

## Yemeni EFL Learners' Future Self-Images and Their Relationship to The English Language Proficiency

Abdulrahim Ali Mohammad Al-Showthabi

Mohammad Abduh Ahmad Al-Mekhlafi

Sana'a University || Yemen

**Abstract:** This exploratory correlational study addresses the issue of Yemeni EFL Learners' Future Self-images, Ideal Self-images and Ought-to Self-image and their relationship to the English language proficiency, mainly, speaking and writing -- fourth level students, Department of English Sana'a University of the academic year of 2017-2018. It also aims at exploring which of the two Future Self-images addressed is more evident amongst Yemeni EFL learners. In addition, the study attempts to ascertain the role of gender on the Future Self-images. Data gathering instruments were all set and validated for the purpose of the study; which were Future Self-images questionnaire (12 Ideal Self-image items & 12 Ought-to Self-image items), English proficiency (speaking & and writing) tests and two Scoring Scales. Fifty two Students (12 males and 40 females (the sample) took both the Future Self-images questionnaire and the English proficiency tests in the academic year 2017-2018. and two Data gathering instruments were all set and validated for the purpose of the study; which were Future Self-images questionnaire (12 Ideal Self-image items & 12 Ought-to Self-image items), English proficiency (speaking & and writing) tests and two Scoring Scales. Fifty two Students (12 males and 40 females (the sample) took both the Future Self-images questionnaire and the English proficiency tests in the academic year 2017-2018. Descriptive analyses— frequencies, and, t-test for independent groups, and Pearson-product moment correlation— were utilized to analyze the data. Results show that Yemeni EFL students have higher Ought-to Self-image mean scores (3.6) than Ideal Self-image mean scores (3.04) Further, each of the two Future Self-images, Ideal Self-image and Ought-to Self-image has a bipolar direction in regard to male and female students. While, female students have higher mean Ideal Self-image scores (2.6) toward learning English, their counterpart male students have higher mean Ought-to Self-image scores (3.15). Furthermore results revealed a significant and strong relationship between Yemeni EFL learners' ---Ideal Self-images---Ought-to Self-image-- and speaking and writing proficiency respectively and uniquely. This article ends with some recommendations and suggestions for future research.

**Keywords:** Future Self-images, English Proficiency, Yemeni Learners.

## التصورات الذاتية المستقبلية لدى طلبة اللغة الانجليزية اليمنيين وعلاقتها بالكفاءة في اللغة الإنجليزية

عبد الرحيم علي محمد الشوذبي

محمد عبده أحمد المخلافي

جامعه صنعاء || اليمن

الملخص: هدفت الدراسة إلى معرفة العلاقة بين التصورات الذاتية المستقبلية وهما الأسلوب الأول (تصور الفرد لذاته)، (تصور الفرد لذاته من وجهة نظر الآخرين) وعلاقتها بالكفاءة (التحدث والكتابة) لدى طلبة اللغة الإنجليزية- قسم اللغة الإنجليزية- كلية التربية - جامعة صنعاء، وشملت الدراسة طلبة المستوى الرابع في قسم اللغة الإنجليزية للعام 2017-2018م. أيضا تهدف الدراسة إلى معرفة أي التصورين (تصور الفرد لذاته)، (تصور الفرد لذاته من وجهة نظر الآخرين) الأسلوب السائد. والتحقق ما إذا كان للجنس دورا يلعبه في هذين الأسلوبين. تم استخدام منهج البحث الارتباطي الاستكشافي. وتمثلت الأداة في مقياسين؛ التصورات الذاتية المستقبلية واختبار الكفاءة للغة الإنجليزية تم تطبيقهما على عينة من (52) طالباً وطالبة بالمستوى الرابع، وباستخدام التحليل الوصفي، اختبار-ت، ومعمل الارتباط لتحليل النتائج وإيجاد العلاقة، وقد أسفرت النتائج عن وجود علاقة ذات دلالة إحصائية بين مهارة التحدث والأسلوب الأول (تصور الفرد لذاته). وتوجد علاقة ذات دلالة إحصائية بين محاور مقياس الذات في النمط الثاني (تصور الفرد لنظرة الآخرين له) ومهارات الكتابة في اللغة الإنجليزية. أسفرت تحليل النتائج عن وجود أسلوب سائد (تصور الفرد لنظرة الآخرين له)، كما وجد اتجاه ثنائي لكلا التصورين: بينما سجلت الإناث أعلى الدرجات في الأسلوب الأول (تصور الفرد لذاته). سجل الذكور أعلى الدرجات في النمط الثاني (تصور الفرد لنظرة الآخرين له). وفي ضوء النتائج تم تقديم جملة من التوصيات والمقترحات.

الكلمات المفتاحية: التصورات الذاتية المستقبلية، إتقان اللغة الإنجليزية، الطلبة اليمنيون.

## 1.0 INTRODUCTION

Exploration of learners' motivation facilitates investigating the factors that drive learners to dedicate their efforts to foreign language (L2) proficiency, and offers deeper perspectives into how L2 language learners connect to their present social surroundings and even the globe (Ryan, 2009). L2 Motivational Self System (LMSS) of Dörnyei (2005, 2009a) provides researchers with the opportunity to investigate this topic.

### 1.1 BACKGROUND OF THE PROBLEM

New conceptualization of L2 motivation provides alternative lens in the form of 'possible selves'. This is drawn from the discipline of psychology, from which a motivational drive for actions in the present in order to achieve a like-to-be self—or evade a like-to-avoid self (Dörnyei, 2005, 2009a). This new conceptualization, Future L2 Self-images, places a great emphasis on how learners images of themselves as L2 language learners affect their learning progress, mainly their future speaking images. The framework draws on a thread of research in motivational psychology called 'Possible selves' and 'Self-discrepancy' (Markus & Nurius, 1986; Higgins, 1987). That is to say it accommodates the self-concept from mainstream psychology, whilst, maintaining the roots of some previous motivational frameworks especially the 'integrative-instrumental' and 'intrinsic-extrinsic' dichotomies (Gardner, 1985; Deci, & Ryan, 1985). The model hypothesizes the existence of two important future visions, called self-images in the literature: the Ideal Self-image captures the internalized hopes of the individual; the Ought-to- Self-image represents the self-image one feels obligated to become due to societal responsibilities.

One of the L2 'Motivational Self System' (LMSS) theoretical roots is the socio-educational model, (Gardner, 1985), in which relationships between multifaceted L2 learning motivation and L2 achievement are determined from a social psychological perspective. It could be that the role of Future Self-images in

the (LMSS) is similar to that of motivation in the socio-educational model, but with an emphasis on the learners' L2 future speaking images.

In line with this trend, researchers approached the concept of Future Self-images' links to foreign language (EFL) skill abilities, chiefly, speaking and writing (cf., Assulaimani, 2015; Nzanana, 2016), suggesting, Ideal Self-image and Ought-to Self-image be enough tools to explore learners speaking and writing. Such explorations propose that a fluent speaker of a language needs to have strong and vivid Ideal Self-image.

Hence, the present study investigated whether the findings of Assulaimani (2015) and Nzanana (2016) are applicable to Yemeni EFL University Students, as more weight can be given to study findings that support and explore findings of other research.

## 1.2 STATEMENT OF THE PROBLEM

Researchers for example, (Dörnyei & Chan 2013 Course & Panteleeva, 2017) refer to the characteristics of the Ideal Self-image, in a way that is meant to incorporate it with the idea of being able to visualize oneself in the future as a fluent speaker in the target language (TL). Al-Shehri, (2009), ratified that idea, lessening the role of the Ought Self-image in the communicative aspects of the foreign language. He continues to say that those who were taking the language out of a sense of obligation placed relatively lower value on speaking skills. Regarding Yemeni EFL learners, researchers (cf., Al-Sanhani, 2007; Al-Mahdi, 2008; Al-Anteri, 2017, among others) claim that Yemeni EFL learners develop grammatical competence complemented by stranded-communicative ability of speech. Thus, equally as important as the affiliation found between learners' perceived importance of improving speaking skills and the Ideal Self-image are the inferences of the relationships between the Yemeni EFL learners' stranded ability of speech and the Ought-to Self-image by way of solely meeting tests' requirements and yet found their outcomes rather disappointing when it comes to their ability of speech.

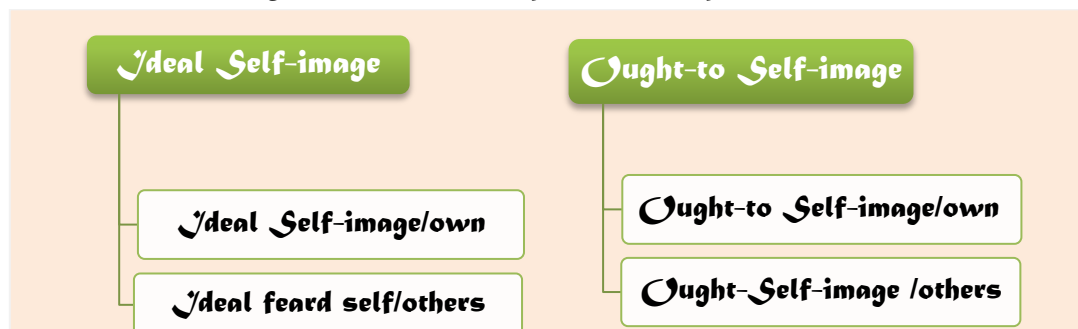
This indicates that Ought-to Self-image motivated learners are likely to prefer formal grammar based teaching, whereas Ideal Self-image motivated learners prefer a more informal communicative approach of teaching methods. This goes in line with the first part of the hypothesis: Nzanana (2016) argues that EFL learners who are the Ideal Self-image motivation's affiliates, due to a clear and vivid specific vision of future speaking selves be able to achieve a better speaking ability. In the second part of the hypothesis, Assulaimani (2015) claims that EFL learners who are Ought-to Self-image affiliates, due to short-goal image, are more successful in developing their writing skills.

## 2.0 LITERATURE REVIEW

The L2 Motivational Self System (Dörnyei, 2005, 2009a) constitutes a tripartite construct, consisting of two Future Self-images, and L2 Learning Experience. Two images of future-self that L2

learners possess regarding their L2 learning and use: "the one that learners would like to become is the ideal L2 self and another image is formed by obligation or sense of duty is the ought-L2 self" (Kim & Kim, 2011, p. 23). Toivakka (2010) and Asker (2011) divided the Ideal Self-image into the ideal self and feared ideal self (i.e., ideal social self), which, reflects students' perception not to fall behind their peers. Figure (1) shows L2 self-concepts fourfold representation

Figure (1) L2 self-concepts fourfold representation



As shown in Figure (1) Future Self-images were further developed in order to include L2 self-concepts such as ideal L2 self, feared L2 self and ought-to L2 self own and others building on Toivakka (2010) and Asker (2011) feared self and Teimouri's (2016) a schematic representation of trichotomous model of L2 selves. Therefore, the in-hand study enriches the Future Self-images definition by identifying four constructs of Future Self-images.

## 2.1 PERVIOUS STUDIES BASED ON THE L2 MOTIVATIONAL SELF SYSTEM

This section will review key studies that have been reported in the literature over the last decade and half or so having to do with Future Self-images. The most recent one is the one carried out by Course (2018) entitled "Motivation for Language Learning: After All We Have Been Studying These since Primary School". Her subjects' data were collected from 38 pre-school teacher trainees in a mixed methods research. Among her main findings:

First, the majority of the participants reported stronger and more vivid ideal L2 selves than ought-to L2 selves. Second, learners' intended motivated behavior does not match with their current motivated behavior. Finally, Course (2018) missed an important part of her study, she did not provide any information: who her subjects were, whither they were male or female. Other studies analyzing language learners' motivation based on Dörnyei's L2 Motivational Self System are summarized in the table below. In this table the focus is mainly on the number of the subjects, the methods of investigations were used, the conclusion that were reached as far as the aim and experimental setting were concerned.

Table (1) Summary of Studies investigating Dörnyei's (LMSS)

STUDY	SETTING & POPULATION	STUDY'S AIM	MEAN FINDINGS
Kormos & Dörnyei, (2004)	46 Hungarian students	To investigate students' internal attitude (first version of the Ideal L2 Self) in its relationship to L2 speech performance	High positive relationship between the learners' internal attitudes and oral performances.
Csizér & Dörnyei (2005)	8,593 Hungarian students aged from 13 to 14 in 1993 and 1999.	To explore New interpretation of integrativeness from the L2 self-perspective.	It Proposed to equate integrativeness with the ideal L2 self.
Dörnyei, et al (2006)	13,000 learners over a period of 12 years in Hungary.	Focusing on five target languages (English, German, French, Italian, and Russian).	For a fully-fledged Ideal L2 self, language learners need to integrate both aspects of personally agreeable and professionally successful..
Al-Shehri (2009)	78 Arab and 102 Saudi students.	An attempt to find out the effect of perceptual learning styles, the ideal L2 self, on imagination and motivation behavior	A strong correlation between motivated behavior and the Ideal L2 Self. A strong relationship between the Ideal L2 Self and visual learning style
Henry (2009)	176 Sweden EFL learners in compulsory school.	To investigate male, female self-concept strengthens.	Motivational influence of the Ideal L2 Self increases in girls over time but decreases in boys.
Taguchi et al., (2009)	5000 English learners in three contexts: Japan, China and Iran.	To test and validate the L2 Motivational Self System.	Explanatory power of the Ideal L2 Self, Accommodated at integrativeness and instrumentality.
Busse (2013)	147 Students learning German in the United Kingdom.	An in-depth exploration of the Ideal L2 Self.	Ideal L2 Self was found as a useful construct for analyzing motivation.
Dörnyei & Chan (2013)	172 Year 8 students in Hong Kong.	Visualization as it relates to the learner's ability to produce vivid images of possible future selves and motivation.	It confirmed Relationship between learners' possible selves and their language motivation and achievement.
Assulaimani (2015)	360 University students in Saudi Arabia.	To find Relationship between EFL learners' motivation and their reading and writing proficiency.	Correlation albeit weak between ought-to L2 self and writing scores. Learners who scored low Ideal L2 Self gained high scores in writing.

STUDY	SETTING & POPULATION	STUDY'S AIM	MEAN FINDINGS
Nzanana (2016)	A 106 university students from Rwanda	Relationship between EFL learners' motivation and their oral proficiency.	Positive relationship between the Ideal L2 Self and Rawand's University Students oral performances.
Dogani (2017)	133 students male and female in State university in Turkey.	Examine the role of gender and L2 Proficiency on learners' motivation and vision to learn English.	Gender had a main effect on Ideal L2 Self, their vividness of imagery in vision; L2 proficiency was found to yield no main effect on any of the areas investigated.
Course (2018)	38 pre-school teacher trainees in Turkish context.	Investigates tertiary level English language learners' LMSS.	The majority of the participants reported stronger and more vivid Ideal L2 selves than Ought-to L2 selves.

A narrower goal was set that is to identify the issues related to the following examination:

### 2.1.1 DÖRNYEI'S (2005) DECISION TO VENTURE BYOND INTEGRATIVENESS

It is evident from Table (1) above that these studies' findings dealt with the theoretical premises of the L2 Motivational Self System (LMSS) regarding how it accommodates integrativeness and instrumentality. Some of the earlier studies (see, for example, Dörnyei, et al., 2006; Henry, 2009; Taguchi et al.'s 2009 among others). However, (Dörnyei, 2009b) summarizes these studies' findings by pointing out as: (i) Across the various sub-samples, the two variables integrativeness and the ideal L2 self-produced an average correlation of 0.54, "leaving no doubt that the two concepts are closely related"; (ii) The correlation between the ideal L2 self and the criterion measure (intended learning effort) was consistently high (Dörnyei, 2009b). (iii) All studies found higher correlations of the ideal L2 self with instrumentality – promotion than instrumentality – prevention of Higgins (1987). The Ought-to L2 Self displayed reverses (Dörnyei, 2009b). (iv) It proves that "traditionally conceived instrumental motivation can be divided into two distinct types, one relating to the ideal L2 self, the other to the ought-to self (Dörnyei, 2009b, p. 31).

### 2.1.2 THE ROLE OF MENTAL IMAGERY ON L2 LEARNERS' IDEAL SELF

In Table (1) see for example (Al-Shehri, 2009; Dörnyei & Chan 2013, among others) raised two issues: Wenger's (1998) "belonging through imagination" and Dörnyei's (2009a) role of L2 learners' visual imagery in creating a vivid ideal L2 self. Results of these studies indicated that both visual and auditory styles were predictors of motivated L2 behavior among elementary, secondary school, and undergraduate students, ratifying the relationship between the learners' possible selves and their language motivation and achievement.

### 2.1.3 FUTURE SELF-IMAGES DIFFERENCES WITHN GENDER

Looking at Table (1) above some studies have been conducted to enrich interests' understanding of the motivational basis of foreign language learning with regard to possible gender differences (cf., Henry, 2009; Dogani, 2017). One of their main findings indicated that females gained a higher mean on ideal L2 self and intended effort while males had a higher mean on ought-to L2 self and intended effort.

### 2.1.4 FUTURE SELF-IMAGES RELATINSHIP WITH LANGUGE PROFICIECY

Researchers have been attempting to detect the relationship between the Future Self-image motivational devices and learning outcomes (cf., Kormos & Dörnyei, 2004; Assulaimani. 2015; Nazanana, 2016). The studies' results reveal the following directions: (1) Kormos and Dörnyei's (2004) study revealed a high correlation ( $r = .80, p < .05$ ) between Ideal L2 Self (i.e., more integrative motivation) and L2 Speaking performance. (2) Assulaimani's (2015) study revealed a positive correlation between the Ought-to L2 Self and L2 learners' writing proficiency. (3) Nazanana's (2016) study revealed a positive correlation between Ideal L2 Self together with L2 Learning Experiences, and L2 learners' oral proficiency. Although, the in-hand study is one more picture of these studies, it is unlike these studies for the following reasons: (i) Assulaimani's subjects were freshmen Saudi learners, whereas the current study's subjects were fourth level Yemeni EFL learners: (iv) Assulaimani's (2015) choice of a reading task rather than speaking task is ruled out on what principle, that of works? No, rather on the principle of reliance?", (vi) This study deals with two indices of the LMSS, Future Self-images, and their alignment with two skills speaking and writing.

## 3.0 METHODOLOGY

This section is expanded by four dimensions as participants, instrumentation, design and procedure.

### 3.1 STUDY DESIGN

The selected method for the study in hand was a "Case Study" that is a "single entity with clear defined boundaries" (Dörnyei, 2007). It is "an exploratory correlational case study design" (Zainal, 2007, p. 4). That is to say a case study with "survey design relies on statistical generalization, which generalizes to populations and universities" (Yin 2003, p. 37). Another essential element of the present study is that it involves hypothesis testing model (Sahu, 2013); and applies a correlative research with a theoretical basic in generating external validity (Anderson & Arsenault, 2005). Dörnyei (2007) claims that the inquiry of quantitative method is focused, compactly controlled, systematic, and rigorous, "involving precise measurement and producing reliable and replicable data that are generalizable to other contexts" (p. 34). This study adopts a combination of exploratory and correlational approaches. The purpose of choosing an

exploratory design is that it unpacks topics, identifies a problem, clarifies the nature of it and defines its scope" (McGivern, 2009).

### 3.2 QUESTIONS OF THE STUDY

This study tries to provide answers to the following questions:

- 1- Which dimension of the learners' Future Self-images, namely the Ideal Self-image and the Ought-to Self-image is more dominating amongst the Yemeni EFL learners?
- 2- Is there a bipolar direction in Future Self-images headed for male and female students?
- 3- Is there a relationship between the Yemeni EFL learners' Ideal Self-image and speaking proficiency?
- 4- Is there a relationship between the Yemeni EFL Ought-to Self-image and writing proficiency?

### 3.3 PARTICIPANTS

Participants are population and sample.

#### 3.3.1 STUDY POPULATION

The population of this study are (139) Yemeni Fourth Level EFL learners at the Department of English, Faculty of Education, Sana'a University in the second semester of the academic year 2017-2018. The population was assembled into three groups: two groups were female students while the third one was of male and female students.

#### 3.3.2 SAMPLE OF THE STUDY

First, the division of the level into groups is in line with the embedded case study approach, which "occurs when, within a single case, attention is also given to a subunit or subunits" (Yin, 2009, p. 50). Table (2) below shows the actual number of participants by the attendance list, gender and group.

**Table (2) descriptive information of the participants.**

	Pilot study		Sample of the study	Main study		Sample of study	Total
Groups	3			(1 & 2)+3			
Gender	Male	female	Male & female	Male	Female	Male female	
Attendance list	9	36	45		81		
Sample of study	3+15		18		40	40	40
Total				12			52

Table (2) shows three groups, members of groups, gender of groups. It presents the number of participants in two trial studies, by the attendance list.



### 3.4. Instrument

The instrument used in the present study is a questionnaire with a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), inclusive of items concerning learners' Future Self-images, with two main facets: Ideal Self-image (12 items) and Ought-to Self-image (12 items) of (Dörnyei, 2005, 2009a; Toivakka, 2010; Asker, 2011; Teimouri, 2016). The reliability alpha coefficient test was conducted to measure the internal consistency of each cluster of variables that was assumed to represent a separate scale in the survey. The Cronbach Alpha coefficient of the Future Self-images Scales appeared in Table (3) below:

**Table (3) reliability test for questionnaires**

	Number of items	Cronbach's Alpha
Ideal Self- image	12	0.74
Ought-to Self image	12	0.78

From Table (3) above, one can notice the Cronbach alpha coefficient of the questionnaire scales of the Ideal Self-image and the Ought-to Self-image ranges from (0.74) to (0.78) respectively; this is considered within the range of accepted reliability of the scales (Dörnyei, 2007).

### 3.5. STUDY PROCEDURES

Permission was taken from the Head of the English Department for the final administration. The survey's purpose and its administration procedure were explained. The participants completed the questionnaires in class, and answering the items took the respondents 30 minutes on average. The fifty-two (12 male and 40 female) students sat for the Proficiency Test (speaking and writing) and the questionnaire (Ideal Self-image and Ought-to Self-image) as this study is trying to examine whether there is a relationship between each two variables respectively. The statistical analyses were done by the statistic program: Statistical Packages for Social Sciences (SPSS) (25.0).

## 4. RESULTS AND DISCUSSION

In what follows is the answer of the study questions.

### 4.1 ANSWERING FIRST RESEARCH QUESTION

The first question asks "which dimension of the learners' Future Self-images, namely the Ideal Self-image and the Ought-to Self-image is more dominating amongst the Yemeni EFL learners. To answer this question a paired sample t-Test was performed, as shown in Table (4).

**Table (4) students' Ideal Self-image Ought-to Self-image**

	Future Self-images	N	Mean	Std. Deviation	Std. Error Mean
1	Ideal Self-image	52	3.04	7.78	1.079

	Future Self-images	N	Mean	Std. Deviation	Std. Error Mean
2	Ought-to Self-image	52	3.5	6.52	0.904

Table (4) shows the descriptive statistics of the two kinds of the students' Future Self-images motivation, including the total number of participants (52), The mean of each motivation and the standard deviation (STD). The mean of Ought-to Self-Image scores is (M = of (3.5) with a standard deviation of (SD= 6.52). The mean of the Ideal Self-image is (M= 3.04) and with a standard deviation of (SD=7.78).

#### 4.2 ANSWERING THE SECOND RESEARCH QUESTION

Question two asks "is there a difference in the Future Self-images between males and the females Fourth Year Yemeni EFL learners, English Department, Faculty of Education, Sana'a University?" the t-Test for independent groups was used. To answer this question a paired sample t-Test was performed, as shown in Table (5).

**Table (5) Paired Samples T-test**

Future Self-images	N	Gender	Mean	Std. Deviation
Ideal Self-image	11	Male	2.6	0.59
	40	Female	3.15	0.63
Ought-to Self-image	11	Male	3.90	0.34
	40	Female	3.49	0.56

Table (5) shows the mean score of female Ideal Self-image is (3.15) with a standard deviation of (SD= 0.63). The mean of male Ideal Self-Image scores is (M = 2.6) with (SD = 0.59). The mean of female Ought-to Self-image is (M = 3.49) with a standard deviation of (SD = 0.56). While the Ought-to Self-image of the male students is (3.90) with standard deviation of (0.34) However, Table (5) represents the significance of the means difference of male and female with regard to the Future Self-images.

**Table (6) means' difference of male and female**

Future Self-images		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2 tailed)
Ideal Self-image	Equal variances assumed	.086	0.770	-2.579	49	0.013
Ought-to Self image	Equal variances assumed	2.366	0.130	-2.297	49	0.026

As it is shown in Table (6)  $t(49) = -2.58, p = 0.02$ . The two-tailed level of significance (0.01) is smaller than (0.05). This means that differences between males and females Ideal Self-image and female

Ought-to Self-images  $t(49) = -2.3, p = 0.03$  are significant, with the first is in favor of females and the latter is in favor of males.

#### 4.3. THE RELATIONSHIP BETWEEN FUTURE SELF-IMAGES AND SPEAKING SKILL

The third question asks "is there a relationship between students' mean scores in their Ideal Self-image and their mean scores in speaking?" to answer this question the correlation coefficient is shown in Table (7) below:

**Table (7) Correlation of the Ideal Self-image and Speaking**

Future Self-images		Total_Ideal Self-image	Total Speaking Scores
Ideal Self-image	Pearson Correlation	1	0.76**
	Sig. (2-tailed)		0.000
	N	52	52

**\*\* . Correlation is significant at the 0.01 level (2-tailed).**

As shown in Table (7), the correlation coefficient is turned to be ( $r = 0.76^{**}, p = 0.000 > 0.01$ ), which means it is significant at the level 0.01. It suggests that, the more Ideal Self-image learners' have the less stranded-speaking abilities they have. Regarding the finding of studies conducted by researchers in the field, this study' results are in line with the results revealed by Nzanana's (2016). Her study reveals a strong relationship between Rwanda University learners' Ideal Self-image together with L2 Learning Experiences and their speaking performances.

#### 4.4 THE RELATIONSHIP BETWEEN FUTURE SELF-IMAGES AND WRITING SKILL

The fourth question asks "is there a relationship between students' mean scores in their Ought-to Self-image and their mean scores in writing? The results are summarized in Table (8) below:

**Table (8) correlation of Ought-to Self-image and writing.**

Ought-to Self-image		Total Writing Scores
Ought-to Self-image	Pearson Correlation	1
	Sig. (2-tailed)	0.70**
	N	52

**\*\* . Correlation is significant at the 0.01 level (2-tailed).**

As shown in Table (8) a correlation ( $r = 0.70, p = 0.000 > 0.01$ ) was obtained; the two-tailed test of significance indicated a significant and positive relationship between the aforementioned variables at the level 0.01. This study's results are in line with the results of the study conducted by Assulaimani (2015) in Saudi Arabia (a first doorstep) EFL context. He reported a positive relationship between the Saudi EFL learners' Ought-to Self-image and writing task scores.

#### 4.5 DISCUSSION

The results analyses and interpretation of the result reveal the following conclusions:

1. The overall analysis of the data from the Future Self-images survey shows that the Yemeni Fourth Year EFL learners still have less vivid, ideal images of themselves as L2 learners who possess dreams, wishes and big expectations. In the same line, it also shows that learners with less vivid Future self-images reported low scores in their oral test.
2. The results of Future Self-images investigations reveal that the Ought-to Self-image motivation is more prevailing amongst the Fourth Year Yemeni EFL students, revealing a large differences between the learners' Ideal Self-image and the learners' Ought-to Self-image.
3. Students of Ought-to Self-image motivation are stronger than their Ideal Self-image motivation to learn English. This was expected; since Fourth Year Yemeni EFL Learners neither did have opportunity to interact with the target language community nor did they have an awareness of the concept of imagined community which according to (Kano& Norton, 2003; Dörnyei, 2009a), could be conceptualized in the L2 learners' Self-image standpoint.
4. In the second question, the aim was to test the influence of independent variable, i.e., gender-male and female, on the dependent variables, i.e., Ideal Self-image and Ought-to Self-image. There was a significant difference between male and female learners in the aspects of Future Self-images motivation. Females' Ideal Self-images and males' Ought-to Self-images weight much more strongly than that of the females' Ought-to Self-images and males' Ideal Self-images. That is to say, while the majority of males learners are more in favor of the Ought-to Self-image than the Ideal Self-image aspects of motivation, the majority of female learners are in favor of the Ideal Self-images than the Ought-to Self-images.
5. As far as the Ideal Self-image is concerned with the learners' ability to speak fluently, Ideal Self-image motivators demonstrate a positive and significant ( $r = 0.758$ ,  $p = 0.00$ ), correlation with the speaking test. The findings of the study also have implications for education practices. This study highlighted the vital role of language learners' Ideal Self-image motivation in the EFL classrooms. This finding implies that teachers should seek ways recommended in the literature for the development of students' Ideal Self-image motivation in their EFL classrooms. Add to that, there is a positive and significant relationship between the Ought-to Self-image scores and the writing test scores ( $r = 0.73$ ,  $p = .000$ ) of which the learners' utilitarian purposes are revealed.
6. The findings of this study add one more ring and compatible results to the still short chain of studies on the (LMSS) in the Arabian EFL contexts. It provides empirical data verifying the belief that learners' with no clear vision and plausible expectations of themselves as future L2 speakers have stranded ability of speech which constitutes an area of difficulty in different EFL learning contexts, particular, Yemeni EFL context. Results in the study in hand are also aligned with earlier

discoveries in relevant areas. For example, students with Ideal Self-image motivation tend to go in the direction of speaking ability whereas students with Ought-to Self-image tend to go in the direction of writing abilities.

## 5.0 EDUCATIONAL IMPLICATIONS AND DIRECTIONS FOR FUTURE RESEARCH

Based on the findings and the review of relevant literature, some pedagogical implications are examined in order to enhance the process of teaching and learning English as a foreign language, the Yemeni context.

### 5.1 PEDAGOGICAL IMPLICATIONS OF THE STUDY

The implications of this study will be applicable at the university levels. At university level, other implications are directed towards administrators lecturers/educators/students and syllabus planners. To begin with, a major finding shows that Ideal Self-image is associated with speaking. Secondly, the study also shows that there is a relationship between Ought-to Self-image and writing. This is implemented by the finding that Future Self-images have a large impact on students' productive skills.

### 5.2 SUGGESTIONS FOR FUTURE RESEARCH

As the current study has investigated the Yemeni EFL learners' Future Self-images and their relationship to their English language proficiency, several suggestions can be made for future research. Further studies could be implemented in other State universities and private universities in Yemen. It could be worthwhile to investigate the rest two subtypes the English language proficiency: (reading and listening) combinations and their relationship to the Future Self-images. Another area of investigation which is worth pursuing is the study of the effect of explicit teaching of 'scripted imagery' on improving the learners' Ideal Self-image motivation. Therefore an action research is recommended. In addition, the conceptualization of this study deserves to be replicated by investigating other foreign languages in Yemen like French, in particular, which has in the last years attracted a lot of students and is one of the largest departments for a foreign language in Yemen. The present study is the first study in Yemen to deal with Future Self-images. Further research on the Future Self-images have to shed more light on the Future self-images of the Yemeni EFL students, possibly at all the levels: intermediate, secondary and tertiary. Conducting other studies for finding answers to the afore-mentioned questions or other questions would further complete the results of this study.

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