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Abstract

This study aims at examining the influence of Dörnyei's (2005, 2009) L2 Motivation Self System three main components, as well as integrativeness, instrumentality prevention, and intended effort, on prospective teachers' motivated behaviour. A total of 75 first-year pre-service school teachers at the University of the Balearic Islands (UIB) completed a questionnaire based on Taguchi, Magid & Papi (2009). The results confirm that student teachers show a positive disposition towards the learning of English as a foreign language. The L2 learning experience seems to play a major part in arousing students' motivation. The data also indicate that future teachers place more emphasis on integrative reasons (i.e. Ideal L2 Self and integrativeness) than on pragmatic or utilitarian motives (i.e. Instrumentality prevention and Ought to L2 Self) for learning the target language. In fact, integrativeness shows the strongest correlation with intended effort. T-test results also reveal that female participants seem to be more committed and dedicate more time and effort to learn the L2 than their male counterparts. Finally, the data show that university English majors appear to be more intrinsically motivated than non-English majors

Resumen

Este estudio examina la influencia de las tres variables principales del modelo de Dörnyei (2005, 2009), *L2 Motivation Self System*, así como la integración, la instrumentalidad preventiva y el esfuerzo previsto en la motivación de los futuros maestros. Un total de 75 futuros profesores de primaria de la Universitat de les Illes Balears cumplieron un cuestionario basado en Taguchi, Magid & Papi (2009). Los resultados confirman que los futuros maestros muestran una predisposición positiva hacia el aprendizaje del inglés como lengua extranjera. La experiencia de aprendizaje en la L2 parece jugar un papel fundamental en el incremento de la motivación de los estudiantes. Los datos indican que los futuros maestros otorgan más importancia a la motivación integradora (i.e. *Ideal L2 Self* and *integrativeness*) que a los aspectos más pragmáticos o utilitarios (i.e. *Instrumentality prevention* and *Ought to L2 Self*) para aprender la lengua objeto. De hecho, la integración muestra la correlación más alta con el esfuerzo previsto. Los resultados del T-test también revelan que las participantes femeninas parecen estar más comprometidas y decididas a invertir más tiempo y esfuerzo para aprender la L2 que sus compañeros masculinos. Finalmente, los datos señalan que los alumnos universitarios que desean especializarse en lengua inglesa están más intrínsecamente motivados que aquellos otros que desean especializarse en otras asignaturas

Keywords

L2 motivational Self System; Motivational variables; Teacher training; English as a foreign language; Spanish EFL students

Palabras clave

L2 motivational Self System; Variables motivacionales; Formación del profesorado; Inglés como lengua extranjera; Aprendices españoles de lenguas extranjeras

1. Introduction

Motivation has generated a large body of research since it has been acknowledged to be a critical factor influencing L2 success and achievement (Gardner, 1985; Bernaus, Masgoret, Gardner & Reyes, 2004; Cheng & Dörnyei, 2007; Kim, 2012). According to Gardner (1985), motivation refers to “*the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity*” (p. 10). Gardner’s (1985, 2001) socio-educational model establishes a distinction between two main types of orientation: integrative vs. instrumental. Integrative orientation concerns the desire to learn the L2 in order to interact and integrate with the target language community (Gardner, 1985). Conversely, Instrumental orientation includes more pragmatic reasons for learning the target language such as career advancement, social prestige, or simply passing a required test or examination (Gardner, 1983; Saville-Troike, 2006). Gardner & Lambert (1972) also postulate that learners with integrative motivation tend to be more involved in the learning process, and achieve greater competence in the target language than those learners with instrumental motivation. In fact, Gardner (1985) considers integrative motivation, which includes attitudinal, situational and motivational variables towards L2 learning, as a major determinant of L2 achievement. However, the importance attached to the concept of integrativeness in Gardner’s (1985, 2000) L2 motivational model has been questioned by many researchers for neglecting, among others, the motivational factors associated with L2 instructional settings. Indeed, integrative motivation was found to be of little relevance to L2 learners who have none or little opportunities to meet and integrate with members of the target language community (Clement, Dörnyei & Noels, 1994; Dörnyei, 1990; 2005). Furthermore, today’s globalizing world and the current status of English as a lingua franca (ELF) has challenged the very identity and ownership of English (Widdowson, 1994; Lamb, 2004; Kachru & Nelson, 2006), which has led to a new reconceptualization of integrativeness in terms of a more comprehensive L2 motivational construct labelled ‘The L2 Motivational Self-System’ (see Dörnyei & Csizér, 2002; Dörnyei, 2005, 2009). This new theoretical model seems to be more broadly applicable across different cultural and linguistic contexts, and more congruent with current emerging formulations of social identity (Chong & Low, 2009, Papi, 2010). In fact, this L2 motivational framework has been validated and used successfully in different L2 learning contexts (Busse, 2013; Csizér & Lukács, 2010; Ryan, 2009; Taguchi, Magid & Papi, 2009; You & Dörnyei, 2016).

The L2 Motivational Self System (Dörnyei, 2005, 2009) comprises three main dimensions: The Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience. The Ideal L2 Self is described as the ideal image of the kind of person who speaks the L2 one would like to become (Dörnyei, 2005). A big discrepancy between the desirable self-image as an L2 speaker and his/her actual self-image might act as a powerful motivational force (You & Dörnyei, 2016). The Ideal L2 Self is a major component of the L2 motivational construct proposed by Dörnyei (2005, 2009), and has been found to significantly correlate with integrativeness in Gardner’s socio-educational model (MacIntyre, Mackinnon & Clément, 2009; Ryan, 2009; Taguchi, Magid & Papi, 2009). Integrativeness is identified in this way with the Ideal L2 Self, reinforcing learners’ integrative disposition to learn the L2 (Dörnyei, 2009). The Ought-to L2 Self concerns the attributes that one believes s/he ought to possess due to perceived duties, obligations and responsibilities in order to live up to the expectations of others or to avoid possible negative results (Dörnyei, 2005; You & Dörnyei, 2016). The Ought-to L2 Self is closely linked to aspects of ‘preventional’ instrumentality (i.e. instrumental motives to avoid negative outcomes) (Dörnyei, 2005), and seems to have a lesser impact on L2 students’ motivation than the Ideal L2 Self (Taguchi, Magid & Papi, 2009). Finally, the L2 learning experience is related to specific-situation motives associated with the immediate learning environment (e.g. the L2 teacher, classroom methodology, materials, the experience of success, etc.) (Dörnyei, Csizér & Nemeth, 2006). Research suggests that this third component of the L2 Motivational Self System appears to have the largest influence on students’ motivated behaviour (Taguchi, Magid & Papi, 2009).

Among the different variables related to the L2 experience, numerous studies highlight the close connection between the motivation of L2 teachers and students’ motivation (Amengual-Pizarro & García Laborda, 2017; Bier, 2014; Csizér & Kormos, 2009; Bernaus & Gardner, 2008; Dörnyei, 2001; Kassabgy, Boraie & Schmidt, 2001). According to Igawa (2009), teachers’

motivation has an effect on students' motivation since "*the teacher is a keystone of what is going on in the classroom*" (p. 203). In fact, teachers' lack of motivation may negatively affect the attitudes and motivation of L2 learners (Dörnyei, 2001; Frenzel, Goetz, Lüdtke & Pekrun, 2009). Furthermore, language teachers are believed to be responsible for promoting students' motivation (Sawyer, 2007; Dörnyei, 2001) by both "*adopting motivational strategies but also by being motivated themselves*" (Biber, 2014, p. 506). Despite the increasing importance attributed to teachers' affective variables, the construct of teacher motivation has been scarcely explored in language pedagogy (Dörnyei, 2001; Igawa, 2009). However, numerous studies point to the need to enhance awareness about the contributing role of L2 teachers' motivated behaviour in the promotion of students' motivation in classroom settings (Sawyer, 2007; Bernaus & Gardner, 2008; Frenzel, Goetz, Lüdtke & Pekrun, 2009; Griffin, 2010). Indeed, research has established strong links between intrinsic motivation and teachers' effort, commitment and effectiveness (Alsup, 2005; Bakar, Mohamed, Suhid & Hamzah, 2014; Balyer & Ozcan, 2014). Conversely, it is generally assumed that extrinsically motivated teachers tend to show lower levels of enthusiasm and long-term commitment (Yong, 1995). Therefore, this study will attempt to fill this research gap by examining teachers' motivation within the broader L2 motivational construct, the L2 Motivational Self System, formulated by Dörnyei (2005, 2009).

2. Research questions

Drawing on the L2 Motivational Self System (Dörnyei, 2005, 2009), the main purpose of this study is to analyse the main attitudes and motivational factors of prospective school teachers towards the learning of English as a foreign language. Specifically, the following research questions were addressed:

1. Which motivational variables exert a stronger influence on student teachers' motivation towards the learning of English?
2. What is the relationship between the L2 Motivational Self System three main components, integrativeness, instrumentality prevention, and intended effort?
3. Is there any significant difference in student teachers' motivation as a function of gender?
4. Is there any significant difference in the type of motivation of university English majors vs. university non-English majors?

3. Method

3.1. Participants

The participants in this study were 75 first-year prospective school teachers enrolled in a compulsory English language course at the University of the Balearic Islands (UIB). The age of the participants ranged from 18 (18-24 years; n = 93.3%) to 30 (25-30 years: n = 5.4%). In terms of gender, the majority of participants were females (74.7%) versus males (25.3%).

3.2. Instrument and data collection

The primary research instrument used in conducting this study was a questionnaire which included two main sections. The first section (Section 1) asked participants to provide general demographic information (age, sex, major, native language, other L2 languages, and overseas experience). Section 2 consisted of 26 items adapted from a questionnaire devised by Taguchi, Magid & Papi (2009) in order to validate Dörnyei's (2005, 2009) L2 Motivational Self System in three different language contexts. Some of the items were also based on Dörnyei, Csizer & Nemeth's (2006) Hungarian studies (i.e. criterion measures in order to assess students' intended efforts to learn the L2), and other previous questionnaires (Dörnyei, 2001). The questionnaire was piloted among 20 freshman student teachers enrolled in a different compulsory English language course at the UIB. Some minor adjustments were made to the questionnaire before administering the final version to participants. The items were all

affirmative statements measured on a 6-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree). A total of 6 motivational factors were used in this study: learners' intended efforts to learn English (i.e. criterion measures) (items 1, 4, 8, 17, and 22), Ideal L2 Self (items 2, 10, 11, 18, and 19), Ought-to L2 Self (items 3, 9, 20, 21, and 24), instrumentality prevention (items 5, 6, 16, and 26), attitudes to learning English (items 7, 12, 15, and 25), and integrativeness (items 13, 16, and 23). The data obtained were analysed with the Statistical Package for the Social Sciences (SPSS) 22.0. *Cronbach's alpha coefficients* were calculated separately for each factor to measure the internal consistency reliability of the items: 1) Criterion measures ($\alpha = 0.729$, $n = 5$ items); 2) Ideal L2 Self ($\alpha = 0.864$, $n = 5$ items); 3) Ought-to L2 Self ($\alpha = 0.743$, $n = 5$ items); 4) Instrumentality prevention ($\alpha = 0.701$, $n = 4$ items); 5) attitudes to learning English ($\alpha = 0.703$, $n = 4$ items), and 6) integrativeness ($\alpha = 0.700$; $n = 3$ items). As can be observed, the items show an acceptable or high degree of internal consistency with this specific sample (75 respondents).

The questionnaire was administered in Spanish to all student teachers during their normal class time in mid-October 2018. Participants were requested to complete the questionnaire in about 30 minutes in the presence of the researcher.

4. Results and discussion

4.1. Which motivational variables exert a stronger influence on student teachers' motivation towards the learning of English?

In order to examine the first research question, a descriptive analysis of the 6 motivational variables analysed in this study (i.e. criterion measures, Ideal L2 Self, Ought-to L2 Self, instrumentality prevention, attitudes to learning English, and integrativeness) was carried out. Table 1 presents the mean scores and standard deviations calculated for each of the six different factors. The data have been arranged in descending order of importance within each category so as to facilitate interpretation of results. The overall mean for the whole sample was 3.74 on a 6-point scale, which indicates that pre-service teachers show considerable interest in the L2 language, and appear to have a positive disposition towards English learning.

In line with previous research (Taguchi, Magid & Papi, 2009; You & Dörnyei, 2016), the findings reveal that the highest overall mean value of the 6 factors was obtained for criterion measures ($\bar{x} = 4.15$), followed next by attitudes to learning English ($\bar{x} = 4.06$). This indicates that student teachers seem to be motivated by their attitudes to the L2 learning experience (i.e. they find English to be interesting and enjoyable, items 15 and 25) and, consequently, are more willing to invest effort to learn the target language. The data also show that the Ideal L2 Self also receives considerable high scores ($\bar{x} = 3.99$) and comes next in order of importance, followed afterwards by integrativeness ($\bar{x} = 3.84$), instrumentality prevention ($\bar{x} = 3.72$), and, finally, Ought to L2 Self ($\bar{x} = 2.72$), which registered the lowest overall mean score. In fact, it is worth noting that this last motivational dimension is the only one which does not achieve the midpoint on a 6-point scale. Therefore, it seems that pragmatic utilitarian reasons (i.e. Instrumentality prevention), as well as the duties and obligations associated with the learning of English (i.e. Ought-to L2 Self), are the two motivational constructs having the least impact on students' motivated behaviour.

Table 1.
Descriptive statistics about the six motivational variables

Items: Criterion measures	N	Mean	SD
1. If an English course was offered In the future, I would like to take it.	75	4.73	1.031
8. I would like to study English even if I were not required.	75	4.41	1.311
17. I am prepared to expend a lot of effort in learning English.	75	4.25	1.152
22. I think that I am doing my best to learn English.	75	3.84	1.293
4. I am working hard at learning English.	75	3.55	1.328
Overall mean of the scale = 4.15			
Items: Ideal L2 Self	N	Mean	SD
11. I can imagine a situation where I am speaking English with foreigners.	75	4.55	1.339
18. I can imagine myself living abroad and using English effectively for communicating with the locals.	75	4.26	1.304
10. I can imagine myself living abroad and having a discussion in English.	75	4.11	1.538
19. Whenever I think of my future career, I imagine myself using English.	75	3.67	1.571
2. I can imagine myself speaking English as if I were a native speaker of English.	75	3.40	1.470
Overall mean of the scale = 3.99			
Items: Ought-to L2 Self	N	Mean	SD
20. Studying English is important to me because an educated person is supposed to be able to speak English.	75	3.48	1.349
9. Studying English is important to me because other people will respect me more if I have a knowledge of English.	75	3.03	1.488
21. Studying English is important to me in order to gain the approval of my peers/teachers/family/boss.	75	2.65	1.428
24. Learning English is necessary because people surrounding me expect me to do so.	75	2.51	1.256
3. I study English because close friends of mine think it is important.	75	1.93	1.127
Overall mean of the scale = 2.72			
Items: Instrumentality (prevention)	N	Mean	SD
26. I have to learn English because I don't want to fail the English course.	75	4.33	1.580
14. I have to learn English because without passing the English course I cannot graduate.	75	4.20	1.644
5. I have to study English; otherwise, I think I cannot be successful in my future career.	75	3.28	1.361
6. Studying English is important to me, because I would feel ashamed if I got bad grades in English.	75	3.08	1.383
Overall mean of scale = 3.72			
Items: Attitudes to learning English	N	Mean	SD
15. I find learning English really interesting.	75	4.63	1.313
25. I really enjoy learning English.	75	4.33	1.155
12. I would like to have more English lessons at school.	75	3.78	1.185
7. I always look forward to English classes.	75	3.53	1.266
Overall mean of the scale = 4.06			
Items: Integrativeness	N	Mean	SD
16. I like English.	75	4.55	1.407
13. Learning English is important to me in order to learn more about the culture and art of its speakers.	75	4.36	1.204
23. I would like to become similar to the people who speak English.	75	2.61	1.567
OVERALL MEAN OF THE SCALE= 3.84			

4.2. What is the relationship between the L2 Motivational Self System three main components, integrativeness, instrumentality prevention, and intended effort?

Pearson correlation analyses were conducted (Table 2) to examine the relationship between the three main dimensions of the L2 Motivational Self System and the other motivational variables examined in this study: integrativeness, instrumentality prevention, and intended effort (i.e. criterion measure).

Table 2.
Correlations between the motivational variables

	Criterion measure	Ideal L2 Self	Ought-to L2 Self	Instrumentality prevention	Attitudes to English	Integrativeness
Criterion measure	1	.350**	.371**	.185	.428**	.480**
Ideal L2 Self	.350**	1	.381**	-.058	.560**	.562**
Ought-to L2 Self	.371**	.381**	1	.512**	.269*	.324**
Instrumentality prevention	.185	-.058	.512**	1	-.150	-.003
Attitudes to English	.428**	.560**	.269*	-.150	1	.636**
	.480**	.562**	.324**	-.003	.636**	1

** Correlation is significant at the 0.01 level

* Correlation is significant at the 0.005 level

As can be observed, although most of the motivational variables correlated with the criterion measure, most coefficient values were moderate. The highest association was between intended effort and integrativeness (.480), followed next by attitudes to learning of English (.428). This indicates that students' integrative disposition to learn the L2, and to get closer to members of the target language community, as well as their attitudes towards the learning context, have both a clear impact on their desire to devote time and effort to learn the English language. In fact, these two latter motivational constructs (i.e. integrativeness and attitudes to learning English) are strongly correlated (.636). The Ideal L2 Self also shows the highest correlation with integrativeness (.562), which is indicative of the similarity of these two concepts. However, and contrary to previous findings (Taguchi, Magid & Papi, 2009; Papi, 2010), the Ideal L2 Self correlates only moderately with intended effort (.350). Overall, these results point to the relevance of integrativeness in an autonomous community such as the Balearic Islands, one of the most popular Spanish tourist destinations, where the English-speaking community represents an important market for the economy of the islands. Interestingly, the attitudes to learning English are also strongly related to the Ideal L2 Self (.560), indicating that the participants' ideal image of the kind of L2 speaker they would like to become is clearly associated with the classroom environment and the L2 learning experience. Indeed, learning experiences have been found to be related to intrinsic categories (Papi, 2010). These results highlight the importance of classroom factors on the promotion of students' motivated behaviour. Finally, the Ought-to L2 Self shows strong significant correlations with instrumentality prevention (.512). That is, the responsibilities and obligations student teachers feel they have towards the learning of English are significantly associated with the avoidance of obtaining negative results. In fact, instrumentality prevention correlates negatively with both the Ideal L2 Self (-.058) and integrativeness (-.003), which indicates that the values on these two groups of variables (instrumentality prevention, on the one hand, and Ideal L2 Self and integrativeness, on the other hand) move in opposite directions. In other words, as the values of utilitarian academic and professional reasons related to the learning of English increase (i.e. instrumentality prevention), the values of more integrative reasons for learning the language decrease (i.e. Ideal L2 Self and integrativeness).

4.3. Is there any significant difference in student teachers' motivation as a function of gender?

Similar to previous research findings (You & Dörnyei, 2016), the initial descriptive statistics calculated revealed that all motivational variables received higher ratings by females (74.7%) than by males (25.3%), except for the Ideal L2 Self, which was scored more highly by male participants ($\bar{x} = 20.58$ vs. 19.69). This latter finding indicates that male participants seem to have a more positive self-image of the kind of English user they aspire to be in the future than their female counterparts.

Interestingly, independent samples *t*-tests results only reveal statistically significant differences between both groups of students in criterion measures ($t = -3.014$; $p = .004 < 0.05$) as a function of gender. This result indicates that males show less willingness to devote time and effort to learn the L2 than females ($\bar{x} = 18.24$ vs. 21.55). In other words, females seem to be more engaged and committed, and are more willing to put more effort in learning English than males. Nevertheless, these results should be interpreted with caution due to the relatively small samples sizes.

4.4. Is there any significant difference in the type of motivation of university English majors' students vs. university non-English majors' students?

Independent samples *t*-tests were also run to compare data across participants who have chosen English as a major and those who are specialising in other subjects (e.g. Physical Education teachers, Arts and Music Education teachers, etc.). As predicted, descriptive statistics show that the university English majors' subgroup scored higher in integrativeness ($\bar{x} = 12.20$ vs. 11.43), Ideal L2 Self ($\bar{x} = 24.40$ vs. 19.39), attitudes to learning English ($\bar{x} = 18.70$ vs. 15.90), and criterion measure ($\bar{x} = 21.50$ vs. 20.72). This indicates that English majors tend to be more driven by intrinsic reasons for learning the L2 and have a more positive image of the kind of L2 speaker they would like to become (Dörnyei, 2005). They also appear to show a more favourable disposition towards the L2 learning experience, and intend to put more effort into the learning tasks.

In fact, *t*-test results reveal statistically significant differences between both groups of participants as regards attitudes to learning English ($t = 2.353$; $p = .021 < 0.05$), and Ideal L2 Self ($t = 2.628$; $p = .011 < 0.05$). These findings reveal that students who have chosen English as their main university degree subject are clearly more intrinsically motivated than those by whom English is only considered to be a degree requirement. Indeed, although no statistically significant differences were found between both groups, it is worth mentioning that the non-English majors' subgroup only registered higher ratings on the more external motivational variables: Ought to L2 Self ($\bar{x} = 13.69$ vs. 13.40), and Instrumentality prevention ($\bar{x} = 15.21$ vs. 13.00). This shows that student teachers specialising in subjects other than English (i.e. non-English majors) tend to be more extrinsically motivated, and appear to be more concerned about academic failure and the need to avoid negative outcomes than their English majors counterparts.

5. Conclusion

The main aim of this study was to explore the influence of Dörnyei's (2005, 2009) L2 Motivation Self System three main dimensions, as well as integrativeness, instrumentality prevention, and intended effort, on student teachers' motivated behaviour. In line with other research findings (Moran, Kilpatrick, Abbott, Dallat & McClune, 2001; Sinclair, 2008, Topkaya & Uztosun, 2012; Amengual-Pizarro & García-Laborda, 2017), the results of this study confirm that student teachers show a positive disposition towards the learning of English as a foreign language. Indeed, descriptive statistics (Table 1) reveal that prospective teachers are clearly engaged and committed learners. The L2 learning experience or classroom environment seems to play a decisive role in determining students' disposition towards the target language (see Csizér & Kormos, 2009; Ryan, 2009; Taguchi, Magid & Papi, 2009; Papi, 2010). The data also indicate

that future teachers show a high degree of intrinsic motivation (Moran, Kilpatrick, Abbott, Dallat & McClune, 2001; Topkaya & Uztosun, 2012; Amengual-Pizarro & García-Laborda, 2015, 2017), granting high scores to the Ideal L2 Self and integrativeness variables. On the contrary, more pragmatic utilitarian reasons for learning the L2, such as perceived duties, responsibilities, or fear of failing in tests (i.e. Instrumentality prevention and Ought to L2 Self) are regarded as the least important motivational variables associated with the learning of the target language. This is an encouraging result since research suggests that intrinsically motivated teachers show higher levels of enthusiasm and involvement, and perform their tasks more efficiently (Bakar, Mohamed, Suhid & Hamzah, 2014; Balyer & Ozcan, 2014).

Nevertheless, Pearson correlation analysis indicate only moderate correlations between intended effort (i.e. criterion measure) and most of the analysed motivational variables (integrativeness, attitudes to learning English, Ought-to L2 Self, and Ideal L2 Self). It is, however, worth mentioning that integrativeness shows the strongest correlation with intended effort (see Gardner, 1985). This means that prospective teachers' positive attitude towards the L2 and the target language community represents a powerful motivating factor, which encourages future teachers to invest time and effort to learn the language. The fact of having an important English-speaking community in the Balearic Islands, which students can easily join or get closer to, may have been a decisive contributing factor to the interpretation of these results. It is also interesting to note that the Ideal L2 Self and integrativeness are highly correlated, pointing to the similarity of both concepts. The L2 learning experience, which has been found to be related to intrinsic categories (Papi, 2010), seems to be the second most important motivational aspect associated with intended effort, highlighting the impact of the classroom environment on students' motivated behaviour (Taguchi, Magid & Papi, 2009; Papi, 2010). Correlation results also reveal a negative association between instrumentality prevention and both the Ideal L2 Self and integrativeness, which indicates that as the values of pragmatic academic and professional reasons related to the study of English increase (i.e. instrumentality prevention), the values of integrative reasons for learning the L2 decrease (i.e. Ideal L2 Self and integrativeness).

The data also suggest that, although females tend to score higher than males on most of the motivational variables (see You & Dörnyei, 2016), there seem to be no systematic gender differences regarding L2 motivation between both groups. The only significant difference was related to intended effort, where results indicate that female participants seem to be more committed, and show a stronger desire to devote time and effort to learn English than their male counterparts. In spite of this, males appear to have a clearer positive image of the kind of L2 user they would like to become in the future (i.e. Ideal L2 Self, see Dörnyei, 2005) than females, although this latter difference is not statistically significant.

Finally, t-test results reveal statistically significant differences in relation to attitudes to learning English, and Ideal L2 Self (You & Dörnyei, 2016) between student teachers who have chosen English as their main university degree subject, and students by whom English is only considered a degree requirement. Thus, the university English majors' subgroup appears to be more intrinsically motivated than the non-English majors' subgroup, which only registered higher scores on extrinsic or external motivational reasons to learn the L2 (i.e. Ought-to L2 Self and Instrumentality prevention).

On the basis of these results, and given the importance attached to integrative motivational variables, and to the attitudes to the L2 learning experience, it is thought that greater efforts should be directed towards the creation of more enriching and supportive learning environments, which aimed to arouse student teachers' integrative motivation towards the learning of English and to encourage the promotion of more effective L2 instructional practices.

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