論　文

Creating the Ideal L2 Self in a Study Abroad Context

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Abstract

Although numerous studies have examined the relationship between motivation and study abroad, the relationship between the theory of the ideal self proposed by Dörnyei and study abroad has not been sufficiently clarified yet. The present study examined the relationship between the ideal L2 self and study abroad. The participants were 120 students from a Japanese women's university: 66 first-year students who had not yet studied abroad and 54 fourth-year students who had studied abroad for a year. We employed a questionnaire to collect the data. Both quantitative and qualitative analyses were carried out. The study found that a one-year study abroad was not directly connected to creating the ideal L2 self, but it led to imagining L2 usage. Moreover, the ideal L2 self is somewhat related to confidence in L2 learning and communication and interest in English-speaking people and cultures, which suggests that the ideal L2 self has some connection with integrative motivation or integrativeness.

Keywords: Motivation, Ideal L2 self, Integrativeness, Study abroad

Introduction

"The power of imagination makes us infinite" (Wolfe, 1938, p. 226). This is a quotation from the famous naturalist, John Muir. There are many athletes who use their imagination as one of their training methods. Those athletes are using this training method to motivate themselves or find their goals. When we study a language, motivation is one of the most important factors as well. There has been a great deal of research about motivation toward second or foreign language acquisition, and also there has been an increasing amount of research on how to motivate learners by imagining the self using the target language. We hear people saying sometimes "I don't want to study English because I don't have any chance to use it." It might be hard to imagine when learners cannot think of any situation in which to use the target language, or if people do not have any experience of actually using the language. Our hypothesis is that experiencing using English through study abroad would help learners to imagine

themselves using English. At present the Japanese government is stressing the significance of English language education to catch up with other developed countries or some Asian countries. The Ministry of Education, Culture, Sports, and Technology also has emphasized global education, sending more and more university students overseas. An increasing number of universities are sending students to English-speaking universities not only to improve their English but also develop intercultural communication skills. However, there has not been adequate research to examine such study abroad programs themselves.

One specific feature of this paper is that the authors of this study examined this program from a faculty and student's viewpoint. One author of this study is a member of a faculty who is actually carrying out this program together with other faculty members, and the other is a student who experienced the study abroad program itself. Researching together from both viewpoints will help contribute to the development not only of this program but also of research on study abroad.

From our study abroad experiences, we believe that students were motivated to study English to go overseas. However, some students do not think that they could clearly imagine themselves using English in an English-speaking community. One of the authors of this paper was studying English just to get a good score in TOEFL before study abroad because she needed it to study at an English-speaking university she wanted to attend. She had been overseas just for a short time period when she was in high school, but she had never lived in an English-speaking country. Therefore, she could not even imagine how it would be living surrounded by English. Furthermore, she was not sure about whether her English would work in Canada or not. However, living in Canada changed things. Now, after she came back from a year of study abroad, she can imagine herself using English in her future. It is because she experienced using English with non-Japanese English speakers, and she is proud that she survived in an English-speaking community. Since she had a future image of herself, it made it easier for her to study English than before. It is also because she had a specific goal to achieve, and she was eager to study because the goal was her ideal-self using English. The study abroad helped her to have confidence, and it also helped her to understand what she wants to do with her second language. In her case, she was able to get a positive idea toward English through studying abroad. However, we wondered if she was a typical case of a one-year study abroad program. We also wondered if people can have a vivid future image of themselves using English through studying abroad.

In this paper, we will discuss how learners can create an imagined self by using English through study abroad. This study will help us understand not only how to increase students' motivation to study a second or foreign language, but also how motivation of students who have studied abroad change. It will suggest what students should do to be motivated before study abroad. This study is needed to understand how learners can create second-language self through study abroad.

Previous Studies

Previous research on motivation

The motivation this study examines has been researched in the area of educational psychology. In 1960, the study of the motivation toward foreign language learning in the social psychology area was started in Canada (Yashima, 2004, p.46). The definition of motivation is "a psychological trait which leads people to achieve some goal" (Johnson & Johnson, 1999, p. 219-220). There are many theories about motivation. Expectancy-value theories have two main factors: the expectancy of success and value. People would not do anything that has no chance of succeeding, even if they put in so much effort. Therefore, people decide on their actions depending on the possibility of succeeding and the value of accomplishing the task. This theory is divided into attribution theory, self-efficacy theory, and self-worth theory. The first one is how to attribute the factor of success or failure to the next action. The second one is how to judge your own ability to accomplish a task. The third one is the theory that people want to keep having self-worth when they are experiencing failing or getting negative feedback. Those motivation theories from educational psychology can be adapted not only to foreign language leaning but also to other academic fields. On the other hand, the studies from social psychology are based on attitudes towards different communities and ethnic relationships, so we can study motivation about language learning from this point of view as well (Yashima, 2004).

Previous research on motivation of Japanese learners of English

Japanese English learners tend to have both specific and short-term goals such as exams and homework, and broad and long-term goals such as to communicate with English speakers, study abroad, and get an international job. Also, there are learners who have only one of these goals. In Japan, because it is not common to use English in everyday situations, learners' effort for those short-term goals does not always connect to having a long-term goal. In English language education in Japan, the actual dominant purpose of studying English is still for an entrance exam. Therefore, after students have entered a university, the goal is accomplished, so it is going to be hard for some learners to keep finding the importance of studying English. According to the research by Yashima (2004), Japanese university students tend to have instrumental motivation and interest in foreign culture. As we mentioned, Japanese students have less chance to communicate with foreign language speakers in Japan. Moreover, traditionally, we learned English grammar rather than communication, so it is difficult to imagine how to communicate with it. It means that the theory that attitude toward the target language speakers affects learner's motivation does not really make sense in Japan.

Self-determination Theory

We picked up four motivation factors that have important relations to our study. First of all, Dici and Ryan (1985) presented a self-determination theory based on intrinsic and extrinsic motivation. Dörnyei (1994) explained that extrinsically motivated

behaviors are an individual behaviors to have some extrinsic reward. Intrinsically motivated people perform to receive a reward that comes from an internal place (p. 275). The theory divided extrinsic regulation into four stages. These stages are represented from the least self-determined to the most self-determined. First, external regulation which comes entirely from external sources such as teacher's praise or parental confrontation. Second, interjected regulation involves externally imposed rules that are accepted by the individual and that he/she should follow in order not to feel guilty. Third, identified regulation occurs when people take an action because it is important to attain a valued goal. Finally, integrated regulation is completely assimilated with the student's other values, needs, and identities (Dörnyei, 1994, p. 276). Dici and Ryan thought that self-determination is a prerequisite for any behavior that is motivated intrinsically.

Integrative/Instrumental Motivation

Gardener and Lambert (1972) mentioned that integrative motivation, which is a wish to identify with or join another language group, concerns personal relationship and it tends to be long-lasting; therefore, integrative motivation is more powerful in language learning than instrumental motivation, which is a wish to learn a language for a useful purpose (p. 128). Spolsky (1969) also said that integrative orientation may be an important requirement for successful language learning. However, Dörnyei (2009) argued that integrative motivation does not make much sense in learning situations where a foreign language is taught without any direct contact with its

speakers (p. 24). The Hungarian study by Dörnyei, Csizer and Nemeth (2006) revealed a relationship between the variables of integrativeness, instrumentality, attitudes toward L2 speakers/community, language choice, and the learners' intended leaning effort. The main finding of the study was that integrativeness is the most important component of the L2 motivation construct, and integrativeness is determined by instrumentality and attitudes toward L2 speakers/communities (Taguchi, Magid & Papi, 2009, p. 67). Taguchi, Magid and Papi (2009) found that the Hungarian study is not country specific. They found similar patterns in three different countries where there is an absence of a substantial L2 group, such as Japan, China, and Iran. Yashima (2000) reported that instrumental and intercultural friendships are the most important motivation factor for English learners in Japanese universities (p. 128). This study also showed that to work in an international company or to be identified with the target language community is not an important goal of learning English for Japanese university students. However, those who are interested in working to use English or to live overseas are highly motivated to study (p. 131).

The L2 Motivation Self System

Carver *et al*. (1994) established one theory about possible self. This is divided into three parts: (1) ideal selves that we would very much like to become, (2) selves that we could become, and (3) selves we are afraid of becoming. Possible selves act as a "future self-guide," which explains how the individual is moved from the present toward the future because it concerns how people conceptualize their unrealized potential,

hopes and wishes (Dörnyei, 2009, p. 11). Dörnyei tried to explain the importance of Gardner's integrative motivation by identifying a learner's self not with the target language group but with a learner's ideal self interacting with the target language or culture (Yashima, 2004). Dörnyei (2009) presented the L2 motivational self system based on possible-self theory. He suggested that it is possible to re-interpret integrativeness/integrative motivation as the ideal L2 self. It is because integrativeness is found to mediate the effects of all the other motivational variables, such as instrumentality and attitudes toward L2 speakers, on language choice and intended effort. The L2 motivation self system is made up of three components: (1) ideal L2 self, (2) ought to self (ex. avoid possible negative outcomes) and (3) L2 leaning experience, which is executive motives related to the learning environment and experience (Dörnyei, 2009, p. 29). Instrumentality with a promotion focus such as learning English for the sake of career advancement and extrinsic motivation with a higher level of self-determination, and identified and integrated regulation are related to the ideal L2 self. On the other hand, instrumentality with a prevention focus such as to study English in order not to fail an exam, and external regulation and interjected regulation are related to the ought to self (Dörnyei, 2009). This concept has been tested and validated by several studies. One is research by Ryan (2009). In his research, he clarified that the ideal L2 self is equivalent to integrativeness, and it is the ideal self that has the more direct relationship with motivated behavior, and it is a more precise measurement. L2 learners can increase their

motivation to learn L2 by filling the gap between the actual self and the ideal L2 self (Dörnyei, 2009).

In the research by Agawa and Ueda (2013), learners who have never lost their motivation toward L2 are able to have a clear image of their future selves using English. The ideal L2 self is effective when the learner has a desired future self-image which is elaborate and vivid and which is accompanied by effective strategies (Dörnyei, 2009, p. 32). The research by Takahashi (2012) found that the ideal L2 self is closely related to intended leaning effort, and students who are lacking the ideal L2 self tend to be demotivated.

Motivation, English proficiency and Study abroad

According to the research by Ghanea, Pisheh, and Ghanea (2011), there is not a significant difference between English proficiency scores of the integratively motivated students and those of the instrumentally motivated students. They also found that there is a significant correlation between both integrative and instrumental motivation and English proficiency among EFL learners (p. 308). In the study abroad context, social interaction would affect learner's motivation and attitude toward the target language. Isabelli (2006) introduced Milroy's three types of social network structure in a study abroad context. One is the learners who will interact mostly with their L1 speakers. Second is the learners who have open personal networks. Those learners can establish connections with native speakers. However, this social network structure explains learners who associate with local people in single capacity. The third structure is when the learners who

are directly linked to the native speakers belong to the learners' first network zone and other networks where the learners could interact or participate through the native speaker (Isabelli, p. 237). Isabelli's research (2006) showed that learners who had high motivation and positive understanding toward the new culture during the study abroad recorded improvement in their linguistic accuracy. On the other hand, learners that experienced unpleasant events and started to have negative attitudes toward the host culture had low motivation to learn language, and even stopped seeking opportunities to speak with native speakers (p. 253). Isabelli (2006) concluded that motivation, attitude toward the host culture, and strength of their social networks are all connected. The positive or negative aspects of learners' thoughts toward the new culture affected their desire to build new social networks. The three participants of the study who improved their English accuracy had either integrative or instrumental motivation (p. 255). In study abroad context, people who are lacking motivation to learn a language are quick to reject opportunities for interaction with native sparkers, showing that motivation plays an important role to understand learners' behavior (p. 257). Yashima's research among English learners at university (2000) clarified that instrumental orientation and intercultural friendship were highly correlated with their TOEFL scores (p. 129). The research also showed that willingness to understand different cultures and interact with people from different cultural background can affect their English proficiency through the mediation of motivation. Students who have connection with native speakers contributed

to language gain in a study abroad context (Hernández, 2010, p. 601). Researchers argued that the study abroad context enhances the effect of integrative motivation on L2 achievement (Hernández, 2010, p. 602).

The study by Hernández (2010) showed that students with higher integrative motivation interact more with the L2 community and culture (p. 606). This study also revealed that the most important reason for studying L2 is that students are interested in speaking with native speakers (integrative motivation) (Hernández, 2010, p. 607). Again, instrumentality is closely related to motivation in the Japanese environment, and integrativeness starts playing an important role affecting learner's motivation in a study abroad context. When students who have instrumental motivation in Japan go to study abroad, they might be more motivated by having an integrative motivation as well, because the Taguchi, Magid and Papi (2009) showed that integrativeness is the most important factor of the L2 motivation construct. There is not so much research on Japanese ideal L2 self in a study abroad context. More research on the ideal L2 self and study abroad is needed because it is meaningful to find an effective way to motivate students in a situation like Japan.

To summarize the previous research, it is possible to see motivation toward L2 from a communication point of view. Some claimed that integrative motivation does not make sense in the situation where a L2 is taught without any direct contact with its speakers such as Japan. Therefore, the two most important motivation factors for English learners in Japan are instrumental and

intercultural friendship. However, there was research that showed that integrative motivation is related to the ideal L2 self. The L2 motivation self system explains that integrativeness mediates instrumentality and attitude towards L2 speakers, and it is possible to re-interpret integrativeness as the ideal L2 self. Thus, it is important to research integrativeness from the viewpoint of a study abroad context. In a study abroad context, the attitude towards the new culture, students' desire to create a new social network, and willingness to understand a different culture all affect their motivation and English proficiency. Study abroad can provide students with many chances to create a new social network and interact with a new culture. They also would get opportunities to overcome cultural differences by understanding the culture. Therefore, an experience of study abroad will affect students' ideal L2 self. This led to the following research questions:

Research questions

1. Does study abroad help to create the ideal L2 self?
2. Which factor is closely related to the ideal L2 self?
3. Does a year study abroad make students imagine using English?

Method

Hypotheses

Three hypotheses were formulated based on the research questions mentioned above. First, it was hypothesized that study abroad will help students create the ideal L2 self because they have more chances to interact with not only native speakers of English but also speakers of English as a L2 in English-speaking countries during study abroad. Also, they will have more social connections with those speakers. These experiences will help students possess a stronger ideal L2 self. Next, as stated in the previous section, since the ideal L2 self is related to integrativeness, it was expected that ideal L2 self might be connected with factors of integrativeness. Finally, it was hypothesized that a year study abroad will make students imagine using English because both expectation of overseas experiences and actual experiences of living overseas lead students to imagine their use of English.

Participants

One hundred twenty female university students participated in this study. They all belonged to a department of a university located in Kansai area. Students of this department have to study abroad in English-speaking universities for about a year when they are second- and third-year students. Almost all students were interested in studying English itself and English-speaking people and cultures. These students were divided into two groups: 66 first-year students who were studying English intensively before study abroad and 54 fourth-year students who were engaging in research after study abroad. This study adopted a between-participants design. Fourth-year students in this study were assumed to have the same motivation to study English as first-year students because of two reasons. The department usually accepted students who had the same motivation to study English every year. The aims and content of the curriculum in this department were the same.

Data Collection

We used a questionnaire for the study that is divided into two parts (see Appendix). For research questions 1 and 2, we used the first part of this questionnaire. The first part of this questionnaire asked about their motivation to study English, especially for the ideal L2 self before and after study abroad. The questionnaire had 37 items with a five-point Likert scale, ranging from five points (absolutely true) to one point (not true at all). It focused on (1) Ideal L2 Self, (2) Instrumentality Promotion, (3) Instrumentality Prevention, (4) Attitudes to Learning English, (5) Attitude to L2 Community, (6) L2 Self-confidence, (7) Cultural Interest, and (8) International Empathy. The question items were adapted from three kinds of questionnaires developed by Ryan (2009), Al-shehri (2009), and Taguchi, Magid, and Papi (2009). The three studies all examined the ideal L2 self. We translated those items into Japanese and

administered the questionnaire in October, 2014. For research question 3, the second part of this questionnaire was employed. It was an open-ended question to clarify whether first-year and fourth-year students can imagine their use of English in the future.

Data Analyses

First, factor analyses were employed to analyze the items of the questionnaire to find factors of motivation. We used a confirmation factor analysis because the question items were pre-determined and selected from previous research. For research question 1, factor scores of the first-year students were compared with those of fourth-year students by means of t-tests to see if there were differences between them. For research question 2, the correlations between the ideal L2 self and other factors of motivation were analyzed to see which factor is closely related to the ideal L2 self. All the data were

Table 1

Descriptive Statistics of Discarded Items

No	Item	MIN	MAX	Mean	SD
2	Studying English can be important to me because I think it will some day useful in getting a goo job.	1	5	4.31	.888
4	I find learning English really interesting.	1	5	4.37	.864
5	I like to travel to English-speaking countries.	2	6	4.74	.561
6	Studying English will help me to get to know English-speaking people.	2	5	4.41	.789
8	I like music,movies,and dramas of English-speaking countries.	1	5	4.29	.908
14	Studying English will help me to understand people from all over the world,not just English-speaking countries.	1	5	4.19	.875
18	Studying English can be important to me because I think I'll need it for further studies.	1	5	4.42	.811
21	I like meeting with people of English-speaking countries.	2	5	4.56	.688
23	I'm interested in cultures of English-speaking countries.	1	5	4.24	.811
25	Studying English is important to me because with English I can work globally.	1	5	4.12	.988
26	I would like to know more about people from English-speaking countries.	1	5	4.30	.845

analyzed with SPSS 22.0. Regarding research question 3, a qualitative analysis was employed. Participants' answers to open-ended questions were analyzed to make clear the details about their study abroad experiences, examining how their imagination of use of English was created or changed through study abroad.

Results

Before carrying out the factor analysis, we checked the means and standard deviations of question items. 11 items were excluded from the analysis because these items did not show a normal distribution. Table 1 illustrates the discarded items. The descriptive statistics of the items suggest that participants of this study have much more interest in not only studying English but also people and culture of English-speaking countries than normal Japanese university learners of English. This is one of characteristics of participants of the present study. Next, we checked internal consistency of this questionnaire, finding Cronbach's α=.86 (N=120, M=82.69, and SD=13.26). The results showed that the questionnaire used in this study was reliable.

Thus, 25 items of the questionnaire formerly categorized into 6 groups remained

Table 2

Confirmatory Factor Analysis for a Major Factor Method with Promax Rotation

		Factors					
		1	2	3	4	5	6
9	I can imagine myself living abroad and using English effectively for communicating with the locals.	.820					
2	I can imagine myself speaking English with international friends or colleagues.	.773					
1	I can imagine myself living abroad and having a discussion in English.	.769					
10	Studying English is important for me because I would like to spend a longer period living abroad.	.741					
35	I will speak English fluently if my dream comes true.	.739					
32	Whenever I think of my future career, I imagine myself using English.	.738					
17	I can imagine a situation where I am speaking English with foreigners.	.692					
33	I can imagine myself writing English e-mails fluently.	.568					
28	I imagine myself as someone who is able to speak English.	.518					
36	I enjoy making a presentation before a large audience.	.436					
12	I always look forward to English classes.		.826				
20	I really enjoy studying English.		.769				
13	I like people who live in English-speaking countries.		.658				
6	I like English magazines, newspapers, or books.		.612				
7	I am sure I am able to speak English.			.792			
31	I am confident that I can communicate in English			.762			
22	It is difficult for me to learn English.			-.525			
11	I have to study English because I don't want to fail the English courses.				.892		
3	I have to study English				.881		
29	Studying English is important for me because I don't want to get a poor score in TOEIC, TOEFL.				.633		
27	I get nervous when I have to speak English					.693	
15	I am worried that other speakers of English would find my English strange					.690	
19	I study English because without studying I would not succeed in future.					.617	
30	I think English-speaking countries have an important role in the world.						.835
34	I think English-speaking countries are advanced and developed nations.						.736

to be investigated. A confirmatory factor analysis was employed in this study. A major factor analysis with a promax rotation was conducted to investigate factors of the 25 items of the questionnaire. The reason why we used the promax rotation was that the factors we used in this study had some correlations among them. After trying several analyses, we found six factors in this study (Table 2).

First, Factor 1 was defined by 10 items, Items 1, 9, 10, 17, 24, 28, 32, 33, 35, and 36. This factor accounted for 31% of the total variance. All items previously categorized as the Ideal L2 self were all included into the factor involving Item 36 categorized as L2 confidence (I enjoy making a presentation before a large audience). Factor 1 was named *the ideal L2 self*. Second, Factor 2 gained 4 items (items 12, 20, 13, and 6), accounting for 15% of the variance. It included items classified as attitudes to learning English (Item 12: I always look forward to English classes; Item 20: I really enjoy studying English), attitudes to L2 community (Item 13: I like the people who live in English-speaking countries), and cultural interest (Item 16: I like English magazines, newspapers, or books). Thus, this factor was represented as *people and culture that use*

L2. Factor 3 was composed of three items that showed 7% of the variance. These items were formerly grouped as L2 confidence: I am sure I am able to speak English (Item 7); I am confident that I can communicate in English (Item 31); It is difficult for me to learn English (Item 22). Item 22 showed a negative figure in Table 2; This can be interpreted as students' confidence of learning English. The factor can be described as *confidence in L2 learning and communication*. Next, Factor 4 consisted of three items, accounting for 5% of the total variance. The factor was composed of three items: I have to study English because I don't want to fail the English courses (Item 11); I have to study English because without passing the English course I cannot graduate (Item 3); Studying English is important for me because I don't want to get a poor score in TOEIC and TOEFL (Item 29). They were classified as instrumentality prevention before the factor analysis, but they might be better understood as *ought to self* because these items showed a sense of obligation to study English. Factor 5 was made up of three factors: I get nervous when I have to speak English (Item 27); I am worried that other speakers of English would find my English strange (Item 15); I study English because

Table 3
Factor Analysis of the Ideal L2 Self and Motivation Factors

Factor	Name	Acronym	Items	Percentage of Variance	Cronbach's α
Factor 1	Ideal L2 Self	IL2S	9	31	.904
Factor 2	People and culture that use L2	PCUL2	4	15	.747
Factor 3	Confidence in L2 Learning and Communication	CL2LC	3	7	.745
Factor 4	Ought to Self	OS	3	5	.820
Factor 5	L2 Anxiety	L2A	3	5	.621
Factor 6	Impression of L2 Countries	IL2C	2	5	.669

Table 4
Descriptive Statistics and t-test between First- and Fourth-year Students

Factor	Grade	Mean	SD	t	p
Ideal L2 Self	1st year	.011	.972	.127	.899
	4th year	-.013	1.043		
People and Culture that Use L2	1st year	-.067	.922	.814	.418
	4th year	.082	1.091		
Confidence in L2 Learning and Communication	1st year	-.490	.849	7.035	.000
	4th year	.598	.836		
Ought to Self	1st year	.175	.947	2.148	.034
	4th year	-.214	1.030		
L2 Anxiety	1st year	.138	.916	1.683	.095
	4th year	-.169	1.079		
Impression of L2 Countries	1st year	.134	.933	1.638	.104
	4th year	-.164	1.062		

without studying I would not succeed in the future (Item 19). These items can be grouped as *L2 anxiety*. Finally, Factor 6 was comprised of two items. They were classified as *impression of L2 countries* because Items 30 and 34 referred to *impression of English-speaking countries*: I think English-speaking countries have an important role in the world (Item 30); I think English-speaking countries are advanced and developed nations (Item 34). Although there were a few items classified differently, most items in this analysis conformed to a pattern of the previous factors. Thus, it can be said that

this factor analysis was valid.

First, we examined if there were differences in factor scores of the six factors produced by factor analysis between first-year and fourth-year students. Table 4 displays the factor scores produced by factor analysis. The results showed that there was a difference in *confidence in L2 learning and communication* between them. However, there were no significant differences in *the ideal L2 self*, *people and culture that use L2*, *ought to self*, *L2 anxiety, and impression of L2 countrie*s between these students. The results suggest that study abroad does not

Table 5
Correlations among Six Factor Scores

	Ideal L2 Self	People and Culture that Use L2	Confidence in L2 Learning and Communication	Ought to Self	L2 Anxiety	Impression of L2 Countries
Ideal L2 Self		.454**	.306**	.049	.066	.372**
People and Culture that Use L2			.377**	.083	.009	.232*
Confidence in L2 Learning and Communication				-.133	-244**	.125
Ought to Self					.192*	.285**
L2 Anxiety						.097
Impression of L2 Countries						

Note. * $p<.05$ ** $p<.01$

have a relationship with the ideal L2 self, but has some relationship with confidence in L2 learning and communication in English.

A Pearson's Product Moment Correlation was employed to examine research question 2. We used factor scores of *the ideal L2 self*, *people and culture that use L*2, *ought to self*, *L2 anxiety*, and *impression of L2 countrie*s. As shown in Table 5, there was a moderate correlation between *the ideal L2 sel*f and *people and culture that use L*2 (r=.454, p<.01), and a weak correlation between *the ideal L2 sel*f and *impression of L2 countries* (r=.372, p<.01), and between *the ideal L2* self and *people and culture that use L*2 (r=.306, p<.01). *People and culture that use L2* and *impression of L2 countrie*s can be rephrased as integrativeness because integrativeness originally means L2 learners "must be willing to identify with members of another ethnic group and take on very subtle aspects of their behaviour" (Gardner & Lambert, 1972, p. 135). Those factors that we found in this study refer to positive attitudes to target language, culture, and people. To summarize

the results of research question 2, the ideal L2 self has some connection with integrativeness.

For research question 3, we analyzed answers to an open-ended-question by means of categorization. First, we counted the number of first- and fourth-year students who were able to imagine an ideal L2 self by using English. The results showed that 89 percent of first-year students answered they could imagine themselves by using English while 77 percent of fourth-year students said they could. Next, we examined reasons for the imagination of the L2 self by the following data analysis. We put students' statements into an Excel file, read them carefully, and categorized them. There were several steps for the categorization. First we looked at the list, imagining and creating several categories. After a while, we checked again, getting rid of some categories. After repeating this analysis, we elaborated the categories, assigned the statements to categories, and calculated percentages. A student' statement was counted as one item.
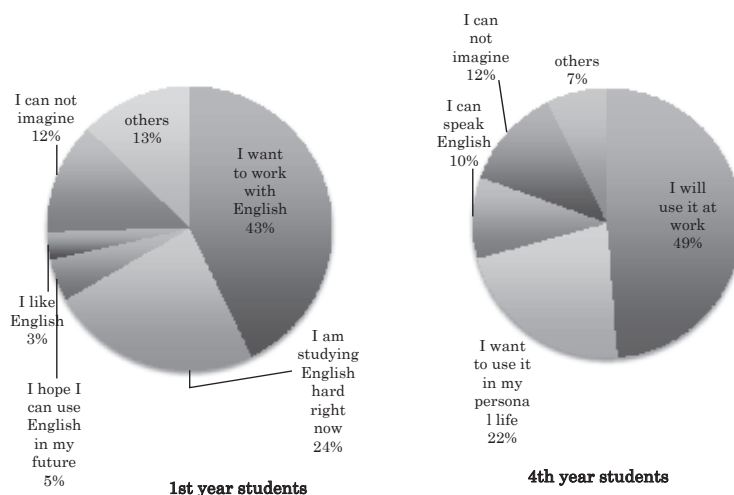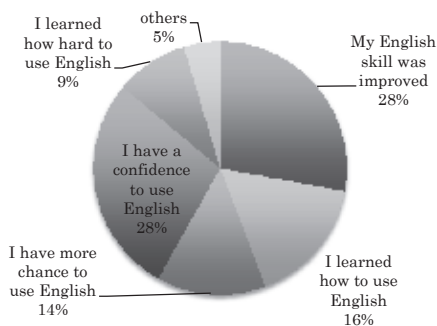

Figure 1. **First-year and fourth-year students' reasons for imagining use of English as an ideal future self. Note. N=63 (1ˢᵗ year), N=41 (4ᵗʰ year)**

A percentage of each category was produced by dividing the number of the statements by the total number of participants. Figures 1 and 2 show reasons for imagination of the L2 self.

89% of first-year students answered they could imagine themselves using English as their ideal future selves. As shown in Figure 1, 43% of them were hoping to get a job that required the use of English. 24% of them can imagine their use of English as their ideal selves because they are studying English hard now to make their dream to use English in their future come true. In the case of fourth-year students, as mentioned earlier, 77% of them said they could imagine their use of English as future ideal selves. 41 students filled in the reasons. Almost half of them said it is because they will use English at work, and 22% of them want to use English in their personal life in addition to their work. 12% of them answered they cannot imagine using English as their ideal selves. These figures showed that both first-year and fourth-year students can imagine themselves using English, but there were some differences in reasons.

Let us examine in detail fourth-year students' statement of the reasons why study abroad makes it easier to imagine themselves using English (Figure 2). Figure 2 shows six categorization of reasons for imagining themselves using English. These categories all indicate that students' own experiences of actual usage of English during study abroad lead them to imagining themselves using English. Major reasons for this are shown below:

Student A: Now I know how to use English as a communication tool because I used it during my study abroad
Student B: My English skill improved
Student C: I made friends there, so I had more chances to use English.

Figure 3 displays first-year students' categories of reasons for imagining themselves using English. Unlike fourth-year students, first-year students can imagine themselves using English because of the expectation of study abroad, their dream, their friends, experiences of studying English, and their preference. The results of qualitative analyses indicate that first-year

Figure 2. **Reasons why study abroad makes it easier to imagine themselves using English (Fourth-year students). Note. N=43**
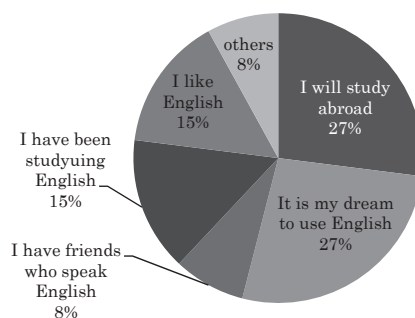
Figure 3. **Reasons why I was able to imagine myself using English before I study abroad (First-year students). Note. N=26**

students imagine themselves using English based on their "intangible things" such as an expectation or dream of use of English whereas fourth-year students do so in terms of their own experiences of using English.

Discussion

The study found four results including those of the three research questions. We will discuss each of them as follows. First, the results show that participants of this study were keen to learn English and had high motivation to study English, which reflects a characteristic of students of this department. Most students in this department study English hard because the curriculum of this department requires students to study abroad for a year. They also have to get a high score to study at a university overseas, and their GPA will also be considered when they choose a university to study abroad. They would avoid possible negative outcomes and try to get a better mark on English tests. After study abroad, generally they also have positive attitudes toward studying English as shown in the qualitative analyses.

The above result needs to be considered from the results of research question 2, which shows that the ideal L2 self has some connection with integrative motivation. The result seem to coincide with previous research in that integrative motivation is related to the ideal L2 self (e.g., Dörnyei, 2006; Ryan, 2009), but it does not show a strong relationship. It is also true that there are some students who felt the limitation of their English abilities. The result needs to be discussed from that of research question 3.

Next, against our expectation, this study found that study abroad does not have a relationship with the ideal L2 self, but has some relationship with confidence in L2 learning and communication in English. It might be better to discuss the result together with that of research questions 3. The quantitative analysis shows that study abroad cannot help to create the ideal L2 self, but qualitative analyses imply that both first-year and fourth-year students can imagine themselves using English. The study abroad experience makes students more easily imagine themselves using English. Before study abroad, less than the half of students were able to imagine themselves using English because of "intangible things." After a year of experience overseas, they had much more confidence in using English and they have much more chances to use it. It is because they actually experienced communicating in English and overcame cultural difference and solved problems in English. Such experiences resulted in differences in confidence in L2 learning and communication between first- and fourth-year students.

How can we interpret the findings above? Although Hernández (2010) argues that the study abroad context enhanced the effect of integrative motivation, in this research there was no significant effect on the ideal L2 self by study abroad. It is true that students are exposed to English in an English-speaking environment, having many chances to interact with English speakers during study abroad. Such an environment helps them to imagine their selves that use English, but it seems that it does not always lead to their ideal L2 self. There might be mainly two reasons for this. For one thing, because almost half of fourth-year students decided their ideal future selves depending on their future career, it seems that Japanese job-

hunting might affect their ideal future selves. When we were collecting data of fourth-year students, most of them had been unofficially promised a job after graduation. Therefore, 44% of seniors wanted to use English for their future job while 24% of them wanted to use English for their personal life (Figure 1). On the other hand, there was not any first-year student who wanted to use English for her personal life (Figure 1). Such difference in the use of English for the future might have caused no difference in the ideal L2 self between first-year and fourth-year students.

One of the important points of the ideal L2 self theory is that L2 learners can increase their motivation to learn L2 by filling the gap between the actual self and the ideal L2 self (Dörnyei, 2009). However, it seems that the experience of Japanese job-hunting made their future selves using English not an ideal. It is true that study abroad helped to make them more easily imagine using English, but this imagined self is not always their ideal. It appears that fourth-year students know what their ideal future self is through the job-hunting experience. In this case, this ideal L2 self theory is not the best way to motivate them because their ideal L2 self is not just to use English. However, it does not mean that they do not want to learn English because, according to the open-ended question, almost 30% of the fourth-year students want to use English even though they have less chance to use English at work (see Figure 1).

The second reason for not creating the ideal L2 self after study abroad might be related to the length of staying in English-speaking countries and goals of study abroad. This study abroad program requires students to study in an English-speaking university and to come back after one year. Although there have been debates over whether a one-year study abroad program is classified as a long or short program, it goes without saying that one-year study abroad program is shorter than a three- or four-year overseas study experience. In other words, a one-year study abroad program is different from three- or four-year study program in that most students in the former program aim to work mainly in Japan after graduation. In fact, almost all students who graduated this university found a job in Japan and continue working in Japan, which is different from students who graduated from universities in English-speaking countries. We can see that students' goals for study abroad are to get international work or to be able to speak English. However, after study abroad their goals might change. In other words, their abstract goals become more realistic aims.

This argument seems to be connect to the research by Yashima (2004) in that Japanese English learners tend to have both short-term goals, such as exams or study abroad, and long-term goals, such as to get international work, or either one of them. According to her categorization, students of this program would be categorized as having short-term goals. She also mentioned that it is not common to use English on an everyday basis in Japan, so after they achieved their short-term goals it is hard to stay motivated. This might be the reason why fewer fourth-year students can imagine their future ideal selves using English than first-year students. Their study abroad (short-term goal) was accomplished, so only students who are going to use English at work or who are hoping to live or visit overseas have their ideal selves using English. For students who chose a life

that does not use English every day, their selves using English is not their ideal future image. It is because the ideal self is closely related to integrative and instrumental (promotion factor) motivation.

Conclusion

We can draw four main conclusions based on our research. The students in this program have high motivation for English learning and interest in English-speaking people and culture. Second, through a year study abroad at a university, students' confidence in speaking English improved. Third, the ideal L2 self has a relationship with integrativeness. Lastly, students can imagine themselves using English after study abroad, but the L2 self is not always their ideal future self to use English.

The a pedagogical implications are, first, students can get a chance to study abroad to be confident in using English and to get more chance to interact with English speakers during a one-year study abroad program. Second, we can decrease first-year students' amount of anxiety of studying English by advising that they will imagine themselves using English after study abroad. Although students of this program are keen to study English, there are many students who have anxieties about studying English, especially speaking English. Lastly, because having interest in English, its speakers and its cultures helps to create the ideal L2 self, teachers should give students more information or sources that help students to become interested in them. We believe if teachers who have experienced living overseas tell them about their own experience, students will be helped to create the ideal L2 self.

In this research, there are several limitations. We employed a between-participants design, dividing the subjects into first-year students and fourth-year students. It might be better to examine within-participants design as well. Furthermore, we should have been more concerned with the effect of the Japanese job-hunting system. Almost all of the fourth-year students had already decided on their future career, so it seems that job-hunting affected a large part of their ideal L2 self. We assume that we would get different results if we used third-year students who have not done job hunting. Moreover, this research focused on students from a department which has a year study abroad as a curriculum requirement. Therefore, the students had to come back to Japan and finish their degree. We cannot say that all kind of study abroad does not affect students' ideal self. We strongly believe that more research on the effects of study abroad toward ideal L2 self is needed.

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Appendix

Part1

　質問の答えは 1～5 の五段階評価です。それぞれ自分に該当する数字に○をつけてください。

（1: Not true at all 2: Not really true 3: Partly true 4: Mostly true 5: Absolutely True）

1．私は今後海外に住み英語で討論している自分の姿を想像することができる。
2．英語を勉強することは仕事を得る上で有用なので大切だ。
3．私は英語のクラスで単位が取れないと卒業できないので英語を勉強しなければならない。
4．英語を学ぶことは面白いと思う。
5．英語圏に旅行に行くのが好きだ。
6．英語を学ぶことは英語母語話者のことをよく知る助けになると思う。
7．私は英語を話すことに自信がある。
8．私は英語圏の映画、ドラマ、音楽が好きだ。
9．私は今後海外に住み英語を使い地元の人と会話している自分の姿を想像することができる。
10．私は海外に長く住みたいと考えるので英語を学ぶことは大切だ。
11．私は英語の授業の単位を落としたくないので英語を勉強している。
12．私はいつも英語の授業を楽しみにしている。
13．英語圏に住む人々に良い印象を持っている。
14．英語を勉強することで世界中の人々のことを理解する助けになると思う。
15．私が英語を話したら他の生徒に下手と思われないか心配になる。
16．英語圏の新聞、雑誌、本を読むのが好きだ。
17．私は今後自分が外国の人と英語で会話している姿を想像することができる。
18．英語を勉強することは今後の自分の学びに必要なので重要である。
19．英語を勉強しないと将来成功できないと思うので勉強している。

20．私は楽しんで英語を学んでいる。
21．英語圏の人と出会うのは楽しい。
22．英語を学ぶことは自分にとって難しい。
23．英語圏文化にとても興味がある。
24．私は今後自分が英語で海外の友人や同僚と話している姿を想像できる。
25．英語を勉強すれば将来国際的に働けるので大切だ。
26．私は英語圏の人たちのことをもっと知りたいと思う。
27．私は英語を話さなければならない状況下で不安を感じる。
28．私は自分自身を英語が話せる人物として思い描ける。
29．TOEIC や TOEFL で悪い点を取りたくないので英語を勉強することは大切だ。
30．私は英語圏は世界で重要な役割を担っている国々だと考える。
31．英語でコミュニケーションをとることに自信がある。
32．自分の将来の仕事を考えると自分が英語を使っている姿を思い描くことができる。
33．私は自分が英語ですらすらとメールを書いている姿を想像できる。
34．私は英語圏は発展した国々だと考える。
35．自分の将来の夢が叶えば私は流暢に英語を話しているだろう。
36．私は大勢の人の前で喜んでプレゼンテーションをする。

Part 2

37．自分が将来英語を使っている姿は想像できない。
　　　はい　　　いいえ
　　それはなぜですか？

　　　　　　　　　留学前　　　留学後
38．TOEIC score（　　　　　）（　　　　　）
39．留学前から英語を使う理想の自分の姿を描けていましたか？
　　　はい　　　　いいえ
40．（39　はいの方へ）なぜそのような自分をイメージできていましたか？

41. 留学前に比べ留学後、自分が英語を使っている姿を想像しやすくなりましたか？
　　　　はい　　　　いいえ

42. それはなぜですか？またしやすくなった（or できなくなった）きっかけはなんですか？

43. Reading, Listening, Writing, Speaking のスキルを自己評価し数字に〇をつけてください

　Reading
　1：簡単な文法、語彙で書かれた短い文章を読むことができる
　2：限られた長さの文章で複雑な文法でなければ読むことができる
　3：文の趣旨を推測しながら読むことができ、単語の例外的な意味、慣用表現も理解できる
　4：専門的また難解な語彙が出てこない限り、文を理解し読むことができる。
　5：どのような場合でも問題なく読み理解することができる

　Listening
　1：短い会話のごく一部を理解することができる
　2：短い会話で構文、語彙が複雑でなければ詳細まで理解できる
　3：短い会話は理解できるが、長い講義などでは文が複雑な場合、話の詳細が理解できない
　4：短い会話、長い講義に関わらず特別難解な語、文法でない限り理解できる
　5：どのような場合でも問題なく聞いて内容を理解することができる

Writing
　1：単語の羅列、短い定型文を用いて文を書くことができる
　2：複雑な語は使用できないが、基本的な単語で文を書くことができる
　3：不確実さはあるが、概して効果的に文を書くことができる
　4：複雑な語も上手く扱い文を書くことができる
　5：どのような文でも正確に書くことができる

Speaking
　1：慣れた状況下で、極めて基本的なことを言うことができる
　2：コミュニケーションが途絶えることが多いが、一般的なことを伝えることができる
　3：基本的なコミュニケーションをとることができる
　4：十分に英語を駆使し、込み入った議論でも対応できる
　5：どのような場合でも、正確かつ流暢に話せる