The Relationship between EFL Learners' Self-Identity Changes, Motivation Types, and EFL Proficiency

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Abstract

This study aimed to explore the relationships between foreign language learners' self-identity changes, motivation types, and Foreign Language proficiency associated with learning English in private language schools in Iranian context. Based on a stratified sampling, 204 English as a foreign language learners from three language schools in Tehran were selected to participate in the study. The instruments were a 30-item Likert-scale questionnaire on motivation types in seven categories: intrinsic interest, immediate achievement, learning situation, going aboard, social responsibility, individual development, and information medium; a 24-item Likert-scale questionnaire on self-identity changes in six categories: self-confidence change, additive change, subtractive change, productive change, split change, and zero change. Results revealed that self-confidence change was the prominent change common among foreign language learners. Canonical correlation analysis revealed that motivation types and self-identity changes were related through three pairs of canonical variables: intrinsic orientations related with personal identity changes, instrumental orientations related with cultural changes, and instrumental orientations related with learners' self-confidence change. Theoretical and pedagogical implications for foreign language learning and teaching are also discussed.

1. Introduction

Theories that focus on the social process of learning a second or foreign language are numerous. Yet, Lambert's social psychological model, among other works on individual differences in SLA, remains a pioneering work. The central tenet of this model revolves around the point that when learners develop proficiency in a foreign language they might experience changes in their sense of self-identity. Lambert (1974) states, 'for the serious student who in time really masters the foreign language, we saw the possibility of a conflict of identity or alienation arising as he became skilled enough to become an accepted member of a new cultural group' (98). Similarly, Gardner (1985, p.134) draws on Lambert's model to emphasize that with proficiency in the language comes the possibility of changes in learner's self-identity. Gardner also argues that notions of ethnocentric tendencies, orientation toward learning, and *motivation* will affect the extent to which individuals mange to acquire a second language successfully. Drawing on these two pioneering works, this study explores the shifts in foreign language learners' sense of self-identities; an umbrella term used for concepts such as Gardner's nonlinguistic outcome (Gardner, 1985), Lambert's self-concept (Lambert, 1974), Wenger's work on learners' imagined communities (Wenger, 1998), and Lave and Wenger's socio-cultural notion of community of practice (Wenger, 1998). It also investigates the possible relationship between learners' self-identity changes and learning motivation types; a notion parallel to Norton's investment metaphor (Norton, 1997; 2000; 2001), Dörnyei's L2 motivational self (Dörnyei, 2005), motivation as a learners' internal complex dynamic system (Dörnyei, 2009), and Dörnyei's L2 motivational L2 self-guides (Dörnyei & Kubanyiova, 2014; Gregersen & MacIntyre, 2014). This study also explores the intricate domains of relationships found in the interface of self-identity changes and

learning motivation types and tries to find effect of these two concepts on learners' ultimate attainment in foreign language learning (i.e., language proficiency).

One of the earliest works on motivation is the well-known social psychological theory of language learning proposed by Gardner and Lambert (1972). In the later modification of this theory, Gardner (1985) describes motivation to 'involve four aspects, a goal, effortful behavior, a desire to attain the goal, and a favorable attitude towards the activity [language achievement]' (61). Based on this conception, there are two types of motivation, Instrumental and Integrative (ibid.). Instrumental motivation simply involves the intervention of external factors to evoke motivation in learners (i.e., a degree in English, immigration purposes, international business, etc.) and integrative motivation can be viewed as an internal factor helping the formation of motivation (i.e., desire to learn). Following Gardner, his associates continued this thread of research with the focus on factors involving linguistic outcomes as indicated by proficiency test scores related to the kind of motivation that led to second language proficiency. Contrary to these works, Norton in his studies observed inconsistencies in the predictions made by the prior studies on motivation in SLA (Norton, 2011, p. 420). She claimed there are cases that high levels of motivation will not always ensure proficiency in language learning and therefore developed the construct of 'investment'[1] to complement the notion of motivation in SLA (ibid.). Investment in Norton's theory is a metaphor to

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[1] Norton introduced the term investment In SLA, taken from an economic metaphor in the work of Bourdieu and Passeron (1997). They used the term 'cultural capital' to refer to the knowledge, credentials, and modes that characterize different classes and groups (See: Norton Peirce, 1995).

account for the gap observed between motivation and learners' success in language learning.

As mentioned earlier, Gardner (1972) categorized motivation into two broad dimensions (instrumental and integrative). Similarly, according to Gardner (1985) there are two types of learning outcomes; linguistic and nonlinguistic outcomes (39-61). Linguistic outcomes can be language proficiency of the learners. Nonlinguistic outcomes, however, are general changes learners undergo during language instruction. These changes are central to the formation of 'self-concept'[2] in the learners (ibid.). Consequently, with the emergence of new insights from cognitive psychology, motivation along with other affective variables (attitude, awareness, and critical thinking, to name a few) is influential in the formation of learner's self-concept. Thus, it can be said that the first traces of attention to the notion of self and identity in SLA started with the attention to the Lambert's notion of learner's self-concept. Consequently, Norton (2011, p. 413) conveyed a strong relationship between identity and language learning in the field of language education. Similarly, in the last fifteen years, we can find a handful of studies on this issue (Norton, 1995; Wenger, 1998; Norton, 2000; Norton & Toohey, 2004; Pavlenko & Norton, 2007, & Norton, 2011). Back to the 1970s and the 1980s, most of the research on language learning conceptualized 'identities'[3] of language learners as fixed personalities, learning style, and motivation, while post-structural theories view identity as fluid, context-dependent, and context-producing under the influence of socio-historical circumstances (Norton, 2011, p. 419). Therefore, there seems to be an interaction between language learning and

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[2.] 'Self-concept' is included in Lambert and Gardner's model (1974) as a nonlinguistic learning outcome.

[3.] For a detailed discussion see: Mckinlay and Mcvittie (2011:1-17)

identity construction. Personalities of learners, their learning styles, and their motivation is not fixed and context-free. In contrast, there is a site of struggle for learners to claim their identity through language use and assume identity by the use of language.

Parallel to the study on self-concept, researchers' interest to study bilingualism provided a rich context for the comprehensive study of identity (e.g., Schumann, 1978; Hall, 2002). In this perspective, Lambert's (1974) concept of subtractive and additive bilingualism provided a major contribution. Subtractive bilingualism occurs when native language and cultural identity are replaced by second language and second language cultural identity (Baker, 1993, p. 95). However, additive bilingualism involves in learner's preservation of first language and cultural identity along with acquiring second language and second language cultural identity with no pressure to reduce or replace first language (ibid). Therefore, it can be concluded that these two types of bilingualism can also affect learner's 'change of self-concept'; consequently, from this perspective, the study of relationship between motivation, language learning, and identity-changes is important for the study of bilingualism and SLA.

In the light of above-mentioned concepts, we can claim that in the long-term learning process in FL contexts, both identity and motivation play important roles in shaping the development of language learning outcomes (Huang, 2011, p. 231; Hadfield & Dörnyei, 2013). The complex relationship among the three constructs of self-identity, motivation and L2 proficiency has been rarely investigated especially in the context of Iran. Although it is in the mind of several FL researchers that among many non-linguistic outcomes of learning language (Gardner, 1985), identity change might be viewed as one of the very important outcomes. However, observations of this kind need to be

supported by more empirical evidence in different contexts. As part of a larger research project, this study aimed to develop insights on the relationship between motivation types, self-identity changes, and English language proficiency particularly in relation to teaching English as a foreign language in the context of Iran; with the aim to provide possible answers to the following questions:

1. What types of self-identity changes (i.e., self-confidence change, additive change, subtractive change, productive change, split change, and zero change) do Iranian EFL learners undergo after different periods of English language learning experience?

2. Are there any significant relationships between EFL learners' self-identity changes, motivation types (i.e., intrinsic interest, immediate achievement, learning situation, going abroad, social responsibility, individual development, and information medium) on the one hand, and English language learning outcomes on the other (i.e., English language proficiency)?

3. Are EFL learners' self-identity changes affected by selected demographic variables (i.e., Gender, age, family income, learning experience, learners' educational status, parents' educational status, experience of travel abroad, and friendship and contact with English-speaking non-Iranians)?

2. Method

The present study used a mixed-study design which included a combination of both quantitative and qualitative approaches; the quantitative approach was adopted to measure the correlation of variables under study, and a qualitative approach was used as a means for a more detailed analysis of the main

variables and to present a clearer picture of contextual factors related to the main variables.

2.1. Participants

This study targeted Iranian EFL learners who studied at three private language schools located in populated central parts of Tehran. The criteria for the selection of participants were selected with an eye on the regulations of these institutes. Two hundred and four English language learners with different demographic features were finally selected to participate in the study. After a careful review of the selected literature, eight demographic features relevant to the study of the variables were included: gender, age, family income, learning experience, student's educational status, parents' educational status, experience of travel abroad, and friendship and contact with English-speaking non-Iranians. Finally, from the selected two hundred and four participants, one hundred and seventy learners provided valid data that could be used in the analyses and were included in the final analysis; the rest had problems with filling accuracy and some had returned incomplete questionnaires. The response rate was eighty three percent.

Table 1 represents the variability in distribution of the participants based on demographic features of gender, age, and years of learning English language. About 45.3% of the participants were between fifteen to twenty years old. 60% were male and 40% female. The majority of the participants (47.1%) had studied English for more than two years, and about 38.2% had studied English between twelve to twenty four months.

Table 1. Distribution of Participants' Gender, Age, and Years of Learning English (N=170)

	Gender		Age				Years of Learning En			
	M	F	< 10Y	<15Y	<20Y	>20Y	< 6 m	<1 Y	<2 Y	>2 Y
N =	102	68	0	46	77	47	8	17	65	80
%	60.0	40.0	00.0	27.1	45.3	27.6	04.7	10.0	38.2	47.1
Note: M=Male, F=female, M=Month, and Y=Year										

Table 2 represents the variability in distribution of the participants based on demographic features of Family income and Parents' Educational Status. The majority of the participants were from middle class Iranian families with the income of less than 500 US dollar per month. About 35.9% of the participants' parents had a university degree. About 38.2% had finished public education and 25.9% were uneducated.

Table 2. *Distribution of Participants' Family income and Parents' Educational Status (N=170)*

	Family Income				Parents' Educational Status			
	< 200$	<500$	<800$	>800$	U.	Dip.	U.G.	>G.
N =	46	74	42	8	44	65	45	15
%	27.1	43.5	24.7	04.7	25.9	38.2	26.5	09.4

Note: U.= Uneducated, Dip.= Diploma, U.G.= Undergraduate, and G.=Graduate. $= US Dollar

Table 3 represents the variability in the distribution of the participants based on demographic features of Educational Status, experience of traveling abroad, and friendship or contact with non-Iranian English friend(s). The majority of the participants were high school students (48.2%) and 27.1% were studying in universities. 79.4% of participants didn't have the experience of International contexts. and the majority of them were not in direct contact with English speaking non-Iranians; which means that participants were representative of an EFL context.

Table 3.*Distribution of Participants' Educational Status, Travel Abroad, and En Friend*
(N=170)

	Learners' Educational Status				Travel Abroad		En Friend	
	P.Sch	S.ch.	H.Sch.	Uni.S.	N.T	T.	N.F	F.
N =	11	31	82	46	135	35	95	75
%	06.5	18.2	48.2	27.1	79.4	20.6	55.9	44.1

Note: P.sch.= Primary School, S.Sch.= Secondary school, Uni.S.= University Student, N.T.= Not   Traveled, T.= Traveled, N.F.= Not Friend, and F.= Friend

2.2. Instruments

To collect data, three questionnaires were used: one questionnaire for the measurement of motivation types, one for the measurement of self-identity changes, and one to account for variability of learners' demographic features. Moreover, in order to study the subjects' perceptions of their self-identity changes in more details, an interview protocol was designed and used for qualitative analysis. It is necessary to note that all the instruments were translated into Persian to ensure learners' maximum comprehension of items. The reliability of the translated version was checked by back translation and an expert translator also verified the accuracy of translations.

2.2.1. Measurement of Motivation Types

There is no doubt that developing a survey questionnaire, one that maintains psychometric properties leveled with subjects of the study, is a demanding task. In order to preserve the reliability of the research and the validity of data collection, a thirty-item questionnaire was borrowed from Dörnyei (2005)'s L2 motivational self-system and Gao (2007)'s bottom-up design of motivation types. All of the items were measured using a five-point Likert scale (1 for strongly disagree and 5 for strongly agree). To construct the final form of the

questionnaire, some items were deleted, some changed and some were altered; deletions happened when an item was totally irrelevant to the EFL context of population, alterations were limited to the changes in geographical and historical names, and additions, only one or two, happened to compensate for the necessary deletions. The reliability of this questionnaire was measured through the analysis of Cronbach's α and it proved to be reliable enough for use in this study ($\alpha = 0.824$, $p \leq 0.05$).

In addition to making the necessary minor modifications using expert opinion, attention was also paid to the construct validation of this instrument. Based on the results of factorial analysis of the data from this questionnaire done in Gao (2007, p. 141), motivation types were divided into the following seven categories:

1. Intrinsic interest: Appreciation or fondness of the target language and certain aspects of its culture (Questions 21, 19, 1, 20, 23, and 18).

2. Immediate achievement: learning the target language to obtain satisfactory results in exams (Questions 4, 6, 3, 11, and 2).

3. Learning situation: Learning English because of aspects of learning environment such as quality of teaching, teaching materials, teachers, and affiliation with the learning group (Questions 5, 7, 8, 9, and 10).

4. Going abroad: Learning English to go abroad for various purposes such as finding better job or education opportunity, experiencing English speaking cultures, and immigration (Questions 26, 27, and 28).

5. Social responsibility: Learning target language to combine harmonizing the family, promoting the country, emphasis to fulfill social expectations (Questions 22, 24, and 25).

6. Individual development: Learning English to increase one's own ability and social status in future developments, which could be generally a sense of

achievement or specifically finding a job (Questions 29, 30, 16, 13, 14, and 12).

7. Information medium: Learning English to obtain information and learn other subjects (Questions 15 and 17).

Table 4. *Summarizes These Motivation Types and Related Items*

Theory/factor	Type	Number of Items
Integrative orientation (Gardner & Lambert, 1985)	intrinsic interest	6 items
Instrumental orientation & social status (Gardner & Lambert, 1985)	immediate achievement	5 items
	information medium	2 items
	individual development	6 items
	going aboard	3 items
	social responsibility	3 items
Learning situational level (Dörnyei, 1994)	learning situation	5 items

2.2.2 Measurement of Self-identity Changes

Gao (2007)'s 24-item self-identity measure (a= 0.751, p≤0.05) was adapted and used for data collection. The design of the questionnaire was primarily based on Lambert (1974)'s theory of bilingualism. Gao (2007)'s analyses divided identity changes measured through this questionnaire into six categories and these same categories were also identified in this study based on Principal component analysis using verimax rotation:

1. Self-confidence change: Change in the perception of one's own competence (questions 1-4).

2. Additive change: The coexistence of two sets of languages, behavioral patterns, and values, each specified for particular contexts (questions 5-8).

3. Subtractive change: The native language and native cultural identity are replaced by the target language and target cultural identity (questions 9-12).

4. Productive change: The command of the target language and that of the native language positively reinforce each other (questions 13-16).

5. Split change: The struggle between the languages and cultures gives rise to identity conflict (questions 17-20).

6. Zero change: Absence of self-identity change (questions 21-24).

Table 5. *Summarizes the Types of Identity Changes Measured in This Study*

Factor	Type	Number of Items
personal-identity	Self-confidence change	4 items (1-4)
Cultural identity	Productive change	4 items (13-16)
	Subtractive change	4 items (9-12)
	Additive change	4 items (5-8)
	Zero change	4 items (21-24)
Intermediate level	Split change	4 items (17-20)

2.2.3. Measurement of English Language Proficiency

For the measurement of English language proficiency, using a standardized test can be the best way; one that contains all the skills and sub-skills with a variety of exercises and tasks. Due to limitation of time and expenses, most researchers use only multiple choice items that are developed for an estimate of proficiency. The current study also faced similar limitations in addition to the limitations imposed by the targeted private language and used the records of TEOFL iBT test results administered by the institute.

2.2.4. Interview Protocol

To enrich the analyses and to have an opportunity for qualitative treatment of variables, an interview protocol was developed to investigate self-identity changes of the participants. In this regard, based on Lambert (1974)'s theory of

bilingualism, a semi-structured interview protocol was developed according to the guidelines provided by Yin (2011, p.133), Nunan and Bailey (2009, p. 313), and Mackey and Gass (2005, p.173). The interview protocol included a part on interview introduction, a part on expression of consent, and six prompts; one prompt for each self-identity change category introduced in the previous section (see Appendix A).

2.3. Procedures

Based on the feedback received from the participants and from the results of questionnaire administrations in the pilot phase of the study, some changes in the questionnaires were made. After the preparation of the final draft of the questionnaires, 14 classes were identified and targeted for the actual administration, with two hundred and four learners as the total number of the participants. The questionnaires were administered in three weeks, in June and July, 2013. Learners were informed of the general purpose of the study and it was also explained that their participation was on a voluntary basis and they were free to leave the research procedures at any time. Beforehand, all the questionnaires were coded so that later retrieval of the copies and identification of the subjects was possible. Finally, two hundred and four copies of the questionnaire were distributed and one hundred and seventy valid questionnaires were selected for analysis. For the qualitative phase of the study, based on a random stratified sampling ten students were selected for the interview. They were informed of the conditions and the procedures of the interviews. Among those selected, five students agreed to proceed with interview and signed the consent form. They were given a 30-minute time budget for discussion on identity change based on the semi-structured interview protocol. To ensure reliability, each interview session took place with only one

informant and the same interviewer. First, each interviewee discussion was recorded and then all the recordings were transcribed and made ready for coding and analysis.

3. Analysis and Results

Data analysis of this study using SPAW and AMOS consisted of five phases. First, descriptive analyses of self-identity changes in different categories were presented. Second, a series of correlational analyses were performed to examine the relationships between motivation types, self- identity changes, and EFL proficiency. Third, a canonical correlation analysis was carried out to analyze the relationship between motivation types and self-identity changes and to provide a path model for the relationships. Fourth, MANOVA was performed to examine possible effect of various demographic factors on self-identity changes. The final step was the qualitative analysis of theme-based codified interview data to dig deeper into the analysis of self-identity change identification. The contents of the interview data were coded and analyzed based on the themes that emerged.

3.1. Descriptive Results for Self-Identity Changes and Motivation Types

Descriptive results for self-identity changes and motivation types were carried out in two steps: First, the Means and Standard Deviation of all types of self-identity changes and motivation types were measured, then the percentage of choices of all the six categories of self-identity change were presented (frequency and percentage of all the items for each category was also calculated). Table 6 presents the descriptive statistics for motivation types.

Table 6. *Descriptive Statistics for Motivation Types (N=170)*

	Intrinsic Interest	Immediate Achievement	Learning Situation	Going Abroad	Social Responsibility	Individual Development	Information Medium
Means	3.41	2.45	2.96	3.56	3.73	3.66	4.17
SD	0.70	0.96	0.79	0.93	0.84	0.61	0.67

The descriptive analysis of motivation types showed that the highest mean belonged to information medium (M=4.17). The second highest mean was in social responsibility (M=3.73). Relatively next, with a small difference, were individual development (M=3.66), going abroad (M=3.56), and intrinsic interest (M=3.41). The lowest mean also belonged to learning situation (M=2.96) and immediate achievement (M=2.45).

Based on learners' responses, the highest means were related to the factors beyond the language per se (i.e., information medium, social responsibility). Although the mean of intrinsic interest also is relatively high, learners' instrumental orientation was greater than that of their integrativeness. Therefore, the analysis of the results suggests the views that support the instrumental nature of FL learning in contrast to ESL contexts. On the other hand, intrinsic interest also gained a relatively high mean (M=3.41) among that of instrumental factors (M=3.51). It shows that although for a portion of learners instrumental orientations were more important, for some also integrative orientation was significant. Interestingly, immediate achievement had the lowest mean (2.45). It showed that the subjects of this study were mostly under influence of instrumental motivational factors other than immediate achievement. The descriptive statistics for Self-identity changes is presented in Table 7.

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Table 7. *Descriptive Statistics for Self-identity Changes (N=170)*

	Self-confidence	Additive	Subtractive	Productive	Split	Zero
Means	**15.12**	13.22	11.18	13.37	**9.41**	15.02
SD	2.83	3.65	3.18	3.57	2.98	3.03

Note: Mean of (12) is the cut point for changed and unchanged states.

The maximum total score for each type of self-identity changes was twenty (as each category consisted of four questions and each question was measured on a five point scale); therefore, mean of twelve was considered as the cut point for changed and unchanged states. The results indicated that the most prominent self-identity change occurred in self-confidence (M=15.12). The second highest happened in zero change (M=15.02) and among self-identity changes, subtractive (M=11.18) and split (M=9.41) fell behind the cut point and remained unchanged. The results suggested that change in FL learners' self-confidence is undoubtedly a determining factor and should be acknowledged as a non-linguistic learning outcome of FL learning.

The results also revealed that the impact of change in personal identity of FL learners was greater than that on their cultural identity. Many reasons and speculations can be suggested, however the researchers believe that limited exposure to FL culture for most of learners and at the same time a very high value is attached to the mastery of FL can provide a good explanation for this type of change. It is not to ignore the idea that FL learning had some impact on learners' cultural identity. The related results (additive change mean of 13.22 and zero change mean of 15.02) show that learners' native and foreign language cultural identity was maintained and also is inclined towards progress rather than loss.

3.2. Correlation of Motivation Types and Self-Identity Changes with FL Proficiency

To provide an answer for the second question of the study, a Pearson Correlation test was conducted to measure the correlation of motivation types and self-identity changes with EFL proficiency. ($p \leq 0.05$). Correlation measure on motivation types and FL proficiency is shown in Table 8.

Table 8. *Pearson Correlation on Motivation Types and FL Proficiency*

		Intrinsic Interest	Immediate Achievement	Learning Situation	Going Abroad	Social Responsibility	Individual Development	Information Medium
Proficiency	Pearson Correlation	.030	.033	.044	.211[*]	.316[*]	.074	.182[*]
(N= 170)	Sig. (2-tailed)	.702	.665	.570	.006	.000	.340	.017

[*]Correlation is significant at the 0.05 level

The results revealed a very weak relationship between three types of motivation and FL proficiency: going abroad (0.21), social responsibility (0.31), and information medium (0.18). It indicated that there is a relationship between EFL proficiency and instrumental orientation of the learners, among which going abroad and information medium are significant. Results also revealed that there is a relationship between socially motivated orientations among proficient foreign language learners (i.e., social responsibility). It can also be interpreted in terms of a mere sense of competition observed between proficient learners. However, the overall results once again corroborated the instrumental nature of FL learning. Also, correlation measure on self-identity change and FL proficiency is presented in Table 9.

Table 9. *Pearson Correlation on Self-identity Change and FL Proficiency*

		Self-confidence change	Additive change	Subtractive change	Productive change	Split change	Zero change
Proficiency	Pearson Correlation	.064	.033	.039	.211[*]	.066	-.159[*]
(N= 170)	Sig. (2-tailed)	.411	.665	.611	.006	.392	.038
[*]Correlation is significant at the 0.05 level							

The results in Table 9 show that there was a weak correlation (0.21) between productive change and FL proficiency. Also a weak negative correlation (-0.15) was observed between FL proficiency and zero change and no correlations were found between FL proficiency and other types of self-identity changes. Results indicate that the proficient FL learners to some extent undergo productive change. However, as mentioned earlier, some less proficient FL learners also reported a productive change. As the correlation (0.21) and the mean of productive change (13.37) showed a positive but weak association, it can be concluded that the productive change for FL learners can be a feasible goal and is not only limited to best FL learners, and this type of change to some extent can also be possible for less proficient FL learners.

On the other hand, the results revealed that proficient FL learners had a very low chance of undergoing zero change. On the contrary, less proficient FL learners had higher chance of undergoing this type of change. Therefore, in a comparison, the relatively high mean of zero change (15.02) in descriptive analysis and the weak negative correlation (-0.15) of zero change (in Table 4.10) indicted that there is a negative correlation between FL proficiency and zero change. It can be served as an evidence for the assumption that less proficient learners that had lower competency in language use and were at the

early stages of developing inter-language were not able to appreciate the cultural values and norms of FL and therefore did not feel any change in their cultural identity.

3.3. Correlation of Self-Identity Changes and Motivation Types

This section was an attempt to analyze the correlation of six types of self-identity changes with seven types of motivation. Table 10 shows the Pearson Correlation on self-identity change and motivation types in detail.

Table 10. *Pearson Correlation on Self-identity Change and Motivation Types* (N=170)

		Intrinsic Interest1	Immediate Achievement1	Learning Situation1	Going Abroad1	Social Responsibility	Individual Development	Information Medium
Self-confidence change	Pearson Correlation	.513*	.219*	.291*	.176*	.056	.554*	.509*
	Sig. (2-tailed)	.000	.004	.000	.022	.466	.000	.000
Additive change	Pearson Correlation	.403*	.176*	.083	.412*	.152*	.148	.115
	Sig. (2-tailed)	.000	.022	.284	.000	.047	.053	.134
Subtractive change	Pearson Correlation	.468*	.437*	.252*	.495*	.175*	.400*	.218*
	Sig. (2-tailed)	.000	.000	.001	.000	.022	.000	.004
Productive change	Pearson Correlation	.349*	.274*	.170*	.390*	.437*	.291*	.027
	Sig. (2-tailed)	.000	.000	.027	.000	.000	.000	.731
Split change	Pearson Correlation	.546*	.333*	.287*	.378*	.167*	.305*	.276*
	Sig. (2-tailed)	.000	.000	.000	.000	.029	.000	.000
Zero change	Pearson Correlation	-.168*	-.218*	-.047	-.115	-.167*	-.202*	.075
	Sig. (2-tailed)	.028	.004	.539	.136	.029	.008	.330

*Correlation is significant at the 0.05 level (2-tailed).

The results exhibited six sets of significant correlations between self-identity changes and motivation types. First, self-confidence correlated with all

types of motivation except social responsibility. Among these sets of correlations only intrinsic interest, individual development, and information medium exhibited moderate correlations. It indicated that personal identity has a significant relationship with both integrative and instrumental motivation. Second, additive change correlated with intrinsic interest, immediate achievement, learning situation, going abroad, and social responsibility. Among this set of correlations only intrinsic interest and going abroad showed moderate correlations. It means that learners who had stronger intrinsic interest in learning language and those who had aimed to travel abroad were more likely to undergo additive change. Third, subtractive change correlated with all types of motivation among which only immediate achievement and going abroad revealed moderate correlations. It can be interpreted that short term motivation types can result in subtractive change in learners' self-identity. Fourth, productive change correlated with all the motivation types except information medium. Among these sets of correlations only social responsibility exhibited a moderate correlation. It indicated that learners with socially motivated orientations were more likely to undergo productive change. Fifth, split change correlated with all types of motivation among which only intrinsic interest showed a moderate correlation. It might reveal that high levels of intrinsic interest can be conducive to split change in learners' self-identity. Finally, zero change correlated with intrinsic interest, immediate achievement, social responsibility, and individual development. Interestingly, zero change had a weak negative correlation with these types of motivation. It can be stated that learners who had disseminated lower levels of instrumental and integrative motivations were more likely to remain unchanged in their sense of self-identity.

3.4. Canonical Correlation of Self-Identity Changes and Motivation Types

As the results of the previous section revealed, there were several sets of relationships between the two sets of variables (i.e., self-identity change and motivation types). Therefore it was evident that ordinary linear correlations will not provide a clear image of relationships and would result in producing a highly complicated matrix that would not reveal a clear pattern of relations.

In order to obtain an interpretable pattern for the relationships between self-identity changes and motivation types canonical correlation analysis was performed. In this analysis, canonical correlation investigated the possible associations between the two sets of canonical variables (i.e., Xs and Ys). Each of the Xs or Ys represented a number of observed variables. The observed variables for this analysis involved the six types of self-identity change and the seven types of motivation. Canonical correlation also reduced the number of the observed variable by representing them into fewer canonical variables. Table 11 shows the multivariate tests of significance for motivation types and self-identity changes.

Table 11. *Multivariate Tests of Significance for Motivation Types and Self-identity Changes (n=78)*

Test Name	Value	Approx. F	Hypoth. DF	Error DF	Sig. of F
Pillais	1.36864	12.03725	28.00	648.00	.000
Hotellings	4.65683	26.19469	28.00	630.00	.000
Wilks	.10225	18.10782	28.00	574.70	.000

As it is indicated in this table, the multivariate test proved the significance of relationship between motivation types and self-identity changes through three different tests (Pillais test, Hotellings test, and Wilks test). The result also provided a justification for validity of performing a canonical correlation.

Table 12. *Presents the Eigen-values and Canonical Correlations for Self-Identity Changes*

Canon variables	Eigen-value	Cum. Pct.	Canon Cor.	Sq. root.
XI	.7019	79.49	**.887**	.787
XII	.8118	96.92	.669	.448
XIII	.8388	98.72	.688	.573
1- Personal identity. 2- Cultural identity. 3- Intermediate level.				

This table exhibits a within-cell canonical correlation for the three types of canonical variables for self-identity changes (XI: personal identity, XII: cultural identity and XIII: intermediate level). It indicated that personal identity has the strongest association in comparison with the other two canonical variables. Table 13 presents the measured canonical correlations.

Table 13. *Percentage of Canonical Correlations for Self-identity Changes and Motivation Types*

| Canon variables	Canon Cor.	Canon variables	Canon Cor.	Canon variables	Canon Cor.
XI→YI	0.90[*]	XII→YII	0.78[*]	XIII→YIII	0.19[*]
XII→YIII	0.17[*]	XI→YII	0.16[*]	XI→YIII	0.15[*]
XIII→YII	0.05	XII→YI	0.03	XIII→YI	0.02
[*]Meaningful correlation ≤ 0.10.					

The results of canonical correlation measures revealed which canonical variables exist, which observed variable they present, and the degrees canonical variable were correlated. It also helped to show a more systematic perception of the way motivation types and self-identity changes were correlated.

The canonical correlation performed in this study exhibited that motivation types and self-identity changes were correlated through three pairs of significant canonical variables ($p \leq 0.05$) as shown in Table 13. As it is shown in this table, canonical correlations between the three pairs respectively were XI→YI (0.90), XII→YII (0.78), XIII→YIII (0.19), XII→YIII (017), XI→YII

(0.16), XI→YIII (0.15), XIII→YII (0.05), XII→YI (0.03), and XIII→YI (0.02). To have a better and more reliable perception, in this canonical analysis the focus was limited to the variables with total effect of higher than 0.10. Hence, the total canonical correlations depicted in the path model were reduced to three sets of correlations with the higher correlation (XI→YI, 0.90) and the lowest (XI→YIII, 0.15).

The illustration of path model is presented in Figure 1 and shows the six correlations in detail. First, canonical variable XI represented the integrative motivation and was related mainly with the canonical variable YI which represented personal identity change. The results showed that the linear variable intrinsic interest through association with canonical variable XI correlated with canonical variable YI (0.90) and formed the strongest relationship observed in this model. It indicated that learners who had integrative orientations were more likely open to personal identity change.
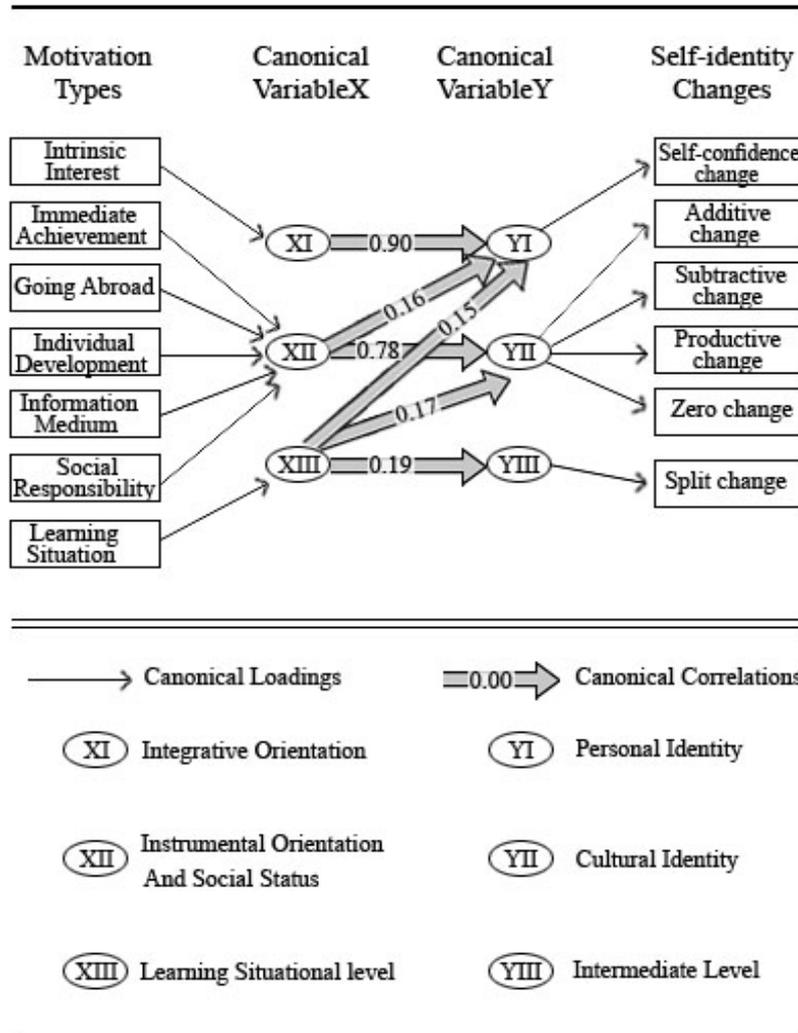
Figure 1. *Canonical Correlation Path Model*

Second, canonical variable XII represented the instrumental motivation and was related mainly with the canonical variable YII which represented cultural identity change. The results showed that the four linear variables (Immediate achievement, going abroad, individual development, and information medium) through association with canonical variable XII

correlated with YII (0.90) that was the second strongest relationship observed in this model. It indicated that instrumental orientations of the learners were also likely to affect their cultural identity resulting in productive, additive and even subtractive changes. Furthermore, it should be noticed that canonical XII also had a low correlation with canonical YI. It showed that learners with instrumental orientation were not affected inclusively by cultural changes; they were also, to some extent, open to changes in their personal identity.

Finally, the third set of correlation belonged to canonical variable XIII. This variable represented the situational orientations toward motivation and was related mainly to the canonical variable YIII (0.19) which represented an intermediate state for learners before undergoing self-identity changes. It exhibited that learners with learning situational orientations were likely open to identity conflicts with FL values and behavioral patterns (i.e., split change). On the other hand, canonical XIII also correlated with canonical YII (0.17) and canonical YI (0.16). It showed that learning situational motivations also affected learners' cultural and personal identities.

3.5. Effect of Demographic Variables on Self-Identity Changes

In order to have a more comprehensible analysis of group variations among learners and the possible effect of them on learners' self-identity changes, a series of MANOVA tests were performed for all the eight demographic variables separately followed by comparing means analysis presented in bar charts. Table 14 presents the multivariate test of demographic features with self-identity changes.

Table 14. *Multivariate Test (MANOVA) of Demographic Features*

Effect[*]	Value	F	Hypothesis df	Error df	Sig.	Noncent. Parameter	Observed Power[b]
Gender	.186	4.549[a]	6.000	147.000	.000	27.292	.984
Family income	.579	4.689	18.000	437.000	.000	84.401	1.000
Years of English Study	.401	3.242	18.000	437.000	.000	58.362	1.000
Educational Status	.350	2.835	18.000	437.000	.000	51.027	.999
Parents' Educational Status	.780	6.311	18.000	437.000	.000	113.602	1.000
Age of the participants	.232	2.821	12.000	292.000	.000	33.858	.986
I have traveled abroad	.180	4.406[a]	6.000	147.000	.000	26.434	.981
I have English Friend	.064	1.561[a]	6.000	147.000	.162	9.367	.588

*Hotelling's Trace Test, a. Exact statistic, b. Computed using alpha =.05

The Hotellings's multivariate test was conducted to analyze the effects of demographic variables on self-identity changes. The result showed that there was a significant main effect of demographic variables on self-identity changes. Only having English speaking friend did not affect self-identity changes. The multivariate test showed that gender (F[6, 170]=4.54 p=.000), age (F[12, 170]=2.82 p=.000), years of learning English (F[18, 1703.24 p=.000), family income (F[18, 170]=4.68 p=.000), learner's educational status (F[18, 170]=2.83 p=.000), parents' educational status (F[18, 170]=6.31 p=.000), and experience of traveling abroad (F[6, 170]=4.40 p=.000) had significant main effects on self-identity changes. Table 15 Presents the MANOVA Test of Gender with Self-Identity Changes

Table 15. *MANOVA of Gender and Self-identity Changes*

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Noncent. Parameter	Observed Power[b]
Gender	Self-confidence change	.384	1	.384	1.433	.233	1.433	.221
	Additive change	10.446	1	10.446	13.822	.000	13.822	.959
	Subtractive change	.276	1	.276	.450	.503	.450	.102
	Productive change	.030	1	.030	.049	.825	.049	.056
	Split change	2.425	1	2.425	4.535	.055	4.535	.562
	Zero change	.055	1	.055	.106	.746	.106	.062

b. Computed using alpha = .05

Significant main effect of gender on self-identity changes was found only in additive change (F [1, 170]=13.82 p=.000). The results show that male learners effectively scored higher than female learners (see Figure 3.2) in additive change (MD= 0.51, p=.000).It can be justified in the sense that male learners might have harder ego boundaries and therefore, in the process of identity change they tend to preserve their original identity as well as accepting the cultural values of FL. Therefore they were more likely to take the additive change, which can be a sign for having two sets of beliefs and behavioral patterns (L1 & L2), each specified for a particular context. On the contrary, female learners might have softer ego boundaries and therefore in the process of identity change they might have been more easily affected in their original identity, therefore they were less likely to take the additive change. It seems that female learners were less likely to undergo identity conflict or face dual-identities.

3.7. Results of the Interview

In order to have a qualitative analysis of the learners' perceptions and ideas on their self-identity changes, six prompts of the protocol were discussed with five participants on a thirty minute time budget. Each interview took place separately and the interviewee's responses were recorded then transcribed. Interview protocol was developed following the guidelines offered in Yin (2011) and the construct of the interview was taken from Goa (2007)'s self-identity scale measure (see Appendix G). Then, the transcripts of interviewees' responses were codified and the emerging themes were construed and discussed. Following are the themes that emerged and were more prominent in learners' responses:

(a) Change in learners' self-confidence did occur,

In response to the first prompt, all of the interviewees more or less stated that they had undergone self-confidence change as the result of success or failure in learning English. Following is the excerpt taken from Ramin (17, high school student in mathematics, less than 2 years of English learning experience):

Excerpt 1

'From the beginning I had a good feeling about English. When I learn something, I feel good… But sometimes when I can't learn I go crazy'

As it is revealed in excerpt 1, regarding self-confidence change, Ramin had a dual sense toward self-confidence change which was high when there was no problem with learning and in times was low when a difficulty occurred. It indicates that learners similar to Ramin are very sensitive toward their sense of self-confidence and therefore any change in the process of learning can easily affect their self-confidence. Following also is an excerpt taken from Milad (14, secondary school student, less than 2 years of English learning experience):

Excerpt 2

'Yes, I feel powerful when I compare with those [weak learners], I always know, they always don't! I am a better student'

As it is revealed in excerpt 2, regarding self-confidence change, Milad showed a reasonably high state of self-confidence as he believed that he was a better learner. It can be partly due to the fact that he was identified as a good student by other classmates and perhaps the teacher. However, it was also the result of Milad's level of proficiency that was higher than his peers. It indicates that self-confidence is not only an individual factor resulting from engagement in learning, rather it is a factor that was constructed and maintained socially in the learning context and was affected through language use in context.

(b) Cultural changes were mediated by English-dominated media,

In response to the third prompt of the interview, it can be stated that concerns for cultural change in learners' sense of identity is not very much unlikely. Most of the interviewees more or less stated that they had undergone cultural changes as the result of exposure to English dominated media. Following is an excerpt taken from Mohammad Reza (21, college student, information technology, less than 2 years of English learning experience):

Excerpt 3

'I check the net daily…We prefer to chat in English, only English!, I also update my page on facebook, I add all my posts there in English'

As it is revealed in excerpt 3, Mohammad Reza maintained that he favored to use English when he was online, chatting with his classmates. Even he added that he tries to be like 'native speakers' very fast and accurate in both chatting and use of colloquial language. It can be interpreted that with the spread of global media (especially Internet), experiencing an English context (i.e. cyber space) for FL learners is now easier than ever before. Therefore change in

learners cultural values and behavioral patterns are being mediated by English dominated media. Similarly, the following excerpt is taken from Setareh (15, secondary school student, less than 2 years of English learning experience):

Excerpt 4

'I like Persian music and films, but English films and music are more amusing, I prefer to spend my time more on American films and music'

As it is revealed in excerpt 4, Setareh stated her enthusiasm for American music and films. This 'amusement' Setareh found in American films, revealed her inclination toward the cultural values and behavioral patterns of FL. She later mentioned the language used and the ideas illustrated were the main source of her attraction toward these movies.

(c) Cultural conflicts did exist,

Responses to the fifth prompt revealed that some learners did undergo cultural conflicts resulting from learning English. Following is an excerpt again taken from Setareh:

Excerpt 5

'Things about girls, in English culture are very open, a girl is very much like a boy, she can do whatever she wants, she can go to stadium, she can… but in here everything for girls is tough, my parents say a girl should always be modest'

As it is revealed in excerpt 5, Setareh in her statements provided an example of cultural conflict she faced regarding her familiarity with English culture. Partly she paid attention to her parents' belief and partly she noticed that her home culture was not consistent with foreign language culture. Examples like this are abundant, however it should be noted that generally, the experience of conflict in values and beliefs of the FL culture are not necessarily negative. Particularly, split and subtractive changes might happen prior to a

productive change in which FL learner develops a certain depth and knowledge in both languages and cultures (i.e., home and foreign culture).

(d) Productive change was a hard to reach, enduring process but not beyond reach,

In response to the fourth prompt of the interview, it should be mentioned that it was hard to find a leaner that can be labeled as a productive bilingual. However, there were some traces of such feelings for a productive change in learners' narratives. Following is an excerpt taken from Maryam (22, office secretary, more than 2 years of English learning experience):

Excerpt 6

'When I think about the days a just had started learning English, I realize that this change in my behavior was good for me, especially at the office, my communication abilities are better than others, thanks to learning English, it pushed me a head'

As it is revealed in excerpt 6, some traces of a productive change can be found in Maryam's statement. She felt that the betterment of her behaviors and communication abilities are the results of learning English. However it should be noted that Maryam was different from the other learners in two important perspectives: First, her experience of learning English was more than others (more than 2 years). Second, she had managed to find a situation on which she could exercise her potential feelings for a change, while she was undergoing a change (i.e., the office where she worked). It can suggest that productive change in learners' sense of self-identity, to some extent, is a long term achievement and is dependent on the situational and environmental needs of the learners, as well as learners' general tendency and willingness for a positive change in their cultural values and behavioral patterns.

4. Discussion

First, the descriptive analysis revealed that, EFL learners' sense of self-confidence and zero change respectively were the most prominent changes reported among the other four types of self-identity changes. These findings also corroborated the significance of learners' need for 'self-esteem' hypothesized in Maslow (1957)'s hierarchy of needs that is highly related to the learners' experience of language learning. The findings of this part were also in line with Dörnyei's model of L2 motivational system (1994). In this model, Dörnyei hypothesized that learners' need for achievement is mediated with their sense of self-confidence, anxiety, and self-efficacy. Second, correlation analysis revealed that, there was a positive relationship between FL proficiency and self-identity changes. The more proficient learners reported the productive change in their self-identity. It can be served as an evidence for the assumption that proficient learners that had developed a high level of competency in language use and were at the final stages of developing their interlanguage were to the extent able to appreciate the cultural values and norms of FL and therefore had the possibility of undergoing a productive change in their cultural identity (i.e., the appreciation of home and foreign culture). This finding supports the Gardner's Social Psychological Model (1985). In this model, Gardner hypothesized the direct impact of language proficiency on learners' self-identity changes. The findings on the relationship between motivation types and FL proficiency also revealed a positive relationship. Proficient learners showed greater instrumental tendency toward learning.

Third, Canonical Correlation Analysis revealed that, language level motivational systems (i.e., integrative orientations toward language learning) in learners' repertoire and learners' self-identity were strongly inter-related. It indicated that learners who had language level motivations were more open to

personal identity changes. Correlation Analysis also revealed that, learners' instrumental orientations correlated with learners' cultural identity. It indicates that instrumental orientations of the learners affected their cultural identity resulting in productive, additive and even subtractive changes. Another finding of correlation analysis was the relative correlation of learning situational motivations with learners' personal identity changes (i.e., self-confidence). It showed that learning situational and environmental orientations also affected learners' personal identities.

Fourth, the multivariate tests revealed that, one of the influences of group differences on self-identity changes was observed in demographic feature of gender. In comparison to females, male learners showed an observed difference on additive change. It can be justified in the sense that male learners might have harder ego boundaries and therefore in the process of identity change they tended to preserve their original identity as well as accepting the cultural values of FL, therefore they were more likely to undergo the additive change.

Fifth, the analysis of the interview data revealed that, based on the theme-based codification of learners' narratives and responses, the four most prominent themes were retrieved. One theme conveyed the highly sensitive state of FL learners' sense of self-confidence which was easily influenced by situational circumstances in the way that any changes in the process of learning easily could affect FL learners' self-confidence. Another theme retrieved yielded the significant impact of English mediated media on FL learners' cultural identity changes. It can be stated that with the spread of global media (especially the internet), experiencing an English context (i.e., cyber space) for FL learners is now easier than ever before. Therefore, changes in learners'

cultural values and behavioral patterns are being mediated by English dominated media.

5. Conclusion

The current study suggests that stakeholders (e.g., researchers, teachers, decision makers, etc.) of language education institutes, especially in FL contexts, should pay attention not only to the linguistic, but also to the non-linguistic outcomes of FL learning. The totality of the findings of this study in line with other studies in this thread, yield that individual difference variables like self-identity changes in EFL contexts are more important and even more subtle than ESL contexts.

Regarding the pedagogical practice, four implications were suggested: First, EFL stakeholders, especially EFL teachers, should be aware of the fact that non-linguistic outcomes of learning English deserve as much attention that is paid to the EFL learners' English skills and proficiency. Because these two important outcomes of language learning are interrelated and reveal the complex nature of foreign language learning and teaching beyond the scope of just a pedagogic activity, especially when it comes to the issues like changes, crises, and hybridity in FL learners' identities. Second, as the result indicated that learners' integrative and instrumental orientations have the major effect on learners' sense of self-confidence, teachers should use different types of learners' motivations to build up on the learners' self-confidence in learning and try to tie the instrumental, short-term objectives of the learners with the long-term integrative goals which hopefully result in the learners' sense of self-efficacy, autonomy and more importantly the agency for maximum attainment. Third, teachers and language assessors also should pay attention to the high state of learners' sensitivity to identity changes. Therefore they should take the

advantage of learners immediate achievements (positive feedback, high test scores, anticipation of reward, etc.) to help learners raise their sense of self-confidence by carefully monitoring and channeling the situational needs of the learners to avoid possible negative effects on learners' identity changes. Finally and more importantly, EFL teachers should provide suitable opportunities for learners to draw positive links and associations between home and foreign language cultures and simultaneously cultivate learners' motivations and attitudes toward the integration of systems and cultures rather than contradictions and conflicts. Bottom line, productive bilingualism should be considered as an ultimate objective in foreign language pedagogy.

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Appendix A: Prompts used in the interview for collecting data on the six categories of self-identity changes

1. Self-confidence change: How do think learning English has changed the perception of your confidence and your learning ability?

2. Additive change: After learning English, I feel that I now have access to two language and cultures simultaneously. Do you agree with this statement? Explain.

3. Subtractive change: How do you feel about Persian language values and conventions now that you have learned English? (Have they become less important to you?)

4. Productive change: Do you feel any changes in your understanding of others and communication ability now that you know both languages and cultures?

5. Split change: After learning English, I'm often caught between contradicting values and beliefs and I don't know if I should behave as a Westerner or as an Iranian. Do you agree with this statement? Explain.

6. Zero change: After learning English I didn't feel any difference in my values and feelings, for me, it is meaningless to talk about personal changes after learning English. Do you agree with this statement? Explain.