Enhancing the Motivation of Low-motivated Thai EFL Learners through Self-imaging Activities

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ABSTRACT
Over a few decades, motivation has been one of the key areas in second language research. Dörnyei (2009) proposed L2 Motivational Self System (L2MSS), related to the relationship between motivation and the self-concepts. Several studies were conducted to prove it, but there are a few experimental studies adopted this concept to develop classroom activities.

The study set off to investigate to what extent self-imaging activities affects the motivation of low-motivated Thai English as a foreign language (EFL) learners. Self-imaging activities were developed as the treatment with an aim of enhancing the motivation of the EFL learners. The participants were 60 low-motivated EFL learners, equally divided into experimental and control groups. They were asked to answer a pre-post 6-point Likert motivation questionnaire, but only the experimental group was provided 10 self-imaging activities. A dependent and an independent t-test were conducted to compare the mean scores, the level of motivation obtained from the pre-post motivation questionnaire within and between groups. In addition, the participants’ behaviors were scored and then converted through percentage to examine the motivational behaviors resulted from the treatment.

The study revealed that after the self-imaging activities, the motivation of the experimental group was higher than before the activities and higher than the control group. This was consistent with the motivational behaviors. This study shed light on the development of classroom activities related to self-images to promote the motivation in learning English.

Keywords: Motivation, Second language motivation, Thai EFL, Self-image, Self-imaging activities, L2 Motivational Self System

I. INTRODUCTION
As there has been an attempt to succeed in English in a more interconnected and globalized period, English is taught and spoken as a second and foreign language worldwide. The teaching and learning of English as a second language (ESL), as an international language (EIL) and as a foreign language (EFL) has increased in a number of countries. To be successful in English language learning, several factors play an important role. Apart from instructions, learners and environments, the affective filter is another main factor that influences second language learning (SLL) and acquisition (SLA). According to Krashen [1], the affective filter which includes motivation, attitude, anxiety and self-confidence creates mental blocks which impede a path to achievement with language learning and acquisition. Motivation is considered one of the most important factors among the four factors of the affective filter that influences SLL and SLA.

II. MOTIVATION
In socio-psychological dimensions, language learning motivation is explained by Gardner and Lambert [2] as consisting of both integrative orientation, indicating personal and real feelings of interest in the target language and its community and instrumental orientations, relating to advantages of learning the target language. Gardner [3] claims that, for decades, the theory in L2 motivation research has been the concept of the integrativeness constituent. This means that, although an individual’s motivation to learn L2 is instrumental, there is always willingness or satisfaction to associate with its community. Therefore, integrativeness plays an important role in this line. When the notion of World Englishes, explained by Kachru [4], was spread out such as English as a global language or English as a lingua franca, many scholars questioned the categorization of English communities that language learners would prefer to be in. Obviously, there is no exact reference community as there are many English language communities throughout the world. Ushioda [5] states that as English is the global community, it would be a good idea to generalize and conceptualize it as the external reference group or the internal substitution of an individual as a member of that community. This results in the reconceptualization in which the focus shifts from an external reference group to an area of self and identity. Dörnyei and Csizér [6] and Dörnyei, Csizér and Németh [7] found in their study that, as the identification process is associated with integration, it might be better described as an internal process of self-identification of an individual. Based on the findings mentioned earlier, the L2 Motivational Self System has
been reconceptualized by Dörnyei [8] employing the Possible Selves of Markus and Nurius [9] and Discrepancy Theory of Higgins [10].

The possible selves concept involves the link between humans’ self and their actions, including “what humans might become or ideal selves, what they would like become or default options and what they are afraid of becoming or feared selves.” These ideas are related to how people form unrealized capability in themselves, what they want to happen, what they desire to have and what they imagine to have or to do. As the ideas are more referenced to the future than the present conditions of self, the possible selves act as future self-guides which explain the range to which a person is moved from the present to the future. Ought selves is the other term also mentioned. It is referred to as the self that an individual perceives as how other people view him or her. One important notion is that possible selves are emphasized to represent clear images and senses. That is, they entail the way people see and view themselves at present or future even if they are not sure about what is going to happen.

Higgins [10] hypothesizes that humans’ behaviors are controlled by an attempt to balance the needs for a promotion focus where we might be able to expect advantages and pleasant feelings from an action, and a prevention focus where, in contrast, we might be able to receive disadvantages and unpleasant feelings from the same action. He also underlines that a promotion focus has to do with ideal self or the self that an individual would like to be, and more intrinsic motivation. However, a prevention focus concerns with an ought-to self or the self that an individual thinks he should possess, and it involves values. Both selves are able to come from one’s own or other surrounding people’s views. This means an ideal self might represent characteristics other people would like an individual to be or to have.

A. Motivational Concepts

Motivational concepts involve techniques that promote the individual’s goal-related behavior. In order to promote human behavior, which is complicated to some extent, various concepts have been proposed from time to time. Motivational concepts, thereby, influence an achievement of some systematic and long-lasting positive effects. It is the fact that a large number of the motivational concepts are aimed to facilitate classrooms of L2 learning. It results in applicable frameworks.

Originated by Dörnyei and Ottó [11], a process model of language learning motivation was firstly developed with the aim of seeking to account for the constant change of motivation. It is also to prolong language learning activities. There are three stages of the process model of language learning which include pre-actional, actional, and post-actional stages. At the first stage, motivation is generated as it contributes to the selection of a goal or task to be carried out. The second stage or executive motivation needs to energetically maintain and protect the generated motivation from the first stage. The last stage of this framework is motivational retrospection which retrospectively evaluates learners about how things were going in their processes of past experiences. This retrospection can even help determine future activities being administered in class. In summary, as a part of the present research, the framework of a process model of language learning motivation has been selected as a blueprint to follow during classroom observation. Another important factor that could not go unmentioned was the integrated activities, which were self-imaging activities. These activities were used in the classroom. However, before discussing the self-imaging section, it is necessary to go through the L2 Motivational Self System as the association to self-imaging.

B. L2 Motivational Self System

Proposed by Dörnyei [8], the L2 Motivational Self System is a shift in focus on L2 motivation research. The concept is composed of three environment-related components: ideal L2 self, ought-to L2 self and L2 learning experience. The first and foremost component of the L2 Motivational Self System is ideal L2 self which is the L2 exact side of an individual’s ideal self. It is an influential, internalized incentive for one to learn a second language. In addition, the ideal L2 self is the self that one would like to become. This is the component that assists in reducing the difference between one’s actual and ideal selves. Secondly, ought-to L2 self is the priority that if people believe they ought to or should have the attributes to meet their wills, negative consequences will be avoided. This means that the ought-to self is the self that focuses on the wishes or desires of achieving their expectation. However, this component provides fewer internalized motives. The learning experience is the final component of L2 Motivational Self System, and it entails motives particularly existing in people. It is a sudden learning environment and experience such as the effects of curricula, teachers, peers and successful experiences. This relates to the fact that if the effects are more positive, the drive to learn the L2 will be more highly influential.

The tripartite construction of the L2 Motivational Self System seems to be a positive and helpful stimulus. Consequently, it is essential to enhance the L2 self so that it is more effective in second language learning. A great number of researchers (Berkovits [12]; Fezler [13]; Leuner, Horn, & Klessmann [14]; Singer [15]) in several areas, such as psychology, education and sport proposed that self-images have the potential to strengthen the L2 self. The SLA field, therefore, adopted the self-imaging concept to promote the learning process of L2 learners. Therefore, it is vital to clearly understand the term self-image, as it is an important addition administered to the
procedures of the present study. As a consequence, the last section of this literature review provides the concerns of self-image thoroughly.

As mentioned earlier, the L2 Motivational Self System is a framework related to language learning motivation and vision that can lead to success. This means that if a person has a strong ability to imagine a mental image of his or her English learning context, he or she will be kept on track towards that goal. Language learning can be compared with the trainings of professional athletes, in many aspects. It is clear in the literature that successful sports players are often motivated by imagery and vision. From three constituents of L2MSS, Ideal L2 Self is a powerful stimulant if the learner has a demanding and vivid future self-image which agrees with surrounding people, such as peers and family, and is able to stimulate the learner’s self-concept. Also, the Ideal L2 Self must be composed of effective procedural strategies which work as a strategic plan to achieve the goal and detailed information about not achieving the desired goal. According to these characteristics, six strategic implications are used as guidelines to supply motivation to learners.

Firstly, to construct the ideal L2 self is to create the vision. This step can be done by adding significance to ideal selves in order to guide learners through several possible selves that have made them happy in the past. Powerful role models should be presented to them in order to help them clearly see their images and to be able to outline their ideal future lives. Secondly, it is important to remember that only having self-image is not enough. The vision should be strengthened like athletes train in order to make it exist. This can be done by using images and letting them consider their future successful images. Another point is to make the Ideal L2 Self possible by substantiating the vision. This is to allow the learners to perceive their images as a possibility. Diagrams such as the Possible Selves Tree, may be used. Moreover, when it is possible to have such imagery, keeping the vision alive or activating the Ideal L2 Self is another necessary part in order to move on. Therefore, inviting a role model to classroom may be a good decision. When the learners have the exact images, the vision should be operationalized by developing an action plan. This can make language learning more effective because when the learners have the Ideal L2 Self-images, it can be useful to also have a plan in order to keep them on track. Trying to counterbalance the vision is the last step. It provides space for the learners to consider the failures that might happen at last.

C. Self-image

The mental picture of an individual or self-image is the motivating force inside that individual’s action moving according to the image in his or her mind, stated by McMahon [16]. Self-images are created when people visualize themselves at present and in the future (possible selves). In reference to Markus and Nurius [9], the possible selves concept provides ways of expressing thoughts to harness the powerful motivational function of imagination. Markus [17] also stated that imaginative work has powerful consequences resulting from people spending much time envisioning their futures related to what they might or would like to become, and to what they are afraid of becoming. This means the possible selves plays an important role in energizing an individual’s action. If a person has a dream and tries to sustain it by imagining to his or her future image, the dream can come true, according to Markus [17] and Wenger [18]. In addition, Boyatzis and Akrivou [19] stated that humans have been driven by imagination and the ability to visualize desired future images. For example, in many occupations, people must be inspired, keep inspired and also make other people inspired through the images which will become the motivation to move towards these future images. The self-image has also been applied to athletics in order to develop the image of success in Olympic athletes. This has to be practiced regularly until the image is mentally attached.

There is a belief that a language is not only a communication code, but it can be learned and trained as other subjects can. Therefore, the emergence of the L2 Motivational Self System takes the self-concepts into the language learning line. Self-imagery about L2 should be developed and enhanced so that it reflects the motivation to learn the target language. Throughout decades, many scholars have been validating the relationship between the self-image and other variables in language learning.

In Thailand, a monolingual country, there is only English regarded as a second language, according to Wiriyachitra [20]. The introduction of English in learners’ related daily life is always emphasized. Nevertheless, the distance and the lack of natural practice in L2 can cause some effects on language skills development. This affects the acquisition in the language and finally results in ignorance of the importance of English and low-motivation in learning the language. Accordingly, enhancing learners’ motivation by providing future self-guides that can induce vivid self-images could be an effective motivating tool as the most important point of the study has the purpose of helping learners learn English and step forward with their goals. However, only a few experimental studies have been conducted by using L2MSS to develop classroom activities. Consequently, in this study, a future self-guide was implemented with low-motivated EFL learners.

This study examined the role of motivation of Thai EFL learners before, during and after providing self-imaging activities. The study was conducted in EFL
classrooms during actional stage at Khon Kaen University, Thailand. The population in this study were non-English major EFL learners who re-enrolled in English for Communications subject conducted by Khon Kaen University Language Institute. The study took place during semester 2 of the academic year 2016. This was to see whether the learners’ motivation could be changed when the future self-guides were stimulated and whether it helped them possess a more vivid self-image. In order to generate the ideal self-image, self-imaging activities were developed with the purpose of integrating them into the classrooms.

The objective of this study was to investigate the effect of self-imaging activities on the motivation of low-motivated EFL learners at Khon Kaen University, and this objective was sought to find the answers to the research question: To what extent do self-imaging activities affect the motivation of low-motivated EFL learners at Khon Kaen University? Two hypotheses were also raised as follows: 1) After participating in self-imaging activities, the level of motivation in learning English of the experimental group is higher than before participating in self-imaging activities and 2) After participating in self-imaging activities, the level of motivation in learning English of the experimental group is higher than the control group.

III. METHODS

A. Participants

There were 60 participants in this study, and they were separated into the experimental group and the control group, with 30 participants each. These individuals were all considered approximately low-motivated individuals as measured by 6-point Likert scale pre-motivation questionnaire. The questionnaire items were scored using theses scales: 6 or strongly agree, 5 or agree, 4 or slightly agree, 3 or slightly disagree, 2 or disagree, and 1 or strongly disagree. Quasi-experimental pretest and posttest with control group design was adopted from Campbell and Stanley’s [21] design. In this study, the participants were not randomly sampled. They were in classes in the university and shared similar characteristics, and they were selected by convenience sampling.

The researcher ordered the criteria to evaluate the level of motivation. The learners with the average scores around 1 to 3 were considered as low-motivated English learners. Similarly, those who with the average scores around 3 but less than 4 to 4.2 were considered as somewhat low-motivated English learners. If the average score was 4.2, the motivation tended to be high. However, this score reflected that there were a lot of items were scored 3 and less than 3. Therefore, the researcher suggested that the learners who are evaluated at the average score of 4.2 or less still remained fairly low-motivated.

This study was operationally conducted in order to compare the level of motivation to learn English, future self-images and motivational behaviors of the learners. The participants in both groups answered the pre- and post-motivation questionnaire so that the researcher was able to track their motivation changes after the treatment provision sessions. In addition, the experimental group was given treatment inside and outside the classroom for 5 weeks, while the control group was not provided any treatment. During the treatment provision, their motivational behaviors were observed in classroom by the researcher using a motivational checklist adapted from learners’ behaviors part of classroom observation scheme of Motivational Orientation of Language Teaching (MOLT) developed by Guilloteaux and Dörnyei [22]. A video recorder was also used in the classroom, so that it was helpful for the researcher and the interrater to label and recheck learners’ behaviors afterwards.

B. Instruments and procedures

A motivation questionnaire consists of 36 items to survey learners’ motivation before and after receiving self-imaging treatment. The questionnaire items includes the following 5 aspects: intrinsic motivation, extrinsic motivation, self-efficacy, attitudes toward learning English and L2 anxiety. The questionnaire items were adapted from Dörnyei and Taguchi’s [23] and Ueki and Takeuchi’s [24]. All selected aspects could refer partly to the motivation before and after receiving the treatment. The motivation questionnaire was found to be highly reliable (α = 0.85). The 6-point Likert scale, ranging from 6 (strongly agree) to 1 (strongly disagree), was used in order to avoid noncommittal answers that were plainly selected ‘neutral’ [25]. In addition, the researcher sought to find a way for the participants to express their exact opinions on each item. This meant the respondents had to say something positive or negative. However, it was unavoidable that there were some respondents whose opinions were neutral, so the researcher added an open-ended question which was about opinions the participants would like to express about learning English in order to gain many more extended opinions.

Listed below are the perspectives that the questionnaire purported to measure.

a) Intrinsic Motivation

This concept was composed of 6 items (item 1-6) which were related to the extent the learners were motivated inside themselves.
b) Extrinsic Motivation

This concept was composed of 9 (item 12-20) items which were related to the extent the learners were motivated, outside themselves.

c) Self-efficacy

The self-efficacy aspect consisted of 5 items (item 7-11). This concept referred to how a person believed in his or her abilities to complete a task, stated by Bandura [26]. Self-efficacy was considered as a variable affecting an individual’s behaviors. This seemed to be powerful, because if a person believed he or she was able to do a particular thing, it could be a motive driving him or her to achieve the goal. That was why self-belief mattered in representing how motivated a person was.

d) Attitudes toward Learning English

This aspect was concerned with learners’ attitudes towards English learning environments that they might directly experience themselves or be influenced from by people around them such as peers, family members and teachers. Ten survey items (item 21-30) were included.

e) L2 Anxiety

Anxiety was a negative variable influencing learners’ success in learning a foreign language. It related experiences learners have experienced in L2 communication and learning. The 6 items (item 31-36) were related to L2 anxiety levels the learners have encountered in L2 situations.

As mentioned above, the 5 aspects were to represent the motivation of the learners before and after the treatment. The results of the motivation questionnaire were presented in tables.

- An Observation Checklist

An observation checklist includes lists of behaviors indicating an increase in motivation. It assisted the researcher in collecting and recording the behaviors of learners during classes. Because student behaviors were resulted from motivation, the motivation orientation of language teaching (MOLT) classroom observation scheme conducted by Guilloteaux and Dörnyei [22] was adopted, with a special attention to the learners’ motivational behavior. This scheme was adopted because it covered the assessment of the level of the learners’ motivated behavior through three variables: alertness, participation, and volunteering during activities in classroom. Three-level scales were used to measure alertness and participation as follows: very low indicated a few learners, low indicated one to two thirds of the learners, and high indicated more than two thirds of the learners. However, only high was counted as motivated. The term alertness here refers to actions of showing attention to what was going on during class, such as careful listening to and looking at the teacher, and not showing ignorance (e.g., using the phone, talking to others, or sleeping). Three-level scales of different ways of volunteering measured how much the learners were willing to volunteer. Only the one third of the learners who volunteered without any persuasion from the teacher was considered voluntary. Behaviors considered to be unmotivated ones other than the three variables were also recorded. The results of the behavior scores were presented in a line graph.

To prove reliability of scoring the observation checklist, interrater reliability was to measure the degree of agreement of obtained scores. In this study, there were two raters: a teacher assistant and a research assistant, percentage agreement method was employed. It was found that the raters achieved 80 percent in agreement, and this was considered acceptable in social sciences.

In addition, to reduce mistakes during checking learners’ behaviors and to avoid classroom interruptions, video recording was used for behavior observation. A camcorder was placed in the classroom since the first time the researcher met the learners in classroom so that learners would feel comfortable with it, but the learners were not recorded until later in the research. The observation list checking began in week two. The observation checklist was scored and reported through percentage, showing evidence of how learners’ motivation changed during the classes.

C. Treatment

The treatment of this study was self-imaging activities. The researcher used different types of self-imaging activities because the same format of activity might be tedious in reference to the pilot study in which the researcher only used role models’ presentations. Five types of self-imaging activities were produced and gathered based on an identical objective which was expected to promote future self-image and link to motivation through behaviors. According to the concept L2MSS, there were six strategic implications guiding steps to promote self-image. Consequently, the researcher employed this guideline to construct and complied the self-imaging activities which were used as the treatment in this study. As mentioned in the introduction of the instruments, there were reflections of the research assistants given to validate the effectiveness of the self-imaging activities.

Self-imaging activities were provided to the participants inside and outside the classroom during 5 weeks in the second semester of the 2016 academic year. All classes were conducted by teachers of Khon Kaen University Language Institute. Each week consisted of two 1.5-hour classes, but each treatment provision session took about 30 minutes inside and outside the classroom as conducted by the researcher. All self-imaging activities
were to help the participants realize their present images and see their future self-images or mental pictures in which they saw themselves use English in any situations in the future. This was expected to lead the motivation in learning English. To assist the participants to visualize their future self-image effectively, these activities were provided regularly before each lesson started. Accordingly, the 5 types of self-imaging activities integrated to assist the participants to see their future self-images were 1) poster creation, 2) whiteboard animations, 3) inspirational videos, 4) role models’ short interviews, and 5) role model talks. Some types of the activities were administered to the class more than once. To be more understandable, the explanations of each are provided respectively.

**Poster Creation**

Regarding poster creation activity, the learners were directed to create their posters one by one while sitting in small groups. The posters were to help learners get to know themselves in terms of their levels, aims and motivation to learn English. In addition, doing this activity in the small groups allowed them to be able to see a variety of ideas from their classmates. There were 3 phases of poster creation activity. First, in the initial class meeting, the researcher told learners to get into groups of three or four. The learners were asked to discuss their English language learning behaviors, attitudes, motivation, gains and aims. Next, they transferred their thoughts to a piece of paper and pinned it up on the classroom wall. This provided an opportunity for the learners to illustrate their own current images in learning English. The learners’ goal was to be able to represent their future self-images. This activity was expected to take around 20 minutes. The researcher expected to see the learners understand themselves more, and this activity provided an incentive that encouraged them to want to see their future vivid images afterwards. Finally, the reason why having the learners attach their posters on the wall was so that the learners could see their images every time they came to class. In other words, the poster could remind the learners about their goals. In addition, the more often they saw their images, the more motivated they were. The researcher expected that this activity would be able to help promote learners’ motivation to learn English a little more. The first day’s activity was completed. To sum up, setting goals and then displaying the goals reminded the goal-setters about understanding themselves.

**Whiteboard Animation**

A whiteboard animation video is a video which draws and narrates itself at the same time. It is widely popular among channels nowadays. A video clip can be animated using images, shapes, lines, characters, sounds and voiceovers. In terms of education, this type of video has been widely used, and it can capture the learners’ or viewers’ attention as messages and pictures keep changing almost every second. In this study, a whiteboard animation video was produced to illustrate positive ways or advantages of knowing English in general, and of an undergraduate student who once disliked or even hated English but later changed his thoughts (a make-up situation). This video included pictures of the boy’s life before and after having English as a part of his life. Charts, shapes, lines and characters presented the progress of how he saw his self-image. Next, the video also showed how his motivation changed during that time. Finally, the achievements showed how successful he was having English as a part of his life. This was the second activity taking place in the second class to strengthen learners’ goals in learning English. A whiteboard animation was played at the beginning of the section, and it took about 5 minutes. The whiteboard animation motivated and helped the learners to see their future image of learning English language more clearly. After it ended, the teacher asked about the learners’ goals again and let them add other goals in their posters created the last time if they wanted to. Another purpose of this activity was to sustain their motivation that might arise a little or a lot from the last time. After finishing watching the video, the researcher encouraged the learners before starting the lesson. During the class, learners’ behaviors were recorded by the researcher and a video recorder in order not to miss even a single behavior. In conclusion, the video helped keep learners’ eyes’ focused on an ongoing change when being good at English. This activity might gradually knock down the wall of negative attitudes toward English and increase motivation to learn English.

**Inspirational Videos**

Inspirational videos are videos that can give inspiration and motivation in doing something. The videos provide real motions and sounds which represent something that happened in reality. The inspirational videos used in this study were about the lives of different people who were able to use English. The videos showed people in different professions such as actors, singers, musicians, sport players, masseuses, motorcycle taxi riders, and so on. The people in the videos talked about how English was important to their lives and jobs. In addition, they had some words to encourage people to realize the importance of knowing and using English. The reason why the researcher chose to add this kind of video as the treatment was because most of the people in the videos were widely well-known, and it was interesting to see many people use English in different situations which might be applied to the learners’ daily life. There were three different inspirational videos which were retrieved from TV programs’ websites, and they were played in classes 3, 5 and 7. Each took about 10 minutes and was...
played before the class started. After each video clip ended, the researcher asked a few follow-up questions to remind learners about what the people in the videos talked about, especially points about the importance of English. The learners were also asked to write down on a piece of paper to reflect on their feelings after watching the videos.

- **Role Models’ Short Interview Videos**
  Apart from seeing the inspirational videos, short interview videos of three role models were provided to the class. This activity resembled the previous kind of videos as it was about parts of life, experiences, ideas, tips, sayings and encouragement of people. However, the researcher wanted to make it more relevant to the learners, so four alumni of the university were found who once were in a similar situation as the participants regarding their attitudes towards English, English exam results, place and field of study, community and job opportunities. The previous inspirational videos might make the participants see something, but the alumni’s short interviews might make it clearer. Four interview videos were used in this study. Each took about 3 to 5 minutes, and they were played before classes 4, 6, 8 and 9 started. At the end of each video, some follow-up questions were prepared to ask the learners, and the learners had to write about how they felt about learning English. This helped the learners to see the models’ successes in learning English more clearly.

- **Role Model’s Talk**
  The researcher organized a small talk event as the last self-imaging activity. In this activity, a role model was invited to give a talk in class. The role model was also an alumnus of the university. However, entertainment and encouragement were the key factors because it might help reduce boredom and anxiety and make the learners feel comfortable during this activity. While listening to the talk, the learners were encouraged to ask questions about what they would like to know or anything they were interested in. At this point, the role model speaker and the learners were able to exchange experiences. This was the last activity in this study expected to assist learners in fading away the blockage and gaining more motivation to learn English. This activity could show the learners importance of knowing English. Although the speaker did not like English in the past, they could prove that it was never too late to start to learn English. Positive attitudes toward the English language and self-development were very essential. The talk was expected to last in 30 minutes in order to ensure that all of the learners not miss all information provided.

All in all, the self-imaging activities provided to the learners were purported to raise the learners’ awareness of their present self-images and future ideal L2 self-images and to remind their ideal self-images. This might lead to purported the reduction of the affective filter. For a clearer understanding of the treatment provision, the step-by-step process of providing the treatment is depicted in the following figure.

### D. Analyses
- **t-test**
  A dependent t-test was employed to compare the mean scores derived from the motivation questionnaire of the experimental group in order to draw a comparison between the pre- and the post- motivation of the group after the treatment. If the mean scores of the pre- and post-motivation within this group were different, the p-value was used to confirm the statistical acceptance. The reference of p-value in this study is less than or equal 0.05 or 95% confidence interval for the mean difference. This results gave the answer to the research question on the extent to which self-imaging activities affected the motivation of low-motivated EFL learners in Khon Kaen University and tested hypothesis 1 whether the level of motivation in learning English of the experimental group is higher than before participating in self-imaging activities after participating in self-imaging activities. In addition, the pre- and post-motivation within the control group were compared if there were any differences. Moreover, independent t-test was also used to confirm whether there were any significant differences in the motivation posttest between the experimental and the control groups. This results helped test hypothesis 2 whether the level of motivation in learning English of the experimental group is higher than the control group. In addition, it is considered statistically significant when the p-value is less than or equal 0.05 or 95% confidence interval for the mean difference.

- **Scoring**
  There were two 1.5-hour classes conducted in a week, so it meant there were ten classes that the researcher participated in for learners’ behavior observation. There were three main variables used to measure student’s motivation behaviors in classroom which were alertness, participation and volunteering according to motivation behavior checklist adapted from MOLT. The total score of each variable was 60 for each week as there were 30 participants attending 2 classes in a week. When a participant showed each of behaviors listed in each class, that participant got 1 point for that motivation behavior in that class. It meant each participant could gain 2 points for each variable in each week in case he or she showed his or her motivation. The scores was finally calculated through percentage. This score purported to track the motivational behaviors in classroom regarding receiving self-imaging treatment. It could support the results of the motivation changes.
IV. FINDINGS

A. Effects of self-imaging activities on low-motivated EFL learners’ motivation

The objective of the study was to investigate the effect of self-imaging activities on the motivation of low-motivated Thai EFL learners at Khon Kaen University. A dependent samples t-test was conducted to investigate to what extent self-imaging activities affect the motivation of low-motivated EFL learners at Khon Kaen University (Research question). The mean scores of the pre- and post-questionnaire of the experimental group were compared to examine the difference of the learners’ motivation levels before and after the treatment during the actional phase in the classroom. The results of the comparison are illustrated in Table 1.

Table 1. A comparison of motivation levels within each group

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<td>0.29</td>
<td>3.11</td>
<td>0.75</td>
</tr>
<tr>
<td></td>
<td>post</td>
<td></td>
<td>4.02</td>
<td>0.37</td>
<td></td>
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</tr>
</tbody>
</table>

Table 1 shows that the mean score of the motivation level of the experimental group after being provided self-imaging activities (M = 4.30, S.D. = 0.38) was higher than before being provided the activities (M = 4.10, S.D. = 0.31); t(29) = 3.14, p = 0.00. This finding suggests that self-imaging activities affected the motivation of low-motivated EFL learners at Khon Kaen University by increasing motivation. Moreover, hypothesis 1 was accepted (p < 0.05) due to the fact that after participating in the self-imaging activities, the experimental group demonstrated higher levels of motivation for learning English than before participating in the self-imaging activities. In contrast, the pre- (M = 4.00, S.D. = 0.29) and post- (M = 4.02, S.D. = 0.37) motivation results of the control group were not significantly different (t(29) = 3.11, p = 0.75.) According to this study, this can be interpreted that without the self-imaging activities, motivation in learning English did not increase. In brief, providing the self-imaging treatment through classroom activities can significantly increase motivation in learning English.

Apart from comparing the pre- and post- motivation differences within each group, an independent t-test was also conducted to test hypothesis 2 of whether the motivation level in learning English of the experimental group after being given self-imaging activities was higher than the control group. Consequently, the pre- motivation levels and the post- motivation levels between groups were compared. The comparisons are demonstrated in Table 2.

It can be seen in Table 2 that there was no significant difference in the pre-test mean scores between the two groups (t(58)=-1.21, p=0.230). This can be interpreted that the pre- motivation of the participants in both groups was the same. On the other hand, when comparing the post motivation scores between both groups, there was a significant difference between the post motivation level of the experimental group (M = 4.30, S.D. = 0.38) and the post motivation level of the control group (M = 4.02, S.D. = 0.37); t(58) = 2.84, p = 0.01. It can be concluded that the post motivation level of the experimental group was higher than the control group. Thus, hypothesis 2 of this study was accepted (p < 0.05). In conclusion, the motivation level of the learners with self-imaging activities was higher than the motivation level of the learners without self-imaging activities.

As the motivation also reflected behaviors, the learners’ behavior observation sessions in classroom of the experimental group were conducted to gain more evidence of motivation change to support research question 1. Figure 1 below shows the extent to which the motivational behaviors of learners occurred in the classroom each week. The motivational behavior scores of the experimental group’s motivational behaviors were converted to percentages and presented in reference to MOLT.

According to the measurement scales of the observation checklist adapted from MOLT, if only a few of the learners show participation or alertness, they are counted as very low-motivated. If one third or around 33 percent of the class showed participation or alertness, they are counted as low-motivated. Furthermore, the class is considered high-motivated if there were more than two thirds or approximately 66.67 percent of the class show participation or alertness. For the last variable, volunteering, the learners are considered motivated only if at least one third or 33 percent of the class is eager to volunteer in class. In contrast, if the teacher nominates the class or the learners still need encouragement from the teacher to do class activities, this class is considered very low- and low-motivated respectively. Figure 1 below demonstrates motivational behaviors that went on during five weeks.
extrinsic motivation, self-image. The other aspects of motivation (the results of was related to the motivational power of the L2 self Dörnyei and Chan [ found to be related to the previous study conducted by from prior to receiving the treatment. This result was reasons why the motivation was just slightly different in intrinsic motivation increased. This might be one of the investigating each influential motivati 

Figure 1 shows that from week 1 to 5, the participation scores of the experimental group are 35, 35, 36, 39 and 39 which is equal to 184 or 61.33 percent. Moreover, the scores of alertness are 42, 41, 43, 39 and 41 which is equal to 206 or 68.67 percent. The volunteering scores are 5, 3, 6, 4 and 5 which is equal to 23 or 7.67 percent. As presented in the figure above, the experimental group is, therefore, considered somewhat motivated but still not highly motivated. This is because only the alertness score meets the criteria of high motivation. However, the participation score (61.33%) shows some motivation because more than 33 percent but still less than 66.67 percent of the class showed participation in the class. In addition, the volunteering rate in class was very low, lower than 33.33 percent, which can be either because the learners were not interested in volunteering or because they relied on the teacher to nominate the class and provide encouragement most of the class time.

Apart from the aforementioned, there were some other behaviors that indicated low motivation. During classes, some learners were found (approximately 10% of the class) playing on cell phones, having off-topic conversations with friends sitting nearby, sitting silently at the back of the room, doing another subject’s homework, often coming to class more than 30 minutes late, being absent most of the time, and even sleeping during class instead of paying attention to classroom activities and the teacher.

V. DISCUSSION AND CONCLUSION

A. The effect of self-imaging activities on motivation

The results revealed that self-imaging activities helped increase EFL learners’ motivation in learning English by increasing their motivation level. When investigating each influential motivation aspect, only intrinsic motivation increased. This might be one of the reasons why the motivation was just slightly different from prior to receiving the treatment. This result was found to be related to the previous study conducted by Dörnyei and Chan [27], indicating that ideal self-image was related to the motivational power of the L2 self-image. The other aspects of motivation (the results of extrinsic motivation, self-efficacy, attitudes towards learning English, and L2 anxiety) were not statistically different. Moreover, the learners’ opinions helped to confirm this. It suggested that the learners tended to open their minds for English as their intrinsic motivation increased a little. The learners knew what they wanted from the English language as well as what it could afford them (extrinsic motivation). They valued English, paid more attention to learning the language and still had confidence in themselves (attitudes toward learning English) although it was difficult for them. This was because of their strong beliefs in their ability to achieve their L2 learning goal (self-efficacy). On the other hand, there was still a great obstruction (L2 anxiety) that had an opposite effect in those factors. It is noted that although this study was conducted in shorter duration than the previous research studies, there were some changes in motivation. This factor might have also affected the level of motivation.

In addition, many previous scholars such as Gardner [3]; Ames and Ames [28]; Oxford and Shearin [29]; Dörnyei [30]; [31] and Dörnyei, Csizer & Németh, [7] wrote about motivation as the force that drives people to change their behavior in order to reach their goals. This resulted in a focus on behaviors of the learners in the classroom. During classroom sessions, the learners’ behaviors showed high motivation regarding alertness during class time. Participation was another behavioral factor underlying the learners’ motivation, and it was found that the learners were somewhat motivated. However, the other motivational behavior, volunteering during class, was still very low, and it indicated no motivation during class as a whole. With regard to motivation behaviors, it can be concluded that the learners were somewhat motivated. The level of motivational increase and the quite-motivated behaviors were consistent with Al-shehri [32], proving that motivated effort and behavior resulted from the perception of the self which reveals that learners had already known their present and future ideal selves. In addition to Al-shehri [32], Y. Fukada, T. Fukada, Falout and Murphy [33] developed possible selves activities to promote motivational learning behaviors in classroom, and it was found that possible selves or goal-setting self activities could be used in the classroom to encourage the learning behaviors. This implied self-imaging was related to learning behaviors as previously pointed out by Ryan [34] and Yang and Kim [35].

B. Implications of applications of the finding to practice

The main finding with regard to pedagogical implications is that self-imaging activities can be used or applied as supplemental classroom activities. This could also be adapted to English language skill lessons. The self-imaging activities could make the language classroom both more interesting and more relevant to learners’ daily
lives. Moreover, EFL teachers should be aware that motivation in actuality is always fluctuating, so sustaining motivation is important. Although it can be hard to keep the learners on track, reminding them of their goals or future images is a good idea as such things play a crucial role in driving the learners towards achieving them.

C. Limitations in the study

The convenience sampling method was employed. Therefore, the findings of this study cannot be generalized to the entire low-motivated EFL learner population and in other settings as generalizability requires data on larger populations based on the probability sampling. In addition, the study was conducted in a short time, so this might affect the results of the study.

D. Suggestions for future studies

The study was conducted during a short time. Despite this time limit, some changes were found in motivation. However, there is always fluctuation in motivation that might arise from individuals’ minds or other outside factors. This cannot be controlled because everyone encounters different situations each day. The main suggestion for future researchers is an in-depth long-term study – such as one semester, two semesters or perhaps even the whole academic year. In addition to a long-term study, it might be a good idea to develop more types of self-imaging activities. Adapting the activities to the teaching plan and study units might be more effective. As mentioned in the implications, the activities should be applicable to reality and closely related to daily life situations. Apart from additional types of activities, other factors should be taken into consideration such as teachers, classroom environments, teaching styles, and genders.

REFERENCES


