Motivation is probably the most changeable aspect of learning a second language. Pfeiffer (2001) notices that motivational processes bring a lot of positive points. Their central matters are curiosity and arousal of learners' interest. These two factors are basic elements in stimulating and sustaining intellectual students' activities in a natural way. In order to work and operate consciously, our organisms should be stimulated. Stimulation brings ready to work, increase perceptive processes and ease better memorizing. Discussions on the theory of motivation in L2 learning were once dominated by goal-oriented learning in psychological issues. Learners were classified as integratively- or instrumentally-oriented (Gardner and Lambert, 1972) to achieve a required proficiency in a second language use for identification with a particular group of ethnolinguistic or for pragmatic profits. Throughout the years, this theoretical issue has changed to a new sphere of self and identity in explaining the internal identification process within students' self-concept to stimulate motivation for L2 competence. Motivation to learn a certain language can be interpreted by the active pursuit of certain kinds of linguistic, cultural, professional or personal identity or possible selves.

Self-concept is one's theory about a man, the person of the past, present and the future including group memberships and social roles. Self-concept's role is to make sense of a person's present, moreover it maintains positive self-feelings, makes predictions about the future and influences motivation. Possible selves is the concept that matters the contents of the future-oriented component of self-concept (Markus & Nurius, 1986). Possible selves are the ones a person believes or might become in the future and constitute a vital role in motivation and goal setting. Possible selves are balanced which means that every individual has both positive and negative images of the selves he/she expects to become or wished to avoid becoming.

A person's past experiences of success or failure in a particular domain influences one's beliefs about the relevance or attainability of possible selves in that domain. Past failures can make hinder what success would look like in a certain domain and which strategies would be effective. However, past successes can facilitate what success would look like and what steps should be taken in order to gain a desired possible self. For example, a person with a past juvenile delinquency is less likely to articulate job focused and education possible selves (Oyserman & Markus, 1990).

The future is a vital element of self-concept. Possible selves allow for malleability, self-improvement and personal growth. The future is the target of how much effort can we put into doing something as individuals (Oyserman & Fryberg, 2006)

As noted by Oyserman & James (in press), individuals are motivated to reduce the gap between their present and future positive possible selves and increase the gap between their present and future negative possible selves.

Possible selves become an integral part of well-functioning self-concept as they provide both positive images of a person's attaining future goals and negative images of a person's failing to attain these goals. Possible selves may improve optimism and well-being about the future. Although things can be going wrong now, a possible self is to give a promise of chance.

As possible selves help a person to focus on goals and reduce the influence of distractions in the social world, they improve ability to self-regulate and self-control. Possible selves more easily improve self-regulatory ability when they are linked with strategies, appropriate with other aspects of self-concept (Oyserman & James, in press).

Nevertheless, possible selves do not always support self-regulatory action. Possible selves achieve success in focusing effort when they are connected to behavioural strategies, they feel appropriate with significant social identities, and they are balanced. It means that difficulty working on the possible self is not interpreted to mean that the possible self is not important (Oyserman, et al., 2006).

Individual and conceptual factors are the ones that influence possible selves. The other factors may become role models and anti-models for both positive and negative possible selves.

School-focused selves are ordinary among children and adolescents regardless of socioeconomic status (Oyserman & Fryberg, 2006). School-focused possible selves present positive expectations regarding a school success, including specific goals (Oyserman, Bybee, Terry, & Hart-Johnson, 2004). Youngsters have multiple competing possible selves. Not all of them will influence behaviour at a particular point in time (Oyserman & James, in press).

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