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MOTIVATIONAL CONSTRUCTS AS ANTECEDENTS OF INTERNATIONAL POSTURE

The process of globalization has paralleled the emergence of the phenomenon of "international posture", defined as an interest in international affairs, willingness to interact with intercultural partners, and openness toward different cultures. Previous studies have indicated the interrelationships between the concept and L2 motivation in general, as well as various motivational constructs. The aim of the study is to determine which motivational constructs (motivated learning behaviour, the Ideal L2 self and Willingness to Communicate) and to what extent are antecedents of International Posture among English major university students in Serbia. The results revealed that while more than a third of the variance of International Posture can be explained by the model comprised of the three factors, only the concept of the Ideal L2 self emerged as an antecedent of this dependent variable. The findings provide important insights into the nature of International Posture of the participants, thus carrying some pedagogical implications.

Keywords: International Posture, motivated learning behaviour, Ideal L2 Self, Willingness to Communicate, English major university students

1. INTRODUCTION

Defined as "the phenomenon in which people in different locations worldwide are increasingly linked in such a way that events in one part of the world have an impact on local communities around the world" (Richards and Schmidt 2010), globalisation has affected various aspects of life of the modern world, leading to the emergence of a new society in which English is shared among various groups of non-native speakers rather than dominated by its native communities (Warschauer 2000). Discussing the psychological consequences of globalisation and focusing on identity issues, Arnett (2002: 774) argues that most people worldwide now develop a bicultural identity that combines their local identity with an identity linked to the global culture. Namely, in addition to their local identity, based on the local traditions and circumstances of the place where they live, people develop a global identity, which "gives them a sense of belonging to a worldwide culture and includes an awareness of the events, practices, styles, and information that are part of the global culture" (Ibid. 777).

In line with globalization, the phenomenon of "World English identity" or "International Posture" (IP) has emerged, defined as an interest in international affairs, willingness to interact with intercultural partners, and openness toward different cultures (Yashima 2002). Considerable research has been undertaken to explore the relation between IP and other variables, including language proficiency (Yashima 2002), gender differences (Islam 2013), age differences (Kormos and Csizér 2008), attitudes towards learning English (Iwamoto 2011), personality factors (Lin 2019), etc. Some of these studies have indicated the interrelationships between IP and L2 motivation in general, as well as various motivational constructs (e.g. Kormos and Csizér 2008).

This study focuses on the following motivational constructs: motivated learning behaviour, the Ideal L2 Self and Willingness to Communicate. Namely, the aim of the study is to determine which of these motivational constructs and to what extent are antecedents of IP among English major university students in Serbia. In creating the theoretical background of this issue, we draw on various lines of research on the abovementioned constructs.

2. THEORETICAL REVIEW

2.1. L2 motivation

Generally speaking, the concept of motivation is defined as "the driving force in any situation that leads to action" (Richards, Schmidt 2010). Despite years of research, no motivation theory has managed to propose an integrative account of all the types of possible motives. Thus, owing to its complex nature, the investigation of motivation has generated several theories aimed at defining its scope, causes, effects, as well as consequences. Although researchers have been selective in their focus on various aspects of motivation, most of them have agreed that motivation concerns direction and magnitude of human behaviour, including the choice of a particular action, the persistence with it and the effort expended on it (Dörnyei and Ushioda 2011).

In the field of applied linguistic, motivation has been considered as one of learners' individual differences that explain learning success and failure in the process of foreign language learning. Dörnyei (2018) claims that it is a particularly important dimension of the process, because it initiates L2 learning and later provides the driving force to sustain learning, while all other dimensions involved in the process presuppose motivation to some extent. As L2 motivation research has focused on separate aspects of this notion, diverse, even conflicting, theories have been proposed. Thus, the pioneering theories of L2 motivation focused on the psychological aspects of it, then in the 1990s the research experienced an important theoretical shift to situated dimensions of this construct, while the process-oriented models emphasized the importance of its temporal dimensions. Current approaches to conceptualising L2 motivation stress the importance of considering "the situated complexity of L2 motivation process and its organic development in dynamic interaction with a multiplicity of internal, social and contextual factors" (Dörnyei and Ushioda 2011: 72).

The measure of L2 motivation employed in this paper was motivated learning behaviour, defined as "effort expended to achieve a goal, desire to learn a language, and importance attached to the task of learning the language (Csizér and Kormos 2009, p. 100).

2.2. The Ideal L2 self

Within the scope of the socio-dynamic approach to L2 motivation, The L2 Motivational Self System was proposed (Dörnyei 2005) as a synthesis of previous motivational research in the L2 field and popular psychological theories of the self. On the one hand, the concept is founded on the reinterpretation of Gardner's traditional concept of integrativeness, which originally reflected an interest in learning a foreign/second language in order to come closer to the other language community. Namely, Dörnyei (Ibid.) claims that in the context of the globalised world, and especially, learning English as a global language, the process of identification and integration occurs within the learners' self-concept, rather than as the process of identification with the target language community. On the other hand, the L2 Motivational Self System is based on the psychological concept of possible selves and Higgins's (1987) self-discrepancy theory applied in the field of foreign language learning. The model offers a broad construct consisting of three dimensions: the Ought-to L2 Self, the L2 Learning Experience and the Ideal L2 Self. The Ought-to L2 Self reflects the attributes that a learner believes one ought to possess in order to meet expectations of the environment and/or to avoid possible negative outcomes in the process of L2 learning. The second component, the L2 Learning Experience, refers to a range of situated motives related to the immediate learning context (e.g. the impact of the L2 teacher, the curriculum, the peer group). Finally, as the L2 specific aspect of an individual's ideal self, the Ideal L2 Self concerns "the attributes that one would ideally like to possess" (Dörnyei and Ushioda 2011: 82), that is, a desirable future self-image related to English language learning. If there is a discrepancy between the ideal and actual self, a learner may be motivated to learn a new language in order to eliminate the discrepancy.

In other words, if the person that a learner would like to become speaks an L2, the Ideal L2 self is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves.

A number of researches (e.g. Ryan 2009; Oz 2016) have been conducted to validate the model in different educational contexts, and to explore the relation between the framework and other factors in the process of foreign language learning, for example, language anxiety, L2 achievement, L2 motivation, WTC, etc. The studies (e.g. Dörnyei and Chan 2013) have shown that learners' internal desire to become effective L2 users is an important factor in the process of foreign language learning and teaching.

2.3. Willingness to Communicate

The concept of Willingness to Communicate (WTC), which was initially applied in communication studies in the field of first language use, was defined as a "global, personality-based orientation toward talking" (MacIntyre, Baker, Clément and Donovan 2003: 591). Claiming that WTC is predetermined by the lack of anxiety and perceived communicative competence, authors (McCroskey and Baer 1985) argued that it is one of an individual's stable personality traits that remains constant across various communicative contexts.

In the paper that introduced the notion of WTC in the field of foreign language learning, MacIntyre, Clément, Dörnyei and Noels (1998) note that although the aim of foreign language teaching is to develop learners' communicative competence, there are learners who avoid situations in which they are expected to communicate in the target language despite a high degree of proficiency in the language. According to the authors, this discrepancy between having the competence to communicate and putting the competence into practice could be explained by learners' WTC, that is, by their "readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (Ibid: 547). The researchers claimed that WTC includes both trait-like and situational factors, claiming that the factors are complementary, not exclusive. The multi-layered pyramid model proposed by the authors explores one's WTC in a target language within the context of a range of psychological, linguistic and contextual variables "integrated in an organic manner" (Dörnyei and Ryan 2015).

The study of WTC in a target language has witnessed the shift from treating the factor as a trait-like and stable variable, to investigating it as a complex, situated concept, subject to dynamic changes across time, comprised of both state and trait characteristics. Moreover, the contemporary models emphasise the importance of its interactions with various internal and external factors in the process of foreign language learning. As Dörnyei and Ryan (2015: 183) state: "WTC is best understood as the outcome of a dynamic interaction between individual propensities and the positive or negative reinforcements that arise during the realization of the volitional process in communication". Integrating various psychological, social, linguistic and communicative factors that can predict learners' communicative behaviour in a L2 (Öz et al. 2015), WTC can be at the same time regarded as the key component of language acquisition and "the primary goal of language instruction" (MacIntyre et al. 1998: 545).

2.4. International Posture

As Gardner's popular concept of integrativeness refers to an interest in learning a foreign language in order to come closer to target language community, to integrate into it or to identify with it (Dörnyei 2005; Gardner 2001; Gardner, Lambert 1972), researchers (e.g. Skehan 1989) started to question the applicability of the notion to the process of English language learning in the globalized world. Namely, the authors claimed that it is sensible to consider the integration into a target language community only in multilingual and multicultural settings where learners come into contact with L2 speakers, while in the contexts where a foreign language is learnt as a school subject with limited contact with target language speakers, the notion of integrativeness seems to lose ground (Dörnyei 2005). Thus, the

decontextualized nature of Global English inspired the researchers to propose alternative models, mostly aimed at reinterpretation of the concept of integrativeness. One of the constructs that were proposed as a solution to the problem of generalizability of integrativeness was the concept of IP, defined as "an interest in foreign or international affairs, willingness to go overseas to stay or work, readiness to interact with intercultural partners, and [...] openness or a non-ethnocentric attitude toward different cultures" (Yashima 2002: 57). Conducting a research on L2 motivation among Japanese learners, Yashima (Ibid.) developed the concept as a means of explaining how learners in settings with no direct contact with the speakers of a target language manage to relate to an L2 community. As in the context of learning English as global language the target group that a learner tends to integrate into has changed from a specific native-speaking group to an abstract international community (Botes, Gottschling, Stadler, Greiff, 2020:1), it can be concluded that the notion of IP is an updated, broadened form of integrativeness rather than the concept that discarded the notion of Gardner's traditional construct. Furthermore, Yashima (2002) claims that openness to foreigners and non-ethnocentric attitudes, as important segments of integrativeness, can be explained by the multidimensional concept of IP, which refers to cognitive, affective and behavioural characteristics of an individual, including non-ethnocentric attitudes, openness to different communities and cultures, adaptability, and empathy.

Despite much attraction attached to the importance of IP for the process of foreign language learning and teaching, a search of the literature revealed few studies (e.g. Radosavljević Krsmanović 2021) which have investigated the concept and its antecedents in the Serbian educational context. Given the scarce literature and the significance of the concept of IP, the present study aims to explore IP and motivational constructs that predetermine it in the Serbian context.

3. METHODOLOGY

3.1. Aims and research questions

The aim of the study is to determine whether and to what extent the constructs of motivated learning behaviour, the Ideal L2 Self and WTC are antecedents of IP among English major university students in Serbia.

The following research questions were considered in the paper:

How well do the motivational constructs: motivated learning behaviour, the Ideal L2 Self and WTC predict IP? How much variance in IP can be explained by these factors?

Which is the best predictor of IP: motivated learning behaviour, the Ideal L2 self or WTC?

3.2. Participants

The participants of the survey were 154 students of English language and literature at the Faculty of Philology and Arts, University of Kragujevac. Of these, 32 (20.8%) were males and 122 (79.2%) females. The participants ranged in age from 18 to 34 with a mean age of 20.2 (SD=1.92), while most of them were in the first year of study (69 (44.8%) students were in the first year of study; 35 (22.7%) students were in the second year; 23 (14.9%) students were in the third year; 27 (17.5%) students were in the fourth year of study).

3.3. Instruments

Data were collected by means of a questionnaire, which consisted of a total of 62 five-point Likert type items ranging across four variables: motivated learning behaviour, the Ideal L2 Self, WTC and IP, and a three-item part that provided background information about the participants.

The variables were developed from previously conducted studies and adapted to the Serbian context. The concept of motivated learning behaviour was measured by six items taken from a study conducted by Taguchi, Magid and Papi (2009) (Cronbach's α=.815). The items referred to the learners' intended efforts towards learning English, a measurement of both participants' perception of the efforts they devote to English language learning currently and their intended future efforts (for example, "I think I am doing my best to learn English").

The measure of the Ideal L2 self consisted of ten items (Cronbach's α=.825), taken from the same study (Ibid.). The items refer to the L2-specific facet of one's ideal self, some of them being, for example, "I can imagine myself living abroad and using English effectively for communicating with the locals".

The third motivational construct, WTC, was measured by 27 five-point Likert-style items (Cronbach's α =.940) aimed at exploring participants' communicative self-confidence, integrative orientation, situational context of L2 use, topical enticement, learning responsibility and off-instruction communication (Khatib and Nourzadeh 2015), for example, "I am willing to speak in English even if my language mistakes are frequently corrected by the teacher".

The concept of IP was measured by nineteen items taken from a study conducted by Yashima (2002) among Japanese learners of English (Cronbach's α=.820). The variable measured the learners' readiness to learn English in order to develop their cosmopolitan, globalized identities (for example, "English language will allow me to get to know various cultures and peoples").

The second part of the questionnaire, which included open-ended and multiple-choice items, consisted of the participants' background information (age, gender and year of study).

3.4. Procedure of data collection and statistical data analysis

The questionnaire was administered to the participants in October 2021 during their regular lecture periods. The obtained data were processed by means of descriptive statistics, correlation and regression analyses as recommended statistical methods. The analyses were performed by using SPSS version 28.0.

4. RESULTS AND DISCUSSION

Table 1 shows the descriptive statistics of the four variables measured in the study. The mean scores and standard deviations revealed that the participants' tendency to relate themselves to the global community and their willingness to communicate with people other than Serbian, are strong (M=3.98; SD=.476). The amount of effort that they devote to English language learning as well as their intended future efforts is substantial (M=3.82; SD=,702). The findings also indicated that the students from the study have salient and vivid Ideal L2 Selves (M=4.48; SD=.452), while their willingness and readiness to enter into discourse using English are considerable (M=3.77; SD=.694).

	Items	Min.	Max.	Mean	Std. dev.	Skewness	Kurtosis
International Posture	19	2.68	4.84	3.98	.478	-.518	-.233
Motivated learning behaviour	6	1.33	5.00	3.82	.702	-.685	.572
Ideal L2 Self	10	2.70	5.00	4.48	.452	-1.166	1.238
Willingness to Communicate	27	1.89	5.00	3.77	.694	-.266	-.333

Table 1: Descriptive statistics of the variables in the study

To examine whether the participants' IP can be predicted from their motivated learning behaviour, the Ideal L2 Self and WTC, we performed multiple linear regression analysis. Preliminary analyses showed that the assumptions of normality, homogeneity, linearity, and multicollinearity had not been violated.

As the correlations between the independent variables in the study and the dependent variable are highly above the value of 0.3, which is the precondition for performing regression analysis (Pallant 2007), all the independent variables were included in the analysis (Table 2). The results indicate that IP is linked to the three motivational constructs. A possible explanation of the moderate positive correlation between IP and motivated learning behaviour (r=.331, p<.001) might be that learners who strive to integrate into the imagined international community are usually highly motivated to learn English, because the knowledge of the language is essential for achieving the global identity. The findings are in accord with recent studies indicating the relation between L2 motivation and IP (Islam 2013; Papi, Bondarenko, Mansouri, Feng and Jiang 2019). This research also found that the learners who show a higher level of IP tend to develop the vision of their Ideal L2 Selves more strongly (r=,578, p<.001). As Yashima et al. (2004: 147) state: "those who are conscious of how they relate themselves to the world tend to be motivated to study and communicate in English as they probably visualise 'English using selves' clearly". This may be explained by the argument that IP is actually a reflection of the possible selves of a future English-using participant in an international context (Yashima 2009: 157). Finally, the moderate positive correlation between IP and WTC (r=.457, p<.001) shows that the clearer the learners' visions of their Ideal L2 Selves are, the more willing they are to participate in L2 communication, and vice versa, which accords earlier observations (e.g. Yashima 2002).

		International Posture
Motivated learning behaviour	r	.331
	p	.000
Ideal L2 Self	r	.578
	p	.000
Willingness to Communicate	r	.457
	p	.000

Table 2: Results of the correlations for the tested variables

Tables 3 and 4 show the results of the regression analysis, which indicate that the model consisting of the motivational constructs analysed in the study can predict the participants' IP. The findings suggest that the model is statistically significant $F(3, 149)=30.825$, $p<.001$, with $R^2=.383$, which indicates that 38% of the variance of the participants' IP can be explained by the model consisting of their motivated learning behaviour, the Ideal L2 Self and WTC.

Model	R	R^2	ΔR^2	Std. Error of the Estimate
1	.619	.383	.371	.37815

Table 3: Model Summary

Model		Sum of Squares	Df	Mean Square	F	p
	Regression	13.224	3	4.408	106.334	<.001
	Residual	21.306	149	.143		
	Total	34.530	152			

Table 4: ANOVA

The second question in the study sought to determine which is the best predictor of IP: motivated learning behaviour, the Ideal L2 Self or WTC. Table 5 shows the relative contribution of each independent variable to the participants' IP. The results reveal that only the concept of the Ideal L2 Self is a statistically significant predictor of IP (β=.440, p<,001), while the dimensions of motivated learning behaviour and WTC emerged as a statistically non-significant predictors of this criterion measure (β=.23, p=.078; β=.193, p=.012 respectively).

Model		Standardized Coefficients	t	p
		Beta		
1	(Constant)		3.492	<.001
	Motivated learning behaviour	.123	1.777	.078
	Ideal L2 Self	.440	5.765	<.001
	Willingness to Communicate	.193	2.532	0.012

Table 5: Coefficients

The results indicate that the concept of IP can be predicted relatively accurately from learners Ideal L2 Self, that is, from their idealised English self. Namely, if learners have a strong Ideal L2 Self, this will be reflected in their tendency to integrate into the global community. In other words, we can expect that the learners who can imagine themselves as successful English language speakers in the future, will express the interest in achieving the global identity and becoming a part of the English-speaking, global community freed from its geographical and cultural boundaries. This may be explained by the fact that at the core of both concepts lies the tendency of identification with a future vision, which is in the case of the Ideal L2 Self related to the learners' vision of themselves as successfully using English, compared with the construct of IP which implies the process of identification with the vision of belonging to the global community. Another possible explanation for this is that the Ideal L2 Self is actually an integral part of IP (Aubrey and Nowlan 2013), as in EFL contexts learners "expand their self by creating new images of themselves linked to global concerns" (Yashima 2009: 159). In other words, English language learners' tendency to become citizens of the global village and to identify with the international imagined community implies the existence of their vision of themselves as successful speakers of the language as well as their tendency to reduce the discrepancy between their actual and Ideal L2 self.

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5. CONCLUSION

The present study was designed to determine whether and to what extent the constructs of motivated learning behaviours, the Ideal Self and WTC are antecedents of IP among English major university students in Serbia. The study has shown that more than a third of the variance of IP can be explained by these motivational constructs. The second major finding is that only the construct of Ideal L2 Self emerged as the antecedent of IP, while, despite high correlation coefficients, the concepts of motivated learning behaviour and WTC did not prove to be antecedents of this dependent variable.

Since the findings of the study provide insights into the nature of IP and its antecedents among English major university students in Serbia, some pedagogical and practical implications arise from the study. As the concept of the Ideal L2 Self has been shown to be a good predictor of IP, the implications are aimed at generating and sustaining learners' Ideal L2 Self. Dörnyei (2009) argues that this can be achieved through the following six-step intervention: construction of the Ideal L2 Self (creating the vision), imagery enhancement (strengthening the vision), making the Ideal L2 Self plausible (substantiating the vision), activating the Ideal L2 Self (keeping the vision alive), developing the action plan (operationalizing the vision) and considering failure (counterbalancing the vision). Similarly,

Ushioda (2009) believes that the visions of learners as ideal L2 users can be developed through educational initiatives and that the content of English language education can encourage learners to develop the global identity because the main purpose of L2 learning is to empower learners to deal with the globalising world.

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МОТИВАЦИОНИ КОНСТРУКТИ КАО АНТЕЦЕДЕНТИ НАКЛОЊЕНОСТИ ИНТЕРНАЦИОНАЛИЗАЦИЈИ

Резиме

Паралелно са процесом глобализације јавио се термин „наклоњеност интернационализацији“, којим се објашњава како појединац успоставља повезаност са глобалном заједницом уместо са одређеним географским ентитетима у контекстима у којима не долази до директних контаката оних који уче енглески као нематерњи језик и изворних говорника. Претходна истраживања су указала на повезаност овог концепта и мотивације за учење страних језика, као и на повезаност ове димензије и других мотивационих конструката. Циљ овог рада је да се утврди који мотивациони конструкти (мотивација за учење страних језика, идеални Ј2 селф и спремност на комуникацију) и у којој мери представљају антецеденте наклоњености интернационализацији код студената енглеског језика и књижевности у Србији. Резултати су указали на то да више од трећине варијансе димензије наклоњености интернационализацији може бити објашњено моделом који чине поменута три фактора, док се само концепт идеалног Ј2 селфа јавља као поуздан антецедент ове зависне варијабле. Овакви резултати пружају увид у природу наклоњености интернационализацији код одабране групе испитаника, те из њих произилазе одређене педагошке импликације.

Кључне речи: наклоњеност интернационализацији, мотивација за учење страних језика, идеални Ј2 селф, спремност на комуникацију, студенти енглеског језика и књижевности

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