

## Vietnamese English Majors' Perspectives on Teachers' Motivational Teaching at Tertiary Education

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Article information	
<b>Abstract</b>	Students can be motivated by both teacher- and student-related factors in English learning. This study explored the relationship between the Ideal L2 Self, a component of the L2 Motivational Self System, and the teacher-induced 5Ts framework, a practical strategy to motivate students in L2 learning, among Vietnamese English majors. The study used an inferential quantitative research design by analyzing questionnaire data collected from 79 participants. The results showed a moderate mean score of Ideal L2 Self, relatively high mean scores of perceptions of the 5Ts and its components and a positive correlation between these variables. It also revealed that the students' perceptions of the 5Ts framework and its components predicted their Ideal L2 Self. Each component influenced the Ideal L2 Self directly and indirectly via the mediation of the four remaining components. Findings implied that the 5Ts practice of the teacher might motivate students to study English to the extent depending on their levels of ideal L2 self. Thus, teachers might need to consider implementing parallel strategies for students with low Ideal L2 Self to make the 5Ts practice more effective for the entire English class.
<b>Keywords</b>	English majors, ideal L2 self, 5Ts framework, relationship
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## 1. Introduction

Learning motivation plays a vital role for students to study a foreign language. Students' motivation leads them to a willingness to participate in the language teaching-learning process and effort to overcome any challenges (Oxford & Shearin, 1994). Many researchers believe that only students with high learning motivation can work hard and thus obtain good language learning achievement (e.g., Pintrich, 1999; Vandergrift, 2005). Dörnyei and Ushioda (2013) argued that learning motivation, student autonomy, and language learning achievement interact in a cyclic cause-effect manner in which motivation is the cause of student autonomy and the effect of learning achievement. Although motivation in learning English as a foreign language is far from a new research topic, it still attracts the attention of many researchers (Ahmed & Al-Ward, 2020; Alzubi & Nazim, 2024; Elsheikh Hago Elmahdiet al., 2024; Gudu & Jesse, 2023; Yang & Sanchez, 2022).

Being one component of the L2 Motivational Self System (L2MSS) developed by Dörnyei (2005, 2009), the Ideal L2 Self reflects the students' future self-imagination. These future images as language users affect the learning process itself. Researchers have used the entire L2MSS model and sometimes only the Ideal L2 Self block to investigate L2 learning motivation and other constructs in different learning contexts, such as those in China (Thompson & Liu, 2018), Hungary (Kormos & Csizér, 2008), Indonesia (Lamb, 2012), Japan, China, and Iran (Taguchi et al., 2009), Thailand (Swatevacharkul, 2021), Turkey (Çağatay & Erten, 2020), Serbia (Šafranjan et al., 2021), Japan (Takahashi & Im, 2020; Yamagami, 2023), and Saudi Arabia (Assulaimani & Alqurashi, 2024).

The language teaching-learning process involves two sides affecting each other: the teachers and the students. Student learning motivation, eagerness to carry out learning activities, behaviour, and so on may positively or negatively affect, for example, the teachers' passion for teaching and behaviour in the classroom. Meanwhile, teacher-related factors, such as verbal and non-verbal immediacy behaviours, teaching methods, and credibility, positively or negatively

affect, for instance, the students' attitudes, motivation, and willingness to communicate in the target language. In both cases, qualified teachers can somehow deal with the situations and keep controlling themselves from uncomfortable effects and the teaching-learning process moving forward. Ellis (2004) showed that students' learning motivation increased when the teachers used appropriate communicative behaviours. Several other past studies also indicated that the students were affected by some characteristics of their instructors, including teacher behaviour and teaching methods (Kikuchi, 2009), teacher immediacy (Alrabai, 2022; Falout et al., 2009; Gharehbaghi, 2022; Liu, 2021), and teacher instructional styles and personality (Quadir, 2017, 2021). Considering teacher-induced factors in a relatively broader view, Renandya (2014) proposed a teacher-related 5Ts framework constituted by five dimensions: Teacher, Teaching methodology, Task, Text, and Test, in which the T of the name 5Ts comes from these five components. As a motivational agent, the 5Ts framework suggests crucial issues that the teachers can do in each dimension to motivate the students in English learning. Although teachers' implementation of the 5Ts framework may benefit students in English learning, it is unclear whether a chosen teaching strategy based on this framework equally motivates the students in a class. As no research on the mentioned issue is available, this study investigated the relationship between English-majored students' Ideal L2 Self and perceptions of the 5Ts framework to seek an answer to that question in the hope that the finding drew out some meaningful implications.

## **2. Literature Review**

### **2.1 The L2 Motivational Self System and the Ideal L2 Self**

Language teachers and researchers agree that students' learning motivation is one vital construct determining success in second language (L2) learning (Hamer, 2007). Dörnyei (2018), who proposed the L2 Motivational Self System (L2MSS) in previous works (Dörnyei, 2005, 2009), supported this agreement by saying motivation was crucial for an L2 comprehensiveness since it placed "the

primary impetus to initiate L2 learning and, later on, the driving force to sustain the lengthy and often tedious learning process” (p. 4293).

To improve learning motivation, the L2MSS provides implications to exploit L2 learners’ active and constructive role in language learning by focusing on their inner world, of which three main components, the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience, are involved. The Ideal L2 Self refers to the image of a fluent user of the learning language whom the student desires to become. The Ought-to L2 Self relates to the learner’s conception of what they ought to learn an L2 to satisfy the expectations of others (e.g., parents, teachers, friends, etc.), and the L2 Learning Experience deals with the learner’s attitudes and experiences of in learning the language inside and outside the classroom. Of the three components mentioned, the Ideal L2 Self is considered the most powerful driving force in enhancing learners’ L2 motivation by creating language learning vision and imagery enhancement. The Ideal L2 Self is an internally induced motive and may help L2 learners implement learning efforts to fill the gap between their present language competence and the imagined one (Dörnyei, 2009). The Ideal L2 Self benefits L2 learners within a learning course and in the long term until the mentioned gap disappears.

Considered the most suitable framework to investigate L2 learners’ motivation, the L2MSS has been applied in research worldwide (Csizér & Kormos, 2009). The application in various learning contexts showed that the L2MSS was suitable for measuring and explaining L2 learners’ motivation and helped provide a potential way for motivating language learners through classroom practice as a motivational strategy. Kormos and Csizér (2008) analyzed questionnaire data from three groups of Hungarian learning English as a foreign language, including 623 secondary school pupils, university students, and adult language learners, and showed the ideal L2 self and language learning attitudes were the main affective factors of the learners’ motivation. In addition, interest in English-language cultural products affected the secondary school pupils, while that in the remaining two

groups was international posture. Lamb (2012), using the L2MSS to investigate data from 527 English-language learners in urban and rural areas of Indonesia, found that urban pupils' learning motivation was significantly different from that of rural ones. Furthermore, the Ideal L2 Self and positive L2 Learning Experience were predictors of motivated learning behaviour and L2 proficiency for urban pupils, while only positive L2 Learning Experience was for rural learners. Generally, the role of the Ideal L2 Self and the L2 Learning Experience for English-language learners' motivated behaviour and learning achievement shown in the mentioned works accord well with other explorations (e.g., Assulaimani & Alqurashi, 2024; Çağatay & Erten, 2020; Nizigama et al., 2023; Swatevacharkul, 2021; Taguchi et al., 2009).

## **2.2 5Ts Framework as Motivating Agents in the English Language Classroom**

Teachers often choose a teaching strategy for an English language course in charge. Some of them may do that based on their teaching experiences. Others may rely on an evaluation of the concerned factors. As motivating agents in an L2 classroom, the 5Ts framework, proposed by Renandya, outlines the main items believed to inspire students in L2 learning if teachers implement them. The first constituent of the framework, the Teacher component, consists of issues related to the teacher's appearance, behaviour, and teaching passion in the classroom (e.g., Borg, 2008; Brown, 2012, cited in Renandya, 2014). The second component, namely Teaching methodology, suggests a flexible teaching method using technological aids, plentiful classroom activities, and effective instructional styles (e.g., Asher, 1977; Farrell, 2006, cited in Renandya, 2014). The remaining three constituents of the framework concern the selection of suitable tasks, texts, and tests to meet the requirements of both the course and the needs of the students (e.g., Day & Bamford, 1998; Grabe, 2009; McTighe & O'Connor, 2005, cited in Renandya, 2014).

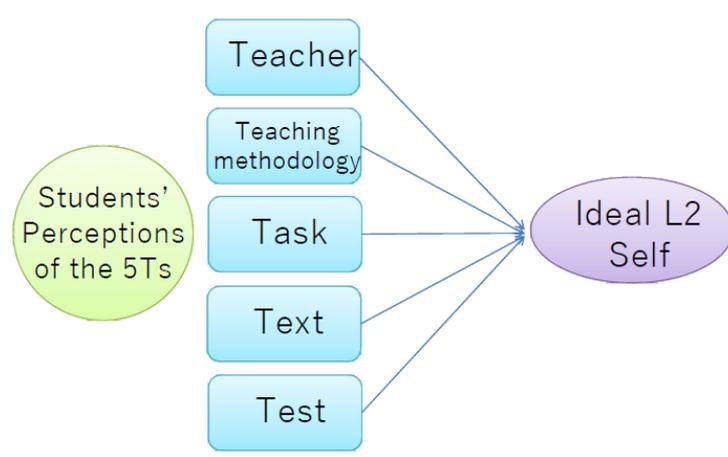
Wang and Lee (2019) investigated the differences in students' and teachers' perceptions of the 5Ts framework by analyzing data collected from 190 Chinese EFL students and 122 English teachers. The finding revealed that the two groups

of participants had somewhat different views. While teachers felt the Task component was the most important, students believed that the top motivating agent was the Teacher constituent. However, teachers' and students' perceptions showed a coincidence in the crucial roles of Teaching methodology and Text and the less effective function of the Test.

Previous investigations have pointed out that the effectiveness of language teacher instruction depends greatly on learners' motivation (Arnold, Puchta, & Rinvoluceri, 2007). That means what the students perceive the teacher to do for a language course may influence their learning motivation, especially self-motivation. Thus, this study hypothesized a relationship between students' perceptions of the 5Ts framework and Ideal L2 Self, as shown in Figure 1 below.

**Figure 1**

*Conceptual diagram*



Based on the above assumption, this exploration seeks answers to the following research questions:

- (1) What are Vietnamese English majors' Ideal L2 Self and their perceptions of the 5Ts framework?
- (2) Do students' perceptions of the 5Ts correlate to their Ideal L2 Self?
- (3) Do students' perceptions of the 5Ts predict their Ideal L2 Self?
- (4) Is there any component mediating the relationship between students' Ideal L2 Self and the remaining ones of the framework?

(5) Is there any statistically significant difference between groups of participants towards students' perceptions of the 5Ts and Ideal L2 Self?

### **3. Methodology**

#### **3.1 Research Design**

The present study was descriptive and referential quantitative research that used an adapted questionnaire to collect data on the participants' Ideal L2 Self and perceptions of the 5Ts framework. These quantitative data were indispensable to explore the relationship between the students' Ideal L2 Self and perceptions of the 5Ts. Based on the results and available literature, the study discussed its implications.

#### **3.2 Participants**

The participants were English-majored undergraduates from the Faculty of Foreign Languages and Oriental Studies of a university in central Vietnam. As the number of students majoring in English Language entering the faculty every year is not huge, the researcher invited second and third-year students to participate in the present study through convenience sampling to obtain a relatively acceptable size and homogeneity. As these students have experienced many English language courses, such as English Grammar, English Pronunciation Practice, Linguistics, Listening, Speaking, Reading, and Writing, the researcher believed they perceived well what teachers' teaching activities would motivate them in English learning. Among 96 students invited, 79 voluntarily took part in the current investigation, including 44 second-year (55.7%), 35 third-year students (44.3%), 20 males (25.3%) and 59 females (74.7%).

#### **3.3 Instruments**

This investigation used a self-report questionnaire with two scales adopted from the literature. The participants rated themselves on the items using a five-point scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The researcher translated all statements of the two measures into Vietnamese to avoid

misunderstanding. Cronbach's alpha performance showed the whole questionnaire to reach high scale reliability,  $\alpha = 0.874$ . Details of the employed scales are as follows.

### **3.3.1 Ideal L2 Self Scale**

The current study employed the Ideal L2 Self scale comprised of eight items. These items were from Taguchi et al. (2009). A Cronbach's alpha of  $\alpha = 0.836$  demonstrated satisfactory scale reliability in this research. Some representative statements of this scale are as follows.

1. I can imagine myself living abroad and having a discussion in English.
2. I can imagine myself living abroad and using English effectively for communicating with locals.
3. I can imagine a situation where I am speaking English with foreigners.
4. I can imagine myself speaking English with international friends or colleagues.

### **3.3.2 5Ts Framework Scale**

The 5Ts framework scale contains five components: Teacher, Teaching methodology, Task, Text, and Test. The total number of items was twenty, with four in each constituent. The scale was developed by Renandya (2014) and adapted by Wang and Lee (2019). A Cronbach's alpha of  $\alpha = 0.840$  demonstrated satisfactory scale reliability in this research. Some representative statements of this scale are as follows.

“I am motivated to learn English when my English teacher...”

1. loves the subject matter and teaches it with passion.
2. uses different teaching aids such as images, videos, songs and movements.
3. encourages every student to be involved in the task.
4. uses materials in class which provide ample opportunity for me to learn what we really need or want to learn.
5. can provide feedback, guidance and advice to me and assess me on an on-going basis, rather than concentrating on a single day, week or end of the term.

### **3.4 Data Collection and Analyses**

To collect the data, the researcher followed these steps. The researcher asked the participants to gather in a classroom, briefly informed them of the present investigation, delivered the questionnaire, explained every single item, and answered all their related questions. Before the students answered the questionnaire, the researcher assured them that their responses would not affect the assessment of any learning course in their study program and would be confidentially used only for research purposes. The participants were also asked for their consent once again. Although the researcher set no time limitations, the questionnaire answering ended in about twenty minutes.

This work analyzed the questionnaire responses first with Cronbach's alpha for scale reliability and descriptive statistics to express the data. Then, the study performed Pearson's test for correlations between students' perceptions of the 5Ts and Ideal L2 Self. The study conducted a simple regression analysis with the student's perceived the total 5Ts framework and its components as predictors and their Ideal L2 self as a dependent variable, then examined the mediation of each framework component on the relationship between the Ideal L2 Self and the remaining ones, and finally, used one-way ANOVA analysis for possible significant differences between groups of participants towards students' perceptions the 5Ts and Ideal L2 Self.

## **4. Results**

### **4.1 The Students' Ideal L2 Self and Perceptions of the 5Ts**

As presented in Table 1, the students' ideal L2 self was positive, with a mean score of 3.71 and a standard deviation of 0.631. Meanwhile, the mean score of the total 5Ts was higher,  $M=4.29$ , with less fluctuation,  $SD=0.356$ .

**Table 1***Descriptive Statistics of the Students' Responses*

<b>Scale/subscale</b>	<b>Minimum</b>	<b>Maximum</b>	<b>M</b>	<b>SD</b>
Ideal L2 self	2.13	5.00	3.71	.631
Total 5Ts	3.30	5.00	4.29	.356

Note: N=79; 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly agree

Of eight items of the ideal L2 self, the top ranking ones went to the following: “The things I want to do in the future require me to use English” (M=4.24), “Whenever I think of my future career, I imagine myself using English” (M=3.94), and “I can imagine a situation where I am speaking English with foreigners” (M=3.82). The lowest position was “I can imagine myself speaking English as if I were a native speaker of English”, with M=3.33 (Table 2).

**Table 2***Students' Ideal L2 Self<sup>a</sup>*

<b>Statement</b>	<b>M<sup>b</sup></b>	<b>S.D.</b>
(1) I can imagine myself living abroad and having a discussion in English.	3.62	.938
(2) I can imagine myself living abroad and using English effectively for communicating with locals.	3.43	1.009
(3) I can imagine a situation where I am speaking English with foreigners.	3.82	.797
(4) I can imagine myself speaking English with international friends or colleagues.	3.68	.793
(5) I can imagine myself speaking English as if I were a native speaker of English.	3.33	1.009
(6) Whenever I think of my future career, I imagine myself using English.	3.94	.911
(7) The things I want to do in the future require me to use English.	4.24	.866
(8) I can imagine myself writing an English e-mail fluently.	3.63	1.040

Note: a. Extracted from Taguchi et al. (2009).

b. N = 79; 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly agree.

Regarding the means of five components of the 5Ts framework, as shown in Table 3, the participants ranked the order of effectiveness in motivating them in English learning as Teacher > Teaching methodology > Task > Test > Text. Among twenty statements of the 5Ts framework scale, three items with the highest mean scores belonged to the Teacher component. They were as follows: “I am motivated to learn English when my English teacher is friendly and approachable. I can talk to her not only about school work but also other things related to my personal and social life” (M = 4.67), “I am motivated to learn English when my English teacher loves the subject matter and teaches it with passion” (M = 4.59), and “I am motivated to learn English when my English teacher treats every student fairly and does not practice favouritism” (M = 4.56). The item “I am motivated to learn English when my English teacher uses a variety of activities to keep me interested and engaged” of the Teaching methodology component was also in third place, with M=4.56 (Table 3).

**Table 3**

*Students' Perceptions of the 5Ts Framework<sup>a</sup>*

<b>Statement:</b>	<b>M<sup>b</sup></b>	<b>S.D.</b>
<b>I am motivated to learn English when my English teacher...</b>		
<b>1. Teacher</b>	<b>4.58</b>	<b>.375</b>
(1) loves the subject matter and teaches it with passion.	4.59	.519
(3) is friendly and approachable. I can talk to her not only about school work but also other things related to my personal and social life.	4.67	.524
(2) creates a low-stress classroom environment so I can participate without fear of losing face when I make mistakes.	4.51	.618
(4) treats every student fairly and does not practice favoritism.	4.56	.655
<b>2. Teaching methodology</b>	<b>4.34</b>	<b>.474</b>
(1) uses different teaching aids such as images, videos, songs and movements.	4.32	.690
(2) uses a variety of activities to keep me interested and engaged.	4.56	.615
(3) carefully selects and structures learning activities that support the attainment of lesson objectives.	4.34	.696
(4) signals clearly when we are moving from one activity to another.	4.15	.753
<b>3. Task</b>	<b>4.25</b>	<b>.488</b>
(1) encourages every student to be involved in the task.	4.20	.822

<b>Statement:</b>	<b>M<sup>b</sup></b>	<b>S.D.</b>
<b>I am motivated to learn English when my English teacher...</b>		
(2) provides sufficient assistance before, during and after the task.	4.35	.641
(3) explains the linguistic, communicative or cultural value of the task clearly.	4.39	.629
(4) assigns us tasks which meet our different needs and interests.	4.06	.806
<b>5. Text</b>	<b>4.05</b>	<b>.584</b>
(1) uses the materials in class, providing ample opportunity to learn what I really need or want to learn.	4.11	.734
(2) allows us to choose reading materials that we are interested in.	4.01	.840
(3) uses texts in the class that do not contain too many words or expressions beyond my reach.	3.80	.838
(4) uses a variety of teaching and instructional materials, including print, electronic, oral & written ones.	4.29	.787
<b>4. Test</b>	<b>4.21</b>	<b>.511</b>
(1) can provide feedback, guidance and advice to me and assess me on an on-going basis, rather than concentrating on a single day, week or end of the term.	4.49	.596
(2) allows us to assess ourselves.	4.04	.808
(3) gives me alternative assessments such as project work and other activities in the classroom, besides the examination.	4.20	.723
(4) uses marking rubrics that are carefully calibrated to avoid subjectivity.	4.13	.868

Note: a. Developed by Renandya (2014) and adapted by Wang and Lee (2019).

b. N = 79; 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly agree.

## 4.2 Pearson's Correlation and Direct Effect

As shown in Table 4, the participants' Ideal L2 Self positively correlated with their perceptions of all five components of the 5Ts framework. Pearson's correlation coefficients were all positive, reflecting the two variables varied in the same direction. The coefficient values were in the range of 0.298-0.455, indicating the correlations were in moderate strength except that of the Teacher component, which was weak, with  $r = 0.298 < 0.3$ . Total 5Ts also correlated with its components and Ideal L2 Self with strong, positive coefficients in the 0.455-0.778 range.

**Table 4**

*Pearson's Correlation Between Students' Ideal L2 Self and Perspective of the 5Ts and its Components<sup>a</sup>*

	Ideal L2 Self	Teacher	Teaching methodology	Task	Text	Test	Total 5Ts
Ideal L2 Self	1						
Teacher	.311	1					
Teaching methodology	.378	.457	1				
Task	.321	.415	.432	1			
Text	.350	.298	.361	.554	1		
Test	.298	.203 <sup>b</sup>	.483	.406	.485	1	
Total 5Ts	.455	.602	.738	.775	.778	.729	1

Note: a. Correlation is significant at the 0.01 level (2-tailed) except otherwise stated.

b. Insignificant with  $p$ -value > 0.05

This study conducted simple regression analysis using the 5Ts framework and its five components as predictors to predict Ideal L2 Self. Table 5 shows the result of this analysis. The students' perceptions of all five 5Ts constituents predicted their Ideal L2 Self, with  $p$ -values < 0.05 and VIF = 1. These predictors accounted for 7.7-13.1% of the variance of the dependent variables. Meanwhile, Total 5Ts also served as a predictor for Ideal L2 Self for the accounted variance somewhat higher, 19.6%. These results were consistent with the outcomes of Pearson's correlation analysis.

**Table 5**

*Results of Regression Analysis Employing Ideal L2 Self as a Dependent Variable*

Predictor		B	.	Adjusted R square	$p$ -value	VIF
Teacher	Constant	1.310				
	Teacher	.524	.311	.085	.005	1.000
Teaching methodology	Constant	1.530				
	Teaching methodology	.503	.378	.131	.001	1.000

Predictor		B	.	Adjusted R square	<i>p</i> -value	VIF
Task	Constant	1.948				
	Task	.415	.321	.091	.004	1.000
Text	Constant	2.177				
	Text	.379	.350	.111	.002	1.000
Test	Constant	2.160				
	Test	.368	.298	.077	.008	1.000
Total 5Ts	Constant	.257				
	Total 5Ts	.806	.455	.196	.000	1.000

### 4.3 Indirect Effect

The PROCESS Procedure for mediation test, introduced by Preacher and Hayes (2004), has been used in many studies on social sciences (Abu-Bader & Jones, 2021), including those in education (e.g., Lijuan & Hallinger, 2016) since it can apply to any size. As its sample size was not huge, this research employed the PROCESS Procedure to investigate the existence of any indirect effect among the five framework components concerning the ideal L2 self.

The PROCESS Procedure results showed that each of the five components of the 5Ts framework was a mediator in the influence of the remaining four on the Ideal L2 Self. For example, as shown in Table 6 and illustrated in Figure 2, the Teacher component mediated the influence of Teaching Methodology, Task, Text or Test on Ideal L2 Self. On the other hand, each 5Ts component simultaneously affects the Ideal L2 Self directly and indirectly through the remaining four ones, as presented in Table 7 and Figure 3.

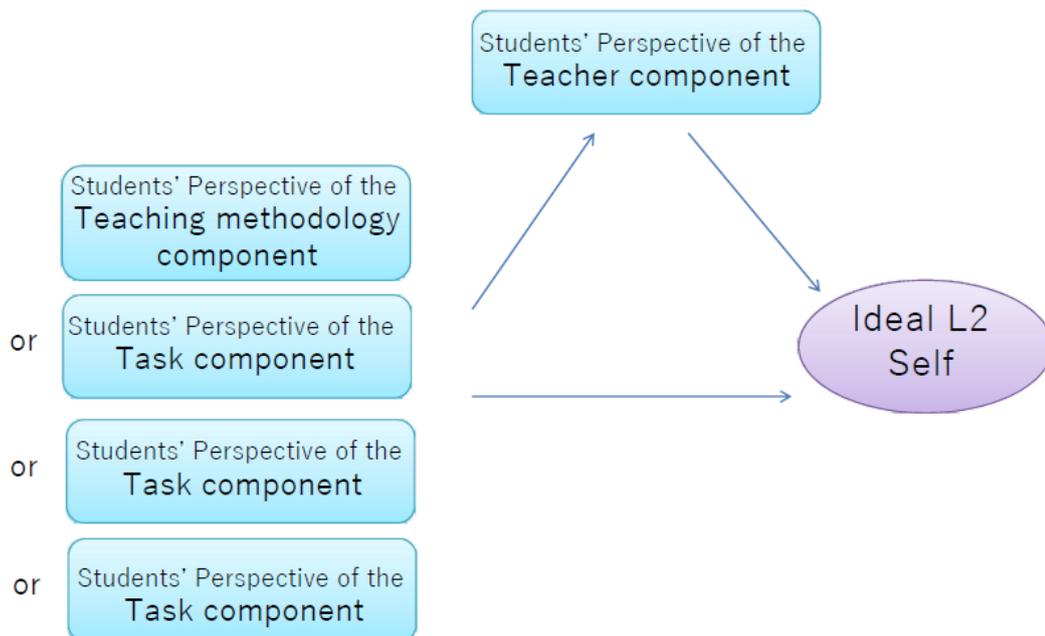
**Table 6**

*The Mediation of the Teacher component in the influence of other ones on Ideal L2 Self*

Independent variable (X)	Dependent variable (Y)	Mediator (M)	X-on-Y Total effect	X-on-Y Direct effect	X-on-Y Indirect effect through M
Teaching methodology	Ideal L2 Self	Teacher	0.5026	0.3958	0.1068
Task	Ideal L2 Self	Teacher	0.4147	0.2990	0.1156
Text	Ideal L2 Self	Teacher	0.3787	0.3055	0.0732
Test	Ideal L2 Self	Teacher	0.3682	0.3024	0.0658

**Figure 2**

*Teacher Component as a Mediator in the Influence of Other Ones on Ideal L2 Self*



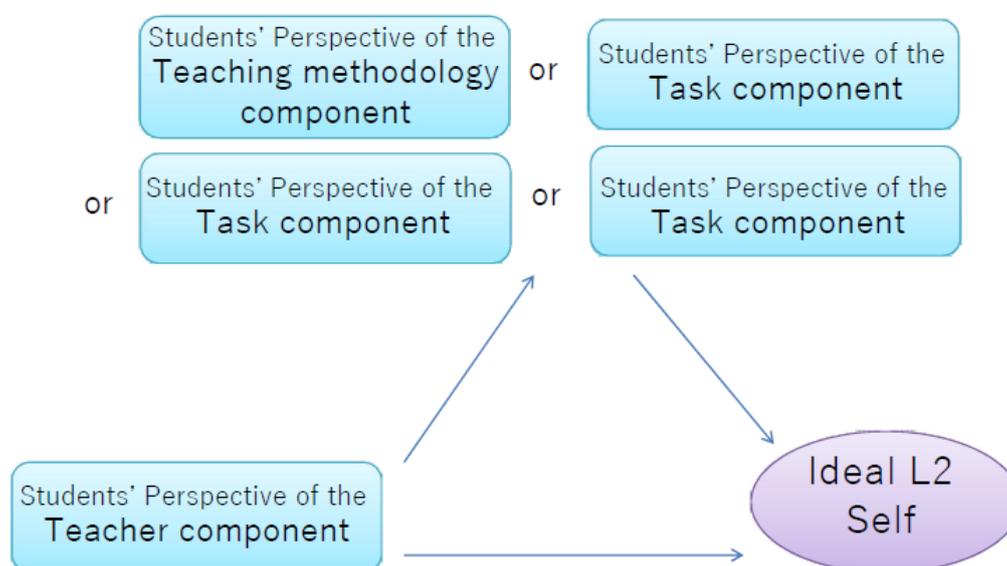
**Table 7**

*The Mediation of the Remaining Four Components in the Influence of the Teacher One on Ideal L2 Self*

Independent variable (X)	Dependent variable (Y)	Mediator (M)	X-on-Y Total effect	X-on-Y Direct effect	X-on-Y Indirect effect through M
Teacher	Ideal L2 Self	Teaching methodology	0.5241	0.2952	0.2289
Teacher	Ideal L2 Self	Task	0.5241	0.3627	0.1614
Teacher	Ideal L2 Self	Text	0.5241	0.3823	0.1418
Teacher	Ideal L2 Self	Test	0.5241	0.4403	0.0838

**Figure 3**

*The Influence of the Teacher Constituent on Ideal L2 Self Mediated by the Remaining Four Components*



#### 4.4 Academic Year vis-à-vis Ideal L2 Self and Perceptions of the 5Ts Framework

The present investigation carried out a one-way ANOVA analysis to examine whether there were significant differences between students' academic year towards Ideal L2 Self and perceptions of the 5Ts framework. As presented in Table

8, the one-way ANOVA test showed a statistically significant difference between the second and third-year students in their responses to the total 5Ts framework, with the p-values of  $0.001 < 0.05$ . However, there was no significant difference towards the Ideal L2 Self, with the p-values of  $0.135 > 0.05$ .

**Table 8**

*The Result of the One-Way ANOVA Test*

		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>p-value</b>
Total 5Ts	Between Groups	1.218	1	1.218	10.827	.002
	Within Groups	8.665	77	.113		
	Total	9.883	78			
Ideal L2 Self	Between Groups	.892	1	.892	2.279	.135
	Within Groups	30.150	77	.392		
	Total	31.042	78			

## 5. Discussion

### 5.1 Students' Ideal L2 Self and Perception of the 5Ts

This study measured the Vietnamese English-majored students' ideal L2 self and perceptions of the 5Ts framework to explore the relationship between these two variables. The result showed a moderate Ideal L2 Self, relatively high perceptions of the 5Ts framework, and a significant relationship between these variables. Many previous works using a similar scale reported similar results for the Ideal L2 Self (e.g., Nizigamaet al., 2023; Swatevacharkul, 2021) and the framework (Wang & Lee, 2019).

The highest mean scores of the items “The things I want to do in the future require me to use English”, “Whenever I think of my future career, I imagine myself using English”, and “I can imagine a situation where I am speaking English with foreigners” reflect that the students well pictured out their future as an effective user of the learning language. Meanwhile, the lowest score of “I can imagine

myself speaking English as if I were a native speaker of English” indicates that the participants perceived the challenge of speaking English like the locals. Once the students have set an ultimate goal and perceived the challenge of studying English, they will realize what they need the teacher to do to motivate them in their learning.

The responses to the 5Ts generally imply that teachers can motivate students to study English through the implementation of the five components of the framework. The degree of affection is not equal. The top place belongs to the Teacher component, and this finding in the current investigation is consistent with Wang and Lee (2019). The participants considered the role of the Teacher constituent most crucial. They probably express that, together with teaching with passion and creating a low-stress classroom environment, teachers’ friendly, approachable, and fair behaviour will best enhance their learning motivation. The reason for such selection in this study may be due to the old thought lingering in many teachers that the teachers’ role is knowledge giving and the student’s duty is obeying and knowledge receiving (Rusina, 2008). Learning with the teachers embedded in that perspective may cause the students to feel bored or even demotivated and help them realize what they expect from their teachers’ immediacy behaviour to motivate them in English learning.

The explanation of the importance of the teaching methodology is the teaching mode in Vietnam. Thompson (2009) noted that many Vietnamese teachers still followed a teacher-centred or chalk-and-talk style in their teaching approach. Perhaps from their experiences working with such teachers and those with the more effective integrated teaching methods, the students compare and elucidate what they need from the teachers’ teaching methods to motivate them to study English. To some extent, the high mean scores of the student’s perceptions of the Task, Test, and Text components are explainable by the same reasons since inappropriate tasks, tests, and texts accompany unqualified teachers and teaching methods. Previous findings support the above explanation. Trang and Baldauf (2007) revealed that teaching methodology, teachers’

behaviour, teachers' competence, grading and assessment, if not appropriate, might become demotivating factors for EFL students. Song and Kim (2017) also showed that teacher-induced factors, such as a teacher-centred approach, exam-focused assessment, insufficient classroom activities, and encouragement of rote learning and memorization, demotivate students to study English.

## **5.2 Correlations Between Students' Ideal L2 Self and the 5Ts**

Concerning the second research question, the results provided a yes answer. The positive correlation coefficients probably mean the higher the students' level of Ideal L2 Self is, the more motivated they feel in their English learning due to the teacher's implementation of the framework. In other words, high Ideal L2 Self students will feel more motivated to study English by the teachers' 5Ts framework implementation than those with low Ideal L2 Self. This finding is consistent with Arnold, Puchta, and Rinvoluceri (2007), who claimed that the effectiveness of instruction depends greatly on learners' motivation, which is essential for language learning.

## **5.3 The Predictive Role and the Mediation of the 5Ts Frameworks**

### **Component**

Although the statistical calculations gave the two last research questions yes answers, the results deserve further discussion. The regression findings might indicate that an increase in the students' perceptions of the 5Ts results in a corresponding enhancement in their Ideal L2 Self. However, the low percentages of accounted variance of the dependent variable, namely the Ideal L2 Self, indicated that other variables beyond this research also predicted the students' Ideal L2 Self. Nonetheless, this finding showed a direct effect of the 5Ts components on the Ideal L2 Self. This study uncovered the mediation of the remaining four of the 5Ts framework components in the influence of one among five on the Ideal L2 Self. This finding implies that, according to their perspective, the students considered all classroom activities centred around teacher quality.

Last but not least, the author of this study wishes to note that this work involved students' Ideal L2 Self, but it did not aim to propose a teaching strategy to enhance this learning construct. Instead, this study used students' Ideal L2 Self as a dependent variable to measure the influence of students' perceptions of the 5Ts framework and extract pedagogical implications. Nevertheless, once the teachers' implementation of the 5Ts framework is appropriate, it will enhance the students' learning. Although the present study cannot say for sure, when motivation increases, maybe the students' corresponding Ideal L2 Self will be improved since the ultimate goal of learning a language course is to become a competent user of that language. Macaro (2003) remarked that language teachers, instead of trying to make the course easy or more fun, "should concentrate on helping students to re-focus their goals or their expectations of language learning" (p. 107).

## **6. Pedagogical Implications and Limitations**

The present finding suggests some meaningful pedagogical implications. First, teachers can motivate students in their English learning by implementing the 5Ts framework. However, as students in a class differ in many aspects, like the Ideal L2 Self level in this study, teachers cannot motivate them to the same extent by a 5Ts practice for all. High Ideal L2 Self students will feel more motivated to study English by the teachers' 5Ts framework performance than low Ideal L2 Self ones. Thus, teachers should consider implementing parallel strategies for low Ideal L2 Self students to make the 5Ts practice more even and effective. Secondly, as the ANOVA analysis in this study has pointed out, the perceptions towards the 5Ts framework might differ from group to group. Thus, the importance of the 5Ts components might vary in order, and the framework probably needs to be implemented flexibly.

This study has some weak spots, of which the relatively small sample size is a weak point. Then, there are the weak spots of the employed convenience sampling method. Possible response bias is another limitation because of using a

self-report questionnaire. Further research on this topic may be worth considering a mixed methods design and alternative samplings.

## **7. Conclusion**

This research explored the relationship between students' Ideal L2 Self and perceptions of the 5Ts framework components by collecting and analyzing related data through questionnaire responses from 79 Vietnamese English-majored students. The result showed that the response scores were in the favourable range of a Likert-five-point scale evaluation. It also revealed that the student's perceptions of all five components of the 5Ts framework positively correlated to their Ideal L2 Self, and the formers predicted the latter. In addition to this direct effect, one of the five 5Ts components indirectly influenced the Ideal L2 Self through the remaining four. The finding implies that teachers can motivate students in English learning by implementing twenty items of the 5Ts framework, especially those concerning teachers' behaviour in the classroom and teaching methods. It also indicates that students are not motivated by the teachers' practice of the 5Ts framework to the same degree. Students with a high Ideal L2 Self feel more motivated than those with low ones by the teachers' implementation of the 5Ts. Thus, teachers should consider applying parallel approaches to enhance the Ideal L2 Self for students with low levels of this construct. This work has several weak spots, such as a small sample size and possible response bias. Future research is worth considering these limitations.

## **8. About the Author**

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