Using the L2 motivational self system to understand the motivation of a learner
— A case study of an Indonesian English language learner in Japan —

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Introduction

Motivation is an area of interest for many researchers, and accordingly, this research has produced a large number of works and theories on the subject (Dörnyei and Ushioda, 2011). The reason for the sheer volume of research into second language learner motivation can perhaps best be summed up by this quote from Lightbown and Spada (2013) "Motivation in second language learning is a complex phenomenon" (87). Trying to understand what motivates each and every individual language learner is difficult, and although there are many motivational theories it is worth mentioning that currently no single theory of motivation is capable of accounting for learner motivation (Dörnyei and Ushioda, 2011).

Rather than try to understand or examine language motivation behind multiple learners, this paper will use Dörnyei's L2 motivational self system to understand the motivation behind one language learner who is studying English as a foreign language.

Of particular interest to me will be whether or not, much like Dörnyei and Csizér (2002) and Taguchi, Papi, and Magid (2009), integrativeness will have any effect on the motivation of this learner, despite there being no English language community present.

It will also explore whether there are any other factors that intersect motivation.

This paper will begin with a literature review, which will include a definition of motivation, and give a brief history of motivation research over the years.

Following the literature review will be details of the research design and methodology, as well as an explanation of how and why the participant was chosen.

There will be a brief explanation of the two instruments used in the pilot, as well as an analysis of how they were executed.

Any ethical issues that may have been raised during the study will also be covered here.

Findings will be analysed and presented next, followed by a discussion of these findings.

Lastly I shall conclude this paper with any final remarks.

Literature Review

Motivation

In their 1991 article Motivation: Reopening the Research Agenda, Crookes and Schmidt cite Keller's (1983) definition of motivation "Motivation refers to the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect" (389).

Dörnyei (2000) provides this definition of motivation: "That is, motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it" (520).

Oxford English Dictionary defines motivation as "A reason or reasons for acting or behaving in a particular way."

As we can see by these three above definitions, motivation is not easy to define, and researchers into motivation have yet to agree on what exactly motivation is. It is perhaps because of this difficulty or lack of agreement, that much research has gone into motivation, and that many motivational theories exist (Dörnyei and Ushida, 2011).

A brief history of motivation

There has been a lot research about motivation in second language learning over the years (Dörnyei and Ushida, 2011), here I shall attempt to provide a brief history of research conducted, and important points during this period. However, due to the restricted word limitation on this paper, not everything can be included, and some things will unfortunately go unmentioned.

In his 2005 overview of motivation, Dörnyei divided previous motivation research into three different periods. He labeled them 'The social psychological period' (1959-1990), 'The cognitive-situated period' (during the 1990s), and 'The process-orientated period' (2000s).

The social psychological period

A major influence on the motivational research during this period was by Wallace Lambert and Robert Gardner (Dörnyei, 2005), and it is through the work of Gardner that we are introduced to the concept of integrative motivation (Gardner, 1968). In his 1968 journal article Gardner states that 'The concept of the integrative motive implies that successful second-language acquisition depends upon a willingness (or desire) to be like valued members of the

"other" language community' (143). It is also during this period that Clement, Gardner and Smythe (1980)in their research into English language learners in Montreal hypothesized on the importance of self confidence in language learning. "The individual who has contact with anglophones will develop self-confidence with his or her English skills, will be motivated to learn English, and will be relatively proficient" (299).

The cognitive-situated period

During this period, research into motivation moved away from studying large groups of language learners, and began to focus more on what was happening inside the classroom (Dörnyei, 2005). A major influence on this shift was a paper written by Crookes and Schmidt (1991) where they stated that while they were not disagreeing with language learning occurring in social contexts, they did feel that other ideas had yet to be explored.

It was also during this period that two more theories of motivation were introduced, Self Determination theory and Attribution theory (Dörnyei, 2005).

Self Determination theory focused on extrinsic (an external benefit, for example a new job, a pay increase, fame, power) and intrinsic (internally beneficial, for example enjoyment, interesting, challenging) motivation.

Attribution theory argues that factors that a learner believes have influenced a past success or failure can have an effect on their future endeavours (Dörnyei and Ushida, 2011). These factors can be either internal or external, and either controllable or uncontrollable.

The process-orientated period

In his paper for the British Journal of Educational Psychology (2000), Dörnyei mentions that for activities that take a long period of time to complete (for example, learning a foreign language), motivation does not remain constant, but changes over the period of activity. It is during this process-orientated period that motivational research began to focus on learner's motivation over time.

According to Williams and Burden (1997), as cited in Dörnyei (2005), there are three stages or phases in Process Orientation Theory. The first stage, during which motivation is created, a second stage, where motivation leads to some kind of action being undertaken, and finally, a third stage, which involves keeping motivation going.

Dörnyei and Ottó (1998) also included three stages or phases in their process model of L2 motivation, however Dörnyei and Ottó's final stage was one of self reflection by the learner.

It is interesting to note that Dörnyei himself cites several issues with Process Orientation

Theory, see Dörnyei (2005).

Self Determination Theory

According to Deci and Ryan (2004) Self Determination Theory consists of a collection of four different mini theories that when added together or taken as a whole, between them manage to cover all aspects and areas of human behavior (Deci and Ryan 2004).

The four mini theories that make up self determination theory are cognitive evaluation theory, organismic integration theory, causality orientations theory, and basic needs theory (Deci and Ryan 2004).

The L2 Motivational Self System

In 2005 Dörnyei proposed an alternative L2 Motivational Self System which consisted of three different components, the ideal L2 self, the ought to L2 self, and the L2 learning experience. According to Dörnyei, the ideal self reflected the future learner, the person the learner wished to become. He argued that the difference between a learner's current self and the person they wished to become would motivate the learner.

The ought to self refers to the qualities a learner should have, so that they can avoid something bad from happening to them, for example, not passing a test.

The learning experience refers to the environment surrounding the learning, and could include such things as the school, the teachers, and even the learner's friends or classmates (Dörnyei and Ushioda, 2011).

In Dörnyei and Ushioda (2009), Dörnyei highlights how there is support for his L2 motivational system by illustrating both the similarities between it and other theories of motivation, and by showing empirical support of the L2 motivational self system (Dörnyei and Ushioda, 2009).

Instruments

The questionnaire

The participant in this paper was interviewed orally and recorded using two MP3 recorders. They were also given a questionnaire to complete. The questionnaire used a five point Likert scale, where one represented strongly agree, and five represented strongly disagree. The questions used in the Likert scale were based upon those found in a 2009 research paper by Taguchi, Papi, and Magid. One of the aims of the 2009 paper was to try and recreate Dörnyei, and

Csizér's (2002) study, where they found that despite there not being much of a L2 community in Hungary, integrativeness "plays a key role in shaping L2 motivation" (456). This also made me interested in whether or not integrativeness would play any role in motivation of the participant in my research.

The statements used in this Likert scale questionnaire are divided into five categories with categories consisting of the ideal self, the ought to self, learning experience, attitudes towards the L2 community, and integrativeness, with a total of 46 statements. The Taguchi, Papi, and Magid (2009) paper collected data from three different countries, and from a much larger number of participants, as a result the Likert scale used in that study asked more questions, and included more categories. As I will be focusing on one participant only, in one country, I decided not to include some of the questions that featured in the Taguchi, Papi, and Magid (2009) study, as I felt they were not relevant to my study. Furthermore, in an effort to keep the imposition on the participant's time as short as possible (Dörnyei and Csizér, 2012), I eliminated some questions that seemed to be rewordings of previous questions, and thus had the potential to produce the same answer. Although Dörnyei and Csizér (2012) highlight the importance of the wording of questions, and state that small differences in how questions are worded can produce very different responses, I was conscious of the imposition upon the participant, and endeavoured to keep this to a minimum, while still allowing me to gather the relevant information required.

After reading Muir (2016), I realised an introduction to the questionnaire would be appropriate, and adapted the introduction used by Muir for my own use.

Instructions for the questionnaire were adapted from Gardner's (1985) Attitude/Motivation Test Battery: Technical Report.

The interview

According to Dörnyei and Csizér (2012), creating the questions for questionnaires is not a completely scientific process, but one that also involves a "certain amount of creativity and lots of common sense" (77). This was advice I carried over to the construction of the questions used in the interview. Although the Likert scale questionnaire provided useful and relevant information regarding the participant's motivation behind their language learning, an interview provided an opportunity to develop a much deeper understanding, and perhaps provide insight into any other factors that may have influenced or motivated this particular participant. Construction of the interview questions was guided by The Good Language Learner (Naiman et al. 1978), with questions at the beginning of the interview focusing on general (or background) information, before moving onto more probing questions. The adult interview study in The Good Language

Learner (Naiman et al. 1978) questioned a large number of successful and unsuccessful second language learners, and was aimed at finding out the language learning strategies and techniques employed by them, and not the motivation behind the learners. As a result of this, the majority of the questions used in the interview were devised by myself, after careful and considerable deliberation.

Research design

The participant

This case study was undertaken in order to understand what motivated an English language learner from Indonesia, to travel to Japan for the purpose of studying English. This particular learner became known to me, through their use of the Self Access Learning Centre (SALC), where I am currently employed. This SALC engages the use of both student volunteers, and paid students to work at the SALC, and it was through working together with this learner at the SALC that I got to know them a little better.

It was whilst I was progressing through the 'Understanding language learning and the language learner' module at Nottingham University that my interest in what motivated this learner to study English in Japan was piqued.

Another factor that influenced my decision to research this learner and not for example a Japanese learner of English, was that they are able to speak English to a high level (I am able to converse easily with them without the need to grade my language, or adjust the speed of my spoken English – this factor also further piqued my interest). Given that one of the influencing factors on this study was time, or rather the lack of time, not having to translate anything to and from Japanese would eliminate a rather time consuming issue that can affect studies like this one (Dörnyei and Csizér, 2012).

Instruments

For this case study two different instruments were used to obtain information from the learner. The first instrument used was a closed question Likert scale questionnaire, and the second instrument used was a recorded interview.

While the use of the Likert scale is fairly common in motivational research (Dörnyei and Taguchi, 2009), in order to discover if there were any other factors that intersected with the learner's motivation, and to develop a deeper understanding of the learner's motivation, it would be necessary to interview the participant in addition to having them complete a questionnaire.

Dörnyei (2007) mentions several different interview types. These include structured and unstructured interviews, semi-structured interviews, and lastly focus group interviews. As I was not interviewing a group of learners together, this eliminated a focus group style interview, and although I was drawn towards the unstructured interview format, I felt that my lack of interview experience would severely hinder me to the point where I would not be able to gather the necessary information required to complete this case study.

Although a more tightly structured interview would indeed focus on the topic, there is a danger of not allowing the participant to expand on what they have said, due to a lack of flexibility in the interviewer (Dörnyei, (2007). Dörnyei (2007) also mentions that the structured interview is good for researchers who know what they don't know, and yet are able to write or ask questions that will elicit the information they require.

For this case study, I elected to use a semi-structured interview, as I felt that this would allow me to control and direct the interview somewhat, whilst allowing the participant the necessary freedom to elaborate more on their answers, should they choose to do so.

This would also enable me to follow up, or ask further questions on any points of interest they may be raised during the interview, which is not possible with a written questionnaire (Anderson, 1990).

Interview guide and pilot planning

Anderson (1990) writes that there are two different types of interview, elite interviews, where the person being interviewed has specialised knowledge about a particular topic or subject, and normative interviews, which are typically used to gather information from a large number of respondents. According to Anderson (1990) while most interviews should not exceed forty minutes, elite interviews can take much longer (hours), and can even be spread out over several days. Dörnyei (2007) also writes that an interview can take 30 to 60 minutes.

The location of the interview is important, as is how the furniture is arranged (Anderson, 1990), and even how one is attired for the interview, with Anderson (1990) recommending that the interviewer should wear clothing that is similar to what the interviewee may wear.

The questions used in the interview were a mixture of open and closed questions. Closed questions were used to elicit specific information, and to help develop rapport with the participant at the beginning of the interview. Both Dörnyei (2007) and Anderson (1990) highlight the importance of these first few questions during an interview.

In accordance with Anderson (1990), the questions were organized into groups, or themes, in a logical order.

Anderson（1990: 236）also mentions some basic rules that all interviews should follow..

As suggested by Dörnyei（2007）, the interview will finish with an opportunity for the participant to add any information that they may feel is relevant, or wish to contribute.

This will also allow the participant to possibly add something that I may have inadvertently missed during the process.

The questionnaire

The questionnaire used in this case study was based upon the Likert scale used in The Taguchi, Papi, and Magid（2009）paper, however some questions were removed or changed for reasons already mentioned earlier, and also in an effort to keep the questionnaire within the four to six page limit as recommended in Dörnyei and Csizér（2012）.

Pilot Participant

The pilot participant was chosen due to the remarkable similarities between them and the actual case study subject. This is important as Dörnyei and Csizér（2012）note that piloting a case study on a subject that is similar to the actual case study subject will ensure that any errors or items that maybe unclear can be corrected, piloting will also help the researcher check that the interview and/or questionnaire is not too arduous for the participant to complete, and of course, that it will actually produce the required data that the researcher would like（Dörnyei and Csizér, 2012）.

Ethical Issues

This research was carried out in accordance with The University of Nottingham's ethical framework（University of Nottingham, 2015）. Before any data was collected, permission to carry out research was required by both The University of Nottingham, and the participant's university, where I was planning on carrying out the research. In the case of the participant's university, this required writing a proposal, similar to what is required by The University of Nottingham, but in my case, as the participant attends a university in Japan, this was required in Japanese. Once permission was obtained from the Japanese university, the permission letter was translated into English, and forwarded（along with a copy of the original in Japanese）to Nottingham University, and permission to conduct my research was granted.

Both the pilot participant and the actual case study subject were given consent forms, which

were signed and copied, with both receiving their own copy, while I retained the original signed papers.

Participants were also given an information sheet, which outlined the research I wanted to conduct, why I wanted to conduct it, and how I was going to conduct it, and their rights as participants. It also explained how I was going to not only protect their identities, but also the information that was gathered during the research.

Informed consent is an important part of the research process, but can only be given once the researcher has ensured they have provided all the relevant information to the participants (Howe and Moses, 1999).

Participants were also given a General Data Protection Regulation (GDPR) statement, as required by The University of Nottingham.

Pilot execution

The questionnaire was piloted first, and appeared to go fairly smoothly. Feedback from the participant indicted that the questions were easy to understand, and instructions were clear. Although I initially thought the questionnaire may be too long, when I inquired about this, this turned out not to be the case, with the participant informing me that it was OK in length.

The pilot interview was held in a quiet room at the university, and was recorded using two MP3 recorders. The participant was informed at the beginning of the interview that they would not be identified, there were no right or wrong answers, and that they should answer as honestly as possible. They were also informed about the recording of the interview, and that the information obtained in the interview would only be accessible by myself, and that I would destroy the data when I had finished with it.

Pilot analysis

Overall, I believe both instruments will allow me to gather the information required for this study. The questionnaire was understandably more successful than the interview, as the questionnaire has been tried, tested, and proven before (Taguchi, Papi, and Magid, 2009). However, I realised that I had neglected to include a final thank you to the participant, at the end of the questionnaire (Dörnyei, 2007). This will be corrected for the final draft.

The pilot interview went well. The participant was relaxed throughout the interview, which is important (Bogdan and Biklen, 1982), a lot of which could be attributed to the fact that I know

this person reasonably well, and already have an established rapport with them. The importance of actually listening to your interviewee is noted by Bogdan and Biklen (1982), and I feel that I also did this reasonably well.

I was also happy with the overall length of the pilot interview, coming in at just under 25 minutes.

Although the pilot interview went reasonably well, there are some things that could be improved upon for the actual case study interview.

There were a number of times during the interview where I could have asked a follow up question, to allow the participant to elaborate, or clarify his answer more but didn't. There were also times where I was asked to repeat a question, at which time I attempted to rephrase the question so it would be more easily understood by the participant. While some rephrasing of the questions were successful, responses given to other attempts indicated that I had been less successful, and that the participant had misunderstood the question, and upon listening to the recording I realise that I could have rephrased it better than how I did during the interview. However, as the English language ability of the actual case study subject is higher than that of the pilot study subject, I anticipate this being less of a problem. Even so, it is something to be aware of.

Lastly, some questions have been removed from the final interview draft, as I realised they are merely a rewording of a previous question.

Presentation and analysis of the findings

The interview

As mentioned earlier, I was intrigued as to why this particular learner had chosen to study English as a foreign language in Japan, and not in an English language environment, such America or England. What became apparent through the interview was that studying English was not their main purpose for coming to Japan, but merely a required component of the actual course they wished to study, enforced by the university. When specifically asked whether they had come to Japan to study English, they replied that this was not the case and explained how English was merely a requirement of the course they wished to study.

K. OK…so….Did you come to Japan to specifically study English ?

S. No.

K. OK.

S. No, only to…only international relations, but in order for me to learn international

relations I have to go to the school, the university department which have to learn English as well, so.

Another interesting item that emerged from the interview was the mention of Global Cafe. Global Cafe is the (pseudonym) name of the Self Access Language Centre (SALC) at the university where the participant attends. What was interesting was that they think of Global Cafe as a community

….more like a big community…

, a place where people can go and meet people, make friends, help each other, and not just for study purposes. This is similar to Taguchi, Papi, and Magid (2009) and Dörnyei and Csizér (2002), where despite being an English as a foreign language environment, both studies found intergrativeness to be an important factor in L2 motivation.

What also becomes apparent during this interview is the influence of the learning environment on this student. We can see this through how they talk not only about their classmates,

K. OK, why don't you enjoy the other students ?

S. Because…. my major…the majority my classmates

K. Mmm hmm

S. I think they're not really that serious learning English.

K. OK.

S. So they…..didn't act like a student in class so…

their teachers

And so in my English class, my teacher showed me how it works…

(both classroom teachers and the teachers in the SALC), but also the SALC,

K. Nice, alright, has Global Cafe helped you with your language studies ?

S. Yes, a lot. In Japanese or in English, yes.

and their early childhood where they were first introduced to English

….I learnt it by….not realising it, since I was a little kid.

My mum showed me English TV shows and English musics…

The final point I would like to mention regarding the interview, is that this student not only seems to have a clear goal of what they wish to do in the future,

So, umm.. my goal was to have a job in the international fields,

and my number one…hope…

K. Yep.

S. Goal.

K. Mmm hmm.

S. Was international relations…

but has also identified the likely steps that will, if not achieve this goal, will at least enable them to keep progressing towards it.

Because I was going to go to Japanese university so I guess a….Japanese proficiency would do me a good favour in the future.

S. Yes. So this year, I'm actually going to try and to take the highest Japanese level.

K. Yep.

S. Which is N1. And yeah, I'm just hoping I can pass that…. (laughter).

S. Ah…so I can speak it in the business professional class level

K. Mmm.

S. So with that, I could, the chances of me getting into a bigger company

The questionnaire

As mentioned earlier, the questionnaire consisted of 46 statements. Statements one through nine were statements regarding the ideal self, questions 10 through 21 were about the ought to self, statements 22 through 39 related to the L2 learning experience, statements 40 through 44 inquired about one's attitude towards the L2 community, and the final two statements were about integrativeness.

For the statements concerning the ideal self, the participant strongly agreed with all but one of the statements (statement six, to which they agreed). This would agree with what was said during the interview, where the subject indicates that they have an idea of what they would like to do in the future, and that English is an important part of that plan

…..What do you think has been the biggest motivator, for you, ah, in regards to your English language study ?

S. My biggest motivator is…that I remember what am I gonna do after I graduate.

K. Mmm.

S. Which is working in the international fields, and I should really, ah…perfect, make my grammars and my speaking perfect while I'm here. .

Responses to statements regarding the ought to self were more varied than responses to the ideal self. Statements 10, 11, 17, 18, 20, and 21 were all strongly agreed with, while the participant neither agreed nor disagreed with statements 13, 14, and 15.

Lastly, the participant agreed with questions 12, 16, and 19.

The greatest variation in responses however, was to statements regarding the L2 learning experience. Out of a total of 18 statements, only statements 36, 38, and 39 were strongly agreed with. Interestingly, all three of these statements inquired about the possibility of studying English (other statements in this section asked about classmates, teachers, and overall enjoyment of English study).

It is also during this section of the questionnaire that we find our first disagree responses, to statements 22, 32, and 33. These three statements asked about the participant's classmates, and atmosphere of the classroom. These responses seem to be in accordance with what was said during the interview. When asked whether they enjoyed their classes, the participant replied that they enjoyed the teachers, but not the classmates

K. OK, do you enjoy your classes ?

S. Umm… by the teacher I would say yes,

K. Mmm hmm.

S. But not by my classmates.

The remaining responses were almost equally divided between agree and neither agree nor disagree. Statements 23, 24, 28, 29, 34, 35, and 37 were all agreed with, and the participant neither agreeing nor disagreeing with statements 25, 26, 27, 30, and 31.

Statements relating to attitudes towards the L2 community were shown to be of importance, with the participant strongly agreeing with statements 40, 43, and 44, and agreeing with statements 41 and 42.

The last two statements about intergrativeness had very different responses, with the participant neither agreeing nor disagreeing with statement 45 and strongly agreeing with statement 46.

Analysis

Ideal self

From the results of the statements in the questionnaire regarding the ideal self, we can see that this particular student appears to be highly motivated by their ideal self. This is further demonstrated during the interview, where the student intimated that they were hoping for a

career in international relations, and that their current course of study was selected for the purpose of achieving this goal.

One interesting point that is related to the student achieving their goal of being employed in the international relations field is the importance that they have placed on learning not only English, but also Japanese. This student mentions in the interview that they would like to sit and pass the highest Japanese language proficiency exam, the Japanese N1 Proficiency Test（JLPT N1）as this would help them gain employment in a larger company.

As mentioned in Dörnyei（2005), one's ideal self also includes their professional development, as well as their linguistic development. This would seem to further highlight the importance of the ideal self for this student.

Ought to self

Although possibly not as influential as the ideal self, we can see from the results of the questionnaire that the ought to self is still a motivating factor for this student. Statements 10, 17, and 19 would indicate they do not want to let certain people that they are close to down, and that they are also motivated by the fact that if they don't learn English, it will have a negative impact on their lives, either through loss of employment opportunities（statements 16 and 21), or a negative effect on the of quality of their life（statements 11, 21, 18, and 20).

What is interesting in this section of the questionnaire is not what is motivating this student, but rather what is not motivating them. The response to statements 13, 14, and 15 were all neither agree nor disagree. Two of these statements were related to the student's school or class environment（statement 14 was about class grades, and statement 15 was about the fear of being considered a weak student), and the other remaining statement, statement 13, equated respect with a knowledge of the English language. The response to statements 14 and 15 matched what was said during the interview, where the student talked about not enjoying studying with her classmates and their confidence in their own ability in the English language would also help to explain these responses. The importance of self confidence was mentioned by Clement, Gardner and Smythe（1980).

> S. Umm, my minor Indonesian is….native, and my English is qui….it's in the middle, and I'm, my Japanese is intermediate.
>
> S. That's why I got involved in the…like…J…English classes as well.
> K. OK.

S. Even though I maybe do not need it.

L2 Learning experience

Amongst the different sections of the questionnaire, the L2 learning experience statements had the most varied responses. The questionnaire confirmed what was said during the interview, in regards to the student's feelings towards their classroom environment, and their classmates, with the participant disagreeing with statements 22, 32, and 33. We can see further evidence of this student being less motivated from the L2 learning experience, than either the ideal self or the ought to self by their neither agree nor disagree response to statements 25, 26, 27, 30, and 31. This is compounded by their response to statement 29, where they indicated their overall lack of interest in their English class.

However, despite their seemingly lack of enthusiasm towards their English classes and classmates, it is apparent that this student does enjoy studying English, and they are somewhat motivated by the L2 learning experience, as shown by statements 24, 34, 35, 36, 37, 38, and 39.

Attitude towards the L2 community and Integration

The responses to the last seven statements in the questionnaire reveal an overall positive attitude towards integrativeness and towards the L2 community. The one exception being the student neither agreeing nor disagreeing with the statement 'I would like to become similar to the people who speak English'.

The topic of community also emerged during the interview, with the student commenting on the SALC.

> Yes, I do, I do look Global Cafe as a, like a way to communicate with people, for like looking friends, or try to help students out, more like a big community…

Other factors that intersect with motivation

As mentioned above, the SALC seems to play an important role in this student's English (and Japanese) language study. They not only use the SALC and the services and resources it provides, but also are engaged in employment by the SALC. The student also comments on how they perceive the SALC as a community, where students can come and meet new people, make friends, and support each other with their language learning.

Although the term self access would seem to imply that students are working by themselves and are thus, not a community, this is not necessarily the case (Morrison, 2008). It is also clear that the value of peer support and the community environment provided by the SALC (Thornton,

2015) would suggest that it is an important factor in this student's language learning, and thus intersects with the student's motivation.

Discussion

The findings of this case study would seem to indicate that this student is motivated mainly by their ideal self and their ought to self. Although the L2 learning experience is a factor behind their language study motivation, it is to a much lesser extent that that of the ideal self and ought to self. Although this student indicated in both the interview and the questionnaire their lack of overall enjoyment with their English classes and their classmates, it is evident that they enjoy studying English, and enjoy their teachers at the university.

As mentioned earlier, I was interested in finding out whether or not integration was a factor in this student's motivation, as it was in the Dörnyei and Csizér (2002) and Taguchi, Papi, and Magid (2009) studies. While it is clear from the questionnaire that they possess a positive attitude towards the L2 community, the responses to the questionnaires two statements regarding integrativeness are less conclusive. However, as Dörnyei (2005) does associate integrativeness with attitudes towards the L2 community, we can conclude that integrativeness is in fact a motivating factor for this student.

One difference I would like to highlight between this case study and the Dörnyei and Csizér (2002) and Taguchi, Papi, and Magid (2009) studies is the presence of an actual community of language learners at the university's SALC. During the interview the student mentions visiting and working at the university's SALC, and it is highly likely that the community environment of the SALC (Hughes et al. 2011) has also had an influence on this student's motivation.

Limitations

While this paper does examine the motivation behind a language learner, it does so at one point of time only. While this is somewhat useful, it would have been beneficial to conduct this study over a much longer period of time (Dörnyei, 2005), however due to time constraints this was simply not possible.

Another limiting factor in this case study was language. Although this participant's English ability was high enough that the interview and questionnaire were both able to be conducted in the student's L2, it would have been preferable to conduct them in their native language, as this

would eliminate any possible misunderstandings due to language that may occurred during this case study. As in the case above, the decision to conduct the interview and questionnaire in the student's L2 was heavily influenced by the limited time available.

Conclusion

This paper has used the L2 motivational self system to analyse the motivation of an Indonesian English language learner in Japan. It has done so through the use of a Likert scale questionnaire and an interview.

The Likert scale questionnaire showed the student to be highly motivated by their ideal self and their ought to self. It also showed that the student was motivated by their L2 learning experience, although in this student's case this was shown to be a much less motivating factor than their ideal self and ought to selves.

Integration was also shown to be a motivating factor in this case study, as it was in the Dörnyei and Csizér (2002) and Taguchi, Papi, and Magid (2009) studies. However unlike those two studies, where integration was factor despite there being no L2 community nearby, this case study discovered that the student considered the university SALC where they worked part time and visited almost on a daily basis to be a community.

It also sought to discover any other factors that might have intersected with motivation. As mentioned above, the university SALC has become an important of this student's campus life, firstly by providing the student with a place to go and eat lunch, meet people, and perhaps make friends, secondly by providing them with employment, and thirdly, by providing a community they could join and become part of. Although it is difficult to measure just exactly how much of an effect the SALC has on this student's motivation, it would be wise to not underestimate it.

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