

Investigating Saudi EFL Learners' Vision of Future-self and its Relationship to their Self-regulated Learning Behaviour

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Abstract

The aim of this paper is twofold. Firstly, based on the assumption that the imagery component of the vision of future-self, particularly the ideal L2 self, has a powerful motivational influence on the learning behavior of learners, the paper aims to investigate the relationship between the learners' vision of ideal L2 self (V- ideal L2 self) and their self-regulated learning (SRL) behavior. The second purpose was to explore the concepts of vision of future-self and self-regulated learning from the learners own experience in order to present a comprehensive picture of how Saudi EFL learners may envision their future-self and what factors have contributed in constructing their visions. In this study, data were collected by means of questionnaire and interview. Both quantitative and qualitative data indicated that learners' self-regulated learning behavior are motivated by their V-ideal L2 self which highlights its motivational power in L2 learning. Furthermore, the qualitative data suggested that learners' visions of future-self are varied due to the contribution of several factors that influence shaping their vision including learners' self-efficacy, significant others, and learning experiences.

Keywords: Ideal L2 self, motivation, Saudi EFL Learners, self regulated learning (SRL), vision of future self.