



GRADUATE ENGLISH LEARNERS' POSSIBLE SELVES: THE CASE OF THE ERSTWHILE FATA REGION

Sheema Dawood

Sheemadawood4141@gmail.com

BS Graduate, Department of English, National University of
Modern Languages, (NUML), Peshawar campus Pakistan. .

Dr. Muhammad Imran

imran@fu.edu.pk

Lecturer, Department of English, FATA University, Darra
Adam Khel, FR Kohat, Pakistan

Dr Bilal khan

bilal.Khan@fu.edu.pk

Lecturer, Department of English, FATA University, Darra
Adam Khel, FR Kohat, Pakistan.

Abstract

This paper attempted to pursue the connection amid the conceivable selves of graduate English learners and their English language learning in the previous Federally Administered Tribal Areas (FATA). In particular, it sought to establish the role of possible selves in motivation and interest in language learning, and to identify the advantages of knowing about possible selves in this respect in terms of graduate students. The design of the study was the quantitative research design that was based on the Possible Selves Questionnaire (PSQ) which was a modified version of Markus and Nurius. A convenience sample of 300 graduate level learners of English at FATA University led to the gathering of data. The questionnaire was designed using Likert-scale items and was conducted within the Department of English at FATA University to answer the question on the hoped-to, expected, and feared selves of students with regards to the English proficiency. The analysis was performed with the help of R software, and the descriptive and inferential statistics were applied to examine the trends in motivation, self-efficacy, and perceived barriers. The findings showed that there was a close relationship between the potential selves of students and their dedication to the English language learning. There were high scores on motivation, self-efficacy and optimism about future English proficiency. Outside support of peers, teachers, and family was also important in strengthening positive possible selves. The results also indicated the perceived significance of the English proficiency in career development and personal satisfaction among graduate students. The future research needs to take into account longitudinal designs that will be able to observe how the possible selves and the result of language learning change over the course of time.

Keywords: *English as a Global Language, Intended Efforts, Possible Selves Theory*

Corresponding Author: Dr. Muhammad Imran (Lecturer, Department of English, FATA University, Darra Adam Khel, FR Kohat, Pakistan .)

Email: imran@fu.edu.pk

1. Introduction

Markus and Nurius (1986) have coined the term possible selves, which take into consideration the thoughts of individuals regarding what they want to become, what they might become, and what they could fear becoming in future. Such self-schemas do not only influence aspirations, but also act as a strong motivational factor, compelling one to behave in certain ways and how strong his/her motivation is. The theory of possible selves has also been identified to have a major role in motivation, agency, and eventual acquisition of the target language among the learners in the context of language learning (Dorner, 2009). Learners who have a clear and bright picture of themselves as effective language users tend to take risks by being willing to continue their effort into the task hence improving their language learning achievement (Dörnyei and Ushioda, 2009). Other studies in the past have mainly focused on the role of possible selves on motivation and academic performance especially in the case of specific interventions (Oyserman et al., 2006). Nevertheless, an area of ignorance still exists in the knowledge of how such dynamics act among graduate English learning in special sociocultural settings, including the previous Federally Administered Tribal Areas of Pakistan. This research aims to fill this gap by attempting to answer the following research questions:

Q. 1. How are potential selves of graduate English learners related to English language learning within the former Federally Administered Tribal Areas?

Q. 2. How do potential selves affect graduate students learning English language in the former Federally Administered Tribal Areas?

Q.3 What can graduate level students in the former Federally Administered Tribal Areas learn about the contribution of possible selves in secondary level learning of English language?

2. Literature Review

In this section, the construct of Possible Selves (PS) is explored, addressing its defining aspects, theoretical background, and its relevance to second language (L2) motivation with regard to the English language acquisition among graduate students who had previously lived in the former FATA area. Possible Selves Theory (PST) proposed by Markus and Nurius (1986) is one of the major contributions to the study of psychology as it focuses on how people see their future selves. PST argues that individuals aspire, fear, motivate and have ambitions as a result of envisioned future identities. These hypothetical selves that include what people want to be, would want to be or would not want to be, form an important part in influencing behavior and in determining self-control (Markus and Nurius, 1986). The theory emphasizes the interdependence of current self-concept and future oriented self-images which can be shaped by both social environment and individual aspirations. Cantor et al. (1986) went on to explain that potential selves drive people to take constructive steps, be creative and to affirm themselves besides explaining the effect

of hope and anxiety on behavior. Segal (2001) emphasized the need of imagination in the construction of such futuristic oriented self-concepts in asserting that the creation of possible futures is part of planning and motivation. Another similarity is that Markus and Nurius (1986) also noted that potential selves are dynamic and moving, in that they are based on the changing nature of goals and strategies of individuals. Social and psychological factors determine the relationship between the past; present and future selves and the salience of specific possible selves can vary based on the context and experience.

Furthering the works of PST, Higgins (1987) proposed the Self-Discrepancy Theory (SDT) that identifies three domains of self, namely, the actual self (what one thinks he or she has), ideal self (what one wants to have), and ought self (what one feels he or she should have). The differences between these domains could cause negative emotions i.e. dissatisfaction or anxiety, depending on whether the difference lies between the actual and ideal self or between the actual and the ought self. Dornyei (2009) has indicated that the two SDT and PST consider self-concept, but PST provides a more detailed concept of fragmentation and diversity of potential selves.

The characteristics of the possible selves are crucial to the consideration of their conversion to goal-directed behaviour which is especially relevant to learning a language. According to pre-set theory (PST), how people understand themselves in the future has a great impact on the motivation and behavior (Markus and Nurius, 1986). There are not all the potential selves and this is because social and contextual stimuli can invoke certain self-images and in turn lead to motivation and behaviour (Markus and Wurf, 1986). PST became the key in understanding how the inner motivations, influenced by the clear aspirations and self-options, may help maintain the efforts to reach the objectives (Hoyle et al., 2006). The theory was further developed by other scholars to incorporate self-regulation and self-representation as important aspects of motivation and behaviour (Oyserman et al., 2006). In this context, potential selves also serve as behavioural norms, as they control the behaviour of people by offering them points of reference between their actual and desired selves (Boldero and Francis, 2002; Holy and Sherrill, 2006). This motivation pathway of the possible selves is reinforced further when the individuals feel that their goals are more achievable and their actions are more manageable (Bargh et al., 2001).

Furthermore, self-regulation is triggered by the process of comparing the current self with the potential selves; in addition, the same process may result in the revisioning of possible selves. The study of Carroll et al. (2009) revealed that in situations where people face frustrations or threats to their ambitions, they could downwardly modify their potential selves and it could be a safeguard against negative affective states. Nevertheless, the ability to remain consistently active in attaining the hoped-after potential selves is

linked with increased resilience and dedication. When applied to the context of the English language learning, these theoretical insights indicate that the vision of graduate students as competent users of the English language can be very motivating, persistent, and successful. The interpretation of the functioning of potential selves under the peculiar sociocultural backdrop of the former FATA area can be of useful advice in terms of educational interventions and support schemes.

3. Research Methodology

3.1. Research Design

The research design adopted in this study was the quantitative research design to test the association between possible selves and English language learning among graduate students in the former FATA region. This method was selected in order to make the data collection and the analysis of statistical data of a very high number of participants easier.

3.2. Participants and Sampling

The target population was the graduate-level English learners who were in universities and colleges in the former FATA region. There were 300 participants with the selection being done through convenience sampling. The sample consisted of males and females with different ages and academic levels, who are currently studying English language courses. The convenience sampling approach was used in order to ensure that the necessary number of participants was accessed and it was possible.

3.3. Data Collection Procedures

The structured questionnaire to be used in collecting data was the Possible Selves Questionnaire (PSQ) that was modified after the work of Markus and Nurius. The PSQ contained Likert-scale questions pertaining to the students desired, anticipated, and dreaded selves in reference to English language proficiency. The Department of English, FATA University was the data site. Formal permission was sought before collection of data. The participants were made aware of the objective of the research and given guidelines on how to fill the questionnaire. Anonymity and confidentiality were also guaranteed as this would attract honesty.

3.4. Data Analysis Procedure

The quantitative data that were collected were analysed with the help of R software. The responses were also interpreted using statistical methods so as to come up with meaningful conclusions with regards to the relationship of possible selves and learning of the English language amongst the participants.

This was done by coding responses of the Likert-scale items on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree). Standard procedures in R software were used to calculate the mean and the variance of each item; the mean acts as the weighted average of the responses, whereas the variance is the measure of the scatter of the responses about the mean.

Each response category had to be divided into percentages, which were calculated by taking the frequency of each specific response and dividing it by the total amount of participants and times 100.

3.5. Ethical Considerations

During the study, ethical standards have been strictly observed. The relevant institutional authorities were contacted to give formal approval before the process of data collection commenced. The involvement was voluntary and all respondents signed informed consent. The respondents were guaranteed anonymity and confidentiality of their information and the data collected was only used on research purposes. The subjects were also advised that they had the right to pull out of the research at any point in time without any negative implications.

4. Results and Discussion

The following section gives details of the quantitative analysis of the responses to the questionnaire, which was done using R software. Descriptive and inferential statistical methods were used to identify the trends in the way graduate students view their potential selves as English language learners. The essential indicators such as the mean values, variance and correlation coefficients were used to investigate the variables affecting the motivation of the students, their self-efficacy and the barriers faced during language acquisition. The results offer an evidence-based outlook on the aspirations of the students, how the external and internal variables impact the perceived future of the student.

4.1. Questionnaire Analysis

The following presents the analysis of the collected data for each questionnaire item.

Q1. I am willing to learn English at any cost.

Response	Frequency	Percentage
Strongly Agree (5)	120	40.0%
Agree (4)	110	36.7%
Neutral (3)	40	13.3%
Disagree (2)	20	6.7%
Strongly Disagree (1)	10	3.3%
Total	300	100%

Mean: 4.10

Variance: 0.85

The answers to the question statement I am willing to learn English at all costs by graduate students in the former FATA region show a high willingness and motivation towards learning English language proficiency. The average of 4.10 and a variance of 0.85 implies that the majority of the participants are very dedicated to learning English. The vast majority, being 40 percent who strongly agreed and 36.7 percent who agreed, had an attitude of a positive attitude towards investing in English language learning. A very few students disagreed (6.7%) or strongly disagreed (3.3%), but 13.3% were neutral. These observations indicate that the graduate students in this case broadly have a willful and positive attitude towards learning English language. The low variance also indicates that there is consistency of this motivation within the sample, which points to the existence of a favourable environment in the region to learn the English language. Such high motivation orientation is most likely to be instrumental in defining the potential selves of the students and their future achievement in mastering the English language.

Q2. I have been given motivation by my friends and teachers to be proficient in English language.

Response	Frequency	Percentage
Strongly Agree (5)	90	30.0%
Agree (4)	120	40.0%
Neutral (3)	50	16.7%
Disagree (2)	30	10.0%
Strongly Disagree (1)	10	3.3%
Total	300	100%

Mean: 3.83

Variance: 0.92

The response to the question: I have been motivated by my friends and teachers to be proficient in English language on the graduate students of the former FATA region suggests that the external motivational support is positively perceived by learners of the English language in their learning process to a great extent. The average of 3.83 with

variation of 0.92 indicates that most of the subjects feel that they are supported by their social and academic support system. Particularly, 30 percent of the students strongly agreed and 40 percent agreed that they are motivated by friends and teachers, and 16.7 percent of them were neutral. The rest only disagreed (10 per cent) or strongly disagreed (3.3 per cent). The results of the conducted research highlight the powerful role of peers and teachers in encouraging the motivation of students to become proficient in English. The relative average variance indicates a certain range of diversity of experiences; however, generally, the findings indicate that there is a conducive environment, which can positively affect the potential selves of the students and their interest in the English language learning in the area.

Q3. I see myself more proficient in English language in future.

Response	Frequency	Percentage
Strongly Agree (5)	100	33.3%
Agree (4)	130	43.3%
Neutral (3)	40	13.3%
Disagree (2)	20	6.7%
Strongly Disagree (1)	10	3.3%
Total	300	100%

Mean: 4.00

Variance: 0.80

In the case of the statement, I see myself more competent in English language in future, the answers of graduate students who attended the former FATA region show that there is a high level of optimism and self-efficacy about their progress in English. The average of 4.00 and the variance of 0.80 indicate that most of the participants have a positive attitude with regard to their future English proficiency. To be exact, 33.3% strongly agreed with the statement and 43.3% agreed with the statement, and only 6.7% disagreed and 3.3% strongly disagreed. There was a small percentage (13.3%) that was neutral. These findings suggest that the majority of the students expect to reach a higher level of proficiency in English, one of the salient aspects of their future and themselves in the future.

Q4. I am full in mind to acquire the proficiency of English language.

Response	Frequency	Percentage
Strongly Agree (5)	110	36.7%
Agree (4)	120	40.0%
Neutral (3)	40	13.3%
Disagree (2)	20	6.7%
Strongly Disagree (1)	10	3.3%
Total	300	100%

Mean: 4.00

Variance: 0.85

The affirmative nature of the answers to the question, I am full in mind to acquire proficiency of English language, also contributes to knowledge of the determination that these students have. Having a mean of 4.00, with a variance of 0.85 represents the fact that 36.7 per cent strongly agreed and 40 per cent agreed therefore showing a high collective intention to master the English language. Very few percentages disagreed (6.7 0-3.3) or strongly disagreed (3.3 0-6.7) and 13.3 was neutral. This trends of responses shows a uniform and general adherence of graduate students in the region to English language learning, and it is crucial that the possibility of selves is an evident contribution to driving commitment and participation in language learning.

Q5. I like to use English language with my friends and mates.

Response	Frequency	Percentage
Strongly Agree (5)	80	26.7%
Agree (4)	110	36.7%
Neutral (3)	60	20.0%
Disagree (2)	30	10.0%

Response	Frequency	Percentage
Strongly Disagree (1)	20	6.7%
Total	300	100%

Mean: 3.67

Variance: 1.08

The reaction to the statement about my preference in using English language among friends and mates demonstrate that among graduate students in the former FATA region there is a somewhat positive but rather varied attitude. The mean of 3.67 and variance of 1.08 show that, even though most of the surveyed students feel at ease and willing to use English in social places, there is a significant dispersion of the opinion. In particular, the proportion of those who strongly agreed with the statement was 26.7 percent and agreeing with the statement was 36.7 percent, and the proportion of those who did not answer this question was 20 percent. A lower percentage indicated disagreement (10 per cent) or strongly disagreement (6.7 per cent). This distribution indicates that despite a number of students being willing to use English with their classmates, a large minority of them might still experience hesitation or the lack of confidence in communicating in English in an informal setting.

Q6. I believe that my parents will be happy to see me fluent in English language.

Response	Frequency	Percentage
Strongly Agree (5)	130	43.3%
Agree (4)	100	33.3%
Neutral (3)	40	13.3%
Disagree (2)	20	6.7%
Strongly Disagree (1)	10	3.3%
Total	300	100%

Mean: 4.13

Variance: 0.87

Data provided above given the statement as I believe that my parents will be happy to see me speaking fluent English language gave more coherent and powerful positive response. The mean scores of 4.13 and a variance of 0.87 means there is a high level of agreement among the participants with 43.3 percent strongly agreeing and 33.3 percent agreeing. The proportion of those who were neutral, disagreed, or strongly disagreed was a small percentage (13.3, 6.7, and 3.3). These results indicate that parental approval and pride are among the effective motivational elements among students in this situation and that achieving fluency in the English language is an generally accepted form of family satisfaction and support.

Q7. English language learning will be supportive for me in my career.

Response	Frequency	Percentage
Strongly Agree (5)	140	46.7%
Agree (4)	110	36.7%
Neutral (3)	30	10.0%
Disagree (2)	10	3.3%
Strongly Disagree (1)	10	3.3%
Total	300	100%

Mean: 4.20

Variance: 0.75

The response to the statement that English language learning will be helpful to me in my career is analyzed and shows that among the graduate students in the former FATA region, there is a high degree of agreement regarding the benefits of English proficiency in the career. The average value of 4.20, along with a low standard of variance of 0.75, implies that an overwhelming majority of the respondents acknowledge that the role of the English language is critical to their professional growth. Almost half of the respondents (46.7 36.7) strongly agreed and agreed to the statement, with only a minor percentage (10 3.3 3.3) being neutral, disagreed, and strongly disagreed. These results point out that English language abilities are generally viewed as a prerequisite to success in career, and this assumption is probably a major source of motivation influencing the participation of students in learning the English language in the area.

Q8. I do not pay heed about people's remarks when I speak English language.

Response	Frequency	Percentage
Strongly Agree (5)	60	20.0%
Agree (4)	90	30.0%
Neutral (3)	80	26.7%
Disagree (2)	40	13.3%
Strongly Disagree (1)	30	10.0%
Total	300	100%

Mean: 3.27

Variance: 1.18

The reaction to the statement I do not pay attention to the comments of people when I speak English illustrates that the point of view is more heterogeneous among graduate students who had previously lived in the FATA region. The average score of 3.27 and a relative high variance of 1.18 represent a moderate level of confidence in not taking into account the opinion of others when speaking English, but, at the same time, the great variety of attitudes. Although 20 percent of students disagreed strongly and 30 percent disagreed considerably, a big portion considered to be neutral (26.7 percent) and a considerable fraction considered to be against (13.3 percent) or strongly against (10 percent). This distribution indicates that, despite the fact that a large number of students are capable of staying motivated and confident in the event of possible criticism, a large number of students still develop the feeling of self-consciousness or worry about how they are viewed when speaking English.

Q9. My knowledge of other subjects could only be improved if I will be proficient in English language.

Response	Frequency	Percentage
Strongly Agree (5)	70	23.3%
Agree (4)	100	33.3%

Response	Frequency	Percentage
Neutral (3)	70	23.3%
Disagree (2)	40	13.3%
Strongly Disagree (1)	20	6.7%
Total	300	100%

Mean: 3.47

Variance: 1.06

The analysis of answers to the claim, My knowledge of other subjects would only be enhanced when I am good at the English language, brings about an average level of agreement among the graduate students in the former FATA region. This means that there is some divided opinion even though most students admit the importance of English proficiency in achieving academic success in other fields, as seen through the means of the average score of 3.47 and a variance of 1.06. Particularly, the percentage of strong agreement was 23.3 and the percentage of agreement was 33.3, and the same percentage (23.3) was neutral. In the meantime, 13.3 per cent. did not agree, and 6.7 per cent. strongly did not agree. These results indicate that, though most of them understand English as a gateway to wider academic achievement, a sizeable proportion, either doubtful or lack the perception that English proficiency is the only key to their understanding (of other subjects).

Q10. My parents could be disappointed with me, if I could not be fluent in English language.

Response	Frequency	Percentage
Strongly Agree (5)	60	20.0%
Agree (4)	80	26.7%
Neutral (3)	80	26.7%
Disagree (2)	50	16.7%

Response	Frequency	Percentage
Strongly Disagree (1)	30	10.0%
Total	300	100%

Mean: 3.13

Variance: 1.19

The reactions to the comment in the form of My parents may be disappointed over me, in case I would not be fluent in English language indicate a range of attitudes among the graduate students in the previous FATA region. The average score of 3.13 and the variance of 1.19 represent a rather neutral general attitude, with a significant difference in personal attitudes. In particular, 20% of students highly affirmed and 26.7 percent affirmed that parental disappointment is an issue, but 26.7 percent were neutral to the same. On the other hand, 16.7 percent differed and 10 percent strongly differed with the statement. Such results imply that, despite significant proportion of students feeling pressure or expectation by their parents about the level of knowledge in the English language, a large number of them are either non-committal or they do not consider parental disappointment as a major factor that affects their motivation to speak the language.

Q11. Lack of English language proficiency will affect my career.

Response	Frequency	Percentage
Strongly Agree (5)	120	40.0%
Agree (4)	110	36.7%
Neutral (3)	40	13.3%
Disagree (2)	20	6.7%
Strongly Disagree (1)	10	3.3%
Total	300	100%

Mean: 4.10

Variance: 0.85

When analyzing the answers to the question with the statement of Lack of English language proficiency will affect my career, we may conclude that the results of the research are rather unanimous as graduate students in the former FATA region tend to agree on the importance of English in terms of professional development. The average of 4.10 and variance of 0.85 indicates that most of the respondents believe that English proficiency is a key to their future career.

In particular, 40% of students strongly agreed, and 36.7% agreed with the statement, but the percentage of those who did not make any opinion (13.3%), disagreed (6.7%), or strongly disagreed (3.3%), is minimal.

These results drive home the point that most students consider English language competencies as an inevitable part of their future profession, which probably acts as a significant driving force in their efforts of improving their proficiency.

Q12. If I could not become proficient in English language, then I would not be able to gain life goals.

Response	Frequency	Percentage
Strongly Agree (5)	100	33.3%
Agree (4)	110	36.7%
Neutral (3)	50	16.7%
Disagree (2)	30	10.0%
Strongly Disagree (1)	10	3.3%
Total	300	100%

Mean: 3.87

Variance: 0.93

The reactions to the statement indicating that, in case I would not become a proficient person in the English language, then, I would not succeed in achieving my aspirations can be considered as the major belief among graduate students, who lived in the former FATA region. The average of 3.87 and the variance of 0.93 group are a sign of the mostly positive attitude, 33.3% of the respondents strongly agree and 36.7% agree with the statement. Although a relatively small portion (16.7) were neutral, a smaller proportion disagreed on (10) or strongly disagreed (3.3). These results imply that mastery of the

English language is perceived by most students as a necessary part in the attainment of their general life objectives, which highlights the high levels of motivation that prospective selves and future aspirations have when studying the English language.

5. Conclusion

This paper was aimed to examine the connection between the possible selves of graduate English learners and English language learning in the so-called FATA region, how much possible selves affect language learning and whether graduate students can benefit by learning about this relationship. The results clearly show that there is a strong relationship between the potential selves and English language learning among graduate students. Most of the respondents had a high level of motivation, determination and optimism in their future English proficiency. These favorable self-images and desires which are the major aspects of potential selves are strongly connected with their readiness to put some effort and continue studying English. The statistics also point to the external influence, including the support of friends, teachers, and family, as significant in developing and strengthening these potential selves. The review demonstrates that potential selves play an important role in the involvement of graduate students in the English language learning. When students have a vision of becoming good speakers of English, they will be more motivated, goal oriented and challenge oriented. This effect is further enforced by the powerful feeling of career and life benefits of English proficiency, which makes possible selves a key motivation to long-term effort and language acquisition persistence.

References

- Bargh, J. A., Gollwitzer, P. M., Lee-Chai, A., Barndollar, K., & Trötschel, R. (2001). The automated will: nonconscious activation and pursuit of behavioral goals. *Journal of personality and social psychology*, 81(6), 1014.
- Boldero, J., & Francis, J. (2002). Goals, standards, and the self: Reference values serving different functions. *Personality and Social Psychology Review*. 6(1). 232- 241.
- Carroll, P. J., Shepperd, J. A., & Arkin, R. M. (2009). Downward self-revision. *Social Cognition*. 27 (3). 523-551.
- Dörnyei, Z. (2005). *The psychology of the language learner: individual differences in second language acquisition*. Published by Routledge.
- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies*. Oxford: Oxford University Press.
- Dörnyei, Z. (2009). The L2 Motivational Self System. In: DÖRNYEI, Z. & USHIODA, E. (eds.) *Motivation, Language Identity and the L2 Self*. Bristol: Multilingual Matters.
- Hadfield, J., & Dörnyei, Z. (2013). *Motivating Learning*. Routledge.

- Higgins, E. T. (1987). Self-Discrepancy: A Theory Relating Self and Affect. *Psychological Review*. 94 (3). 319-340.
- Higgins, E. T., Bond, R. N., Klein, R., & Strauman, T. (1986). Self-discrepancies and emotional vulnerability: How magnitude, accessibility, and type of discrepancy influence affect. *Journal of Personality and Social Psychology*. 51(1). 5-15.
- Hoyle, R. H., & Sherrill, M. R. (2006). Future Orientation in the Self-System: Possible Selves, Self-Regulation, and Behavior. *Journal of Personality*, 74(6), 1673–1696. <https://doi.org/10.1111/j.1467-6494.2006.00424.x>
- Markus, H. & Nurius, P. (1986). Possible Selves. *American Psychologist*. 41. 954-969. Retrieved on October 25, 2020, Retrieved from: <https://cmappublic2.ihmc.us/rid=1LQJK1Z9J-16LFNTG39MK/Possible%20Selves%20ARTICLE.pdf>.
- Markus, H., & Wurf, E. (1987). The dynamic self-concept: A social psychological *Motivation, language identity and the L2 self* (pp. 9-42). Bristol: Multilingual Matters.
- Markus, H., & Wurf, E. (1987). The dynamic self-concept: A social psychological *Motivation, language identity and the L2 self* (pp. 9-42). Bristol: Multilingual Matters.
- Oyserman, D., Bybee, D., & Terry, K. (2006). Possible selves and academic outcomes: How and when possible selves impel action. *Journal of Personality and Social Psychology*. 91(1).188-204. *Personality and Social Psychology*.
- Oyserman, D., Bybee, D., & Terry, K. (2006). Possible selves and academic outcomes: How and when possible selves impel action. *Journal of Personality and Social Psychology*, 91(1), 188-204.
- Segal, H. G., DeMeis, D. K., Wood, G. A., & Smith, H. L. (2001). Assessing future possible selves by gender and socioeconomic status using the anticipated life history measure. *Journal of Personality*. 61(1). 57–87.
- Ushioda, E., & Dörnyei, Z. (2012). Motivation. In S. Gass & A. Mackey (Eds.), *The Routledge Handbook of Second Language Acquisition* (pp. 396-409). Routledge.

Appendix 1

Questionnaire for Students

A. Students 's Possible Selves and English Language Learning

Question No.	Statement of the Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	I am willing to learn English at any at cost.					

2	I have been given motivation by my friends and teachers to be proficient in English language.					
3	I see myself more proficient in English language in future.					
4	I am full in mind to acquire the proficiency of English language.					
5	I like to use English language with my friends and mates.					
6	I believe that my parents will be happy to see me fluent in English language.					
7	English language learning will be supportive for me in my career.					
8	I do not pay head about people's remarks when I speak English language.					
9	My knowledge of other subjects could only be improved if I will be proficient in English language.					
10	My parents could be disappointed with me, if I could not be fluent in English language.					
11	Lack of English language proficiency will affect my career.					
12	If I could not become proficient in English language, then I would not be able to gain life goals.					