communication. The items were originally developed by Ueki (in press) and Ueki and Takeuchi (2012), based on Horwitz, Horwitz and Cope. (1986) and Tadokoro (2002). (*Ex. I worry about making mistakes during English conversation*.)

5) Perceived amount of information related to learners' future self-guides (5 items): This concept measures learners' perception of the level of information they have about their future self-guides, that is, the two levels of the ideal L2 self in this study. Because the participants were all majoring in English and confirmed as envisioning a strong *international posture* (Yashima, 2009), we assumed that their future self-guides were closely associated with the study abroad programme that they planned to join and the countries in which they intended to study as part of the programme. The items were originally developed in this study. (*Ex. I think I have obtained enough information concerning the university that I plan to attend*.)

Items adopted from the established questionnaires were translated into Japanese by the first author of this article. A second researcher with a Ph.D. in applied linguistics confirmed the appropriateness of the wording of each

translated item. The items were fine-tuned in a pilot study in which five university students answered the draft questionnaire and provided feedback. The feedback was then used to improve the questionnaire items.

The final version of the questionnaire (29 items) was administered (with the participants' written consent) during class before they went overseas.[1] The instructors in charge were fully informed beforehand of the purpose of the survey and the procedure of questionnaire administration.

Reliability statistics were then run on the data collected to check the internal consistency, and a satisfactorily high Cronbach's alpha value was obtained for each concept described above (See Table 1).

Data Analysis

All the data were analysed using SPSS Version 19.0 and then converted to usable data input to run the SEM analysis, which was conducted by using Analysis of Moment Structures (AMOS) Version 19.0. Before the SEM analysis was conducted, the data were checked for its prerequisites (Tabachnick & Fidell, 2007). First, the number of participants was confirmed to be more than 100, which is considered to be the threshold level for the analysis. Normality of distribution was then checked using the skewness and kurtosis values of each item. For outlier detection, squared Mahalanobis distance was examined. These operations confirmed that the prerequisites for the SEM analysis were all met, allowing us to conduct the analysis.

In the SEM analysis, several fit indices are used to evaluate the validity of the full structural model. Among the various overall model fit indices provided by AMOS, we referred to In'nami and Koizumi's (2011) review to adopt the following five: (1) degrees of freedom ratio (χ^2/df), (2) Comparative Fit Index (CFI), (3) Tucker-Lewis Index (TLI), (4) Root Mean Square Error of Approximation (RMSEA), and (5) Standardized RMR (SRMR).

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[1] Questionnaire items are available from the authors upon request.

RESULTS AND DISCUSSION

Table 1 shows 1) the descriptive statistics of and 2) the correlations between each variable or concept. As some relatively high correlation coefficients were observed, the variance inflation factor (VIF) of each variable was checked, and the absence of 'multicollinearity' among them was confirmed. Table 2 is a summary of the selected fit indices.[2] As seen in the table, all the selected fit indices were found to be acceptable. Thus, it can be concluded that the final version of the model (See Figure 2 with the standardized path coefficients) is an acceptable representation of the dataset with regard to the measured variables.[3]

TABLE 1
Descriptive Statistics of Each Variable and Correlations between Variables

|	Variable	Number of items	Mean (SD)	α	1	2	3	4	5	6
1	Macro ideal L2 self	4	3.1 (1.8)	.94						
2	Micro ideal L2 self	4	3.3 (2.0)	.90	.58**					
3	Motivated learning behaviour	5	3.3 (2.1)	.93	.66**	.62**				
4	Self-efficacy	5	3.1 (1.8)	.91	.55**	.62**	.60**			
5	L2 anxiety	6	3.1 (2.1)	.94	-.53**	-.58**	-.61**	-.53**		
6	Perceived amount of information	5	3.0 (1.9)	.92	.53**	.51**	.55**	.55**	-.54**	

Note. N=126, **p<.01

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[2] The variance and covariance matrices are available upon request.

[3] $\chi^2 = 471$, $df = 366$, $p < .001$

TABLE 2
Selected Fit Measures for the Final Model

Index	Obtained value	Threshold value	Evaluation
χ^2/df	1.28	< 3.0	Very good
CFI	.97	> .90	Very good
TLI	.97	> .90	Very good
RMSEA	.048	$\leqq$ .05	Very good
SRMR	.033	$\leqq$ .05	Very good

Note. CFI = Comparative Fit Index; TLI = Tucker-Lewis Index; RMSEA = Root Mean Square Error of Approximation; SRMR = Standardised RMR.
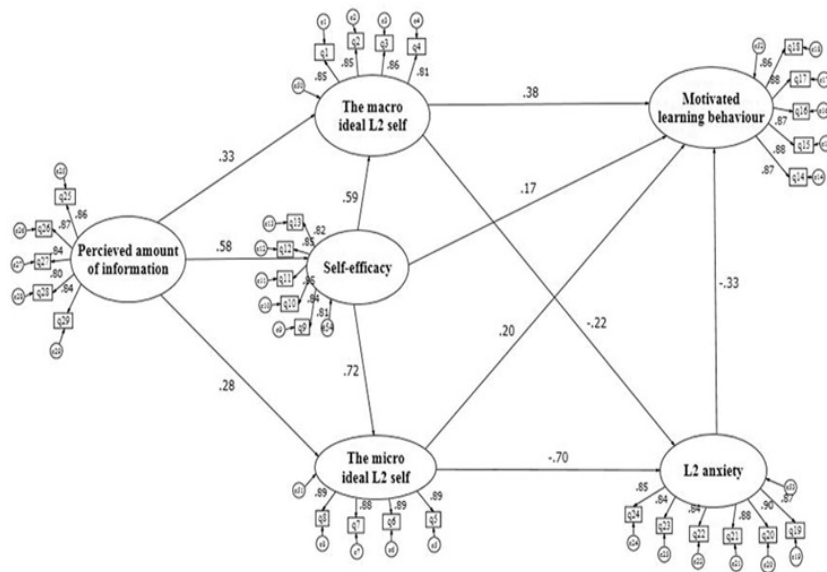
FIGURE 2
Final Version of the Proposed Model.
Note. N = 126. All the path coefficients are significant at $p<.001$ except for one between self-efficacy and motivated learning behaviour ($p<.01$).

A closer look at the final model in Figure 2 reveals several insights. First, motivated learning behaviour is directly and positively affected by the three latent concepts: the macro ideal L2 self, the micro ideal L2 self, and self-efficacy. The influence of the ideal L2 self on motivated learning behaviour, or L2 motivation, is in line with the results reported by Al-Shehri (2009) and Taguchi et al. (2009). Our model also shows the positive direct and indirect (through the two levels of the ideal L2 self) impacts of self-efficacy on motivated learning behaviour. Bandura (2001) claims that self-efficacy is the foundation of human agency and has the crucial power to produce learners' actions. Similarly, Rodgers, Conner, and Murray (2008) advocate that self-efficacy can be a good predictor of behaviour and intentions. Our results confirm these general assumptions in self-efficacy research within the framework of the L2 motivational self system.

Another noteworthy finding of this study is the influence of the perceived amount of information related to learners' future self-guides on both the macro and micro ideal L2 selves. As Förster, Liberman, and Higgins (2005) assert in the field of psychology, learners' access to information which helps them envision their images of their ideal selves is extremely important in forming those ideal selves. Pizzolate (2006) also insisted that it might be challenging for learners to create their ideal selves without rich and networked information about their future-self. Possessing information, in a sense, enables learners to map out how to achieve their ideal selves. Therefore, providing Japanese EFL learners with information related to their future self-guides can be a good strategy for establishing vivid images of their ideal L2 selves. Actually, a recent study reported by Magid and Chan (2012) introduced this type of strategy in an intervention programme conducted in Hong Kong and successfully established more vivid ideal L2 self-images among the participants. It is thus worthwhile to investigate whether this type of strategy is also effective in the Japanese EFL context, which is quite different from that of Hong Kong. In addition, the model shows that the perceived amount of information has a strong impact on self-efficacy. This finding concurs with Gist and Mitchell's study (1992) conducted in the field of management, in which they argued that the

availability of resources such as information can enhance learners' self-efficacy. Hence, we can insist that providing information related to what L2 learners want to be (the ideal L2 self) mediates what they feel they are able to become (self-efficacy).

A further salient finding is that postulating two levels of the ideal L2 self rendered a model that fits the collected data well. Although both levels of the ideal L2 self are equally affected by the perceived amount of information related to learners' future self-guides, the degree of impact on motivated learning behaviour differs between them: The macro ideal L2 self has a stronger impact than the micro one on motivated learning behaviour. We can explain this finding by referring to Higgins' (1987) theory, which is the predecessor of Dörnyei's L2 motivational self system. It states that learner motivation is fuelled and sustained by the discrepancy between the actual self and the ideal self because people tend to make efforts to reduce this self-discrepancy. It can thus be assumed that the discrepancy between the actual L2 self and the macro ideal L2 self has a stronger impact on L2 motivation because, presumably, the level of difference is much higher than that between the actual L2 self and the micro ideal L2 self. Moreover, the study found that the macro and micro ideal L2 selves negatively affect L2 anxiety, which, in turn, has a negative impact on motivated learning behaviour. The standardized path coefficients indicate that the micro ideal L2 self has a stronger impact on L2 anxiety than the macro one has. Papi (2010) confirms a similar relationship in his study conducted in an Iranian EFL context. Taken together, these studies imply that, in an EFL context, whether it is Iranian or Japanese, learners who do not have clear and vivid images of their (micro) ideal L2 selves tend to be more anxious in L2 learning and communication than those who have such images.

Lastly, the model confirms our assumption that other affective variables such as L2 anxiety and self-efficacy can also be explained by the framework of the L2 motivational self system. This means that the L2 motivational self system can be developed into a comprehensive framework that explains the interplay of various affective variables in one simple system.

CONCLUSION

This study examined a model that contains the ideal L2 self, a central component of Dörnyei's L2 motivational self system, in relation to L2 learner motivation, self-efficacy, L2 anxiety, and the perceived amount of information concerning learners' future self-guides. Firstly, the results confirmed that the ideal L2 self can be divided into two levels: the macro and micro levels. The macro ideal L2 self has a relatively stronger impact on L2 learner motivation, while the micro ideal L2 self has a significant negative impact on L2 anxiety. These findings indicate that having an ideal L2 self that is attainable over the long term can be a better enhancer of L2 motivation, while possessing an ideal L2 self that is attainable in the short term can contribute to decreasing L2 anxiety. We believe that the findings provide important insights for L2 teachers who are struggling to cope with learners' affective problems (e.g. demotivation, high anxiety). Specifically, it enables teachers to determine which ideal L2 self they should work to develop: To enhance learner motivation, teachers should appeal to the macro (long-term) ideal L2 self. On the other hand, to reduce learner anxiety, they should encourage learners to create vivid images of their micro (short-term) ideal L2 self.

Secondly, the results showed that the perceived amount of information plays an important role in forming clear images of the ideal L2 self. This finding suggests that providing opportunities in which learners can receive information and gain knowledge about their future self-guides is effective in increasing their L2 learner motivation. Lastly, this study confirmed the possibility that the L2 motivational system can be expanded into a comprehensive framework that explains the interplay of various affective variables related to L2 learning, all in one system.

On the basis of the findings described above, the authors suggest a few directions for future research. Firstly, as the present study confirmed the impact of the perceived amount of information related to learners' future self-guides on the ideal L2 self, future studies should examine its impact on

other components of the L2 motivational self system, such as the ought-to L2 self and the L2 learning experience. Secondly, as all the participants of the present study were English majors who had planned to join a study abroad programme, similar research conducted with non-English majors who are not studying overseas will provide useful insights for improving the L2 motivational self system. Thirdly, the present study excluded learners' EFL proficiency or achievement in the model, as its scope was to explore the interplay of the ideal L2 self and affective variables. However, recent studies such as Kim (2012) and Lamb (2012) attempt to include learners' English proficiency in the L2 motivational self system. Thus, future research needs to include L2 proficiency or achievement as variables and investigate whether the system has explanatory power for the improvement of L2 abilities. Lastly, future research should investigate the trajectory or change of the ideal L2 self, along with those of motivated learning behaviour and affective factors such as L2 anxiety and self-efficacy. We believe that revealing these trajectories or changes may yield deeper insights into the relationships among those factors and, eventually, into the development of L2 abilities.

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